Welcome Note
Scientist Training Programmes (STP) were created during the modernisation of scientific careers by the Modernising Scientific Careers (MSC) programme of the Department of Health. STP programmes are designed to ensure flexibility, sustainability and modern career pathways for the healthcare scientist workforce. The Newcastle Clinical Science Masters programme has been developed by Newcastle University in collaboration with Newcastle Upon Tyne Hospitals NHS Foundation Trust to provide the academic basis for STP programmes and provide specialist contributions and support from clinical scientists, medical consultants, other healthcare professionals and clinical networks. This programme offers specialisms in Cardiac Science, Vascular Science, Respiratory and Sleep Science, Gastrointestinal Physiology and Urodynamic Science.

It features a combination of taught elements, work-based learning and research projects. You will be based with your employer, but your learning will be supported through teaching at Newcastle University and a Virtual Learning Environment (VLE).

This Programme Handbook is designed to provide you with important information about the programme and Newcastle University and should serve as a useful reference guide to the programme. Please ensure that you also understand the Student Charter, available on the internet at http://www.ncl.ac.uk/pre-arrival/regulations/#studentcharter, which outlines your rights and responsibilities as a student at Newcastle University and the Student Survival Guide which provides a wealth of information on life at Newcastle University.

It is a pleasure to welcome you to Newcastle University and to the MSc Clinical Science (Physiological Sciences) Programme.

Dr Chris Eggett
Degree Programme Director
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The Graduate School

The MSc Clinical Science programmes are part of a wide portfolio of programmes delivered by the Faculty of Medical Sciences.

The Faculty of Medical Sciences Graduate School at Newcastle University is committed to the delivery of high quality postgraduate training. We attach considerable importance to the academic training and pastoral care of our graduate students. Postgraduate culture is thriving in the Faculty. The Medical School Research Institutes operate numerous seminars. Details of these can be found on the information screen that is situated in the main entrance of the Faculty of Medical Sciences. They are also listed here [http://www.ncl.ac.uk/fms/postgrad/calendar](http://www.ncl.ac.uk/fms/postgrad/calendar)

Useful Contacts

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Programme Director / Personal Tutor</td>
<td>Dr. Christopher Eggett</td>
<td>0191 208 2441</td>
<td><a href="mailto:Christopher.eggett@ncl.ac.uk">Christopher.eggett@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Dean of Postgraduate Studies / Senior Personal Tutor</td>
<td>Prof. John Kirby</td>
<td>0191 208 7057</td>
<td><a href="mailto:John.kirby@ncl.ac.uk">John.kirby@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Postgraduate Taught Administrator</td>
<td>Miss Gillian Whittaker</td>
<td>0191 208 6770</td>
<td><a href="mailto:Gillian.whittaker@ncl.ac.uk">Gillian.whittaker@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Programme Co-ordinator</td>
<td>Mr Rob Carter</td>
<td>0191 208 7223</td>
<td><a href="mailto:pgclinsci@ncl.ac.uk">pgclinsci@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Learning and Teaching Advisor</td>
<td>Mrs Susan Vecsey</td>
<td>0191 208 4558</td>
<td><a href="mailto:Sue.vecsey@ncl.ac.uk">Sue.vecsey@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Medical Librarian</td>
<td>Mrs Erika Gavillet</td>
<td>0191 208 7792</td>
<td><a href="mailto:Erika.gavillet@ncl.ac.uk">Erika.gavillet@ncl.ac.uk</a></td>
</tr>
</tbody>
</table>
MSc Clinical Science – Physiological Sciences

Programme Leadership

Research Projects

Projects Team:

- Dr. Mike Drinnan, Honorary Senior Lecturer, Institute of Cellular Medicine, Newcastle University
- Dr. Emma Bowers, Associate Lecturer, Faculty of Medical Sciences Graduate School, Newcastle University
- Dr. Robyn Cooke, Associate Lecturer, Faculty of Medical Sciences Graduate School, Newcastle University

Clinical Research
Lead/Clinical Lead: Dr. Alastair Greystoke, Clinical Fellow, Northern Institute for Cancer Research, Newcastle University

http://www.ncl.ac.uk/nicr/staff/profile/alastair.greystoke

Introduction to Healthcare Science, Professional Practice and Clinical Leadership
Lead: Dr. Judith Kuit, Associate Lecturer, Newcastle University

Physiological Sciences
Overall lead: Dr. Chris Eggett, Senior Lecturer, School of Biomedical Sciences, Newcastle University

http://www.ncl.ac.uk/biomed/staff/profile/christopher.eggett

Cardiac Science
Lead: Dr. Chris Eggett

Clinical lead: Dr. Vijay Kunadian, Senior Lecturer/Honorary Consultant Interventional Cardiologist, Institute of Cellular Medicine, Newcastle University

http://www.ncl.ac.uk/icm/people/profile/vijaykunadian.html

Vascular Science
Lead: Kathia Fiaschi, Lead Clinical Scientist, Regional Medical Physics Department, Newcastle Upon Tyne Hospitals

Clinical lead: Professor Gerard Stansby, Professor of Vascular Surgery, Institute of Cellular Medicine, Newcastle University
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http://www.ncl.ac.uk/sme/staff/profile/gerard.stansby

Consultant Vascular Surgeon, Newcastle Upon Tyne Hospitals

http://www.newcastle-hospitals.org.uk/staff-profiles/12327.aspx

Respiratory & Sleep Science
Lead: Dr. Chris Ward, Senior Lecturer, Institute of Cellular Medicine, Newcastle University

http://www.ncl.ac.uk/icm/people/profile/chrisward.html#background

Sleep
Clinical lead: Dr. Sophie West, Honorary Clinical Senior Lecturer, Institute of Cellular Medicine, Newcastle University

http://www.ncl.ac.uk/icm/people/profile/sophiewest.html

Consultant Respiratory Physician, Head of Sleep service, Newcastle upon Tyne Hospitals

http://www.newcastle-hospitals.org.uk/services/cardiothoracic_services_sleep.aspx

Respiratory
Clinical lead: Dr. Graham Burns, Consultant Physician in Respiratory and General Medicine, Royal Victoria Infirmary

http://www.newcastle-hospitals.org.uk/staff-profiles/15534.aspx

Specialist Advisor: Professor John Simpson, Professor of Respiratory Medicine, Institute of Cellular Medicine, Newcastle University

http://www.ncl.ac.uk/civi/staff/profile/j.simpson

Gastrointestinal Physiology
Lead: Lynne Smith, Clinical manager/Chief Clinical Physiologist Department of GI Physiology, Sheffield Teaching Hospitals NHS Foundation Trust.

Urodynamic Science
Mr. Christopher Harding, Associate Clinical Lecturer, Institute of Cellular Medicine

http://www.ncl.ac.uk/icm/people/profile/chrisharding.html#publications

Consultant Urological Surgeon, Freeman Hospital, Newcastle Upon Tyne Hospitals

http://www.newcastle-hospitals.org.uk/staff-profiles/15413.aspx

Contact details for the specialism leads can be found on Blackboard under ‘Contacts’ in each of the modules.
In Your Workplace

Students on the Scientist Training Programme are employed as trainee clinical scientists in the NHS. You can expect your employer to allow you time during working hours to study for the MSc Clinical Science.

Alongside the MSc Clinical Science, you will be training and completing your workplace competencies using the National School of Healthcare Science (NSHCS) online assessment tool (OLAT).

The National School of Healthcare Science is responsible for the workplace training and assessment of clinical competence. If you have questions about OLAT or any other aspect of your workplace training you can contact the National School nshcs@wm.hee.nhs.uk

Their website is located at: http://www.nshcs.org.uk/
Key Dates
Teaching and Assessment

The majority of your teaching will take place in short residential blocks. Any other teaching will be via the Blackboard Virtual Learning Environment.

Please be aware that you are expected to make yourself available from 9:00 – 17:00 on all teaching days. Patient engagement events and some practical sessions may require late working.

Details of assessments, assessment deadlines and resit dates are given in Blackboard VLE. Please contact the Degree Programme Director (Year 1) or Module Leader (Specialism Years) if you are unsure about assessment details or deadlines. All assessments should be submitted by 12 noon on the assessment due date unless otherwise stated.

Students starting in 2016

<table>
<thead>
<tr>
<th>Teaching</th>
<th>3rd October 2016 – 11th November 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>8th March 2017 – 17th March 2017</td>
</tr>
<tr>
<td>Coursework deadline for Physiological Sciences modules</td>
<td>24th April 2017</td>
</tr>
<tr>
<td>Exam for Physiological Sciences modules (CVR8001, CVR8002, CVR8003, CVR8004, CVR8005, CVR8006)</td>
<td>Semester 2 Exam Period*</td>
</tr>
<tr>
<td>Coursework deadlines for ‘Introduction to Healthcare Science, Professional Practice and Clinical Leadership’ (MSC8001)</td>
<td>9th January 2017, 24th April 2017, 26th June 2017</td>
</tr>
</tbody>
</table>

Students who started in 2015

<table>
<thead>
<tr>
<th>Teaching</th>
<th>5th September 2016 – 16th September 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework deadlines for Research Skills for Health Care Professionals (MSC8002)</td>
<td>12th December 2016 6th February 2017</td>
</tr>
<tr>
<td>Exams for Physiological Sciences modules</td>
<td>Semester 2 Exam Period*</td>
</tr>
<tr>
<td>Coursework deadline for Physiological Sciences modules (CVR8007, CVR8011, CVR8013, CVR8017, CVR8018, CVR8021)</td>
<td>3rd April 2017</td>
</tr>
<tr>
<td>Coursework deadline for Research Project 1</td>
<td>19th June 2017</td>
</tr>
</tbody>
</table>

Students who started in 2014

<table>
<thead>
<tr>
<th>Teaching</th>
<th>19th September 2016 – 30th September 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework deadline for Physiological Sciences modules</td>
<td>5th December 2016</td>
</tr>
<tr>
<td>Exam for Physiological Sciences modules</td>
<td>Semester 1 Exam Period*</td>
</tr>
<tr>
<td>Coursework deadlines for Research Project 2</td>
<td>15th May 2017 (Abstract/Dissertation) 22nd May 2017 (Poster)</td>
</tr>
</tbody>
</table>

*University Exam Period dates for 2016-17 and 2017-18 are detailed here: [http://www.ncl.ac.uk/students/progress/exams/exams/ExaminationDates.htm](http://www.ncl.ac.uk/students/progress/exams/exams/ExaminationDates.htm)
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**Please note** – *the information on the previous page is accurate at the time of publication but the University reserves the right to amend teaching and attendance dates in the light of changing circumstances. Where possible, students will be notified of amendments at least one month in advance of planned changes.*

**Induction**

Your induction will take place during the first week of teaching 3rd – 7th October 2016. This will include a welcome to the programme, a welcome to your specialism and a chance to meet the various staff members who will be teaching you over the three years of the programme.

You will also have an opportunity to meet your Personal Tutor.

There is also some useful information available to you online at: [http://www.ncl.ac.uk/pre-arrival/](http://www.ncl.ac.uk/pre-arrival/)

**How we will contact you**

As your programme is a part time blended learning model, it is very important that you are fully aware of the channels that we will be using to communicate with you.

The standard means by which we shall contact you during your time with us will be by email to your University email account.

Some communications about your academic work will be via Blackboard VLE.

It is important that you access these resources frequently to ensure that you do not miss essential information. You can set Blackboard to auto-forward university emails to another email account. Please tell us if you will be unable to receive such communications.

**How you should contact us**

When on campus for teaching, you can speak directly to a member of the administrative staff during normal working hours at the Graduate School Office Reception on the 3rd floor, Ridley Building 1. They will help you immediately or advise you whom you should contact.

