

Programmes Committee (PC)

Tuesday 18 May 2021

10:00-12:00

Present

Dr Clemens Brechtelsbauer (Chair), Dr Lorraine Craig, Ms Michaela Flegrova, Professor Richard Green, Dr Jo Horsburgh, Ms Kate Ippolito, Dr Magdalena Jara, Dr Mike Tennant (Deputy Chair), Dr Vijay Tymms, Mr Scott Tucker, Ms Judith Webster, Ms Men-Yeut Wong (Secretary), Ms Betty Yue.

Apologies

Dr Jeffrey Vernon

In Attendance

Ms Latha Ramakrishnan

1 Welcome and Apologies

The Chair welcomed attendees to the meeting and apologies, as above, were noted.

2 PC.2020.69 Report of actions taken by the Programmes Committee

A report to the Wednesday 28th April 2021 Quality Assurance and Enhancement Committee with recommendations made by Programmes Committee and from the meeting held Tuesday 18th May 2021. The report of the outcomes and actions taken were approved as an accurate record.

3 Matters Arising

There were no matters arising to discuss.

Items for consideration

4 New Programme Proposals

4.1 PC.2020.70 BSc Biomedical Technology Ventures

4.1.1 The Programmes Committee considered a new programme proposal from the Department of Bioengineering to introduce the above undergraduate programme with effect from October 2022.

4.1.2 The Committee welcomed the programme leads Professors Anil Bharath and Manos Drakakis, who were invited to present the new programme proposal.

4.1.3 The proposed programme aims to educate and nurture entrepreneurial-minded students, equipping them with the skills to identify opportunities for improving human healthcare through the application of technology, and to seek to achieve rapid transfer of ideas and technology to meet those gaps through entrepreneurship. This is in contrast to our current Biomedical Engineering MEng degrees which are strongly research led.

The proposed programme will take a sound engineering approach to understanding and solving biomedical problems, and taps into a growing ecosystem of funding (e.g. MedTech SuperConnector, IGHI, VCC) for early-career entrepreneurs. It is also fuelled by a clear demand from industry, including its regulatory side.

4.1.4 The Programmes Committee welcomed the proposal for a new undergraduate degree programme and the presentation provided by the programme team had given the Committee further insight to the programme conception.

4.1.5 The Committee have agreed upon the following recommendations:

- To clarify the philosophy of the programme intake, the proposal aims to educate and nurture entrepreneurial-minded students noting that the entry requirements welcomes students having an interest in business. Will you be seeking applicants who have a background in business or an interest in business;
- The programme team provide further information and rationale for why this programme is a BSc rather than Master's level programme and what opportunities there are for students to move from the BSc to a Master's level programme;
- To clarify the links between the programme and the Faculty of Medicine, the programme team noted that they would be collaborating with the Faculty of Medicine, this should be made clearer in the programme specification for the benefit of the applicant;
- Entry requirements- The Head of Admissions reported the following recommendations:
 - That the IB minimum should be 39 points (not 38) to align with A*AA;
 - That the 6 in third subject should be amended to the subjects reflected in the third A level list with Business Studies amended to Business Management;
 - That the 7 in Maths at Higher Level notes "(applications and interpretation or analysis and approaches syllabi accepted without preference)".
- All the modules within the programme structure are compulsory. The programme team gave some rationale for this based on practical reasons and availability of staff, with an intention to develop optional modules at a later stage. The programme team are encouraged to consider where choice could be included within the existing proposed structure;
- The programme includes a compulsory online module in order to address space issues- do the programme team foresee any issues with this?;
- A couple of modules include a 'mastery exam' as part of the assessment with a pass mark of 80%. Could the programme team provide some more detail about this type of assessment as it is more unusual and likely to be unfamiliar to students;
- It would be useful if more information could be provided around how the Summer Internship works, does the summer internship take place within term time? How will students be interacting with industry? The proposal makes reference to the 'medical device industry internships', 'internship in healthcare-related industry, a hospital setting or a University laboratory', 'Possible alternative placements with either technology-oriented healthcare laboratories (e.g. within hospitals) or University labs will also be offered'- as this is a unique selling point of the programme, these points should be made more clear within the programme overview and the module specification;
- The Business Economics and Entrepreneurship modules - states that an assessment will be 'group and/or individual'. Please provide some more detail about what this means. What is the assessment and how will it be decided if it is a group or individual assessment?
- Both the Entrepreneurship and Business Economics modules state that the CATS weighting is 12 - this should be 10 for a 5 ECTS module;
- An Introduction to Biomaterials module - this seems to be quite a lot of learning outcomes for a 5ECTS module. Also, one of the learning outcomes requires students to conduct a literature search but it is not clear from either the assessment strategy or assessment details how this will be assessed.

