1. **Programme title and designation**  
MSc in Diagnostic Dermatopathology

2. **Final award**

<table>
<thead>
<tr>
<th>Award</th>
<th>Title</th>
<th>Credit value</th>
<th>ECTS equivalent</th>
<th>Any special criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSc</td>
<td>Diagnostic Dermatopathology</td>
<td>180</td>
<td>90</td>
<td>Must pass all modules.</td>
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</table>

3. **Nested award**

<table>
<thead>
<tr>
<th>Award</th>
<th>Title</th>
<th>Credit value</th>
<th>ECTS equivalent</th>
<th>Any special criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

4. **Exit award**

<table>
<thead>
<tr>
<th>Award</th>
<th>Title</th>
<th>Credit value</th>
<th>ECTS equivalent</th>
<th>Any special criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>PG Dip</td>
<td>Diagnostic Dermatopathology</td>
<td>120</td>
<td>60</td>
<td>Must pass: -Basic science/technique -Neoplastic and non-neoplastic disorders</td>
</tr>
<tr>
<td>PG Cert</td>
<td>Health Sciences</td>
<td>60</td>
<td>30</td>
<td>N/A</td>
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</tbody>
</table>

5. **Level in the qualifications framework**  
M

6. **Attendance**

<table>
<thead>
<tr>
<th>Mode of attendance</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Distance learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum length of programme</td>
<td>12 months</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maximum length of programme</td>
<td>36 months</td>
<td></td>
<td></td>
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</tbody>
</table>

7. **Awarding institution/body**  
King's College London

8. **Teaching institution**  
King's College London

9. **Proposing department**  
St John's Institute of Dermatology, Dept of Dermatopathology

10. **Programme organiser and contact Details**

Dr Catherine M Stefanato  
catherine.stefanato@kcl.ac.uk

11. **UCAS code (if appropriate)**  
n/a

12. **Relevant QAA subject benchmark/ Professional, statutory and regulatory body guidelines**  
n/a

13. **Date of production of specification**  
August 2012

14. **Date of programme review**  
2018/19
15. Educational aims of the programme
i.e what is the purpose of the programme and general statements about the learning that takes place over the duration of the programme

1. To provide students with specialised knowledge of the basic and advanced techniques used in diagnostic dermatopathology
2. To provide thorough practical training in diagnostic dermatopathology, allowing candidates to develop expertise in this subspecialty
3. To enable students to write a detailed analytical surgical pathology report appropriate for interpretation by a clinician with the diagnosis, differential diagnoses and prognostic information relevant to patient management.
4. To enable students to develop a structured approach to critical appraisal of dermatopathological literature. This is achieve by mastering both knowledge of the theory and practical skills in conducting high quality rigorous research that is translatable to the patient, and that makes a direct and valuable contribution to the knowledge base in this subspecialty.

16. Educational objectives of the programme/programme outcomes (as relevant to the SEEC Credit Level Descriptors)

The programme provides opportunities for students to develop and demonstrate knowledge and understanding and skills in the following areas:

Knowledge and understanding

The programme provides a knowledge and understanding of the following:

1. A thorough understanding of the structure and function of skin and its appendages and how these alter in disease and of the:
   - Basic sciences relevant to skin disease
   - Dermatopathology of cutaneous neoplasms and non-neoplastic skin disease
   - Tissue pathway from specimen arrival at the laboratory to the production of a dermatopathology report
   - Techniques used in dermatopathology for diagnosis and research

2. Ethical considerations concerning impact of dermatopathologic diagnoses in: patients’ management by understanding:
   - The role of allied medical specialties in diagnosis and treatment of dermatological disease via the multidisciplinary approach
   - Confidentiality in handling patients’ diagnoses with treatment and prognostic implications

These are achieved through the following teaching/learning methods and strategies:

Knowledge and understanding are facilitated through lectures, seminars, tutorials, laboratory demonstrations, special study modules, small group teaching in clinics for the pathology-trained students and general pathology reporting for the dermatology-trained students, private study of teaching sets of slides divided by chapter, directed reading and project work.

