# Summary of Programme Commitments

The University’s Student Charter requires that students are provided with a ‘programme handbook which details any professional requirements, contact hours, mode of programme delivery, assessment criteria, examination arrangements and regulations, academic guidance and support, and appeals and complaints procedures’. The purpose of this summary is to help you locate further details about this key information in your handbook.

<table>
<thead>
<tr>
<th></th>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td>Average number of contact hours for this stage / programme:</td>
<td>11 <strong>Teaching and Contact Hours</strong></td>
</tr>
<tr>
<td>Mode of delivery:</td>
<td>10 <strong>Programme structure</strong></td>
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<tr>
<td>Normal notice period for changes to the timetable, including rescheduled classes:</td>
<td>7 <strong>University Timetable</strong></td>
</tr>
<tr>
<td>Normal notice period for changes to the curriculum or assessment:</td>
<td>19 <strong>Assessment of Taught Modules</strong>&lt;br&gt;29 <strong>Changes to your Programme</strong></td>
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<tr>
<td>Normal deadline for the return of marks and feedback for submitted work (coursework) and examinations</td>
<td>21 <strong>Timescale for issuing marks and feedback</strong></td>
</tr>
<tr>
<td>Professional Accreditation:</td>
<td>Not Applicable</td>
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</tbody>
</table>

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  - Appendix V: Guidance for Assessors of MRes Oral Presentations
  - Appendix VI: MRes Marking Guidelines: In-Course Essay
  - Appendix VII: MRes Marking Guidelines: Examination Answers
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### Academic guidance and support:

- Page 13 **Student Support**
Welcome to the Masters by Research Programme 2017-2018

On behalf of the MRes Team and Graduate School, welcome to the Faculty of Medical Sciences Masters by Research (MRes) suite of Programmes.

The MRes Programme is an interdisciplinary course with a flexible modular structure designed to provide a broad-based training in contemporary bioscience-related subject areas. It includes specifically tailored taught components, professional and key skills, and a twenty-four week laboratory project in an area selected by you. The MRes programme is part of a wider portfolio of programmes in the Faculty of Medical Sciences and you will benefit from interaction with other postgraduate students.

Unlike many Masters degrees, which focus on a single academic discipline, the MRes programme will allow you to experience a variety of different disciplines. Moreover, the extended research component of the degree programme will enable you to work in areas in which Newcastle University is performing at an international level.

Take time during Induction Week to read through this handbook and keep it for future reference.

The handbook provides you with key information you need to make your learning experience as rewarding as possible. It sets out important information about the MRes degree programme, tells you what we expect from you, and explains what you can expect from us. It also tells you where to go if you have questions or if something goes wrong. You can also access an electronic copy of this Handbook via the MRes Blackboard Community – download the Blackboard App from here: http://www.ncl.ac.uk/itservice/mobile/blackboard/.

On behalf of the MRes team, I hope that you will enjoy your time in Newcastle and we wish you every success in your academic endeavours.

Dr Jeremy Brown
MRes Degree Programme Director
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<thead>
<tr>
<th><strong>Programme Starts Monday 25th September 2017</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday 25th September – Wednesday 20th December 2017</strong> (Induction week 25th - 29th September)</td>
</tr>
<tr>
<td><strong>Thursday 21st December 2017 – Wednesday 3rd January 2018</strong></td>
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<tr>
<td><strong>Thursday 4th January – Friday 12th January 2018</strong></td>
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<tr>
<td><strong>Monday 15th January – Friday 26th January 2018</strong> (including Saturday 20th January)</td>
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<tr>
<td><strong>Monday 29th January – Friday 2nd February 2018</strong></td>
</tr>
<tr>
<td><strong>Monday 5th - Friday 9th February 2018</strong></td>
</tr>
<tr>
<td><strong>Monday February 12th 2018</strong></td>
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</tbody>
</table>
| **Week Commencing Tuesday 3rd April 2018** | Examination Resit Period  
**Note that these are scheduled during the two week Easter period.** |
| **Programme Ends Wednesday 1st August 2018** |

**Holidays**

*Please note that with the exception of Christmas, all vacation time must be authorised by the Degree Programme Director (DPD, and absence requests should be submitted via the student self-service portal (see page 8). The taught element of the programme must be attended in its entirety. During your project placement, any time off must also have the approval of your project supervisor. Normally we would expect students to request any leave during the two week Easter period from Monday 26th March to Friday 6th April 2018. DO NOT MAKE ANY VACATION / TRAVEL ARRANGEMENTS DURING THIS PERIOD UNTIL IT HAS BEEN CONFIRMED THAT YOU ARE NOT REQUIRED TO UNDERTAKE ANY RESITS

It is your responsibility to make yourself available for examinations at all times during the examination periods. You must, therefore, bear the above dates in mind, especially when making arrangements for vacation employment or any overseas travel. The University cannot accept individual requests from students with regard to the timing of your examinations. All University examinations are held in Newcastle on, or nearby, campus.

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1 Students undertaking the MRes as the first year of an integrated 4 year MRes/PhD programme should note that PhD study should commence immediately following the Poster Evening with allowance for holiday as agreed with the supervisory team and in compliance with the policy of the Faculty of Medical Sciences Graduate School. Full details of requirements for progression on to PhD studies and requirements with respect to attendance after submission of the MRes dissertation can be found on the Graduate School website [http://www.ncl.ac.uk/fms/postgrad/](http://www.ncl.ac.uk/fms/postgrad/)
MRes Annual Timeline

- **Christmas Vacation**: 21 Dec – 3 Jan inclusive

- **Taught Modules**
  - 12.5 weeks
  - (3 x 20 credit subject-specific plus statistics and experimental design components of MMB8100 Research Skills and Principles for the Biosciences)

- **2 weeks Exams**

- **MMB8100 Research Skills and Principles for the Biosciences (1 week Bioethics Teaching)**