- There are some inconsistencies in programme title within the paperwork, the programme team were advised to confirm the correct programme title.
- 4.1.6 The programme team were advised that the recommendations above be considered and that the response to the recommendations be submitted to the Quality Assurance and Enhancement team. Chair's Action would then be taken to approve the resubmitted documentation and the programme specification would then be published on-line.
- 4.1.7 The Committee agreed to recommend the proposal to the Quality Assurance and Enhancement Committee for approval with effect from October 2022 subject to the recommendations noted above.

4.2 PC.2020.71 MRes AI and Machine Learning

- 4.2.1 The Programmes Committee considered a new programme proposal from the Department of Computing to introduce the above programme with effect from October 2021.
- 4.2.2 The Committee welcomed the programme lead Professor Aldo Faisal, who had been invited to present the new programme proposal.
- 4.2.3 The proposed programme aims to train a new generation of Artificial Intelligence researchers and innovators who combine strong underpinning knowledge of AI with the ability to formulate, conduct and assess research in a multidisciplinary setting.

AI is becoming increasingly pervasive across many sectors of business and public service, and this growth in application calls for people who combine theoretical grounding in AI with the ability to imagine, lead and deliver original Research & Development projects, often working to meet exacting regulatory and real-world performance expectations, and working at the interface between AI and other disciplines. A 12-month MRes programme is a more realistic initial commitment than a PhD for many graduates, people already employed in AI, and many employers - and for some it will also provide a pathway on to a Doctoral programme.

- 4.2.4 The Programmes Committee agreed upon the following recommendations:
- To clarify the difference between the proposed programme and the already existing MSc in Artificial Intelligence. It was unclear how the transition between the existing MSc, MRes and PhD would work for students, considering that that MRes programme would be targeted towards applicants who may not want to commit to the PhD programme whilst being mindful to avoid any overlap of content for students from the MSc programmes;
 - Clarify/make explicit how the interdisciplinarity beyond healthcare will be achieved and promoted, the programme team presented the initiative of Imperial X, this could be a unique selling point if further information could be added to the Programme Overview section of the programme specification;
 - Review assessment points as they seem to be an emphasis on numerical marks and would be important to highlight the feedback aspect of those instances as the main mechanism for learning and progress.
 - To consider whether the small number of taught modules, plus time on a research project will allow the students to develop the technical skills they need– particularly as most students have a module on Python programming (70053), which seems to be covering it from a standing start, the Committee would like to seek further assurance that the module will provide students with all the skills they require or if most of their skills will come from their supervisor and learning within their research group?;

- Concern were raised around Form B- Who are the potential applicants?- This says that highly ranked applicants to other MSc programmes who aren't accepted would be suitable for this programme. Could it be (mis-)interpreted as saying those applicants aren't good enough for an (oversubscribed?) taught programme, but are good enough for research- where some may think that a research programme would be more difficult than attending a taught programme;
- Will there be a net increase in the number of students taking the taught modules that are shared between this programme and the MSc? Will there be enough capacity to allow this? If not, do the benefits of this programme outweigh the costs of students crowded out from the MSc?;
- With the MRes Individual Research Project module, Form C- Format of Assessments refers to a meeting to discuss progress and support, mark normalisation and dealing with differences in ambition and scope of projects, it would be useful if these details could be included in the module specification;
- The Committee would like to seek further information around the process for assigning projects to students? What happens if students don't get any of the projects they want? Will projects be confirmed before term starts?;
- Review assessment points as there seems to be an emphasis on numerical marks and it would be important to highlight the feedback aspect of those instances as the main mechanism for learning and progress;

4.2.5 The programme team were advised that the recommendations above be considered and that the response to the recommendations be submitted to the Quality Assurance and Enhancement team. Chair's Action would then be taken to approve the resubmitted documentation and the programme specification would then be published on-line.