Assessment:
Summative assessment involves students completing an essay, practical exam at the microscope and oral examination.
1. Written examination (3-hour essay and MCQ)
2. Practical examination with glass slides at the microscope (short cases- 30 cases in 3 hours testing diagnostic capability and differential diagnosis, and long cases- 20 complex cases in 3 hours to diagnose, write a dermatopathology report)
3. Written dissertation and oral defence

In mid year there is a mock exam which
3. Critical assessment and discussion of dermatopathological literature

This includes a practical session at the microscope dermatopathology to test student progress in diagnostic ability.

**Intellectual skills:**

1. Evaluation of available dermatopathology resources and to consider these in the development of a diagnosis. This is achieved by interpretation of haematoxylin and eosin sections, immunohistochemistry, immunofluorescence, in situ hybridization, and all other ancillary test results.

2. Ability to generate differential diagnoses and analysis of test results to formulate appropriate diagnosis.


These are achieved through the following **teaching/learning methods and strategies:**

Intellectual skills are developed using lectures, seminars, regular attendance at daily routine reporting sessions at the microscope, clinics, self-directed learning with study of glass slides teaching sets, tutorials around the multi-headed microscope and research project supervision.

**Assessment:**

1–2 are assessed during reporting sessions and tutorials at the microscope.

3 is assessed during the course by personal learning and production of the research project with supervision.

**Assessment:**

1. Written examination (3-hour essay and MCQ)

2. Practical examination with glass slides at the microscope (short cases- 30 cases in 3 hours testing diagnostic capability and differential diagnosis, and long cases- 20 complex cases in 3 hours to diagnose, write a dermatopathology report)

3. Written dissertation and oral defence

**Practical skills:**

1. Use of empirical knowledge when selecting and conducting examination of a biopsy specimen with appropriate differential diagnosis on an H&E glass slide

2. Appropriate and accurate application of dermatopathology ancillary studies to further the diagnosis

3. Effective and accurate interpretation of dermatopathology sections and mycological specimens

These are achieved through the following **teaching/learning methods and strategies:**

Practical skills are developed using lectures, seminars, clinics, demonstrations, practical experience, completing questionnaires, tutorials, use of IT equipment and computer programmes.

**Assessment**

1. Interaction at the microscope (daily)

2. Mock exams (two)
Programme approval 2012/13

4. Clinical-pathological correlation

5. Ability to write a dermatopathology report

6. Identification and evaluation of quality control results

7. Conducting literature searches to further the diagnosis

3. Practical exam (final)

Participation in discussions during tutorials and teaching sessions at the microscope, and the production of a research thesis are used formatively to assess intellectual skills.

The research project is assessed summatively and also by an oral examination/discussion.

Generic/transferable skills:

1. Critical evaluation of literature data with minimal guidance
2. Use of IT equipment, computer programmes and other learning resources.
4. To work and learn as part of a group
5. To give and receive feedback on learning
6. Presentation skills
7. Problem solving approach and time management

These are achieved through the following teaching/learning methods and strategies:

Transferable skills are developed during teaching at the microscope, tutorials, seminars, and by personal experience during dissertation preparation and tutorials.

Assessment:

Formative assessment of 1-3 takes place informally during tutorials and dissertation preparation, and 4-6 during clerking, tutorials, and by feedback to the course team.

These skills are assessed summatively by the practical examination at the microscope, production of the research project and it’s oral examination.

Assessment:

1. Written examination (3-hour essay and MCQ)
2. Practical examination with glass slides at the microscope (short cases- 30 cases in 3 hours testing diagnostic capability and differential diagnosis, and long cases- 20 complex cases in 3 hours to diagnose, write a dermatopathology report)
3. Written dissertation and oral defence

17. Statement of how the programme has been informed by the relevant subject benchmark statement(s)/professional, statutory and regulatory body guidelines

The subject matter of the course has been informed by the requirements of the Royal College of Pathologists for candidates wishing to sit the Diploma in Dermatopathology, as well as the International Committee in Dermatopathology –European Union of Medical Specialists requirements for candidates sitting the International Diploma in Dermatopathology.
Programme approval 2012/13

The profile of Dermatopathology has been raised by the NICE guidance ‘Improving Outcomes in Patients with Skin Cancer including Melanoma’, which suggests that biopsies in patients with skin cancer should be reviewed by pathologists with special expertise in dermatopathology.