- **1.5 weeks**

- **Exam Resits**

- **24 week research project including one week project preparation week beginning 12/02/18**
MRes Contacts

The Programme Team

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Programme Director</td>
<td>Dr Jeremy Brown</td>
<td><a href="mailto:jeremy.brown@ncl.ac.uk">jeremy.brown@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Chair of Examination Committee and</td>
<td>Professor Mark Pearce</td>
<td><a href="mailto:mark.pearce@ncl.ac.uk">mark.pearce@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Deputy Programme Director (Student Progress)</td>
<td>Zosia Chrzanowska-Lightowers</td>
<td><a href="mailto:zofia.chrzanowska-lightowlers@ncl.ac.uk">zofia.chrzanowska-lightowlers@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Deputy Programme Director (Director of Admissions and Recruitment, Chair of Curriculum Committee)</td>
<td>Professor Zosia Chrzanowska-Lightowers</td>
<td><a href="mailto:zofia.chrzanowska-lightowlers@ncl.ac.uk">zofia.chrzanowska-lightowlers@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Deputy Programme Director (MRes Projects)</td>
<td>Professor David Young</td>
<td><a href="mailto:david.young@ncl.ac.uk">david.young@ncl.ac.uk</a></td>
</tr>
<tr>
<td>MRes Senior Tutor and International Student Tutor</td>
<td>Professor Rob Taylor</td>
<td><a href="mailto:robert.taylor@ncl.ac.uk">robert.taylor@ncl.ac.uk</a></td>
</tr>
<tr>
<td>MRes Senior Tutor for Intercalating Students</td>
<td>Dr Brendan Payne</td>
<td><a href="mailto:brendan.payne@ncl.ac.uk">brendan.payne@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Intercalating Student Support</td>
<td>Dr Ian Logan</td>
<td><a href="mailto:ian.logan@ncl.ac.uk">ian.logan@ncl.ac.uk</a></td>
</tr>
<tr>
<td>Admissions and Recruitment</td>
<td>Dr Simon Whitehall</td>
<td><a href="mailto:simon.whitehall@ncl.ac.uk">simon.whitehall@ncl.ac.uk</a></td>
</tr>
<tr>
<td>MRes Projects</td>
<td>Dr Gavin Clowry</td>
<td><a href="mailto:gavin.clowry@ncl.ac.uk">gavin.clowry@ncl.ac.uk</a></td>
</tr>
</tbody>
</table>

The Graduate School Team

Administrative support for the Programme is provided by the MRes team via the Graduate School that is located in the Graduate School Office on the Third Floor, Ridley Building 1.