4.2.6 The Committee agreed to recommend the proposal to the Quality Assurance and Enhancement Committee for approval with effect from October 2021 subject to the recommendations noted above.

4.3 PC.2020.72 MSc Applied Paediatrics

4.3.1 The Programmes Committee considered a new programme proposal from the Department of Infectious Disease to introduce the above programme with effect from October 2022

4.3.2 The Committee welcomed the programme team Dr Deena-Shefali Patel and Heather Hannah, who had been invited to present the new programme proposal to the Committee.

4.3.3 The current MSc in Paediatric and Child Health programme has run for almost a decade at Imperial but needs to be re-invigorated and redeveloped. The aim of the redevelopment is to increase appeal and accessibility and thus recruitment and financial sustainability whilst continuing to provide a world class educational experience. Traditionally the course has received a large amount of interest from overseas students. It has not always been possible for them to attend due to mixture of barriers including the price of visas and accommodation in London, as well as the need for recurrent travel and distance from family and their own job market.

The distance learning aspect of the new Applied Paediatrics programme seeks to remove the afore mentioned barriers in place to the participation of students from the global arena. The new programme also will increase appeal to students within the UK by aligning the Diploma year modules to broad career pathways of both doctors and nurses in a sub-speciality or streamed modular system. Alignment to career pathways provides a real-world focus developing graduates that can innovatively apply their skills to complex problems within their professional lives. The launch of the Imperial Centre for Paediatrics and Child Health

this November provides impetus and support for the continued presence of a strong postgraduate paediatric education offering. In turn, the Applied Paediatrics programme will highlight the world leading paediatric related research at Imperial and encourage the building of a research community and foster relationships for the future.

4.3.4 The Programmes Committee thought that the programme team had presented very well-designed and constructively aligned programme. The Spiral feature should work well to support the learning of the diverse in-take of students, in terms of their professional and educational backgrounds. Incorporating genomic medicine and research into the programme has resulted in a unique and attractive design.

4.3.5 The Programmes Committee agreed upon the following recommendations:

- There is clear student choice with three defined pathways, it was not clear when students would need to choose their pathway, it was advised that this should be made clearer in the Programme Overview section of the programme specification;
- Programme Overview- “The Certificate year will contain collaboration with the Genomic Medicine postgraduate course enabling cross discipline interaction and learning”, it was suggested that this section could be enhanced to indicate why the need and the importance/understanding of genomic medicine in paediatric care. That is, a focus on genomics medicine to promote early identification of common childhood problems for the future;
- Indicate a maximum time period that they can transfer to PG Dip or MSc, i.e. within a period of 2-3 years;
- Learning tech- VR360, will students need to use special VR equipment? It should be made clear if equipment will be provided or the costs necessary should be included in the programme specification; Access to computer + internet –indicate the minimum hardware specification & internet bandwidth especially for watching simulation videos or VR360.
- VLE platform- the programme team should ensure that the platform chosen is accessible from all countries noting that some may not allow VPN access;
- The Committee received further guidance around how the local supervisor process works, the programme team should ensure that there is a thorough vetting process of supervisors with a clear induction to set out the commitments expected. Will there be a handbook for local supervisors to ensure the consistency of supervision and guidance from the Imperial based supervisor?;
- To confirm the percentage split between synchronous and asynchronous delivery, the programme team should ensure that there is a balance between the two; it was mentioned students will be made aware at the start of the programme that an individual module cannot run without a minimum number of students. – Can the modules be made asynchronous so that all modules can be made available without the need for a minimum number of students?
- A comment shared by the External reviewer – “It is declared that peer and mentor feedback will be provided, but I am unsure exactly how peer feedback will be provided. Will this be via specific software embedded within the modules? Will it be individual or in groups?” it would be useful for the programme team to respond to this comment around feedback;
- Will accreditation from the Royal College of Paediatrics and Child Health be sought?;
- There is a wide range of authentic assessments which is a strength. As these all require something different from learners, it would be important to provide a clear brief setting out expectations and possibly some careful use of exemplars;