18. In cases of joint honours programmes please provide a rationale for the particular subject combination, either educational or academic

n/a

Which is the lead department and/or School?
### Programme structure

Please complete the following table and, if appropriate, to include joint, major/minor or other variations.

**Code** = code of each module available for the programme.

**Title** = title of each module available for the programme, plus its credit level and credit value.

**Status** = please indicate whether the module is introductory (I), core (Cr), compulsory (Cp), one or more of however many modules must be passed to progress (CrCp), (P) professional (i.e. module testing skills/competency that has no credit level or value but is a professional body requirement) or optional (O) for each type of programme. For postgraduate programmes use the "single honours" column.

**Pre-requisite/Co-requisite** = where appropriate please indicate whether the module is pre-requisite to another module or co-requisite by noting pre or co and the module code that it is pre/co-requisite to.

**Assessment** = please indicate in broad terms the assessment for the module eg written examinations, coursework.

(Note: the availability of optional modules may vary slightly from year to year; the following are the modules available at the commencement of the programme.)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Level</th>
<th>Credit Value</th>
<th>Status (I, Cr, Cp, CrCp, P, O) for each type of module</th>
<th>Pre-requisite/Co-requisite (Please note the module code)</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td>Single</td>
<td>Joint</td>
<td>Major/Minor</td>
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<tr>
<td><strong>Full-time Study</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7MJDER05</td>
<td>Basic Science/Techniques</td>
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<td>60</td>
<td>Cr: MSc &amp;PG Dip</td>
<td></td>
<td>Written-MCQ and essay</td>
</tr>
<tr>
<td>7MJDER06</td>
<td>Cutaneous neoplastic and non-neoplastic skin disorders</td>
<td>7</td>
<td>60</td>
<td>Cr: MSc &amp;PG Dip</td>
<td></td>
<td>Practical at the microscope</td>
</tr>
<tr>
<td>7MJDER08</td>
<td>Literature-based dissertation</td>
<td>7</td>
<td>60</td>
<td>Cr: MSc</td>
<td></td>
<td>Written and Oral</td>
</tr>
</tbody>
</table>

If a Masters programme, are level 6 credit levels permitted within the programme? No

Maximum number of credits permitted with a condoned fail (core modules excluded) None

Are students permitted to take any additional credits, as per regulation A3; 5.10? No

Are students permitted to take a substitute module, as per regulation A3; 20.7? No

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PAF Initially Approved: 20 November 2012
PAF finalised for 2013/14: 4 December 2013
Are there any exceptions to the regulations regarding credits, progression or award requirements? (where relevant the information should also differentiate the particular requirements of pathways within a programme or nested/exit awards)

Students must pass all three modules with an overall mark of 50% in each in order to be awarded the MSc. Compensation is not permitted between individual modules.

Compensation will be permitted within the “Basic Science/Techniques” and “Cutaneous neoplastic and non neoplastic dermatopathology” modules provided that the mark of an individual element of assessment does not fall below 45% and the overall module mark is at least 53%.

A student failing an element of the “Basic Science/Techniques” and “Cutaneous neoplastic and non-neoplastic dermatopathology” modules between 45% and 49% who does not obtain 53% overall, or who fails any single element of these modules below 45%, will have to re-sit that module in its entirety.

Compensation is not permitted within the research module. Students are required to pass both elements of assessment at 50% in order to pass this module.

The percentage weighting for the calculation of merit and distinction will directly reflect the proportion of credits allocated to each module in relation to the overall credit taken within each programme/award, with classification thresholds set according to the core scheme as set out in the “Credit Framework Regulations” of King’s College London.

Postgraduate Diploma (exit award): 2 core modules taken in 1 year (Basic Science/Techniques and Cutaneous Neoplastic and non-Neoplastic Dermatopathology).

All modules will be examined at the end of the academic year. The examinations will consist of a written exam assessing basic science/techniques, a practical session at the microscope assessing diagnostic capability in neoplastic and non neoplastic skin diseases.

There will also be the research project presented in the format of a written dissertation, with an oral examination of the dissertation. Each module will be assessed separately.