You can speak by telephone, 0191 208 7223, to your Programme Co-ordinator in the Graduate School during normal working hours.

You can contact us by email. Please email [pgclinsci@ncl.ac.uk](mailto:pgclinsci@ncl.ac.uk) with enquiries about your studies at Newcastle University.

Key staff contacts can be found under **Useful Contacts**.
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Academic Structure and Content of Programmes

Content
The academic element leads to a Master of Science degree and is delivered through structured residential teaching blocks combined with distance learning. The curriculum covers specialist knowledge and skills, healthcare science, professional practice and research skills. Within the workplace trainees develop clinical competencies across four themes in Year 1 and then specialise in years 2 and 3.

Our content complies with the national curriculum for healthcare sciences teaching which has been developed by the relevant professional bodies.

Aims and Outcomes
This programme aims to provide a career framework for healthcare scientists by providing an education and training programme that is clear and coherent. This will enable the individual to enter a defined healthcare science career. The programme has been developed to meet workforce needs and will ensure flexibility, sustainability and modern career pathways for healthcare scientists, fit to address the needs of the future NHS.

The MSc Clinical Science (Physiological Sciences) programme will offer an MSc in five specialisms namely:

i. Cardiac Science
ii. Vascular Science
iii. Respiratory and Sleep Science
iv. Gastrointestinal Physiology
v. Urodynamic Science

On completing the programme students should have:

i. A systematic understanding of Physiological Sciences and a critical awareness of current problems and/or new insights at the forefront of their specialist area of professional practice.

ii. An in-depth understanding of the knowledge required to support each workplace rotation in year 1.

iii. A systematic understanding of a substantial body of knowledge which is at the forefront of their specialist area of professional practice.

iv. A detailed understanding of applicable techniques for research and advanced academic enquiry.
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On completing the programme students should be able to:

i. Synthesise key findings and knowledge from across the Clinical Science spectrum, in particular those relating to Physiological Sciences, to enhance patient outcomes and welfare.

ii. Make informed judgements on complex issues in their specialist field, often in the absence of complete data, and communicate their ideas and conclusions directly clearly and effectively to specialist and non-specialist audiences including patients.

iii. Undertake applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas, or approaches in their specialist area.

iv. Critically evaluate the quality of data and information offered from different sources.

v. Demonstrate the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of their specialist discipline and to adjust the project design in the light of unforeseen problems.

Skills
The practical skills that students will acquire through this programme are as follows.

On completing this programme students should be able to:

i. Identify a wide range of analytical and clinical science methods across the Physiological Sciences discipline, but specifically in their own elective specialism.

ii. Prepare and present information, in both written and verbal formats, to stakeholders (e.g. patients, clinical colleagues, other Healthcare Professionals and the public) with contrasting levels of knowledge and understanding.

iii. Assemble a body of data, analyse and critically evaluate the data and its source using appropriate statistical and qualitative techniques.

iv. Work across an interdisciplinary team to maximise patient care and outcomes.

On completing the programme students should be able to:

i. Exercise initiative and personal responsibility.

ii. Make decisions in complex and unpredictable situations.

iii. Take responsibility for their own learning as required for continuing professional development.

iv. Work effectively as a member of teams both subject specific and multi-disciplinary.

v. Use effective time and resource management practices.
Learning and teaching

Your learning will be supported by a number of short attendance periods throughout your degree, beginning with an intensive 6 week block of teaching in your first year. The teaching blocks will include interactive lectures, seminars, workshops, debates and practicals to support you in reaching the knowledge outcomes listed above.

When you are not in attendance at Newcastle, your learning will be supported via Blackboard, the University’s Virtual Learning Environment. Materials, assessments (formative and summative) and announcements will be posted here. Your workplace should allow you time during working hours to study.

Assessments, including case studies, presentations and independent study and research contribute to the knowledge outcomes and the acquisition of intellectual skills.

You will also take part in group discussions and team work to support your analytical and interpretive skills.

Learning exercises and activities undertaken in your first and second year modules will support your independent study in the project modules which you will take in your second and third year. The project will introduce you to research in the clinical environment and allow you to develop the necessary skills and knowledge.

You will attain practical skills in the workplace, and this learning will be supported by assignments and exercises with a specific connection to Physiological Sciences.

Transferrable skills are developed throughout the programme through coursework, student initiated sessions, workshops, clinical visits, patient engagement events, the “3 minute thesis”, project dissertation and workplace experiential learning.

Please note that formative assessment of outline drafts is not offered for any summative assessment.

Regulations

You are responsible for making yourself familiar with the official University and Faculty regulations http://www.ncl.ac.uk/regulations/docs/

The Degree Programme Regulations apply to all students studying a specific programme and outline which modules can be taken in each stage of the programme, the specific programme progression and degree classification rules can be found here: http://www.ncl.ac.uk/regulations/programme/2016-2017/
Degree Programme Structure

A group of “common core modules” will be delivered across all MSc Clinical Science specialisms, thus providing a common “backbone” to the curriculum.

Broad Framework of national Scientist Training Programme MSc training:

<table>
<thead>
<tr>
<th>Year 1 Core Modules</th>
<th>Healthcare Science MSC8001 Integrating Science and Professional Practice [20]</th>
<th>Healthcare Science Specialist Learning Integrating underpinning knowledge required for each rotational element with Professional Practice [40]</th>
</tr>
</thead>
</table>

General Modules: Common to all divisions of Healthcare Science

Division/Theme Specific Modules: Common to a division or theme

Specialist Modules: Specific to a specialism

Research Skills and Dissertation modules

Module Outlines and Module Selection

Module Outline Forms (MOFs) are the definitive data relating to the modules contained within your programme. This document provides information on what and how this unit of study will be taught and by whom. It will also inform you how you will be assessed and when. A full list of MOFs can be accessed via [http://www.ncl.ac.uk/module-catalogue/](http://www.ncl.ac.uk/module-catalogue/). Contained within each module is a link to reading material associated with the module. Reading Lists Online can also be accessed directly here [https://rlo.ncl.ac.uk/](https://rlo.ncl.ac.uk/).
The programme consists of:

**YEAR 1**

**PROFESSIONAL PRACTICE AND RESEARCH PROJECT MODULE**

**MSC8001 – Introduction to Healthcare Science, Professional Practice and Clinical Leadership (20 Credits)**

The overall aim of this introductory module is to provide students with knowledge and understanding of the basic science and scientific knowledge that will underpin study in any and all of the three divisions of healthcare science namely Physical Sciences & Biomedical Engineering, Life Sciences and Physiological Sciences within the Scientist Training Programme. This module will also introduce the framework for underpinning professional practice across the divisions providing the building blocks for future development of professional practice in the workplace. Teaching will be delivered during the residential teaching blocks. Further learning and supporting materials will be delivered on Newcastle University’s VLE Blackboard.

**PATHWAY 1: CARDIAC SCIENCE, VASCULAR SCIENCE AND RESPIRATORY & SLEEP SCIENCES**

**CVR8001 – 8004: Fundamentals of Cardiac, Vascular and Respiratory Sciences**

In these modules students will receive the specialist knowledge and fundamental training in laboratory methodology and clinical practices necessary for them to perform competently across the four associated clinical rotations that they undertake in their workplace over the course of year 1.

- **CVR8001 Introduction to Cardiac Science (10 Credits).** This module will provide the trainee with knowledge and understanding needed to underpin their Cardiac Science workplace rotation.

- **CVR8002 Introduction to Respiratory and Sleep Science (10 Credits).** This module will provide the trainee with knowledge and understanding needed to underpin their Respiratory and Sleep workplace rotation.

- **CVR8003 Introduction to Vascular Science (10 Credits).** This module will provide the trainee with knowledge and understanding needed to underpin their Vascular Science workplace rotation.

- **CVR8004 Clinical Assessment and Investigation (10 Credits).** This module will provide the trainee with knowledge and understanding needed to underpin their Clinical Assessment and Investigation workplace rotation.

**PATHWAY 2: GASTROINTESTINAL PHYSIOLOGY & URODYNAMIC SCIENCE**

**CVR8005, 8006, 8004 & (8001 or 8002) Fundamentals of Gastrointestinal and Urodynamic Sciences**

In these modules students will receive the specialist knowledge and fundamental training in laboratory methodology and clinical practices necessary for them to perform competently across the four associated clinical rotations that they undertake in their workplace over the course of year 1.
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- **CVR8004 Clinical Assessment and Investigation (10 Credits).** This module will provide the trainee with knowledge and understanding needed to underpin their appropriate workplace clinical rotation.

- **CVR8005 Introduction to Gastrointestinal Physiology (10 Credits).** This module will provide the trainee with knowledge and understanding needed to underpin their Gastrointestinal Physiology workplace rotation.

- **CVR8006 Introduction to Urodynamic Science (10 Credits).** This module will provide the trainee with knowledge and understanding needed to underpin their Urodynamic Science workplace rotation.

- **One from two of ‘Introduction to Cardiac Science (CVR8001)’, or ‘Introduction to Respiratory and Sleep Science (CVR8002)’ (10 Credits each).** This module will provide the trainee with knowledge and understanding needed to underpin their clinical assessment and investigation rotation workplace rotation.

Teaching will be delivered during the students’ initial intensive six week face to face study period as well as during the subsequent short face to face teaching periods throughout the year, further learning and supporting materials will be delivered through the University’s VLE Blackboard.

**YEAR 2**

**PROFESSIONAL PRACTICE AND RESEARCH PROJECT MODULES**

**MSC8002 Research Skills for Health Care Professionals (10 Credits)**

The overall aim of this module is to ensure that the student has a foundation in research, development and innovation across the NHS and in healthcare science in particular and to provide the knowledge base to complete a successful research project. This module will be delivered through Newcastle University’s VLE Blackboard.

**MSC8003 Research Project 1 (30 Credits)**

The aim of this module is to allow students to develop the necessary skills to undertake all the appropriate work needed for them to be able to start a research project and write it up in the third year module ‘Research Project 2’. This module includes elements such as project design, securing ethical and all other related permissions, completing a full project proposal, recruiting patients and ensuring appropriate resources are in place. This module guides you through project development in four carefully designed stages: 1. Identifying a research question and methodology; 2. Literature review; 3. Research proposal; 4. Approval planning

Materials to support the module are delivered through the Newcastle University’s VLE Blackboard. Supervision for the module is from both the students’ workplace (professional / clinical mentor) and from the Projects Team.
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**SPECIALISM SPECIFIC MODULES** (MODULES SPECIFIC TO THE SPECIALISM PATHWAY).

**CARDIAC SCIENCE STRAND**

**CVR8007 Diagnostic Approaches & Current Treatment of Cardiovascular Disorders (20 Credits)**  
This module provides trainees with the knowledge that underpins the specialist modules in Cardiology and gives trainees the tools to undertake project based learning in the workplace. This module has three sections which include: non-invasive diagnostics, invasive diagnostics and therapeutic interventions.

**RESPIRATORY AND SLEEP SCIENCE STRAND**

**CVR8011 Respiratory and Sleep Science 1 (20 Credits)**  
This module provides trainees with the knowledge that underpins the specialist module in Respiratory and Sleep Science and gives trainees the tools to undertake project based learning in the workplace.

**VASCULAR SCIENCE STRAND**

**CVR8013 Ultrasound Science, Haemodynamic and Instrumentation (10 Credits)**  
This module will provide trainees with the underpinning scientific knowledge and practical skills to safely and competently use ultrasound instrumentation to assess the anatomy and haemodynamics of the peripheral vascular system.