- Under the Programme Information section of the programme specification it may be helpful for applicant to include the following, “All students must initially apply for the Postgraduate Certificate. To progress to the Diploma and MSc programme, they must pass the Certificate programme. Students may elect to exit the programme after the first year having achieved the Postgraduate Certificate”;
- The programme team are advised to review the word count allocated to coursework and whether the word count is sufficiently high enough for amount of ECTS allocated to the module, is there an academic rationale to justify this?;
- Remove reference to formative assessments within the Assessment tab of the module specifications and add further information around the formative assessments within the assessment strategy box of the module tab;
- Ensure that the word count and presentation durations are indicated on the Assessment tab for each assessment and ensure that the correct assessment type has been assigned for each assessment;

4.3.6 The programme team were advised that the recommendations above be considered and that the response to the recommendations be submitted to the Quality Assurance and Enhancement team. Chair’s Action would then be taken to approve the resubmitted documentation and the programme specification would then be published on-line.

4.3.7 The Committee agreed to recommend the proposal to the Quality Assurance and Enhancement Committee for approval with effect from October 2022 subject to the recommendations noted above.

4.4 PC.2020.73 MSc Computational Genomics

4.4.1 The Programmes Committee considered a new programme proposal from the Department of Metabolism, Digestion and Reproduction to introduce the above programme with effect from October 2021.

4.4.2 The Committee welcomed the programme leads Professor Jorge Ferrer and Dr. Santosh Atanur, who had been invited to present the new programme proposal.

4.4.3 The proposed programme aims to provide students with in-depth knowledge and skills in statistical, computational and genome sequence data analysis. It is targeted at biology or medical students who do not necessarily have a background in quantitative sciences or programming. The programme will enable students to enter the genomics sector in health care and industry, or to pursue further academic and doctoral research.

The specific goals of the programme are to:

- Develop a high level of competence in applying statistical and data science methods for biological data analysis.
- Develop skills in programming as per software engineering standards.
- Develop analytical skills to perform advanced genome sequence data analysis
- Foster critical thinking skills and perspectives needed for a career in genome sciences.

4.4.4 The Programmes Committee agreed upon the following recommendations:

- With the sharing of resources with other existing modules within the Faculty of Medicine, the Programmes Committee would like to seek further assurance from the programme team that consultation with other programme teams have taken place to agree the specific modules being shared or optional modules being taken;

- Form C- Timing of assessments- “Assessment will be performed throughout the course at regular intervals rather than at the end of each module. This strategy will help us give timely feedback to students so that all progress to the next level at an equal pace. This will further allow us, in case of difficulties, to change the pace or modify the teaching strategy so that students get the most out of this course”, The Programmes Committee would like to seek further information around how the programme team will support students who may be struggling with some aspects of the programme;
- To restructure the Programme Learning Outcomes to clearly define the outcomes that will be achieved upon completing the Postgraduate Certificate/Diploma;
- Admissions Test/Interview- please state the criteria you might apply when inviting an applicant for interview;
- Additional programme costs- indicate the minimum hardware specification required for the programme;
- With a wide ranging background of applicants the programme team are hoping to recruit from, the Programmes Committee would like to seek further information from the programme team around how students will be supported if they have no prior Python or Maths background, should the entry requirements specify that the student should have prior knowledge of Python/STEM subject; How will students who find the Python/Mathematics aspects of the programme difficult be supported? Will there be pre-sessional/primer modules for students to take and refer back to during the course of the programme;
- As Python is the programming language used throughout the programme, what support will be provided to students who are not able to code in Python? Would an introductory session for all students and tutorials be available? It was noted that the Graduate School offers an introductory course in Python and the programme team may find it useful to liaise with the Graduate School to signpost students to this course in their student handbook;
- The programme team should respond the external reviewer comments, in particular the comment regarding that the programme does not mention of Ethical, Legal and Social Implications or FAIR procedures for genome data set sharing. Regulation such as GDPR, which to date encompass human genetic data under its remit provides certain regulations to do with data stewardship and processing that should be considered by any Computational Genomicist. Could this be embedded within the existing modules and made clearer in the module specifications;
- The availability of feedback- as suggested by one of the external reviewers, “It would be good to set some early milestones that would help identify individuals who might struggle with independent research”.

