

Programme Specification

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| Awarding Body/Institution | Queen Mary University of London |
| Teaching Institution | Queen Mary University of London |
| Name of Final Award and Programme Title | MSc in Clinical Endocrinology (A3V1) PgDip in Clinical Endocrinology (A3V2) |
| Name of Interim Award(s) | |
| Duration of Study / Period of Registration | 1 year full time |
| QM Programme Code / UCAS Code(s) | |
| QAA Benchmark Group | |
| FHEQ Level of Award | Level 7 |
| Programme Accredited by | |
| Date Programme Specification Approved | January 2015 |
| Responsible School / Institute | William Harvey Research Institute |

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

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

Programme Outline

The MSc in Clinical Endocrinology is designed to cover a complete curriculum for Specialist Endocrinology. The Centre for Endocrinology at Barts and the London School of Medicine has an international reputation in this area, both in clinical practice and in research. The curriculum incorporates elements of the UK specialty training curriculum for endocrinology and diabetes mellitus, including aspects which are assessed at the knowledge-based examination required for Royal College Certification. In addition there will be a focus on up to date developments in the field and expert opinions and presentations.

The programme will follow a modular structure. Students will learn about theory and basic science underpinning the discipline in each module, then focus on the pathologies that arise in each system and the clinical approaches to evaluation and treatment. There will be extensive use of blended learning and the 'flipped classroom' so that self-directed learning using novel and cutting-edge learning techniques is complemented by a regular tutorial programme. There are opportunities to pursue individual and group work with a high degree of interactivity.

The course will include data from real clinical cases, guided reading and journal clubs. There will be opportunities to explore the presentation of endocrine subjects in the media and 'hot topics' for each module. The taught programme will be complemented by a clinical observation programme and the development of a personal portfolio of experience.

The final part of the programme involves preparation of a dissertation based on independent research or clinical cases under the supervision of a tutor.

Students may choose to pursue the taught aspects of the course only and complete a postgraduate diploma rather than a full MSc programme.

Aims of the Programme

The MSc in Clinical Endocrinology is designed to cover a complete curriculum in Endocrinology for new entrants into the fields and as an update and extension for those already in it. The course provides clinicians with theoretical and clinically applied aspects of their discipline.

Aims of the course include:

- To enhance awareness of the basic sciences and research techniques underpinning the practice of clinical endocrinology.
- To develop understanding of the clinical sciences relevant to specialist clinical practice in endocrinology.
- To develop knowledge of common and important disorders in endocrinology at a level appropriate to underpin clinical experience and support independent practice.
- To develop the problem-solving skills which will enable independent practice as a specialists
- To develop professional competencies of medical graduates in allied areas to understand the pathophysiology, investigation and management of endocrine disorders
- To develop related skills such as correct use of statistics, use of databases, literature searches, reviewing evidence, critical appraisal of scientific literature, writing papers and articles
- To ensure that key relevant aspects of the curriculum outlined by the Joint Committee for higher medical training and covered in the Royal College knowledge-based assessment in endocrinology are covered in the curriculum for our proposed course
- To develop research skills such as literature searches, reviewing evidence, critical appraisal of scientific literature, use of databases, writing papers and articles and correct application of statistics.

What Will You Be Expected to Achieve?

By the completion of this programme students should be able to:

Academic Content:

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| A 1 | • Describe the basic sciences and research techniques underpinning the practice of clinical endocrinology |
| A 2 | • Demonstrate their achievement of the specific learning outcomes detailed in each of the modules of the course which relate to each of the endocrine systems of the body. |
| A 3 | • Demonstrate a broad knowledge of common and important disorders in endocrinology at a level appropriate to underpin clinical experience and support independent practice |

Disciplinary Skills - able to:

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| B 1 | • Search and interpret the literature to apply results from the relevant clinical sciences to the management of the endocrine patient. |
| B 2 | • Review evidence, apply the correct use of statistics and critically appraise the scientific literature to draw conclusions about endocrine physiology, pathology and clinical care |
| B 3 | |
| B 4 | |

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| B5 | |
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| Attributes: | |
| C 1 | • Demonstrate knowledge of, skills in and appropriate attitudes towards the diagnosis, investigation and management of patients with disorders of the hypothalamus and pituitary, thyroid, parathyroids, bone metabolism, reproductive endocrinology, growth and development, energy balance, the adrenal glands and endocrine-related cancers. |
| C 2 | • Utilise problem-solving skills in the clinical and research settings which will support independent practice in endocrinology |
| C 3 | |

How Will You Learn?

The curriculum will be covered in a 'taught course' of 3 terms divided into modules. Three modules will be covered in each of the first and second term and two modules in the third term, thus there are 8 taught modules alongside (for students completing the full MSc programme) a 60-credit dissertation module.

Each taught module accounts for 15 credits and each module takes 4 weeks to cover the taught materials including one or more module assignments. Teaching will make use of blended learning methods and the 'flipped classroom' model. This means that you will study a number of elements using online materials including lectures, podcasts, guided reading exercises and so on, with regular face-to-face tutorials in which various activities incorporating individual and group work will help you to consolidate your learning.

In parallel with the taught course, you will have a programme of clinical observation sessions across several domains including general endocrinology, specialist endocrinology, endocrine investigations and therapies and regular clinical academic meetings. You will complete a reflective portfolio log-book in which your experiences are mapped to each of the modules.