**CVR8021 Principles of Vascular Scanning (10 Credits)**  
This module will provide trainees with the underpinning scientific knowledge and practical skills to safely and competently use ultrasound scanning to assess arteries and veins within the human vascular system.

**GASTROINTESTINAL PHYSIOLOGY**

**CVR8017 Lower Gastrointestinal Physiology & Endoanal Ultrasound (10 Credits)**  
This module will provide trainees with the knowledge that underpins the specialist rotation of lower gastrointestinal physiology.

This module is shared between Gastrointestinal & Urodynamic Science Programmes.

**CVR8018 Urodynamic Science 1 (10 Credits)**  
This module provides trainees with the knowledge that underpins the specialist clinical rotation in urodynamic science and gives these trainees the tools to undertake project based learning in the workplace.

This module is shared between Gastrointestinal & Urodynamic Science Programmes.
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**URODYNAMIC SCIENCE**

**CVR8017 Lower Gastrointestinal Physiology & Endoanal Ultrasound (10 Credits)**
This module provides trainees with the knowledge that underpins the specialist clinical rotation in lower gastrointestinal physiology.

This module is shared between Gastrointestinal & Urodynamic Science Programmes.

**CVR8018 Urodynamic Science 1 (10 Credits)**
This module provides trainees with the knowledge that underpins the specialist clinical rotation in Urodynamic Science and gives these trainees the tools to undertake project based learning in the workplace.

This module is shared between Gastrointestinal & Urodynamic Science Programmes.

**YEAR 3**

**PROFESSIONAL PRACTICE AND RESEARCH PROJECT MODULES**

**MSC8004 Research Project 2 (30 Credits)**
At the end of this project module, the students will have completed a work based research project which has been independently considered and researched which is relevant to their workplace and will add meaningfully to the stock of knowledge and / or improve the policies and procedures of their clinical discipline.

Materials to support the module are delivered through the Newcastle University’s VLE Blackboard. Supervision for the module is from both the students’ workplace (professional / clinical mentor) and from the Projects Team.

On completion of the research project, you are required to produce a dissertation, an electronic poster and an abstract for assessment. You are also required to present your research at an appropriate clinical research or professional meeting in your workplace, although this is not assessed.

**SPECIALISM SPECIFIC MODULES** (MODULES SPECIFIC TO THE SPECIALISM PATHWAY).

**CARDIAC SCIENCE STRAND**

**CVR8008 Ultrasound Imaging in Cardiac Disease (30 Credits)**
This module provides trainees with the knowledge that underpins the third year specialist clinical rotation in Ultrasound Imaging in Cardiac Disease. It will provide trainees with the knowledge, understanding and practical skills related to cardiac ultrasound imaging of patients and provides the knowledge that will underpin learning in the workplace.

**OR**

**CVR8009 Diagnosis and Management of Cardiac Rhythm Disorders (30 Credits)**
This module provides trainees with the knowledge that underpins the third year specialist clinical rotation in Cardiac Rhythm Management. It will provide trainees with the knowledge, understanding
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and practical skills to safely contribute to the diagnosis and treatment of patients with abnormalities of cardiac rhythm and provides the knowledge that will underpin learning in the workplace.

RESPIRATORY AND SLEEP SCIENCE STRAND

CVR8012 Respiratory and Sleep Science 2 (30 Credits)
This module provides trainees with the knowledge that underpins the third year specialist clinical rotation in Respiratory and Sleep Science and gives trainees the tools to undertake learning in the workplace and builds on the material delivered in the year two module.

VASCULAR SCIENCE STRAND

CVR8014 Special Topics in Vascular Science (10 Credits)
This module provides students with the underpinning scientific and clinical knowledge, as well as the practical skills required, to assess and interpret extracranial vascular ultrasound investigations.

CVR8015 Microvascular Diagnostics and Screening (10 Credits)
This module provides students with the underpinning scientific and clinical knowledge, as well as the practical skills, to safely contribute to the diagnosis and screening of peripheral vascular disease (macro and microvascular), abdominal aortic aneurysms and intracranial lesions (for sickle cell).

CVR8016 Advanced Topics in Ultrasound Technology (10 Credits)
This module provides students with the underpinning scientific and clinical knowledge, as well as the practical skills, required to assess and interpret peripheral venous ultrasound investigations within their clinical context.

GASTROINTESTINAL PHYSIOLOGY

CVR8019 Upper Gastrointestinal Physiology (30 Credits)
This module provides trainees with the knowledge that underpins the specialist clinical rotation in upper gastrointestinal physiology.

URODYNAMIC SCIENCE

CVR8020 Urodynamic Science 2 (30 Credits)
This module provides trainees with the knowledge that underpins the third year specialist clinical rotation in Urodynamic Science and provides trainees with the underpinning knowledge to undertake learning in the workplace.

Dissertation development and support
As a major component in your programme of study, you will commence preparation for and development of your research project early in year 2, building your skills and understanding in research as your progress in year 2 and into year 3. The skills you require to complete the research project are developed through the following modules (refer to details above):
MSC8002 – Research Skills for Health Care Professionals (Year 2)

MSC8003 – Research Project 1 (Year 2)

MSC8004 – Research Project 2 (Year 3)

During the research project preparation and development process, you will be supported primarily by the Projects Team. Your chosen research project will require sign-off by your workplace to ensure it is appropriate to the specialism and also at an appropriate research level. Proposals must also be guided through the various governance requirements of your employer (e.g. Trust registration, ethics board approval, R&D approval) prior to the project being conducted. Obtaining these permissions is your (and your employer/NHS trust) responsibility, not the University’s, but the University will support you and your employer in navigating these processes where necessary. Note: As the requirements of these processes will vary from project to project and from institution to institution, the success of negotiating these processes will not form part of the assessment, as consideration could not be given to all students equally. Additionally, although the boards (R&D, ethics etc.) of individual Trusts will apply similar standards, the University would not be in a position to monitor and moderate those standards from the point of view of our students’ assessments.

For the projects to be successful you will need to be embedded (employed) in an environment conducive to research. It is expected that you will be able to develop a suitable research project in your host employment Trust. In some instances this may be facilitated by interaction with suitable researchers from the University, such that a joint research project might be developed. In the rare circumstances where a suitable research project cannot be developed at the host employer or where it is deemed desirable by all parties (student, employer and University) then arrangements are made for students to carry out a research project at the University; this would be equivalent to a block placement and would be at the expense of the host employer/student.

Workplace supervisors

Each student requires a Workplace Supervisor to guide and support them whilst studying and whilst undertaking the research project. The Workplace Supervisor is a critical part of the employing Trust’s research governance. The Workplace Supervisor may or may not be your line manager, but should be a member of staff well placed to support and guide you. Workplace Supervisors are provided with guidelines to support them and enable them to understand their responsibilities.

Student Feedback and Representation

All students are given the opportunity to provide student feedback on their experience of studying at Newcastle University. Feedback is welcomed on the teaching provision by the School and its staff. The views of all our students are sought through student representation on our School Committees and via anonymous teaching questionnaires. Your feedback is formally processed through our committee structure and enables the School to further develop the modules and the programme. This opportunity is provided to you to make honest, inoffensive constructive comments on your learning experiences.
Newcastle University’s Student Representation Policy is a partnership between Newcastle University, its students and the Newcastle University Students’ Union. The aim of the policy is to ensure that every Newcastle University student is represented in the University’s decision making processes and that every student can contribute to the enhancement of their programme and learning experience.

Further details on Student Representation can be found at: http://www.ncl.ac.uk/quilt/resources/engagement/representation.htm

The following outlines the School committees and module, stage and programme evaluation:

**Module Evaluation**

You will be asked to complete an evaluation for each module you take. These evaluations are used to find out about your experiences, assess the positive features of a module, and identify anything that could be improved in the future. You will be asked questions about the structure and content of the module as well as about the lecturers and/or tutors involved. Module evaluations will be tailored by the School so that they are appropriate for the specific module.

It’s important in these evaluations that you are specific about what is positive and/or negative, that you are realistic, and that you focus on the issue, not the person (don’t say anything offensive about a person involved on the module or programme). It also helps if you suggest solutions – we will take these seriously!

You will receive a link to the module evaluations through email, and you can then complete the survey online and anonymously. You will find links to your evaluations in the ‘My EvaSys’ panel in Blackboard (on the My Institution page) – these links only appear when there is an evaluation open and ready for you to complete it.

More information about module evaluations, including interviews with academic staff explaining why they are important and how changes have been made based on student feedback, is available here: https://internal.ncl.ac.uk/yousaidwedid/internal-surveys/

**Student Representatives**

Student feedback on module content, teaching, assessment and general delivery is sought frequently during each teaching block and at the end of each module. In addition to modular/block feedback and in line with Newcastle University policy, Student Representatives will be appointed from each year group. Student Representatives will feedback concerns to the Programme Team in line with the University’s Student Representation Policy http://www.ncl.ac.uk/quilt/resources/engagement/representation.htm. As physical attendance at a Newcastle-based meeting is difficult, student representatives are formally invited to liaise with their peers via Blackboard Discussion Forums, and report concerns or issues to the Board of Studies to be tabled on their behalf. Further information regarding this process will be circulated in due course.

If you have any issues that you want to raise, then you should mention them to your Course Representative, or the Degree Programme Director.
National Surveys

Postgraduate Taught Experience Survey (PTES) - The PTES explores postgraduate taught student experiences in learning and teaching, skills development, organisation, resources, and engagement with the course. The PTES typically runs mid-April through mid-June annually. It includes all full-time and most part-time UK, EU, and international postgraduate taught students studying a programme of at least 60 credits, the greater part of which is at M level, including eLearning students. The PTES exclude students who are studying a single module only, such as Continue Professional Development and occasional students. This population should include study abroad and exchange students. Also see https://www.heacademy.ac.uk/research/surveys/postgraduate-taught-experience-survey-ptides. Previous year’s PTES results are available on the Planning Office website https://internal.ncl.ac.uk/planning/students/ptes.htm. This survey is similar to the NSS, but for postgraduate taught students.

For more information about our student opinion surveys go to http://www.ncl.ac.uk/ltds/student/opinion/; also, see how the University has listened to previous feedback by going to: https://internal.ncl.ac.uk/yousaidwedid/actions/. Official invitations from the University asking you to participate in national surveys will be sent to you from newcastlestudentsurveys@ncl.ac.uk.

Attendance and Assessment

Attendance
As your teaching is arranged in several residential blocks, you should be aware of the dates of the blocks, and make sure that you are available 9:00 – 17:00 on all teaching days.

You are required to attend timetabled teaching sessions. Your attendance at all teaching sessions is compulsory and will be monitored by a register at each session throughout the programme. If you are unable to attend any scheduled teaching sessions, please contact the Programme Team on 0191 208 7223 or on pgclinsci@ncl.ac.uk as soon as possible.

A significant number of absences means that you are not making ‘satisfactory progress’, and action may be taken under the University General Regulations that could result in termination of your programme of study. You should also remember that in borderline cases, Boards of Examiners are more likely to favour candidates who demonstrate commitment by a good record in attendance and timely assignment submission.

Where illness prevents you from studying, you should complete a Student Notice of Absence form (SNAF) via the Student Self-Service Portal (S3P) as soon as possible. If a Personal Extenuating Circumstances (PEC) application results from the illness (see If Things go Wrong), it is necessary to include a medical certificate from the doctor as cases are considered based on supporting evidence.