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Programme Administrators:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programme Coordinator</td>
<td>Miss Kirsty Sanderson</td>
<td><a href="mailto:mres-enquiries@ncl.ac.uk">mres-enquiries@ncl.ac.uk</a></td>
<td>85379</td>
</tr>
<tr>
<td>Programme Support Assistant</td>
<td>Mrs Ruth Fisher</td>
<td><a href="mailto:mres-enquiries@ncl.ac.uk">mres-enquiries@ncl.ac.uk</a></td>
<td>86754</td>
</tr>
<tr>
<td>Programme Support Assistant (Projects)</td>
<td>To be appointed</td>
<td><a href="mailto:mres-enquiries@ncl.ac.uk">mres-enquiries@ncl.ac.uk</a></td>
<td>88347</td>
</tr>
<tr>
<td>Dean of Postgraduate Studies</td>
<td>Professor John Kirby</td>
<td><a href="mailto:john.kirby@ncl.ac.uk">john.kirby@ncl.ac.uk</a></td>
<td></td>
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<tr>
<td>Graduate School Administrator</td>
<td>Mrs Barbara Sumner</td>
<td><a href="mailto:barbara.sumner@ncl.ac.uk">barbara.sumner@ncl.ac.uk</a></td>
<td></td>
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<tr>
<td>Faculty Postgraduate Tutor (Associate Dean)</td>
<td>Dr Alison Tyson-Capper</td>
<td><a href="mailto:alison.tyson-capper@ncl.ac.uk">alison.tyson-capper@ncl.ac.uk</a></td>
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<td>4814</td>
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<td>Dr Terry Aspray</td>
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<tr>
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<td>Animal Behaviour</td>
<td>Dr John Skelhorn</td>
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<tr>
<td>4819</td>
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<td>Biotechnology &amp; Business Enterprise</td>
<td>Dr Richy Hetherington</td>
</tr>
<tr>
<td>4816</td>
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<td>Cancer</td>
<td>Dr Felicity May</td>
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<tr>
<td>4837</td>
<td></td>
<td>Cardiovascular Science in Health and Disease</td>
<td>Prof Mike Taggart</td>
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<td>4862F</td>
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<td>Cell Signalling in Health and Disease</td>
<td>Dr Jun-Yong Huang</td>
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<tr>
<td>4863F</td>
<td></td>
<td>Clinical Exercise Physiology*</td>
<td>Dr Daniel West</td>
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<tr>
<td>4835</td>
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<td>Diabetes</td>
<td>Prof Sally Marshall</td>
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<td>Epidemiology</td>
<td>Prof Mark Pearce</td>
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<tr>
<td>4832</td>
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<td>Evolution and Human Behaviour</td>
<td>Dr John Skelhorn</td>
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<tr>
<td>4840</td>
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<td>Global Health*</td>
<td>Prof Ted Schrecker</td>
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<tr>
<td>4813</td>
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<td>Immunobiology</td>
<td>Prof Simi Ali</td>
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<tr>
<td>4807</td>
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<td>Medical and Molecular Biosciences</td>
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<td>Dr Mike Jackson</td>
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<tr>
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<td>Mitochondrial Biology and Medicine</td>
<td>Prof Zosia Chrzanowska-Lightowlers</td>
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<tr>
<td>4828</td>
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<td>Molecular Microbiology</td>
<td>Prof Waldemar Vollmer</td>
</tr>
<tr>
<td>4838</td>
<td></td>
<td>Musculoskeletal Ageing (CIMA)</td>
<td>Dr Carole Proctor</td>
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<tr>
<td>4836</td>
<td></td>
<td>Neuromuscular Diseases</td>
<td>Dr Michela Guglieri</td>
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<td>4818</td>
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<td>Neuroscience</td>
<td>Dr Gavin Clowry</td>
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<tr>
<td>4817</td>
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<td>Stem Cells &amp; Regenerative Medicine</td>
<td>Dr Annette Meeson</td>
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<tr>
<td>4815</td>
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<td>Systems Biology</td>
<td>Dr Daryl Shanley</td>
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<tr>
<td>4820</td>
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<td>Toxicology</td>
<td>Prof Matthew Wright</td>
</tr>
<tr>
<td>4822</td>
<td></td>
<td>Translational Medicine &amp; Therapeutics</td>
<td>Prof Simon Thomas</td>
</tr>
<tr>
<td>4829</td>
<td></td>
<td>Transplantation</td>
<td>Dr Xiao Wang</td>
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* Please note that this Programme is only available to intercalating Medical/Dental students.
<table>
<thead>
<tr>
<th>MODULE – All 20 Credits</th>
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<tr>
<td>Ageing and Health</td>
<td>MMB8004</td>
<td>Dr Terry Aspray</td>
</tr>
<tr>
<td>Applied Immunobiology of Human Disease</td>
<td>MMB8015</td>
<td>Dr Catharien Hilkens</td>
</tr>
<tr>
<td>Bioinformatics Theory and Practice</td>
<td>CSC8313</td>
<td>Dr Jaume Bacardit</td>
</tr>
<tr>
<td>Biological Basis of Psychiatric Illness and its Treatment</td>
<td>MMB8010</td>
<td>Dr Sasha Gartside</td>
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<tr>
<td>Biological Study of Behaviour</td>
<td>MMB8003</td>
<td>Prof Daniel Nettle</td>
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<tr>
<td>Biology of Ageing</td>
<td>MMB8011</td>
<td>Dr Daryl Shanley</td>
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<tr>
<td>Biomaterials &amp; Tissue Engineering</td>
<td>MEC8023</td>
<td>Dr Oana Brencanu</td>
</tr>
<tr>
<td>Bioscience Research Development &amp; Enterprise</td>
<td>MMB8038</td>
<td>Dr Richy Hetherington</td>
</tr>
<tr>
<td>Cancer Studies</td>
<td>MMB8007</td>
<td>Dr Felicity May</td>
</tr>
<tr>
<td>Cardiovascular Science in Health and Disease</td>
<td>MMB8037</td>
<td>Prof Mike Taggart</td>
</tr>
<tr>
<td>Cell Cycle Control &amp; Cell Signalling in Health &amp;Disease</td>
<td>MMB8008</td>
<td>Dr Jun-Yong Huang</td>
</tr>
<tr>
<td>Clinical Epidemiology</td>
<td>MMB8009</td>
<td>Prof Mark Pearce</td>
</tr>
<tr>
<td>Exercise in Health and Disease</td>
<td>MMB8044</td>
<td>Dr Daniel West</td>
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<tr>
<td>Comparative Cognition: Information Processing in Humans and Other Animals</td>
<td>MMB8043</td>
<td>Dr John Skelhorn</td>
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<tr>
<td>Current Research Trends in Musculoskeletal Disease</td>
<td>MMB8002</td>
<td>Dr Kenneth Rankin</td>
</tr>
<tr>
<td>Developmental Genetics</td>
<td>MMB8031</td>
<td>Dr Simon Bamforth</td>
</tr>
<tr>
<td>Diabetes</td>
<td>MMB8035</td>
<td>Prof Sally Marshall</td>
</tr>
<tr>
<td>Drug Discovery &amp; Development</td>
<td>MMB8006</td>
<td>Dr Simon Hill</td>
</tr>
<tr>
<td>Experimental Medicine &amp; Therapeutics</td>
<td>MMB8005</td>
<td>Dr Ruben Thanacoody</td>
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<tr>
<td>Exercise in Health and Disease</td>
<td>MMB8044</td>
<td>Dr Daniel West</td>
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<tr>
<td>Genetic Medicine</td>
<td>MMB8030</td>
<td>Dr Colin Miles</td>
</tr>
<tr>
<td>Genetics of Common Disease</td>
<td>MMB8014</td>
<td>Prof Heather Cordell</td>
</tr>
<tr>
<td>Global Health</td>
<td>HSC8057</td>
<td>Prof Ted Schrecker</td>
</tr>
<tr>
<td>Mitochondrial Biology and Medicine</td>
<td>MMB8034</td>
<td>Prof Zosia Chrzanowska-Lightowlers</td>
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<tr>
<td>Molecular Microbiology</td>
<td>MMB8016</td>
<td>Prof Waldemar Vollmer</td>
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<tr>
<td>Neuromuscular Diseases: Bench to Bedside</td>
<td>MMB8036</td>
<td>Dr Michela Guglieri</td>
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<tr>
<td>Research Methods in Protein Science</td>
<td>MMB8018</td>
<td>Dr Paula Salgado</td>
</tr>
<tr>
<td>Scientific Basis of Neurological Disorders</td>
<td>MMB8020</td>
<td>Prof Bob Lightowers</td>
</tr>
<tr>
<td>Sensory Systems</td>
<td>MMB8019</td>
<td>Dr Evelyne Sernagor</td>
</tr>
<tr>
<td>Stem Cells &amp; Regenerative Medicine</td>
<td>MMB8022</td>
<td>Dr Annette Meeson</td>
</tr>
<tr>
<td>Surgical Anatomy (Intercalating medics only)</td>
<td>MMB8033</td>
<td>Dr Debra Patten</td>
</tr>
<tr>
<td>Systems Biology</td>
<td>MMB8023</td>
<td>Dr Daryl Shanley</td>
</tr>
<tr>
<td>Toxicology</td>
<td>MMB8032</td>
<td>Prof Matt Wright</td>
</tr>
<tr>
<td>Transplantation Sciences</td>
<td>MMB8025</td>
<td>Dr Xiao Wang</td>
</tr>
<tr>
<td>Compulsory 20 Credit Module Research Skills and Principles for the Biosciences</td>
<td>MMB8100</td>
<td>Prof John Matthews</td>
</tr>
</tbody>
</table>

