

Programme Title: Pg DIP FT



Programme Specification

Awarding Body/Institution	Queen Mary University of London
Teaching Institution	Queen Mary University of London
Name of Final Award and Programme Title	Pg DIP FT Gastroenterology
Name of Interim Award(s)	Pg Cert
Duration of Study / Period of Registration	8 months
QM Programme Code / UCAS Code(s)	A3D9
QAA Benchmark Group	
FHEQ Level of Award	Level 7
Programme Accredited by	QMUL, Queen Mary University of London
Date Programme Specification Approved	Feb 2016
Responsible School / Institute	Blizard Institute

Schools which will also be involved in teaching part of the programme

Barts and The London School of Medicine and Dentistry

Blizard Institute

Institution(s) other than Queen Mary that will provide some teaching for the programme

Programme Outline

This course is designed as a curriculum in adult and paediatric gastroenterology (GI), hepatology and nutrition. For new entrants in these fields, it will provide the necessary theoretical and clinically applied knowledge for diagnosis and treatment of gastrointestinal and liver diseases that will facilitate their future specialist training. For those already in these fields, the course will provide updates on new developments in diagnostic techniques and the management of digestive diseases. The programme also focuses on the relevant basic sciences that prepare physicians for careers in academic gastroenterology.

Aims of the Programme

To teach the basic sciences and research techniques underpinning the clinical specialities of gastroenterology, hepatology and nutrition. Program graduates are expected to be able to apply the theoretical knowledge for diagnosis and management of

patients in the clinics.

What Will You Be Expected to Achieve?

Programme graduates are expected to apply the theoretical knowledge and be able to:

- Make differential diagnosis of common complaints related with the gastrointestinal tract.
- Identify appropriate investigations in order to confirm diagnosis.
- Recognise suitable treatments according to the clinical scenarios.
- Identify risk factors for and strategies for the prevention of GI diseases.
- Critically assess and understand relevance of research and data in this field to enhance clinical decision making both for individual patients and the broader patient population.
- Be able to write scientifically essays and dissertation and give oral presentations.

Academic Content:

A 1	Basic sciences and both laboratory and clinical research techniques underpinning gastroenterology, hepatology and nutrition.
A 2	Clinical manifestations of gastrointestinal, hepatobiliary and nutritional disorders
A 3	Current and future options and techniques for diagnosis and management of gastrointestinal, hepatobiliary and nutritional disorders
A 4	Principles of research including literature review, forming of hypothesis, planning and completion of methods (including statistics), analysis and discussion of data (for those doing the MSC)
A 5	Presentation of information, written in a clear and well-structured manner

Disciplinary Skills - able to:

B 1	Make differential diagnosis of common complaints related with the gastrointestinal and hepatobiliary tracts
B 2	Identify appropriate investigations in order to confirm diagnosis
B 3	Recognise suitable treatments according to the clinical scenarios
B 4	Critically assess and understand relevance of research and data in this field to enhance clinical decision making both for individual patients and the broader patient population.
B 5	Application of the principles of research to prepare a manuscript

Attributes:	
C 1	Identify risk factors for and strategies for the prevention of disease in this field
C 2	Ability to critically evaluate published research in this area
C 3	Ability to write scientifically both essays and dissertation
C 4	Use of statistics in research
C 5	Ability to give oral presentations/teaching
C 6	Application of theoretical knowledge of diagnostic techniques and management to patients in the clinics

How Will You Learn?

The course is taught by a dedicated team of qualified researchers and specialists in the field of Gastroenterology. Each of the 6 modules will have a variety of speakers presenting, each an expert on their given subject. Students are expected to attend all these lectures as they form a key part in the learning process.

The other forms of guided learning a student will experience :

- Weekly lectures
- Group presentations
- Meetings and tutorials with the course team
- Regular access to the Simulator
- Assessment

The University also has its own virtual learning environment (VLE) called QM+ which plays a key role in the learning experience. Students can use the Student Café – a forum where they can exchange ideas with their peers and also with their module leaders. QM+ also gives them the platform to review previously recorded lectures through ECHO 360 and also to have access to any additional notes and lecture slides. It is a comprehensive site which gives the student all they need to know about their chosen course and is used to complement their guided learning

Students are also expected to match guided learning with self-guided learning also to prepare for lectures and assessments.

How Will You Be Assessed?