If illness prevents you from studying for more than seven calendar days, you should obtain a medical certificate from your doctor and either attach it to your SNAF or forward it to the Programme Administrator via email: pgclinsci@ncl.ac.uk as soon as possible.
Further information relating to the University’s attendance policy is available from:

http://www.ncl.ac.uk/students/progress/Regulations/SPS/Attendance/

Late arrival for any teaching and learning session is discourteous to both the teaching staff and to your fellow students and is unacceptable.

Please note that the majority of taught sessions will be recorded (audio and slides) for future reference via the ‘ReCap’ system. The recordings will subsequently be made available within Blackboard. This provision is by no means intended as a replacement for attendance at the sessions.

Assessment
All module assessments are detailed in the Assessment tab of Blackboard VLE. You will be assessed by various means, including written examination, oral presentation, case study assignments and project dissertation.

Submission of Assessed Work

All assessed work (except campus based examinations) is submitted electronically via Newcastle University VLE Blackboard. All assessments submitted via Blackboard VLE will be subject to plagiarism detection software. The deadline for submission of work is 12 noon, unless otherwise stated. Instructions on submitting your work are given in the Assessment tab of Blackboard VLE.

It is important that you are aware of the deadlines by which your assessments are due so that you can manage your time appropriately throughout the semester. All deadlines will be published at the beginning of the semester under the Assessments tab of the Blackboard site for the relevant module. Only the Degree Programme Director has authority to vary coursework deadlines; if your deadlines do change, you will receive sufficient notice of the new deadline and the reason for the change.

It is your responsibility to check your work before submitting it. If you have re-formatted your document it is important to check your formatting, e.g. images and tables, as well as general content.

Penalties for late submission of written work

A piece of work is regarded as late if it is not submitted by 12 noon on the published deadline for the assessment in question. Late submission without good cause or without prior arrangement of an extension will lead to a maximum mark of 50%. The period of late submission thereafter will be for a maximum of seven days, after which the mark awarded for the piece of work will be zero (non-submission of work). This applies to all assessed work.

If you are submitting work for a re-sit assessment, any late work will receive a mark of zero.

If you have a valid reason for submitting your work late (e.g. illness), you should submit a PEC form (see If Things go Wrong). Computer failures and transportation problems are not considered a legitimate excuse for late submission (unless ISS has confirmed a University-wide computer failure).

Examinations
The dates of your examinations are shown under Key Dates. More detailed information regarding exams will be released in advance of the examination and can be found on the Blackboard site for each module under ‘Assessments’.
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The rules of examinations are available at:
http://www.ncl.ac.uk/students/progress/exams/exams/examrules.htm

Information on examinations, including notices, is on the Blackboard site for each module. All modules in all years of your chosen degree programme are examined by a combination of various elements of in-course assessment and examination papers. The particular assessment pattern for each module is presented in the module outline forms which can be found under Module Overview on the Blackboard site for each module.

Example exam papers are provided for each module on the Blackboard site under assessments.

Further detail is available at http://www.ncl.ac.uk/students/progress/exams/exams/

Calculator Policy

Please note that for any new students starting from 2015/16, only the following 3 different models of calculator will be permitted for use in exams:

• Casio FX-83GTPLUS
• Casio FX-85GTPLUS
• Casio FX-115MS

(plus any discontinued versions of the same models of calculators e.g. Casio FX-83ES)

Any students who started prior to 2015/16 will continue to be able to use their current calculator provided it has been issued with an ‘approved’ sticker. If the calculator does not have an approved sticker, then it will not be permitted in exams unless it is one of the 3 models detailed above.

Information for students with special requirements

If you think you might need special requirements in examinations, please consult the document on the Student Progress web page http://www.ncl.ac.uk/students/wellbeing/disability-support/support/examinations.htm

Guidance on examination rules can be found at:
http://www.ncl.ac.uk/students/progress/exams/exams/examrules.htm

Note: It is important for you to be aware that it is your responsibility to inform the appropriate people, your Personal Tutor, Degree Programme Director or Programme Co-Ordinator of any medical or personal circumstances that you think may have affected your performance, either during the year or at the time of examinations.

On submission of relevant medical documentation you may be allowed extra time for your written examinations, and / or alternative practical arrangements. If you think that this may apply in your case, and you have not done so already, you should contact Student Wellbeing as soon as possible to discuss any special requirements. Should Student Wellbeing conclude that you are entitled to special arrangements, they will inform the Examination and Academic Events office accordingly. You will then receive an email from this office confirming the arrangements for each Semester examination period.
Marking and Feedback

According to University policy, feedback must be returned on all coursework within 20 working days of the submission. If for some reason you do not receive feedback within this deadline, and have not received an explanation and update on when you should receive it, you should contact the School Office.

Moderation

‘Moderation’ applies broadly to a range of processes whereby assessment tasks, assessment ‘component’ marks and/or module marks are scrutinised to ensure that the assessment criteria are applicable and consistently applied and that there is a shared understanding of the academic standards students are expected to meet.

Each taught programme of study has a Board of Examiners (BoE) which is responsible for decisions about the outcomes of assessment of students on the programme. The BoE has a substantial degree of discretion. This means that it may award a degree classification higher than that determined by the marks alone. This can be due to medical or special personal circumstances and this is one of the reasons why it is important to submit PECs. The Board may also, in certain circumstances deem individual students to have passed particular modules in which they have obtained a fail mark.

Guidance on Newcastle University’s moderation policy can be found at: http://www.ncl.ac.uk/quilt/atoz/policies.htm

Possible Assessment Outcomes

The Programme employs the Common University Marking Scheme, which is specified in the Taught Postgraduate Examination Conventions. The threshold marks are:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 50%</td>
<td>Fail</td>
</tr>
<tr>
<td>50% - 59%</td>
<td>Pass</td>
</tr>
<tr>
<td>60% - 69%</td>
<td>Pass with Merit</td>
</tr>
<tr>
<td>70% or above</td>
<td>Pass with Distinction</td>
</tr>
</tbody>
</table>

Reassessment

To pass the MSc Clinical Science, a student must pass each of the modules with a mark of 50 or over.

Students in Years 2 and 3 must achieve a pass mark in the exam component(s) of a module in order to pass the module overall.

If a student fails to reach the pass mark in any module (or fails the exam at the first attempt in Years 2 and 3), they will be granted a further attempt at the failed elements of the assessment on that module. Only in exceptional circumstances (such as illness) can this be waived and then only if agreed by the PEC Committee. If the student passes the module following reassessment the module mark will be capped at the pass mark of 50.

Dates of re-sit examinations will be released with the examination details on Blackboard.
If a student fails a module at the first attempt having already failed 40 credits, they will not automatically be permitted a second attempt. In this instance the student may be granted this opportunity at the discretion of the Chair of the Board of Examiners.

All modules are ‘core’, meaning that if a module is failed at the second attempt the student will not be permitted to progress further and their studies will be terminated.

**Recognition of Prior Learning (RPL)**
The University acknowledges that some students will start their time at Newcastle with prior experience – either of studying at other universities or from work. We want to recognise students’ past work appropriately, so you may be able to apply for Recognition of Prior Learning (if you have credits from a non-UK university or relevant experience) or credit transfer (credits from a UK university).

If your application for RPL or credit transfer is successful, you will not have to take the module (or modules) identified in your application. However, any previous marks (at another University) will not be counted toward your Newcastle degree classification. If you receive credit transfer, you will be considered to have ‘passed’ the module; if you receive RPL, you receive no credit for the module but will be exempt from taking it. It may not always be to your benefit to apply for RPL or credit transfer, since it means that you will have fewer modules that count toward your final degree classification (meaning that each one carries a greater weight).

The programme-specific regulations on RPL (previously APL) are available from the Programme Coordinator on request.

**Mechanisms for Ensuring the Quality of Your Degree**

**Annual Monitoring and Review**
Every year, programmes are asked to comment on what went well and what could be improved (and to provide evidence). Each programme is also required to develop an action plan that lists new projects and activities to improve the degree programme. This AMR is reviewed at Faculty level each year. See the University policy for more information:

http://www.ncl.ac.uk/quilt/resources/monitoring/annual.htm

**Learning and Teaching Review**
Approximately every six years, each School or subject area is reviewed by a panel of University staff and at least one external member who is a discipline-specialist. This review examines the teaching and learning process and speaks with students and staff about their experiences of the programme. More for information, see: http://www.ncl.ac.uk/quilt/resources/monitoring/internal

**Patient and Public Involvement (PPI) Representation**
Newcastle University and the National School of Healthcare Science are embedding and fostering patient and public involvement in healthcare science training, and with this in mind the MSc Clinical
Science programme recruited Helen Norton as a PPI Representative. As a member of the Board of Studies Helen has various opportunities to help shape the future of the course, as well as being invited to attend a number of events throughout the academic year, such as the course introduction and the ‘Three Minute Thesis’.

External Examining

The University is responsible for the quality and standards of all academic awards made in its name. The function of external examiners is to assist the University in discharging its responsibility by providing assurance in their expert judgement that the standards of all awards at Newcastle are at least comparable to those in similar subjects in other universities in the UK and with relevant external referents.

In order to help ensure the quality of the education it provides and the maintenance of the standards of its awards, the University places significant reliance on its external examiners by:

- Requiring them to provide independent and impartial advice, as well as informative comment on the University’s standards and on student achievement in relation to those standards.
- Drawing upon their professional advice and expertise and giving full and serious consideration to their reports.

For further information: [http://www.ncl.ac.uk/quilt/resources/assessment/examining.htm](http://www.ncl.ac.uk/quilt/resources/assessment/examining.htm)

Students should not contact the External Examiner. Any contact with the External Examiner will need to be channelled through the Degree Programme Director. If students have an issue regarding performance in assessments then there are alternative mechanisms available to deal with this via an appeal or complaint. Further details of this process can be found at:

[http://www.ncl.ac.uk/students/progress/Regulations/Academic/](http://www.ncl.ac.uk/students/progress/Regulations/Academic/)

Students can engage formally with the quality management process through which the University considers and responds to External Examiners through programme representatives on Board of Studies, Student Committees and the Faculty Learning, Teaching and Student Experience Committees.

The External Examiner for this programme is:

Dr. Andrew Chaytor
School of Medicine, Pharmacy and Health
Durham University

NB: A new External Examiner is due to be appointed during the 2016/17 academic year.

Research Excellence Framework

The Research Excellence Framework (REF) is a system for assessing the quality of research in UK higher education institutions, conducted jointly by the Higher Education Funding Council for England (HEFCE), the Scottish Funding Council (SFC), the Higher Education Funding Council for Wales (HEFCW) and the Department for Employment and Learning, Northern Ireland (DEL).
Following REF 2014 Newcastle University was ranked 16th in the UK for research power. It is anticipated that there will be another REF in 2020, and we need your help to compile ‘case studies’ in relation to MSc Clinical Science to ensure the programme is appropriately acknowledged as part of the University’s research presence. If you go on to present the results of your research project at a conference, if your research is subsequently published, or if your project otherwise goes on to have an impact or receive recognition beyond the MSc programme, we would love to hear the details (pgclinsci@ncl.ac.uk).

Further information about the University’s REF 2014 results can be found here http://www.ncl.ac.uk/research/ref/

More general information about the REF can be found on their website http://www.ref.ac.uk/about/

Progression
For full details on progression regulations for your programme you should consult the Progress Regulations for Postgraduate (Taught) Programmes and Examination Conventions for Taught Masters Degrees at http://www.ncl.ac.uk/regulations/docs/2016.html and your programme regulations at http://www.ncl.ac.uk/regulations/programme/2016-2017/fmed.php.