Note: Email addresses are provided for contact.
Introduction to the Graduate School

Induction
Induction takes place during the first week of term and all students must attend the sessions and activities as scheduled on the Induction Week timetable which is sent to students before the start of the Programme. The Induction Week Timetable is also available via the MRes Blackboard Community (log in required)

General information for new students can be found here: http://www.ncl.ac.uk/pre-arrival/welcome

How we will contact you
Blackboard and your Newcastle e-mail are the main channels of communication and it is essential that you check both on a daily basis. You can set up your mobile device to receive email from your @ncl account: http://www.ncl.ac.uk/itservice/email/staff/mobiledevices/

Module leaders use Blackboard to share information from their lectures and seminars and are strongly encouraged to upload lecture materials prior to timetabled sessions. MRes students are expected to make their own hardcopy or electronic notes, hand-outs are not routinely provided.

Blackboard Mobile Learn is available to all students and staff. The app is available for iOS, Android and Blackberry devices. To download please visit your App Store via the following link: http://www.ncl.ac.uk/itservice/mobile/blackboard/

The MRes Blackboard Community contains much of the documentation and information that you will need during your MRes and is regularly updated with information relating to the programme.

ePortfolio
During your MRes you will develop a range of personal and professional skills that you will carry with you throughout your future career. The purpose of ePortfolio is to provide a record of your personal development at Newcastle University. ePortfolio will assist you to get the most from your postgraduate experience by helping you to plan and reflect upon your research and how it will relate to future aspirations, identify areas of strength and the areas you feel need more attention and also to understand how your learning can be applied to a wide range of subjects and activities. By completing your ePortfolio, you will be able to build on the learning and results you achieve and provide an ongoing record that will contribute towards your personal growth and career planning. e-Portfolio is also used to record meetings with your personal tutor and project Supervisor and is a key part of Attendance Monitoring for International Students required by UK Border Force.

To start using ePortfolio, log in via https://portfolio.ncl.ac.uk/ (login required)

Postgraduate Student Culture and Research Seminar Programmes
All students are registered to the Graduate School, providing a sense of identity and opportunities for interaction with other postgraduates in the Faculty. The Faculty runs many research seminar programmes that are an important part of the research environment you will be working in. Some of these are run by Research Institutes and others by research groups either within, or between Schools or Institutes. The wide ranging nature of our research seminar programmes provide a valuable resource for MRes students and are an excellent opportunity for you to broaden your knowledge and interests during your MRes. Many of the Faculty’s research seminars are publicised on the Development Programme Calendar of Events at www.ncl.ac.uk/fms/postgrad/calendar.htm. Others
are publicised via email lists which you will need to join – your Module Leaders and Project Supervisor will be able to help you with this.

**Learned Societies**
As a postgraduate research student you are encouraged to join appropriate learned societies. Module and Programme Leaders along with your project supervisor should be able to provide information about the societies that are most appropriate to your area of study. The cost of a student membership / subscription is often much lower than full membership and there are often a number of benefits to be gained from joining (e.g. free or reduced-rate attendance at the society's meetings; travel awards/bursaries, free or reduced-rate publications etc).

**University Timetables**
Course timetables can be viewed after successful registration on your programme; personal timetables will be available after your module choices have been confirmed.

You should use the timetables website ([www.ncl.ac.uk/timetable](http://www.ncl.ac.uk/timetable)) to access your timetable as well as information on locations of teaching rooms and buildings, and link your timetable to your smartphone. There is also a guide on understanding the timetable here: [www.ncl.ac.uk/timetable/StudentTimetableGuide.pdf](http://www.ncl.ac.uk/timetable/StudentTimetableGuide.pdf).

Please note that the timetable is subject to change during the semester – especially at the beginning of each semester – so please check the website regularly. We will aim to inform you of any changes to the timetable as early as we can, ideally not less than 1 week before a session is rescheduled. However, unforeseen circumstances (e.g. staff sickness) may mean that this is not always possible.

**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](http://www.ncl.ac.uk/pre-arrival/regulations/#studentcharter)

**Our Role and Responsibilities**
The Faculty of Medical Sciences Graduate School aims to provide a high standard of teaching and a rich academic environment in which to study and learn. You can expect the Graduate 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
- 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**
The Student Charter makes it very clear that we expect high standards of academic, professional and personal conduct throughout your time at Newcastle, and in the Graduate School. Primarily, you must take responsibility for your own approach to studying and learning. The emphasis throughout the
teaching process is on providing information and ideas usually through the medium of lectures and tutorials; you are expected to make the best use that you can of all that is presented to you. This requires regular attendance together with submissions of all assignments by the due dates, and of course, considerable study outside formal contact hours.

As an MRes student, you are expected to:

- attend all timetabled elements of each module that you are studying
- devote an appropriate amount of time to private study in order to assimilate the teaching materials
- abide by all submission deadlines
- seek assistance if you are encountering difficulties in any part of your programme
- inform the Graduate School if you are absent from any timetabled element for any reason, preferably in advance
- 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 MRes Blackboard Community.

Finally, and at all times, you are expected to behave in a manner that respects all staff and all of your fellow students.