4.4.5 The programme team were advised that the recommendations above be considered and that the response to the recommendations be submitted to the Quality Assurance and Enhancement team. Chair’s Action would then be taken to approve the resubmitted documentation and the programme specification would then be published on-line.

4.4.6 The Committee agreed to recommend the proposal to the Quality Assurance and Enhancement Committee for approval with effect from October 2021 subject to the recommendations noted above.

Post meeting note: The programme team requested to delay the start date of the above programme to October 2022 to allow for more time to further develop the programme and allow for a longer lead time to market the programme.

5 Curriculum Review

5.1 PC.2020.74 MSc Business Analytics (On-campus)

5.1.1 The Programmes Committee considered the redesigned programme above from the Business School with effect from September 2021.

5.1.2 The Programmes Committee will be referring the request for Programme Specific Regulations to the Regulations and Policy Review Committee for consideration.

5.1.3 The Programmes Committee agreed to recommend the proposal to the Quality Assurance and Enhancement Committee for approval with effect from September 2021

5.2 PC.2020.75 MSc Business Analytics (Online)

5.2.1 The Programmes Committee considered the redesigned programme above from the Business School with effect from September 2021.

The Programmes Committee will be referring the request for Programme Specific Regulations to the Regulations and Policy Review Committee for consideration.

The Programmes Committee agreed to recommend the proposal to the Quality Assurance and Enhancement Committee for approval with effect from September 2021

6 Major Modifications to Existing Programmes

Faculty of Engineering

6.1 PC.2020.76 Horizons and BPES suite of modules

6.1.1 The Programmes Committee considered a proposal from the Faculty of Engineering to remove Horizons and specific BPES modules from the curriculum reviewed undergraduate programmes in the Department of Civil and Environmental Engineering, and to remove BPES as an elective choice from the curriculum reviewed undergraduate programmes in the Department of Computing, with effect from October 2021.

It is not possible to offer Horizons modules and I-Explore in the same academic year, as they are delivered in the same timeslot. Students are still able to choose a Horizons module as their I-Explore option, but departments will need to remove Horizons as a separate elective in their programme specification.

If BPES is listed as an elective option in the same year as I-Explore, there is a parity issue where some students in the cohort take a module as Pass/Fail under I-Explore whilst their peers take the same module but graded (which therefore contributes to their degree mark). It is recommended that BPES modules are removed as separate elective so that all students taking a BPES module do so under the same stakes (Pass/Fail through I-Explore).

The following actions have been agreed:

- Civil and Environmental Engineering – the removal of Horizons and specific BPES modules as separate elective choices in Year 3 of their UG curriculum reviewed programmes.
- Computing – the removal of BPES as a separate elective choice in Year 3 of their UG curriculum reviewed programmes,

- 6.1.2 The Programmes Committee agreed to recommend the proposal to the Quality Assurance and Enhancement Committee for approval with effect from October 2021.

Faculty of Medicine

6.2 PC.2020.77 MSc Health Data Analytics and Machine Learning

- 6.2.1 The Programmes Committee considered a proposal from the School of Public Health to reduce the ECTS credit size for 'Health Data Research Seminar Series' from 5 to 2.5, to change the assessments and increase the ECTS credit size for 'Molecular Epidemiology' from 5 to 7.5, to change the module name of Population Health to 'Population Health Analytics' and to make minor changes to 'Translational Data Science', with effect from October 2021.
- 6.2.2 The above programme has yet to be Curriculum Reviewed and is therefore within the 'old' regulations which allow a module size of 2.5 ECTS. It was advised that the School should prepare a curriculum reviewed programme for 2022 entry, and under the new regulations the minimum permitted module size is 5 ECTS.
- 6.2.3 The Programmes Committee agreed to recommend the proposal to the Quality Assurance and Enhancement Committee for approval with effect from October 2021.