Following on from the above modules you will work on and complete a dissertation for the remainder of the programme. The project title and research / dissertation format will be agreed between yourself and the course organiser and may take the form of independent clinical research or a dissertation based on clinical cases.

Occasionally, students may choose to omit the dissertation, completing the programme at the stage of postgraduate diploma.

How Will You Be Assessed?

Formative assessment

Students will have the opportunity to receive feedback at the regular tutorials and also during the clinical observation aspects of the programme. Formative assessment may be available as part of some of the online tasks that form part of the blended learning strategy, for example marks for quizzes and also direct feedback from programme tutors.

Summative assessment

Assessment of the taught course will comprise assessment of module-specific assignments and assessment of module-specific portfolio sections. The assignment techniques will comprise a mixture across the modules of written submissions, submissions using multimedia, case presentations, and verbal presentations. You will be clearly told which assignments and tasks form part of summative assessment and assignments for each module must be completed by the end of that module block.

The other aspect of assessment comprise your personal reflective portfolio log-book which will contain records of attendance, reflections and pieces of written work completed as part of programme.

How is the Programme Structured?

The curriculum will be covered in a 'taught course' of 3 terms divided into modules. Three modules will be covered in each of the first and second term and two modules in the third term, thus there are 8 taught modules in total, alongside a 60-credit dissertation module, which runs from the start of the programme across the semesters and over the summer.

Each of the taught modules covers a 4-week period and uses a 'flipped classroom model.' Therefore after induction, each week comprises self-directed learning using dedicated online materials with the main face-to-face teaching day taking place on Fridays. In addition, in parallel with the taught course, you will have an organised programme of clinical observation sessions across several domains including general endocrine clinic, specialist endocrine clinics, endocrine investigations and clinical academic meetings. Each student will have an individualised timetable for observation sessions. You will complete a reflective portfolio log-book in which your clinical experiences are mapped to each of the modules.

Academic Year of Study 1

| Module Title | Module Code | Credits | Level | Module Selection Status | Academic Year of Study | Semester |
|--|-------------|---------|-------|-------------------------|------------------------|---------------|
| Endocrinology: Core knowledge and key skills | | 15 | 7 | Compulsory | 1 | Semester 1 |
| Hypothalamus and Pituitary | | 15 | 7 | Compulsory | 1 | Semester 1 |
| Thyroid | | 15 | 7 | Compulsory | 1 | Semester 1 |
| Calcium and Bone | | 15 | 7 | Compulsory | 1 | Semester 2 |
| Reproductive, pregnancy and paediatric endocrinology | | 15 | 7 | Compulsory | 1 | Semester 2 |
| Clinical chemistry, gut and metabolism | | 15 | 7 | Compulsory | 1 | Semester 2 |
| Adrenal cortex and medulla | | 15 | 7 | Compulsory | 1 | Semester 3 |
| Endocrine oncology and genetics | | 15 | 7 | Compulsory | 1 | Semester 3 |
| Clinical Endocrinology Dissertation | | 60 | 7 | Compulsory | 1 | Semesters 1-3 |

What Are the Entry Requirements?

Qualification requirements for the course are MB BS or basic medical degree from universities recognised by the University of London.

Candidates should generally have worked for at least one year after qualification as a registered medical practitioner registration. Applicants may be interviewed prior to acceptance and course entry may be competitive.

For international applicants, demonstration of English Language proficiency is required either by an IELTS overall score of 6.5 (or

acceptable equivalents) or via completion of MRCP to at least Part one level.
Students must have access to a suitable computer and broadband access to the internet.

How Do We Listen and Act on Your Feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between schools/institutes and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school/institute operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in the committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools/institutes operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the NSS and module evaluations.

Academic Support

Induction

There will be extensive online induction material available and also an induction day to review the programme details and expectations

Mechanisms for student support (academic, technical, administrative and pastoral) are all in place and information about this will be available online as part of the induction materials

Personal Tutor arrangements

The student group is expected to remain small due to clinical constraints and therefore a personalised approach to academic support is anticipated

The small group will also enable allocation of the Programme Director as the personal tutor to all of the students. This will enable a high level of consistency of student experience and a commitment to personal contact.

Programme-specific Rules and Facts

Specific Support for Disabled Students

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)
- 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

There are no formal links with employers. However, there are several ways in which such a qualification might inform employers about graduates' qualities and skills:

Opportunities for rigorous endocrine teaching with a structured syllabus are currently limited in the UK, and may be welcomed by employers as evidence of a breadth of understanding of the subject.

In addition it is planned that the course will cover some key aspects of the curriculum in Endocrinology and Diabetes outlined in the 'Joint Royal College of Physicians Training Board' (JRCPTB). This may help students to develop good foundations for the knowledge-based assessment set by the Royal College of Physicians.

Some more junior students (ST level) may wish to use this type of qualification to demonstrate their commitment to the specialty and provide an advantage when applying for specialist training rotations. This is applicable when the specialty is highly oversubscribed or for trainees wishing to secure a competitive post.

For student who complete the full MSc including dissertation, the completion of the independent research project may provide an entry point and pathway into higher research training.

Programme Specification Approval

Person completing Programme Specification

Dr Maralyn Druce

Person responsible for management of programme

Dr Maralyn Druce

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

Date Programme Specification approved by Taught Programmes Board

January 2015