**Student Self Service Portal (S3P)**

The Student Self Service Portal (S3P) allows you to register on your programme of study and keep your personal details up to date. You can access the system here: [https://s3p.ncl.ac.uk/login/index.aspx](https://s3p.ncl.ac.uk/login/index.aspx). You can also pay fees online, produce standard documents to confirm your status (e.g., for council tax purposes) and report an absence to the School. Use this system as your first point of call if you want to:

- register on your programme of study
- keep details (addresses, etc.) up to date
- pay fees
- view and print documentation to confirm your student status
- confirm module choices for your programme of study
- report an absence to the Graduate School
- complete a Personal Extenuating Services (PEC) form to tell us about any difficulties which you feel have had an adverse effect on your academic performance (see section C4 “What to do if things go wrong”).

Further detail is available here: [http://www.ncl.ac.uk/students/progress/student-resources/s3p/](http://www.ncl.ac.uk/students/progress/student-resources/s3p/)

Remember that S3P does not use your campus log-in details. You will need your campus username and a DIFFERENT password.
1. MRes Programme Information

Overview and Important Definitions
This section provides information specific to your degree programme. It is important that you have an understanding of the programme as a whole and how each module contributes to it.

Important Definitions:
- **Module** – an element within a programme of study.
- **Compulsory modules** – modules that you must take in order to fulfil the requirements of your chosen Degree Programme.
- **Core modules** – those modules that you must PASS to be awarded the MRes degree.
- **Optional modules** – those that you choose to take because they suit your interests and career aspirations.

2. Programme Aims

The MRes programme aims to help students acquire the necessary expertise and skills to begin a career in scientific research. These skills include effective day-to-day management and reporting of research activities in the context of their own roles, responsibilities and interests.

The aims of the programme are:
- to enable students to gain an advanced knowledge and understanding of self-selected areas of medical and molecular biosciences.
- to enable students to undertake general training in an area of research chosen by them, in a leading research laboratory either within the University or in local industry.
- to encourage students to develop a range of professional and key skills that will enable them to engage in teaching and/or research at an advanced level in higher education or in a senior professional capacity in other fields of employment.

Individual modules also have a set of aims that explain the primary objectives of each specific module. These can be found in the Module Catalogue: [http://www.ncl.ac.uk/module-catalogue/](http://www.ncl.ac.uk/module-catalogue/)

3. Degree Programme Regulations and Programme Specifications

The MRes Programme Regulations explain which modules can be taken, and programme-specific degree classification rules (i.e., how your final degree classification will be determined). See: [http://tinyurl.com/y9u6sq5n](http://tinyurl.com/y9u6sq5n)

The MRes Degree Programme Specifications contain information on the aims, learning outcomes, teaching and learning methods and assessment strategies specific to the programme. See: [http://tinyurl.com/yayserno](http://tinyurl.com/yayserno)

The full University Calendar and Regulations for 2017-18 can be found here: [http://tinyurl.com/y9u6sq5n](http://tinyurl.com/y9u6sq5n)

All Degree Programme Regulations and Degree Programme Specifications are also available on the MRes Blackboard Community – [http://tinyurl.com/h6qch3q](http://tinyurl.com/h6qch3q) (password required).
4. Programme Structure

The MRes is a full-time attendance-based research programme and has a modular structure. Masters level academic credits are accrued for each module completed successfully. Students undertake 180 credits, each credit equating to 10 hours learning time: 100 credits are assigned to the research project; 20 credits to the compulsory module Research Skills and Principles for the Biosciences and 60 credits to a total of three chosen subject knowledge modules. In addition, critical appraisal, presentation, and library and IT skills training is offered to all students.

<table>
<thead>
<tr>
<th>3 x 20 Credit Subject Knowledge Modules</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMB8100 Research Skills and Principles for the Biosciences</td>
<td>20</td>
</tr>
<tr>
<td>Library &amp; Information Technology Skills</td>
<td>Not Assessed</td>
</tr>
<tr>
<td>MMB8099 Twenty-four week research project</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>180</strong></td>
</tr>
</tbody>
</table>

5. Taught Elements and Module Choices

We endeavour to give an unrestricted choice of subject knowledge modules to all students where possible but there are inevitable timetable clashes that exclude a small number of combinations. In some cases, with permission from the DPD, it may still be possible to take modules that have minor timetable clashes; please contact the Graduate School to discuss this.

The following should be noted:

- some modules are essential prerequisites for students who wish to graduate in a specialised MRes programme
- to maintain a wide choice, we aim not to place a maximum student number on the majority of modules; however, capacity may be limited by space in teaching rooms
- if a module is selected by only a very small number of students it may not run
- not all subject specialisations will be available each year. Further explanation will be provided at induction.

**Please see the module list at Appendix I and the Module Catalogue** Each module within the catalogue contains a link to the course reading material. Reading Lists Online can also be accessed directly at [http://rlo.ncl.ac.uk/](http://rlo.ncl.ac.uk/).

Programme Leaders will be able to advise on suitable module combinations if you wish to specialise in a particular programme. Students not wishing to take a specialised programme may choose freely from the module list within timetabled limits and other constraints (as above).

Students who are undertaking an integrated MRes/PhD or MRes/MD must consult their project supervisor for advice on suitable modules.

The MRes team and selected Programme Leaders will be available to advise at the Module Q & A drop in session during induction week. If you have not already pre-selected your modules, or if you wish to change your selection, please ensure that you attend the Module Q & A drop session. A timetable for this event will be made available to you during induction week.
6. Teaching and Contact Hours

This is a Masters level degree course and, as such, much emphasis is placed on self-directed study. Lectures are intended to introduce facts and ideas but students are expected to read widely to fill in details and expand this knowledge base.