Evidence of failure to make satisfactory progress
In line with Progress Regulations for Postgraduate (Taught) Programmes, any of the following may constitute failure to make satisfactory progress and may be considered in decisions about what action should be taken:

- failure to attend for interview with a personal tutor or supervisor
- failure to attend regularly the programme of study
- failure to pass assessments or examinations in work prescribed for the Programme
- failure to submit at the required time written work prescribed for the Programme whether or not such work is assessed
- failure to attend examinations or to satisfy the examiners in the examinations prescribed under the Degree Programme Regulations, in serious cases provisional examination results may be used as such evidence
- failure to attend as required for dissertation supervision, failure to submit evidence of progress as required by the dissertation supervisor or to submit the dissertation by the date stipulated
- Failure to respond to contact by the University

Review of student progress
The student’s progress in all components of the programme shall be reviewed periodically by the Programme Team. Failure to make satisfactory progress may be grounds for any of the following decisions:

- to monitor the attendance of the student
- to require the submission of written work in addition to that prescribed for the Degree Programme
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- to defer the student's first attempt at the assessment for all or part of the taught element from the normal occasion to a later occasion
- to defer the student's commencement or assessment of the dissertation module
- to interrupt or terminate the programme of study.

Student Conduct and Discipline

Standards of personal conduct
The University expects that you will observe the academic and personal codes of conduct whilst you study with us. You can find the Student Standards of Personal Conduct here: http://www.ncl.ac.uk/students/progress/Regulations/Personal/

An extract of this document is provided below.

You are expected to:

- Behave in a responsible manner whether on campus, in University accommodation or in the community and observe the rules for using University facilities
- Treat others – fellow students, members of staff, neighbours and other people in the community - with courtesy, fairness and respect regardless of their personal circumstances, race, ethnic origin, age, gender, marital or parental status, sexual orientation, religion and belief, disability, political belief or trade union membership. This applies to all communication methods including personal contact, e-mail, written communication and social community websites.
- To behave in a manner which respects the privacy of students and staff
- Treat buildings and facilities – on campus, at your accommodation and in the community – with care and respect

You can expect:

- The University to respect the needs of its diverse community of students and staff
- To be treated courteously and with fairness, dignity and respect regardless of race, ethnic origin, age, gender, marital or parental status, sexual orientation, religion and belief, disability, political belief or trade union membership and activities. (The University’s diversity policies can be seen at www.ncl.ac.uk/diversity/)
- The University to endeavour to provide a safe and secure environment free from fear, intimidation and harassment
- That serious breaches of conduct will result in disciplinary procedures against a student, or group of students, and penalties as set out in the Student Disciplinary Procedures at: http://www.ncl.ac.uk/students/progress/Regulations/SPS/disciplinary.htm

Fitness to Practice

As this degree programme is oriented towards preparing you for a career in healthcare sciences, students on this programme are subject to the University’s Fitness to Practice Procedure. You should familiarise yourself with this document.
Assessment irregularities
The University is committed to ensuring fairness in assessment and has established a procedure for dealing with assessment irregularities. For the purposes of this procedure, an assessment irregularity involves the use of improper means by a candidate in the assessment process.

This includes, but is not limited to, the following:

- Copying from or conferring with other candidates or using unauthorised material or equipment in an examination room
- Impersonating or allowing another to impersonate a candidate
- Introducing examination scripts into the examination process otherwise than in the course of an examination
- Permitting another student to copy work
- The falsification (by inclusion or suppression) of research results
- Plagiarism, this is defined as:

  The unacknowledged use of another person’s ideas, words or work either verbatim or in substance without specific acknowledgement; Impersonating or allowing another to impersonate a student; Permitting another student to copy assessed coursework, verbatim or in substance, formative or summative, including work that has already been assessed; providing an opportunity for such copying, even if it was not the explicit intention that the work should be copied; being party to any act, otherwise than for a bona fide academic reason, allowing the sharing of any such assessed work on a website or in any other medium.

Or Self-Plagiarism: Auto (self) plagiarism occurs when you submit work that has already been submitted for an assessment at Newcastle or elsewhere. This may be considered to be an attempt to gain double credit for the same piece of work which would be unfair and dishonest. Auto plagiarism does not normally apply when you have submitted draft copies of research work. It might apply if you are asked to resubmit an assignment. It is your responsibility to seek clarity from a member of staff before submitting your work.

The University's procedure in full can be found at:
http://www.ncl.ac.uk/students/progress/Regulations/SPS/assessment.htm

Good academic conduct
At Newcastle we value high standards of academic conduct from our staff and students. Conduct is an important part of maintaining and developing our reputation. Good academic conduct reflects the values which underpin academic life, such as honesty, integrity, a shared community of ideas and respect for others’ work. The Right-Cite for Good Academic Conduct http://www.ncl.ac.uk/right-cite/pages give a detailed account of the issues governing academic conduct and provide access to a range of resources for staff and students.
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Information on appropriate style and referencing guides is available at:
http://libguides.ncl.ac.uk/referencing

What Newcastle expects of students:
- Maintain high standards of academic conduct
- Show a commitment to academic honesty in your work
- Be familiar with and apply the guidance provided by your School on proper referencing and good academic practice, and in particular the avoidance of plagiarism
- Ensure that any work you submit is your own work and that you acknowledge any use you make on the work of others

You can expect:
- To receive a briefing on what the University means by ‘good academic practice’ and ‘referencing’
- To be told where to find guidance materials
- That the University will use plagiarism detection software

Patient Anonymity
It is your responsibility to ensure no patient identifiable material is released/submitted to any of your peers or tutors. Patient confidentiality must be maintained by ensuring that all references to patient identification are appropriately deleted in all assessment submissions and/or exams.

If it is felt patient identifiable material is present in your work then the Fitness to Practise procedure will be initiated.

Student Disciplinary Procedure
The University promotes good personal conduct in all students, in order to secure the proper working of the University in the broadest sense. The Student Disciplinary Procedure will apply to any student who is alleged to have breached the University’s code of conduct. You can find the University’s code of conduct here:
http://www.ncl.ac.uk/students/progress/student-resources/regulations/disciplinary.htm

Further Information for Students

Student Complaints and Appeals
The Student Complaints Procedure is the University’s formal complaints procedure under the Student Charter. It is intended to allow students to make a complaint about a service, a member of staff or another student within the University. The procedure applies to all formal complaints including those related to harassment or racial equality.
http://www.ncl.ac.uk/students/progress/Regulations/SPS/complaints.htm
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A complaint can be made on any aspect but you should be prepared to provide evidence to support any allegation. Please note: a complaint cannot be used to seek to overturn the academic decision of examiners. In all cases you should consider trying to resolve your complaint informally with the individual concerned. Usually, before a formal complaint is accepted, you should have sought to resolve the issue informally.

The Student Academic Appeals Procedure is for appeals against the decisions of the Boards of Examiners (excepting those relating to assessment irregularities), Personal Extenuating Circumstance (PEC) Committees, and sanctions imposed under Unsatisfactory Progress procedures. [http://www.ncl.ac.uk/students/progress/Regulations/SPS/appeals.htm](http://www.ncl.ac.uk/students/progress/Regulations/SPS/appeals.htm)

There are only three possible grounds for appeal:

- You were adversely affected by illness or other relevant factors, of which you were previously unaware, or which for a good cause you were unable to disclose to the examiners in advance.
- Procedural irregularity on the part of the examiners.
- Bias or prejudice on the part of an examiner or examiners.

NB. An appeal relates to the decision of the examiners and should not be used to raise general complaints about tuition or support over the length of your degree programme.

Impartial advice on both the complaints and appeals procedures may be sought from the Student Progress Service. Assistance with submitting a formal complaint or an appeal may be sought from the appropriate officer of the Students’ Union, from the Student Advice Centre, or from a Personal Tutor.

**If Things go Wrong**

Your studies may not always go to plan. The most important thing you can do is to tell the Programme Team (pgclinsci@ncl.ac.uk) about the problems or issues you are having if you feel that these affect your ability to study or complete assessments. Depending on the circumstances you may be asked to complete a Personal and Extenuating Circumstances Form (PEC Form) so that adjustments can be made to support you. Current guidance is available at: [www.ncl.ac.uk/students/progress/student-resources/help/](http://www.ncl.ac.uk/students/progress/student-resources/help/)

You may be dissatisfied by some aspect of the student experience. Again, it is important you advise the Programme Team (pgclinsci@ncl.ac.uk) as soon as possible, who may suggest that you speak to your Degree Programme Director or the Senior Tutor, or who will sign post you to the appropriate procedure for appeals or complaints.

**If you fail modules**

If you fail a module, you will be given the opportunity to resubmit one or more of the components of assessment for that module. It will be at the Degree Programme Director’s discretion which component you will be allowed to resubmit. Dates for re-sit examinations are released alongside the examination dates. If you are required to resubmit a piece of coursework, the module leader will discuss with you and agree an appropriate deadline date.
Personal Extenuating Circumstances (PEC)

Students who believe that their study or ability to complete assessments is being adversely affected by significant unforeseen and unavoidable personal extenuating circumstances should advise their School by completing the online Personal Extenuating Circumstances (PEC) Form via S3P as close as possible to the time that the problem arose and in advance of any imposed School deadline, so that appropriate adjustments can be considered. Students are advised to carefully read the Guidance for Submission of Personal Extenuating Circumstances which can be found on the Student Progress Webpages at http://www.ncl.ac.uk/students/progress/student-resources/help/ before submitting a PEC application.

Students are strongly encouraged to discuss significant personal circumstances with their Personal Tutor or other member of staff. Tutors may be able to advise on how to phrase the application or whether alternate sources of help may apply. Also, tutors may be able to provide a statement of support, which will be taken in to account when a case is considered.

The PEC form enables the School to consider each case on its merits and, if possible, make an appropriate adjustment. Possible adjustments will vary depending on the time of year, but could include:

- an extension to the hand-in date for a piece of work;
- an exemption for a minor item of course work;
- a deferral of the assessment to the next normal occasion – generally a deferral to August;
- a deferral of the assessment to a later normal occasion;
- permission to set aside (ignore) attempts at assessments;
- permission to sit an extraordinary examination – i.e. setting an examination at an unusual time;
- permission to repeat tuition in residence;
- permission to proceed to the next Stage carrying fails;
- permission to repeat a period of tuition, setting aside previous attempts (e.g. re-doing a Stage or Semester as if for the first time)
- recommending discretion at the Board of Examiners – e.g. potentially allowing you to pass the stage despite having failed a core module; allowing you to pass a module by discretion; altering your degree classification where there is evidence to support this decision.

NB - personal extenuating circumstances cannot result in existing marks being changed.

It is the student’s responsibility to report any significant personal or extenuating circumstances that had a substantial impact on their performance in their studies or in their assessments/examinations immediately and in advance of an assessment deadline or by the school published deadline for consideration by a Personal Extenuating Circumstances Committee (PECC) or Board of Examiners (BoE).

It is the student’s responsibility to provide evidence to back up their PEC application. Evidence should outline the problems faced and the period of impact – e.g. doctor’s notes, a statement of support from a tutor, letter from an employer etc. It is recognised that this can be difficult, but a
request is more likely to be approved if evidence is available – particularly evidence of the impact on the specific module/assessment and at the time of the assessment.
Requests for adjustments that relate to the following, are not normally accepted as the basis of a PEC application:

i. Instances where an appropriate adjustment has already been made.
ii. Retrospective report of illness or other extenuating circumstances, without good reason.
iii. Ongoing medical conditions/disabilities including learning disabilities, or mental health conditions for which the student is already receiving reasonable adjustments via a Student Support Recommendation (SSR).
iv. Transport problems, excepting those where it can be shown that adequate time had been allowed.

v. Unspecified anxiety or examination stress
vi. Minor infection such as coughs, colds, headaches or hay fever, unless supported by specific medical evidence.

vii. Distress relating to family pet.

viii. Holidays, house moves, sporting or other social commitments.
ix. Known employment or financial responsibilities.

x. Problems with personal computers, printers or other technology.

xi. Where the circumstances could have been avoided, particularly due to poor time management.