Each of the 6 modules is assessed in the format appropriate to the material studied. Modes of Assessment used include examination of timed written papers and also a written coursework for each module. In general:

- A written paper of 1 or 2 hours each at the end of each module (60 % of marks for that module)
- Coursework (which will be set at the start of the module) is either an essay (max 2000 words), or an oral presentation on a topic agreed by the examiners (10 minutes) or a poster presentation to the examiners (40 % of the marks).

Following successful completion of the taught element student may wish to progress to complete a project of 10,000 words only once they have met the requirements for progression AND there is a suitable Project and supervisor available.

How is the Programme Structured?

Please specify the full time and part time programme diets (if appropriate).

The full time Pg DIP is taken over 8 months and is divided into 6 compulsory modules (ICMM 933-938 see below) (total 120 credits)

These are taught and assessed over two semesters - semester 1 made up of modules ICMM933, ICMM938 and ICMM934 - and semester 2 of ICMM935, ICMM936 and ICMM937.

Academic Year of Study

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
The Basis of GI Diseases	ICMM933	30	7	Compulsory	1	Semester 1
Liver and Pancreatic Diseases	ICMM934	15	7	Compulsory	1	Semester 1
Adult GI Diseases	ICMM935	30	7	Compulsory	1	Semester 2
Neurogastroenterology	ICMM936	15	7	Compulsory	1	Semester 2
Paediatric and Adolescent GI, Liver and Nutritional Diseases, GI Infections	ICMM937	15	7	Compulsory	1	Semester 2
Introduction to Endoscopy	ICMM938	15	7	Compulsory	1	Semester 1

What Are the Entry Requirements?

Minimum requirements for applications to the Diploma course are MB BS or basic medical degree recognised by the University of London and an IELTS score of 6.5 (or equivalent) as required by QMUL.

Allied Health professionals can be admitted on the basis of working as a specialist in the field and with a science based degree with a 2:1 or above.

Students are expected to demonstrate a clear commitment to Gastroenterology as a speciality.

How Do We Listen and Act on Your Feedback?

MSc Gastro sub subject Exam Board meets twice - in May [for approval of progress to the Research project and plans for resits] and again in September [after presentation and viva voce for the Research project]. Reports to the Blizard SEB.

Resits will be sat in the same academic year end of August/early September after submission of the projects (and will be confirmed at the SEB in May).

Student evaluation and feedback will be requested after the completion of each module.

Personal tutors allocated to individual students.

Programme review is continuous and discussed at the Subject Exam Board and with External examiners in May and September or by email in between.

The programme encourages active student representation on the SSLC and also academic representation on the institutes education committee, with feedback from both regularly considered throughout the year and implemented if possible.

Academic Support

The team running the programme has experience of postgraduate teaching. All students will have the opportunity to have either an in person or online meeting, via the Adobe Connect web platform, or phone call with the academic team at the start of the programme and are encouraged to contact the course and take part in meetings and tutorials on a regular basis to discuss any issues or ideas.

All students receive feedback after every assessment and are advised to contact the curriculum team over any challenges they have with the learning material. Additional support is also offered through the QMUL Learning Support systems and these, plus any additional workshops, such as QMUL run study skills, are advertised with students encouraged to attend these.

Programme-specific Rules and Facts

To be able to progress to the dissertation or project module, a student must:

- v. take modules to the value of 120 credits;and,
- vi. pass modules to the value of at least 90 credits;and,
- vii. achieve an average mark of at least 50.0 across all taught modules;and,
- viii. achieve module marks of at least 40.0 in all modules.

Alternative pathways

The MSc in Gastroenterology permits differently named pathways (and degree awards). All students shall register initially for the MSc in Gastroenterology. However, where a student achieves at least a pass in the relevant module (neurogastroenterology, hepatology, or paediatric gastroenterology), they may change their pathway (and therefore the name of their final degree) to either: MSc Gastroenterology (Neurogastroenterology), MSc Gastroenterology (Hepatology) MSc Gastroenterology (Paediatric)"

Specific Support for Disabled Students

The programme endeavours to utilise all available support services offered by QMUL, and follows the guidelines given by student services on support for disabilities.

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)

Programme Title: Pg DIP FT

- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links With Employers, Placement Opportunities and Transferable Skills

All students are clinicians who return to work in a large variety of healthcare settings both within and outside the UK. No formal links with specific employers.
The course has been seen and approved by two Professional societies, the British Society for Gastroenterology and the United European Gastroenterology Federation.

Programme Specification Approval

Person completing Programme Specification

Person responsible for management of programme

Date Programme Specification produced/amended by School Learning and Teaching Committee

12 February 2016 for Sept 2016/7

Date Programme Specification approved by Taught Programmes Board

Feb 2016