Contact hours
As a guide to understanding the required work load, 1 credit equates to 10 hours notional learning time. As an example:

<table>
<thead>
<tr>
<th>20 credits x 10 hours</th>
<th>200 hours of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 x 1 hour lectures</td>
<td>20 hours</td>
</tr>
<tr>
<td>3 x 2 hour seminars</td>
<td>6 hours</td>
</tr>
<tr>
<td>TOTAL attendance hours</td>
<td>(26 hours)</td>
</tr>
<tr>
<td>TOTAL Self-directed study (200 study hrs-attendance 26hrs)</td>
<td>174 hours</td>
</tr>
</tbody>
</table>

Each student must decide on the amount of self-directed study necessary for each module and modular component.

Types of Teaching
You will experience a variety of types of teaching during your time at University, each of which has different learning objectives and each of which will contribute to your learning experience in different ways. The University has definitions of the key types of teaching (http://tinyurl.com/ht42l7r), but the amount and types of contact time does vary between modules and programmes.

Library and Information Technology Skills and other Skills for Research Development (no credit contribution)
There are sessions on presentation skills and use of PowerPoint and for non-Newcastle graduates an introduction to the library. Additional training is available in IT/Library skills. Students may use online facilities at http://fms-itskills.ncl.ac.uk or book online for timetabled events on the postgraduate student development programme at http://tinyurl.com/hkc9alz. Students who book these events MUST attend. See The Library and Information Technology Skills Training Study Guide within “Programme Documents” on the MRes Blackboard Community for further information.

Graduate Skills Framework
The MRes programme is primarily intended to educate you in a particular discipline, but it will also provide training in transferable skills and personal development. The University maps these skills according to the Graduate Skills Framework (http://tinyurl.com/zae7qxx).

Each of your modules will be clearly linked to a series of graduate skills, some of which will be present in the learning and teaching activities and some of which will be assessed. You will be able to identify which skills are present in each module by looking at the module catalogue entry (http://www.ncl.ac.uk/module-catalogue/). Identifying the skills present in each module that you take will help you to recognise key skills that you can mention in interviews and put on your CV.
7. Research Element of the Programme

The research project is the largest single component of the degree programme. Projects are selected by students, with the help and guidance of Programme and Module Leaders as required. Projects run for 24 weeks and include a week devoted to project preparation and a 3 week period set aside for writing up the dissertation. Further detailed information will be provided in the project handbook, which is circulated in advance of the project start date, and in the research project induction session.

MRes project titles will be made available to the majority of students during late October/early November. Intercalating Newcastle University medical students arrange projects prior to the start of the programme as part of the intercalation process. Students registered for integrated MRes/PhD or MRes/MD programmes will be advised of their project options by their PhD/MD supervisor.

Allocation of projects will be based on student preference and will be guided by your chosen programme. Students not choosing to specialise will have an open choice of project from a selection that will be made available at a similar time as project options are released for students on specialised programmes. Additional projects, initially aligned to specialised programmes but not taken up, will be made available for selection after programme-specific projects have been allocated. Students will be asked to indicate their preferences in order of priority and all project placements will need to be finalised by the end of December.

All students will be invited to discuss their choices with Professor David Young or Dr Gavin Clowry and/or the appropriate Programme Leader, who will arrange contact with the supervisors on your behalf. DO NOT contact potential supervisors directly.

Your project will expose you to a variety of experiences and research techniques, widening your outlook on, and experience of research. The project will enable you to put into practice professional and key skills learned earlier in the programme. You will discuss your project with your supervisor/co-supervisor and will be required to maintain detailed records of your work. The project aims to train and empower you to engage in research and/or teaching in higher education, or in a senior professional capacity in other fields of employment at an advanced level.

Students undertaking project placements at Durham University will receive a travel bursary to CONTRIBUTE towards the costs of commuting between Newcastle and Durham. The bursary is not intended to cover the full costs of travel as most students will have daily travel costs associated with travel from home to laboratories on the Newcastle University campus.

Policy for MRes students undertaking research project work during Semester 1
The following policy, applies to all MRes students:

- there are no restrictions on MRes students engaging actively with relevant research groups, e.g. the eventual PhD research group for 1+3 MRes/PhD students, or research groups in which students will undertake the MRes research project. These interactions could involve activities such as participation in laboratory meetings, seminars, etc. and/or observing or assisting with laboratory work that will not be a direct element of the MRes research project
- no MRes student should undertake active MRes research project work until commencement of the MRes research project module in Semester 2.

Learning Agreement
Roles and responsibilities of your project supervisor and your own responsibilities relating to your research project will be agreed by signing the Postgraduate Research Student/Supervisor Learning Agreement.
Section B: Student Support

1. Sources of Help and Support Within the Graduate School

As a postgraduate student, there may be times when you need help, advice and/or support. This might be for academic, financial or other personal reasons. Here are some suggestions of where you might go to find help:

**Personal Tutors**

At the beginning of your MRes, 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. They can provide you with, or direct you to, any information or advice that you may need throughout your MRes.

The role of a personal tutor is to facilitate students’ personal and academic growth. Your 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, or just being available for a chat. At a bare minimum, you should see your personal tutor at least twice during Semester 1 and then at least once during semester two. You should take the initiative to schedule meetings with your personal tutor.

All tutor-tutee meetings should be recorded through 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 of your meetings and keep them in ePortfolio, which is a good place to keep track of your concerns and any decisions that you’re making with the help of your personal tutor. 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 your personal tutor to provide you with references and for these to be strong references, your personal tutor needs to know you well 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.

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. The Graduate School will be able to explain the procedure for changing your tutor.

**Module/Programme Leaders and Laboratory Placement Supervisor**

These people are often the first port of call for a range of academic problems.

**MRes Senior Tutor**

- **Professor Rob Taylor** (International Students and all other students) and **Dr Brendan Payne** (Intercalating MBBS/BDS Students) are the **Senior Tutors** for the MRes and should generally be
the first point of contact with the MRes team for matters affecting your studies that are not simply academic in nature. Appointments should be made directly with the Senior Tutor or by emailing mres-enquiries@ncl.ac.uk.