6.3 PC.2020.77 Global Master of Public Health (Online)

- 6.3.1 The Programmes Committee considered a proposal from the School of Public Health to make changes to the core and elective module offering and the learning outcomes for the Global Master of Public Health (Online) programme with effect from October 2021.

PG Cert students will have the additional choices of: (1) Global Disease Master Class, (2) Health Economics, and (3) Health Systems Development as electives. Population Health Improvement will no longer be core but would be a pre-requisite if continuing to the Masters.

PG Dip students will have the additional choice of Health Economics as an elective. (1) Population Health Improvement, (2) Health Systems Development, and (3) Research Portfolio 1: The Research Question will no longer be core for those taking the PG Dip only, but will be required as a pre-requisite for those who wish to continue to the Masters in Year 3.

- 6.3.2 Programme Learning Outcome changes:

PG Certificate:

From:

By the end of the Postgraduate Certificate programme, students will be able to:

1. describe and compare different study designs, understand core epidemiological principles, and apply these in order to interpret and appraise evidence in a public health context;
2. choose and apply appropriate statistical methods to public health and epidemiological data and interpret the results of such analysis;
3. identify appropriate health protection, health promotion and disease prevention interventions in order to design effective public health programmes;
4. identify key components of, and critically compare, different health system models;
5. make informed choices regarding elective choices aligned to their own learning interests and needs.

To:

- describe and compare different study designs, understand core epidemiological principles, and apply these in order to interpret and appraise evidence in a public health context;

- choose and apply appropriate statistical methods to public health and epidemiological data and interpret the results of such analysis;
- identify appropriate health protection, health promotion and disease prevention interventions in order to design effective public health programmes;
- Integrate the contributions from different academic disciplines into the study of public health, including health systems and system improvement, health protection, participation, population health, or modelling into real world examples of public health practice.
- make informed choices regarding elective choices aligned to their own learning interests and needs.
- Develop an awareness of the major issues in global public health and be able to discuss these

PG Diploma

From:

By the end of the Postgraduate Diploma programme, students will be able to:

- describe and compare different study designs, understand core epidemiological principles, and apply these in order to interpret and appraise evidence in a public health context ;
- choose and apply appropriate statistical methods to public health and epidemiological data and interpret the results of such analysis;
- identify appropriate health protection, health promotion and disease prevention interventions in order to design effective public health programmes;
- critically apply epidemiological concepts to major global diseases and appraise and recommend policy options to combat these challenges;
- identify key components of, and critically compare, different health system models;
- review and synthesize literature to construct a critical and reasoned narrative to arrive at a focused research question;
- design, carry out, interpret, report and communicate a research study, health needs assessment or policy review employing appropriate methods;
- review and synthesize literature to construct a critical and reasoned narrative to arrive at a focused research question;
- make informed choices regarding elective choices aligned to their own learning interests and needs.

To:

- describe and compare different study designs, understand core epidemiological principles, and apply these in order to interpret and appraise evidence in a public health context;
- choose and apply appropriate statistical methods to public health and epidemiological data and interpret the results of such analysis;
- identify appropriate health protection, health promotion and disease prevention interventions in order to design effective public health programmes;
- Integrate the contributions from different academic disciplines into the study of public health issues and responses, including health systems and system improvement, health protection, participation, population health, modelling, global health challenges and innovations, economics, and key health topic areas.
- make informed choices regarding elective choices aligned to their own learning interests and needs.
- Develop an awareness of the major issues in global public health and be able to discuss these.

MPH

From:

By the end of the Masters programme, students will be able to:

- describe and compare different study designs, understand core epidemiological principles, and apply these in order to interpret and appraise evidence in a public health context;
- choose and apply appropriate statistical methods to public health and epidemiological data and interpret the results of such analysis;
- identify appropriate health protection, health promotion and disease prevention interventions in order to design effective public health programmes;

- critically apply epidemiological concepts to major global diseases and appraise and recommend policy options to combat these challenges;
- identify key components of, and critically compare, different health system models;
- review and synthesize literature to construct a critical and reasoned narrative to arrive at a focused research question;
- design, carry out, interpret, report and communicate a research study, health needs assessment or policy review employing appropriate methods;
- implement, and adhere to, key public health principles and ethical standards in public health research and practice;
- define approaches to health improvement and identify and appraise methods for evaluating programmes in order to produce informed judgements on policy;
- critique public policy-making within the context of contemporary global governance structures and formulate strategies to counter disparities in health;
- critically apply key methods used for assessing the effectiveness and cost-effectiveness of health services and interventions and use these to evaluate decision making in public health;
- apply relevant knowledge and skills to contemporary public health challenges.