Personal Extenuating Circumstance (PEC) Policy and Procedure -
http://www.ncl.ac.uk/students/progress/student-resources/help/

Submission Guidance
http://www.ncl.ac.uk/students/progress/student-resources/help/

Change of Circumstances
Sometimes circumstances do change, and you may decide that you want to transfer degree programmes, suspend your studies or withdraw from the University. If you are thinking about any of these scenarios, you should first speak with your personal tutor so that you can discuss your options.
You can also seek confidential advice from Student Wellbeing:
(http://www.ncl.ac.uk/students/wellbeing/about/student/).

Tutoring Arrangements
When you arrive at University, will you be assigned a personal tutor. This is an academic member of staff who acts as your first point of contact with the University, and he/she can provide you with any information or advice that you may need throughout your academic career.

The role of a personal tutor, as described in the Framework for Personal Tutoring (http://www.ncl.ac.uk/ltds/assets/documents/qsh-personaltutoring-fwk.pdf), is to facilitate students’ personal and academic growth. The personal tutor is there to help with any issues you may have, from personal problems that could be affecting your studies, to giving advice when picking modules, to just being available for a chat.
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At a bare minimum, you should see your personal tutor at least twice during Semester 1 of your first year and then at least once a semester after that. You should take the initiative to schedule meetings with your personal tutor if you need to talk about any difficulties.

It is possible to change your personal tutor if you’re unhappy for any reason (e.g., if you have a male personal tutor and would feel more comfortable with a female one). You don’t have to give any reasons for changing your tutor. Your School will be able to explain the procedures for changing your tutor.

For 2016/7 all tutor meetings with taught students will be recorded through ePortfolio (either you or the tutor can initiate a meeting, through email, phone or ePortfolio). The record can be made after the meeting, and the only requirement is that the record states when the meeting took place. You can also take notes on your meetings and keep them in ePortfolio – this is a good place to keep track of your concerns and any decisions that you’re making with the help of your personal tutor. You can be assured that the meeting record on ePortfolio is strictly confidential, and only those people who attended the meeting (and possibly the Senior Tutor) will be able to see your notes.

The personal tutor system depends upon you and your personal tutor both contributing to the relationship: a personal tutor can’t help you if you don’t show up to a meeting, and you need to be open and honest with your tutor in order to receive the best advice. At the end of your degree, you can ask personal tutors to provide you with references – for these to be good references, your personal tutor needs to know you will enough to write them. This means that you should attend all arranged meetings, respond promptly to emails, and keep your personal tutor informed if you have any concerns.

Personal Tutor: Dr. Chris Eggett
Senior Personal Tutor: Professor John Kirby

Student Charter
The Student Charter is an important statement of what students can expect from the University and student obligations to the University.
Full details of the Student Charter can be found at http://www.ncl.ac.uk/pre-arrival/regulations/#studentcharter

The International Student Handbook can be found via http://www.ncl.ac.uk/flippingbook/international/student-handbook/

Our Role and Responsibilities
The Medical Sciences Graduate School aims to provide a high standard of teaching, and a rich academic environment in which to study and learn. To this end, you will find that much of a staff member’s time, particularly during term-time, is devoted to all aspects that contribute to teaching. You should, however, be aware of the other academic activities – most particularly research and clinical work – that staff members undertake, which also make calls upon their time. In summary, therefore, you can expect the School to:

- provide a modern curriculum and course structure
- provide relevant information about the degree programme and individual modules
- provide support for your learning activities
- provide timely information about assessment arrangements with associated deadlines
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- ensure that all assessments are relevant and well-matched to each stage of your study
- give adequate time, and support, to complete your assignments
- return marked work promptly, with appropriate feedback
- provide support through the personal tutoring system
- offer help and support if we observe that your progress is less than satisfactory
- respond promptly to complaints or criticism about any element of the teaching programme.

**Your Duties and Responsibilities**

Primarily, you must take responsibility for your own approach to studying and learning. The emphasis in the teaching process is on providing information and ideas usually through the medium of lectures and seminars but you are expected to make the best use that you can of all that is presented to you. This invariably requires regular attendance at all elements of your programme, together with submissions of all assignments by the due dates, and of course, considerable study outside formal contact hours.

In particular, as a student member of the School, you are expected to:

- Attend all timetabled elements of each module that you are studying
- Devote the necessary time in private study in order to understand and learn the material
- Abide by all submission deadlines
- Seek assistance if you are encountering difficulties in any part of your programme
- Inform the lecturer (or your Personal Tutor) if you are absent from any element for any reason
- Inform your Personal Tutor of any health or personal problems that might affect your work
- Read, and be familiar with, the Degree Programme Handbook, and the information on the School’s web pages
- Read your University e-mail daily, as class arrangements occasionally have to be changed at short notice. University e-mail is used to transmit important messages relating to all aspects of your programme
- Complete questionnaires when requested in order to help us improve and develop our programmes
- Maintain the highest levels of behaviour and in particular, be considerate to other students
- Respect each staff member’s commitment to duties other than teaching your module

The responsibilities given above are listed directly, or implied, by Newcastle University’s Student Charter which outlines the standards of provision that students can expect from staff, and the expectations that the University has of students in being responsible adults who are proactive and self-reliant learners. The Charter was written by both staff and students and is updated regularly.

In particular, the Student Charter makes clear that we expect high standards of academic and personal conduct throughout your time at Newcastle, and in the School. Consistent with this, we expect that, in the classroom, all students will avoid any disruptive behaviour, including:

- Talking in class which is not related to the subject matter when the class is being delivered
- any use of mobile phones (spoken calls, texting, taking photographs, videoing, accessing the internet) is strictly prohibited
- Lateness, unless unavoidable. The class should start at five past the hour and should not be disrupted by any systematic routine lateness

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- Any activity which diverts your attention from the class (this includes reading newspapers, listening to music etc.)
- Finally, you are expected to behave, at all times, in a manner which respects all the staff and all your fellow students.

**Communicating by Email**

Email is a convenient way of communicating important messages. It is useful, for example, if you need to explain an impending absence; to convey relevant personal information affecting your studies (e.g. illness); or to confirm an appointment for a planned meeting. However, please bear in mind that you are not the only person who will be contacting your tutor, Programme Co-ordinator or module leader and, although they are available and willing to help you, they, like you, have a lot of demands on their time.

Before sending an email, please consider whether you could find out what you need to know from somewhere else. For example, if this Degree Programme Handbook does not provide the answer, your School office should be able to answer general queries about such matters as timetabling, deadlines for submission of coursework or examinations.

Please remember that email is an alternative means of communication to writing a letter or telephoning and the way your email is written should reflect this. The use of clear and appropriate language is more likely to result in you receiving the information that you need.

**Library and Information Technology**

There are a number of Library and Information Technology skills sessions available to you and these are designed to develop your expertise in the use of information and communication technologies. These sessions will extend your knowledge and transferable skills which will be applicable throughout your study programme.

Library course materials are available online at: [http://www.ncl.ac.uk/library/study-skills-temp/](http://www.ncl.ac.uk/library/study-skills-temp/)

IT Service documentation is available online at:
[http://www.ncl.ac.uk/fms/postgrad/skills/workshops.htm](http://www.ncl.ac.uk/fms/postgrad/skills/workshops.htm)

**Accessing University Library Resources**

A list of suggested reading and subject literature is provided for each module. Reading lists together with library links for your modules can be found on Blackboard.

A significant proportion of the resources you will need to reference are available on the web. The university library is available to support your information needs for the programme. The Walton Library, based in the Medical School, has a wide range of medical material including a range of e-journals, e-books, databases and e-resources. Full information on how to access these is available from the library homepage at [http://www.ncl.ac.uk/library/](http://www.ncl.ac.uk/library/). If you have any queries about any aspects of the library service, please contact the library, either by email on medliaison@ncl.ac.uk or by telephone on UK 0191 208 7550.
Accessing University IT Applications

Blackboard VLE is accessed at http://bb.ncl.ac.uk/

The campus network can be accessed remotely using the Remote Application Server (RAS). Further information on how to access this can be found at http://www.ncl.ac.uk/itservice/software/ras/

Clusters of computers are provided within the Cookson Building in the following locations:

- The 90 PC Fell Cluster is on the ground floor
- The 55 PC Pool Cluster is on ground floor
- The 20 PC Linn Cluster is on the fifth floor in the Walton Library
- The 30 PC Dene Cluster is on the fifth floor in the Walton Library.

All clusters are open between 9:00 am and 5:00 pm Monday to Friday. The Fell Cluster is a 24-hour access cluster; access is by smartcard out of hours. Opening hours for all clusters are listed online at: http://www.ncl.ac.uk/iss/clusters/. Timetables of class bookings are displayed outside each cluster and are updated weekly. You should consult the timetable before entering a cluster to ensure that no teaching is in progress or about to begin.

Other clusters on campus are available and a cluster availability display is located in the corridor between the Linn and Dene Clusters within the Walton Library. During busy times, you can view the availability of computers across campus from this screen and identify which clusters are accessible.

Whilst working within a computing cluster, please observe suitable behaviour:

No drinking or eating

Work quietly and respect those around you who may need to concentrate.

Turn your mobile phone to silent

Failure to comply with these and other cluster rules of use may result in the temporary suspension of your computing account. Unless a teaching session is in progress, access to computers is on a first-come first-served basis. If a teaching session is in progress, you must consult the person leading the session before using PCs within that cluster, even if workstations are free.

A range of software is available through the clusters and documentation is provided within the Fell and Dene Clusters. Some specialist software is available through specific clusters only. More information is available from http://www.ncl.ac.uk/iss/software.

Student licences are available for most major software. Please read the information online at: http://www.ncl.ac.uk/itservice/software/licences/ before purchasing your own software.

Black and white printers and colour printers are available in the computing clusters and in the libraries. There is a charge per page for printing and you will receive an initial allocation to your personal printing account. Thereafter, you should keep your account in credit. Vouchers may be purchased in the Robinson Library. Scanners are located within all clusters. More information on printing is available at http://www.ncl.ac.uk/itservice/clusters/printing/.
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If you are experiencing difficulties with University IT systems you should email it.servicedesk@ncl.ac.uk. However, if email systems are down or you require out of hours assistance, you should telephone 0191 208 5999 to access the IT Service Desk.

Student Services

King’s Gate building provides access to many student services in one single location. The Careers Service and Reception is located on Level 1, and on Level 2 you can access a wide range of other services: Accommodation, Student Wellbeing, and Finance.

The Interaction Team is your first point of contact for all Services on Level 2.