Degree Programme Director
- **Dr Jeremy Brown** will be happy to meet with you by appointment Tel Ext: 87470
e-mail: jeremy.brown@ncl.ac.uk.

Deputy Degree Programme Directors
- **Professor Zosia Chrzanowska-Lightowlers** (Director of Recruitment and Admissions; Chair of Curriculum Committee) Tel Ext: 88028, e-mail: zofia.chrzanowska-lightowlers@ncl.ac.uk
- **Professor David Young** (Project Placements) Tel: 241 8831
e-mail: david.young@ncl.ac.uk

Graduate School Office
The Graduate School Office is based on the Third Floor of Ridley Building 1. You are welcome to drop in to speak with members of the administrative team. Staff are available Monday to Thursday between 8:45 and 17:00 and Friday between 8:45 and 16:45. Contact details can be found on page 3.

2. Student Services (King’s Gate)
King’s Gate building provides access to many services you may need, all in one single location. Current opening hours for King’s Gate are as follows:
- Monday to Friday – 9 a.m. to 5 p.m (except Wednesday – 10 a.m. to 5 p.m.)

When you arrive at King’s Gate, you should go first to the **Interaction Team (I-Team) on Level 2**. They are your first point of contact for any questions about Academic Support, Accommodation, Fees/Funding/Finance, Health/Wellbeing, Exchange/Study Abroad, and Visa Support. All of these types of support are explained below.

Both drop-in and pre-booked appointments are available. More information is available here: [https://my.ncl.ac.uk/students/kingsgate](https://my.ncl.ac.uk/students/kingsgate)

3. Student Advice Centre (provided within the Student Union)
The Student Advice Centre is a service of the Students’ Union staffed by professionals who specialise in student concerns. They can help you by providing information; listening to any problems; advising on the options open; helping you resolve difficulties; and referring you to any relevant agency (they cannot recommend any commercial companies however). They may even take on your case for you, even to the representation stage. You can browse through a range of information, help yourself to leaflets and obtain forms (benefits, help with NHS charges, Access to Hardship Funds etc.). More information is available from the SAC website: [www.nusu.co.uk/sac](http://www.nusu.co.uk/sac)

The Student Advice Centre cannot provide immigration advice to International students. If you have immigration questions, you should contact the Visa and Immigration Service (VIS) at King’s Gate for advice.

The Student Advice Centre is situated on the ground floor of the Students’ Union Building. Opening times vary throughout the year, and are available from: [http://www.nusu.co.uk/welfare/sac/openingtimes/](http://www.nusu.co.uk/welfare/sac/openingtimes/)
During term-time, you may drop in for a brief session with one of the advisers, but for complex or serious problems (requiring more than 20 minutes to discuss), you should make an appointment.

Telephone 0191 239 3979; or e-mail: student-advice-centre@ncl.ac.uk

Note that anything you say to any of the staff will be treated in strictest confidence and not disclosed without your consent; also that the Union, including the Student Advice Centre, is independent of the University structure and is primarily concerned with its members’ welfare.

**Nightline**

Since being set up by students in Newcastle, Nightline has been listening, providing emotional support and information to students, every night during term time, 8pm-8am. Nightline is student-run and on the other end of the phone when there is no-one else you can talk to.

Telephone (Between 8pm – 8am): 0191 261 2905

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**Section C: What to do if things go wrong**

Sometimes things happen that are beyond our control – illness, personal problems, etc. If things start to affect your course, you need to let someone know. There are processes and people to help you. Full details can be found here: [https://tinyurl.com/hrvvbyl](https://tinyurl.com/hrvvbyl)

**1. Illness and Absence**

If illness prevents you from studying for any length of time, you must inform the Graduate School as soon as possible. You are required to complete an Absence Request via S3P as soon as you are able to return to your studies, if not before. If illness prevents you from studying for more than seven calendar days, you should obtain a medical certificate from your doctor, which should be submitted to the Graduate School Office with any other supporting documentation if appropriate alongside your Absence Request.

The Absence Request form should also be used for absences other than sickness – i.e. when you need to be away from the University for personal reasons.

Absences for reasons other than sickness and unforeseen circumstances must be cleared *in advance* with the DPD or in his absence, one of the Programme Team Deputies, and also by module leaders or project supervisors. The Graduate School will request authorisation on your behalf as soon as you have submitted an Absence Request via S3P. Absence during the discretionary Easter break and project period should also be requested by submitting an Absence Request.

More information about the sickness and absence procedure is available here: [https://tinyurl.com/lcbr65t](https://tinyurl.com/lcbr65t)

**Personal Extenuating Circumstances**

If you believe that your ability to study or complete assessments is being adversely affected by unforeseen and unavoidable personal extenuating circumstances, you should advise the Graduate 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 academic deadlines*, so that appropriate adjustments can be considered. You are advised to carefully read the Guidance for Submission of Personal Extenuating Circumstances which can be found on the Student Progress Webpages at [https://tinyurl.com/kf83ewj](https://tinyurl.com/kf83ewj) before submitting a PEC application.
You are strongly encouraged to discuss significant personal circumstances with your Personal Tutor or another member of staff. Tutors may be able to advise on how to phrase your 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 Personal Extenuating Circumstances Committee (PECC) to consider each case on its merits and, if possible, make an appropriate adjustment. Possible adjustments will vary 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
- permission to set aside (ignore) attempts at assessments
- permission to repeat a period of tuition, setting aside previous attempts
- recommending discretion at the Board of Examiners – e.g. potentially allowing you to pass the programme 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 your responsibility to provide evidence to back up a PEC application. Evidence should outline the problems you have encountered 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 it is highly unlikely that a PEC request will be approved without evidence – particularly evidence that shows the impact that your situation has had on specific modules /assessments. The more specific detail you can provide about your problem, the easier it will be for the PEC Committee to understand your case. The more independent third-party evidence that there is, the more likely the PEC Committee is to support the case. If you are reluctant for any details to be known, even to your tutor, because they are sensitive, then you can provide a confidential letter and information in a sealed envelope for the Chair of the PEC committee.