Other relevant information to explain the programme structure

Please note that new students enrolling on the information provided on this section of the PAF will have these regulations stipulated throughout their programme of study. The only exception to this will be if there are changes made by Professional, Regulatory or Statutory Bodies that are noted to this programme.

Students will take 3 modules, as follows:

- Basic science/Theory (consisting of 60 credits, or 33.3% of the overall assessment scheme
• Neoplastic and non-neoplastic skin disorders (consisting of 60 credits, or 33.4% of the overall assessment scheme)
• Research dissertation and oral defense (consisting of 60 credits, or 33.3% of the overall assessment scheme)

Details of the course units are given in the associated course specifications.
Compulsory components: Attendance; As attendance at the microscope sessions and tutorials is deemed crucial to the development of the understanding of Dermatopathology.

Students are required to attend a minimum of 80% of microscope study and reporting time and tutorials. Attendance records will be kept, and repeated absence would result in a written warning and failure to attend 80% of tutorials and clinics would prevent examination entry.

Mock examinations. There are two formative mock examinations.
20. Marking criteria

Assessment criteria are in line with marking criteria produced by the school board of examiners and agreed by KCL

21. Will this Programme report to an existing Board, and if so which one? If a new Programme Board of Examiners is to be set up please note name of Board here

New Board of Examiners- Dermatopathology Examiners Board
Chair- Dr Alistair Robson
Deputy Chair- Dr Catherine M. Stefanato
Internal Examiner- Rotational (Dr Eduardo Calonje: TBC)
External Examiner- (Prof Rino Cerio: TBC)

22. Please confirm that the process for nominating External Examiners has commenced, and if known, note whom the nominated External Examiner(s) may be

Prof Rino Cerio (London, UK): TBC
Dr Thomas Brenn (Edinburgh, UK): TBC
Dr Gerald Saldanha (Leicester, UK): TBC

23. Particular features of the programme which help to reduce the barriers experienced by disabled students and ensure that the programme is accessible to all students who meet the entry requirements

In line with KCL regulations
Admissions
All students in receipt of an offer receive an information booklet on the support services offered by the College. All students receiving offers who have indicate that they have a disability in their application receive a letter from the School Disability Adviser that includes an offer to discuss their requirements.

Structure
All modules will be offered simultaneously over the year, and the examinations will cover all modules content. The first term will enable students to identify a research topic and draft an outline with the thesis development taking place in subsequent terms.

Publicity and programme handbook
These clearly communicate the key skills that will be required during the programme, the content of each module, the intended teaching methods to be used and modules status (core/compulsory/optional).

Teaching methods
A wide range of teaching methods will be utilised to ensure the material and assessments in alternative formats are accessible to all students. We will work with ISS to ensure that subject resources are offered in a range of alternative formats wherever possible.

Assessment
Advice has been taken from the Equality & Diversity Department to ensure assessment methods do not unfairly discriminate against students with disabilities. The College’s Special Examination Assessment Committee (SEAC) considers requests for adjustments to assessment to take account of learning and/or physical disabilities. Module outlines specify the assessment methods that will be used and explain that SEAC will need to be notified about requests for alternative assessment methods. The form that the alternative assessment will take has been specified for each module in advance.
Prior to the start of the programme, each participant will be required to complete an educational needs assessment of research-related courses they have completed and their perceptions of their current needs, skill levels in core subjects (e.g., statistics), and any required alternative assessments. This information will be used to determine the most suitable level for each participant to begin the programme and any adjustments that need to be made to individual programmes. Initial placement levels will be reviewed at the end of the first term and adjustments will be made over the three year programme, as necessary.

**Feedback**

Participants will complete programme feedback forms for each core and module session at the end of each term. The information collected is used towards the on-going development and improvement of the programme.

The content and delivery of the course materials will be assessed and reviewed at the end of each year by members of the programme steering committee with representatives from the different specialities. This will involve a review of written materials and presentations, as well as classroom observations.

Course tutors, lecturers, and the programme leader will provide each participant with detailed feedback over the year. This assessment will detail their overall progression in the programme, areas where they may need additional instruction, as well as areas where they have excelled and where they can improve.