To:

- describe and compare different study designs, understand core epidemiological principles, and apply these in order to interpret and appraise evidence in a public health context;
- choose and apply appropriate statistical methods to public health and epidemiological data and interpret the results of such analysis;
- identify key components of, and critically compare, different health system models;
- identify appropriate health protection, health promotion and disease prevention interventions in order to design effective public health programmes;
- define approaches to health improvement and identify and appraise methods for evaluating programmes in order to produce informed judgements on policy;
- review and synthesize literature to construct a critical and reasoned narrative to arrive at a focused research question;
- design, carry out, interpret, report and communicate a research study, health needs assessment or policy review employing appropriate methods;
- implement, and adhere to, key public health principles and ethical standards in public health research and practice;
- Integrate the contributions from different academic disciplines into the study of public health issues and responses, including system improvement, participation, population health, modelling, global health challenges and innovations, economics, and key health topic areas.
- make informed choices regarding elective choices aligned to their own learning interests and needs.
- Design, carry out, interpret, and critique public health research employing epidemiological and public health methods
- Develop an awareness of the major issues in public health and be able to apply these and their theoretical foundations to resolving practical public health problems.

6.3.3 The Programmes Committee agreed to recommend the proposal to the Quality Assurance and Enhancement Committee for approval with effect from October 2021

6.4 MBBS/BSc Medicine

6.4.1 The Programmes Committee considered a proposal from the School of Medicine to make changes to the programme assessment strategy to amend the way third markers are used in cases of disagreement with effect from October 2021.

Amending the guidelines for third marking assessments as follows:

- Where 1st and 2nd markers are in agreement the 3rd marker provides a check mark
- Cases where marks are not within 5% of each other and the two markers cannot come to an agreement to have a 3rd marker's mark considered alongside the marks of markers 1 & 2. The two closest marks will be taken forward

- Send a selection of assessments awarded over 80% and all awarded over 85% to the external

6.4.2 The Programmes Committee agreed to recommend the proposal to the Quality Assurance and Enhancement Committee for approval with effect from October 2021.

6.5 BSc Medical Sciences with Haematology

6.5.1 The Programmes Committee considered a proposal from the School of Medicine to make changes the programme title above to 'BSc Medical Sciences in Molecular and Translational Haematology' with effect from October 2022.

This new title will better reflect the nature and content of the programme presently delivered. The BSc Medical Sciences with Haematology concentrates on the biology and molecular behind the development of the normal haematopoietic system. It also emphasises the molecular basis of haematological disorders of white, red cells and the basics of Haemostasis and platelets disorders. These are extensively developed around the genetics of translocations, chromosomal abnormalities for leukaemias and lymphomas, as well as the genetic nature of red cells disorders including, but not limited to thalassaemias. Haemostasis and all the genetic factors involved in the normal clotting and their abnormalities and genetic defects are extensively presented.

6.5.2 The Programmes Committee agreed to recommend the proposal to the Quality Assurance and Enhancement Committee for approval with effect from October 2022.

Imperial College Business School

6.6 Weekend MBA (Saudi Aramco Stream)

6.6.1 The Programmes Committee considered a proposal from the Business School to make an in-session change to the assessment weighting of 'Corporate Finance' (BUSI97745) from 70% exam and 30% coursework to 100% exam for the Saudi Aramco MBA programme with effect from March 2021.

6.6.2 The Committee agreed to recommend the proposal to the Quality Assurance and Enhancement Committee for approval with immediate effect.

7 Dates of Future Meetings

Tuesday 20 July 2021, 10:00-13:00