What services are on offer:

**Academic Information**
- Advising of change of circumstances – including taking a leave of absence or transferring programmes
- Obtaining documentation such as Transcripts of Study and Council Tax Exemption Certificates

**Career and Work**
- Information and advice on term-time jobs, work experience, graduate jobs and further study
- Developing business ideas and getting them off the ground

**Finance**
- Making payments for all Tuition Fee and Accommodation charges

**Financial Support**
- Advice and information about sources of funding and managing finances, including short-term emergency loans

**Counselling & Mental Health Support**
- Confidential support and help available

**Disability/Dyslexia Support**
- Advice, information and guidance available on things such as Disabled Students’ Allowance and examination arrangements

**Exchanges/Study Abroad Information**
- Advice and guidance to students who wish to participate in the Erasmus Programme or the Non EU Exchange
- Programme and guidance to incoming Exchange and Study Abroad students

**Visa Support**
- A range of assistance from student visa renewal to advice on the immigration implications of changes of study plans
MSc Clinical Science – Physiological Sciences

The services are open to all students:

- Prior to coming to Newcastle University – to find information on our programmes and what accommodation, financial and other support is available
- Whilst at University – when you need information, support and guidance
- After graduation - to access careers and business start-up support
- Also offer advice and signposting to other University staff/services

Opening hours

- Monday and Tuesday - 9:00-17:00
- Wednesday - 10:00-17:00
- Thursday and Friday - 9:00-17:00

Information about drop-in services is available at https://my.ncl.ac.uk/students/kingsgate.php

Student Self Service Portal (S3P)

Students should be aware of the S3P system which enables you to:

- Register on your programme of study
- Keep details such as addresses up to date
- Pay fees
- Produce a document to confirm your student status such as for council tax purposes
- Confirm module choices for the next academic year
- Report an absence to the school via the Student Notice of Absence Form
- Submit a PEC form

Further detail is available at: http://www.ncl.ac.uk/students/progress/student-resources/s3p/

You can log in here: https://s3p.ncl.ac.uk/login/index.aspx

English Language Provision

University English Language Assessment (UELA)

All new Newcastle University students whose native language is not English are required to take a free University Language Assessment (UELA). Some students may be exempted from the UELA; further information can be found in the University’s English Language Policy http://www.ncl.ac.uk/quilt/assets/documents/qsh-englishlang-pol.pdf

The UELA forms part of the language support and advisory service the University provides for all our non-native speaker students. It helps the University to:

- Identify any weaknesses in English language Skills and provide advice about classes
- Ensure that English language support is provided to students from the beginning of the semester
- Advise students who wish to attend in-sessional classes on the most appropriate level
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The UELA consists of a:

- Listening assessment (five parts, 40 minutes)
- Writing assessment (one question, 40 minutes)

The UELA is administered and marked by INTO Newcastle University

Further information is available at:
http://www.ncl.ac.uk/students/insessional/uela/

In-sessional English

The INTO Newcastle In-sessional Team can provide information on:

- information about the University English Language Assessment (UELA)
- free academic English language classes for Newcastle students whose first language is not English
- information about the English language entry requirements for Newcastle University
- Open Sessions which any non-native speakers can attend without registering

The In-Sessional English language programme provides up to 12 hours per week of free academic English language and study skills classes for students at Newcastle University whose first language is not English. These classes are provided by INTO Newcastle University. The programme gives specific help in academic English and can be useful for students who have a good level of English but little experience of using English in an academic environment.

The In-Sessional programme consists of six parts:

Non credit-bearing support

- English for General Academic Purposes (EGAP) courses
- English for Specific Academic Purposes (ESAP) courses
- Open Sessions
- One-to-One Advisory Sessions
- English Language Materials Online (ELMO)

Credit-bearing modules

- English for General Academic Purposes (EGAP) modules

Further information is available at:
http://www.ncl.ac.uk/students/insessional/

Equal Opportunities

The University has a clearly defined equal opportunities policy (the ‘Single Equality Scheme’). Copies are available from Human Resources, the Student Progress Service and on the University’s web site at: http://www.ncl.ac.uk/diversity

Dignity at Work and Study

The University has a Dignity at Work and Study Code of Practice. The purpose of this Code of Practice is to promote a working and learning environment and culture in which harassment and bullying are
known to be unacceptable and aims to ensure that if harassment or bullying does occur adequate procedures are readily available to deal with the problem with support and sensitivity so as to prevent it recurring.

The Code of Practice covers both staff and students and provides information on sources of advice and support. The full Code of Practice can be found at: [http://www.ncl.ac.uk/students/progress/Regulations/SPS/dignity.htm](http://www.ncl.ac.uk/students/progress/Regulations/SPS/dignity.htm)

**Health and Safety**

The University has a duty to keep you healthy and safe whilst you are studying with us. The [Occupational Health and Safety Service (OHSS)](http://www.ncl.ac.uk/students/progress/Regulations/SPS/dignity.htm) is a central support service which helps Schools and Institutes to meet their legal requirements under health and safety legislation.

The University and each School or Institute have a health and safety policy which provides important information on how health and safety is managed and consists of three sections:

- **Statement of Intent** - a commitment to protect the health and safety of all staff and students signed by the Head of Unit;
- **Responsibilities** - a summary of the health and safety responsibilities for each level of staff and students. Students are expected to be responsible for their own actions and any activities which may adversely affect staff, fellow students or visitors.
- **Arrangements** - this is usually the largest part of the policy and contains detailed information on how the School or Institute manages health and safety locally. For example it will tell you about the arrangements for health and safety training, risk assessments and computer workstation assessments. Students are encouraged to dip in and out of this part of the policy as needed.

The Health and Safety policy is an important document and students should make sure they have or know where to find a copy of their School or Institutes policy.

If students need any health and safety advice or information they should speak to their academic tutor in the first instance. In addition each School and Institute has a School Safety Officer (SSO) who is an invaluable source of local advice. The name and contact details of the SSO will be provided in the health and safety policy.

The University is legally required to carry out risk assessments for all its work activities. A risk assessment is a careful examination of each work activity to decide what could cause harm and to decide if the current precautions are sufficient. Students may be asked to complete a risk assessment for an individual project or work activity as part of their academic studies. Standard operating procedures are also sometimes used in conjunction with risk assessments to give step by step guides to carrying out work activities safely.

Each Faculty will provide a health and safety induction and training for students. The precise format and number of safety courses will be decided by each Faculty. Students are expected to attend health and safety training and may not be allowed to carry out certain high risk work activities until they have been trained.
MSc Clinical Science – Physiological Sciences

Things sometimes go wrong whilst studying. Any accidents or near misses must be reported as soon as possible to the staff member in charge of the session/area and also to your School office. We will not blame individuals, please do not try to hide mistakes or cover up when things go wrong. We want you to report accidents and near misses so that we can all learn from our mistakes and take steps to make sure they do not happen again.

In an emergency please contact the Security team 24 hours a day on 6666 or for none emergencies on 0191 208 6817 or security@ncl.ac.uk If you see any physical defect on campus these can be reported to the Estates Support Service helpdesk on 0191 208 7171 or ess-helpdesk@ncl.ac.uk

Additional Contacts

Chaplaincy
The Chaplaincy is a team of chaplains working together, appointed by faith communities, recognised by the University and affiliated with the Student Wellbeing Service. The Chaplaincy is committed to working with students and staff of different faiths (and those of no faith) and to making the University a place of religious tolerance and respect.

Location: 19/20 Windsor Terrace
Telephone: 0191 208 6341
Email: chaplaincy@ncl.ac.uk
Website: http://www.ncl.ac.uk/students/chaplaincy/

International Office
The International Office provides information and advice on:

- Newcastle programmes and how to apply
- English language requirements
- The equivalence of overseas qualifications
- Erasmus/Study Abroad information
- Finance and Funding

It also provides an orientation welcome programme and airport collection service.

Location: King’s Gate
Telephone: 0191 208 3333
Website: http://www.ncl.ac.uk/international/

Language Resource Centre
The Language Resource Centre provides materials and facilities for the research, learning, teaching and practise of over 50 foreign languages and is available to all students and staff of the University.

Location: Old Library Building
Telephone: 0191 208 7490
Email: language.resource@ncl.ac.uk
Website: http://www.ncl.ac.uk/langcen/
Nightline
Nightline is the confidential listening and information service run for students by students.

Telephone: 0191 261 2905 (8 p.m. to 8 a.m.)
Website: http://www.nusu.co.uk/welfare/nightline/

Students’ Union
Location: Students’ Union, King’s Walk
Telephone: 0191 239 3900
Email: student.union@ncl.ac.uk
Website: http://www.nusu.co.uk/
## APPENDICES

### Appendix i - Assessment Criteria

**MSc CLINICAL SCIENCE**

**ASSESSMENT CRITERIA: SHORT REPORT/CASE STUDY**

<table>
<thead>
<tr>
<th>Distinction Level</th>
<th>Percentage Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100% – 90%</td>
<td><strong>Outstanding.</strong> No better report conceivable at Masters level. Comprehensive. Factually correct, with extensive evidence of critical thinking. Evidence of extensive research of relevant literature. Very logical structure, very well written and presented. Clear evidence of original thought and cogent scientific argument.</td>
</tr>
<tr>
<td></td>
<td>89% – 80%</td>
<td><strong>Excellent.</strong> Clear evidence of achievement on a scale reserved for exceptionally high quality work at Masters level. Essentially correct and complete, with evidence of critical thinking and excellent use of relevant literature. Logical structure, well written and presented, displaying varying degrees (use scaling) of original thought and cogent scientific argument.</td>
</tr>
<tr>
<td></td>
<td>79% - 70%</td>
<td><strong>Very Good.</strong> Content essentially without any major flaws, very well explained, with clear evidence of a high level of scientific competence, and mature, critical scientific judgement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Merit Level</th>
<th>Percentage Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>69% – 60%</td>
<td><strong>Good.</strong> Well explained, demonstrates a thorough understanding, of the subject making good use of directly relevant material, including some evidence of 2 out of: (a) critical thinking; (b) original thinking; (c) relevant supplementary reading. Well written.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pass Level</th>
<th>Percentage Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>59% - 50%</td>
<td><strong>Satisfactory.</strong> A generally sound report with a good or quite good level of understanding, evidence of sound scientific competence and judgement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fail Level</th>
<th>Percentage Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>49% - 40%</td>
<td><strong>Unsatisfactory.</strong> A report with an overall superficial approach. Essentially an incomplete report with major omissions in several areas and evidence of a poor understanding. Not well written and lacking in correct use of references.</td>
</tr>
<tr>
<td></td>
<td>39% - 10%</td>
<td><strong>Poor.</strong> As above but with an overall marked deficiency in content of understanding and application, writing technique and referencing.</td>
</tr>
<tr>
<td></td>
<td>29% - 10%</td>
<td><strong>Very Poor.</strong> Even more marked deficiencies in content (on a variable scale down from 29% to 10%) understanding, application and presentation.</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>A complete absence of relevant content.</td>
</tr>
</tbody>
</table>
## MSc Clinical Science – Physiological Sciences

### MSc CLINICAL SCIENCE

#### ASSESSMENT CRITERIA: COURSE ESSAY

<table>
<thead>
<tr>
<th>Distinction Level</th>
<th>100% - 90%</th>
<th>Outstanding. No better essay conceivable at Masters level. Factually correct. Comprehensive with extensive evidence of critical thinking. Evidence of extensive research of relevant literature. Very logical structure, very well written and presented. Clear evidence of original thought and cogent scientific argument.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>89% – 80%</td>
<td>Excellent. Clear evidence of achievement on a scale reserved for exceptionally high quality work at Masters level. Comprehensive knowledge of the subject with excellent use of relevant literature. Logical structure, well written and presented, displaying varying degrees (use scaling) of original thought, cogent scientific argument and critical thinking.</td>
</tr>
<tr>
<td></td>
<td>79% - 70%</td>
<td>Very Good. Content essentially without any major flaws, very well explained, with clear evidence of a high level of scientific competence, and mature, critical scientific judgement.</td>
</tr>
<tr>
<td>Merit Level</td>
<td>69% – 60%</td>
<td>Good. Well explained, demonstrates a thorough understanding, of the subject making good use of directly relevant material, including some evidence of 2 out of: (a) critical thinking; (b) original thinking; (c) relevant supplementary reading. Well written.</td>
</tr>
<tr>
<td>Pass Level</td>
<td>59% - 50%</td>
<td>Satisfactory. Mainly correct, based on relevant material, demonstrating an adequate general understanding, clearly attempting to address the question and to show the relevance of cited material, with omission of a few major points and/or with minor errors.</td>
</tr>
<tr>
<td></td>
<td>49% - 40%</td>
<td>Unsatisfactory. An essay with an overall superficial approach. Essentially an incomplete with major omissions in several areas and evidence of a poor understanding of the subject.</td>
</tr>
<tr>
<td></td>
<td>39% -</td>
<td>Poor essay with an even more superficial approach, and an overall marked deficiency in content of understanding and application.</td>
</tr>
<tr>
<td></td>
<td>29% - 10%</td>
<td>Very Poor essay with even more marked deficiencies in content (on a variable scale from 29% to 10%) of understanding and application and presentation.</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>A complete absence of relevant content.</td>
</tr>
</tbody>
</table>
# MSc Clinical Science – Physiological Sciences

## MSc CLINICAL SCIENCE

## ASSESSMENT CRITERIA: EXAMINATION ANSWERS

<table>
<thead>
<tr>
<th>Distinction Level</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% - 90%</td>
<td>Distinction</td>
<td>Outstanding. No better answer conceivable at Masters level in the available time. Factually correct. Comprehensive with extensive evidence of critical thinking and analysis. Evidence of extensive reading of relevant literature. Very logical structure, very well written and presented. Strong evidence of original thought and structure of argument.</td>
</tr>
<tr>
<td>89% - 80%</td>
<td>Excellent</td>
<td>Excellent. The answer displays comprehensive knowledge of the subject with excellent use of relevant literature. Logical structure, well written and presented, displaying varying degrees (use scaling) of original thought, cogent scientific argument and critical thinking.</td>
</tr>
<tr>
<td>79% - 70%</td>
<td>Very Good</td>
<td>Very Good. Content essentially without any major flaws. All major points included and some clear evidence of (a) critical and (b) original thinking and (c) supplementary reading.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Merit Level</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>69% - 60%</td>
<td>Good</td>
<td>Good. Comprehensive answer with a few minor flaws. Thorough understanding and good use of relevant material including some evidence of at least 2 out of: (a) critical thinking; (b) original thinking; (c) relevant supplementary reading. Well written</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pass Level</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>59% - 50%</td>
<td>Satisfactory</td>
<td>Satisfactory. Mainly correct, based on relevant material, demonstrating an adequate general understanding, clearly attempting to address the question and to show the relevance of cited material, with omission of a few major points and/or with minor errors.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fail Level</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% - 40%</td>
<td>Unsatisfactory</td>
<td>Unsatisfactory. An answer with an overall superficial approach. Essentially incomplete with major omissions in several areas and evidence of a poor understanding of the subject.</td>
</tr>
<tr>
<td>39% - 29%</td>
<td>Poor</td>
<td>Poor. An answer with an even more superficial approach, and an overall marked deficiency in content of understanding and application.</td>
</tr>
<tr>
<td>29% - 10%</td>
<td>Very poor</td>
<td>Very poor. Even more marked deficiencies in content (on a variable scale from 29% to 10%) of understanding and application and presentation.</td>
</tr>
<tr>
<td>0%</td>
<td>Poor</td>
<td>A complete absence of relevant content.</td>
</tr>
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</table>
MSc CLINICAL SCIENCE

ASSESSMENT CRITERIA: ORAL PRESENTATION

<table>
<thead>
<tr>
<th>MODULE</th>
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</table>

<table>
<thead>
<tr>
<th>Candidate Name:</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Name of Assessor (s):</th>
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</thead>
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<table>
<thead>
<tr>
<th>Signature of Assessor (s):</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
</table>

Please put a cross in one numbered box for each category. DO NOT use ½ marks these will be rounded up to nearest whole mark. DO NOT fill in final marks (Σ) these will be calculated when sheets are handed in (see guidance overleaf).

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Σ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure &amp; Content (40%)</td>
<td></td>
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<tr>
<td>Presentation Skills (50%)</td>
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<tr>
<td>Answers to Questions (10%)</td>
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<tr>
<td>TOTAL MARK (Σ)</td>
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<td></td>
<td></td>
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<td>%</td>
</tr>
</tbody>
</table>

Please write any comments for feedback below:
GUIDANCE FOR ASSESSORS OF MSc CLINICAL SCIENCE

ORAL PRESENTATIONS

Oral presentations are used to assess three of the learning outcomes for this course: Presentation skills, Knowledge and Understanding.

Structure and content (40%): the written case study marking scheme will be used. Marks will be scaled to contribute 40% of the total mark for this assessment. Knowledge and understanding is assessed in terms of the material presented; was it appropriate to answer the question(s) posed? Points to consider:

- was information summarised accurately and clearly?
- were appropriate illustrations used?
- were any conclusions justified by the information presented?
- have critical analysis skills been demonstrated?

Presentation skills (50%): are covered in the marks given for the quality of the presentation and the use of visual aids. You should consider the overall quality of the presentation in terms of:

- timing
- delivery – was it audible and engaging?
- clarity/coherence – was it easy to follow, was time taken to explain figures and diagrams?
- awareness of audience
- visual aids - number and quality?

Answers to questions (10%): Marks are to be given for clear evidence of an understanding of the subject, and answers to both specific and more general questions directed at the student. This element is part of the assessment of knowledge and understanding.

Comments for student feedback: Please provide legible feedback as bullets using the subject headings above.

Please note that copying without acknowledgement constitutes plagiarism and should be reported.
Appendix ii - Campus Map
## Alphabetical Key of Buildings and Services

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Floor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodation Service</td>
<td>1</td>
</tr>
<tr>
<td>Admissions Office</td>
<td>1</td>
</tr>
<tr>
<td>Agriculture Building</td>
<td>16</td>
</tr>
<tr>
<td>Albion House</td>
<td>98</td>
</tr>
<tr>
<td>Architecture Building</td>
<td>27</td>
</tr>
<tr>
<td>Armstrong Building</td>
<td>22</td>
</tr>
<tr>
<td>Baddiley-Clark Building</td>
<td>69</td>
</tr>
<tr>
<td>Barbara Strang Teaching Centre (Formerly Bedson Teaching Centre)</td>
<td>21</td>
</tr>
<tr>
<td>Barra/Claremont/Elidon Buildings</td>
<td>2</td>
</tr>
<tr>
<td>Bedson Building</td>
<td>20, 21</td>
</tr>
<tr>
<td>Bemida Halls</td>
<td>11, 12</td>
</tr>
<tr>
<td>Beehive, Research</td>
<td>25</td>
</tr>
<tr>
<td>Bistro</td>
<td>4</td>
</tr>
<tr>
<td>Building Science</td>
<td>28</td>
</tr>
<tr>
<td>Campus Coffee</td>
<td>8</td>
</tr>
<tr>
<td>Careers Service</td>
<td>1</td>
</tr>
<tr>
<td>Carlton Lodge Accommodation</td>
<td>96</td>
</tr>
<tr>
<td>Cassie Building</td>
<td>49</td>
</tr>
<tr>
<td>Castle Leazes Including</td>
<td>75</td>
</tr>
<tr>
<td>Castle Court</td>
<td>75</td>
</tr>
<tr>
<td>Catherine Cookson Building</td>
<td>59</td>
</tr>
<tr>
<td>Chaplaincy</td>
<td>39</td>
</tr>
<tr>
<td>Claremont Bridge</td>
<td>33</td>
</tr>
<tr>
<td>Claremont Terrace (1-4)</td>
<td>67</td>
</tr>
<tr>
<td>Claremont Tower</td>
<td>32</td>
</tr>
<tr>
<td>Courtyard Restaurant</td>
<td>25</td>
</tr>
<tr>
<td>Culture Lab</td>
<td>7</td>
</tr>
<tr>
<td>Curtis Auditorium</td>
<td>17</td>
</tr>
<tr>
<td>David Shaw Lecture Theatre</td>
<td>62</td>
</tr>
<tr>
<td>Daysh Building</td>
<td>31</td>
</tr>
<tr>
<td>Dental Hospital</td>
<td>64</td>
</tr>
<tr>
<td>Dental Sciences, School of Development and Alumni Relations Office</td>
<td>1</td>
</tr>
<tr>
<td>Devonshire Building</td>
<td>48</td>
</tr>
<tr>
<td>Drummond Building</td>
<td>47</td>
</tr>
<tr>
<td>Estate Support Service</td>
<td>16</td>
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<tr>
<td>Executive Office</td>
<td>1</td>
</tr>
<tr>
<td>Finance Office</td>
<td>1</td>
</tr>
<tr>
<td>Framlington Place (16-17)</td>
<td>65</td>
</tr>
<tr>
<td>Great North Museum: Hancock</td>
<td>34</td>
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<tr>
<td>Hatton Gallery</td>
<td>29</td>
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<tr>
<td>Great North Museum</td>
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<tr>
<td>Henry Wellcome Building</td>
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<tr>
<td>Herschel Annex</td>
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<tr>
<td>Herschel Building</td>
<td>17</td>
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<tr>
<td>Howden Room</td>
<td>19</td>
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<tr>
<td>Human Resources</td>
<td>1</td>
</tr>
<tr>
<td>International Office</td>
<td>1</td>
</tr>
<tr>
<td>INTO Building, The IT Service Desk</td>
<td>13</td>
</tr>
<tr>
<td>Jesmond Road</td>
<td>32</td>
</tr>
<tr>
<td>Joseph Cowen Halls</td>
<td>14, 15</td>
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<tr>
<td>Kensington Terrace</td>
<td>46</td>
</tr>
<tr>
<td>King Edward VII Building</td>
<td>29, 30</td>
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<tr>
<td>King George VI Building</td>
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<tr>
<td>King’s Gate</td>
<td>5</td>
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<tr>
<td>King’s Road Centre</td>
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<tr>
<td>Language Resource Centre</td>
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<tr>
<td>Law School</td>
<td>16</td>
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<tr>
<td>Leazes Parade</td>
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<tr>
<td>Leazes Terrace</td>
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<tr>
<td>Library, Robinson</td>
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<tr>
<td>Line Building (East)</td>
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<tr>
<td>Marris House</td>
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<td>Medical School</td>
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<td>Merz Court</td>
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<td>Music Studios, The Newcastle Law School</td>
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<tr>
<td>Newcastle University Centre for Professional and Executive Development</td>
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<tr>
<td>Northern Stage</td>
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<tr>
<td>Old Library Building</td>
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<tr>
<td>Park Terrace</td>
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<td>Paul O’Gorman Building</td>
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<td>Percy Building</td>
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<td>Politics Building</td>
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<td>Richardson Road</td>
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<td>Ridley Building 1</td>
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<tr>
<td>Ridley Building 2</td>
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<tr>
<td>Robert Boyle Lecture Theatre</td>
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<tr>
<td>Robinson Library</td>
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<tr>
<td>Royal Victoria Infirmary (RVI)</td>
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<tr>
<td>Security Control Centre</td>
<td>22</td>
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<tr>
<td>Side Cluster</td>
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</tr>
<tr>
<td>Sir James Spence Institute</td>
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<tr>
<td>Sports Centre</td>
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<tr>
<td>Sports Centre</td>
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<td>Squash Courts</td>
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<td>Staff Development Unit</td>
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<td>Stephenson Building</td>
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<td>Student Services</td>
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<td>Student Wellbeing</td>
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<td>Students’ Union</td>
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<td>The Core, Science Central</td>
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<td>The View – Downing Plaza</td>
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<td>Turner Court</td>
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<td>Wolfson Building</td>
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