Requests for adjustments that relate to the following are NOT normally accepted as the basis of a PEC application:

- Instances where an appropriate adjustment has already been made
- Retrospective report of illness or other extenuating circumstances, without good reason
- 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)
- Transport problems, excepting those where it can be shown that adequate time had been allowed
- Unspecified anxiety or examination stress
- Minor infection such as coughs, colds, headaches or hay fever, unless supported by specific medical evidence
- Distress relating to a family pet
- Holidays, house moves, sporting or other social commitments
- Known employment or financial responsibilities
- Problems with personal computers, printers or other technology
- Where the circumstances could have been avoided, particularly due to poor time management.

The PEC Procedures and Submission Guidance are available at [https://tinyurl.com/hrvbyl](https://tinyurl.com/hrvbyl)
2. Change of Circumstances (Transfer, Suspend or Withdraw)

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: https://tinyurl.com/lll885r

If you transfer from one programme in the University to another, you may also be able to transfer the credits and marks that you have earned. You will need to discuss this with the Degree Programme Director of both programmes. Permission to make these changes often depends upon approval from the Degree Programme Director.

More information on the relevant procedures and the forms you may need to fill in is available here: http://tinyurl.com/z5yo8tm. Your personal tutor should be able to help you complete these forms if necessary.

3. 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. You can seek advice on the complaints procedure from Student Progress Service: https://tinyurl.com/ldksw4p

A complaint can be made on nearly any aspect of your academic studies, 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 tried to resolve the issue informally.

The Student Academic Appeals Procedure is for appeals against the decisions of the Boards of Examiners (except those related to assessment irregularities), Personal Extenuating Circumstance (PEC) Committees, and sanctions imposed under Unsatisfactory Progress procedures. More information is available here: https://tinyurl.com/mjc9s2j

Academic Queries and Appeals may only be made on the following grounds:

a. **Grounds for academic appeal following Board of Examiners Decisions:**
   - Personal Extenuating Circumstances (PEC) that you were unable to disclose in advance of the Board of Examiners meeting via a Personal Extenuating Circumstances (PEC) application, or were unable to provide evidence for at that time, or of which you were previously unaware
   - Procedural irregularity on the part of the examiners
   - Bias or prejudice on the part of an examiner or examiners.

b. **Grounds for academic appeal following PEC Committee Decisions:**
   - Procedural irregularity or other error on the part of the PEC Committee
   - Bias or prejudice on the part of the PEC Committee.

c. **Grounds for academic appeal following an Unsatisfactory Progress Decision:**
   - Evidence which was not available or considered previously
   - Procedural irregularity
   - Bias or prejudice
   - That the decision reached was perverse in that it was one which no reasonable person could have reached on the available evidence.
d. **Grounds for academic appeal following a DPD Request Decision:**

- Evidence that was not available or considered previously
- Procedural irregularity
- Bias or prejudice
- That the decision reached was perverse in that it was one which no reasonable person could have reached on the available evidence.

Note: 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.

You are expected to make every effort to raise your assessment/progress query, in writing, with your School directly concerned in the first instance.

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.

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**Section D: Progress, Assessment and Feedback**

1. **Progress and Assessment**

Final MRes grades are Pass, Merit and Distinction. Full details of how these scales are awarded can be found in the MRes Programme Regulations: [http://tinyurl.com/y9u6sq5n](http://tinyurl.com/y9u6sq5n)

A Masters degree may be awarded with Merit or Distinction:

- A Masters degree may be awarded with Distinction where the candidate has achieved an overall mark of 70% or greater in the programme, and has passed all modules on the first occasion without the need for resits, and has achieved an overall mark of 70% or greater in the project component of the degree programme.
- A Masters degree may be awarded with Merit where the candidate has achieved an overall mark of 60% or greater in the programme, and has either passed all modules on the first occasion without a need for resits, or has no more than 20 credits of modules passed by resits, and has achieved an overall mark of 60% or greater in the project component of the degree programme.

A student who does not complete the necessary credits to pass the MRes may still qualify for a Postgraduate Diploma or Certificate (at the discretion of the Examination Committee).

2. **Assessment of Taught Modules**

Assessment of the taught modules is through a mixture of presentations, written assignments, practical exercises, group-work, computer based exercises and formal (mainly essay-based) examinations. Details of assessments are provided in the Module Catalogue: [http://www.ncl.ac.uk/module-catalogue/](http://www.ncl.ac.uk/module-catalogue/) and further information will be provided by module leaders.

All assessments are marked in accordance with the MRes Moderation and Scaling Policy (see Appendix VIII). Marking of all examination scripts is anonymous. Anonymity will be preserved as far as is reasonably possible for in-course assessments.

**Subject Knowledge Modules**

The majority, though not all, of these modules have in-course assessments contributing 40% to the final mark, with an examination worth 60% (details are given in the Module Catalogue).
Professional/ Key Skills Module
The Research Skills and Principles for the Biosciences module is assessed by a computer-based MCQ examination and an in – course written assessment each worth 50% of the final mark. Safety is not assessed formally. There will be a series of Safety sessions, which will not be assessed, but are compulsory before you will be allowed to commence your project (see section E for further information on safety).

Normal Notice Period for Changes to the Curriculum and Assessment
Changes after you register for the academic year are rare and are generally unavoidable. Wherever possible, at least one month’s notice will be provided.

3. Assessment of your Research Project
The research project is assessed in six elements as follows: (i) an oral presentation (10%); (ii) a scientific abstract (2%); (iii) a lay abstract (3%); (iv) a poster submitted (10%); (v) a written dissertation (70%); (vi) an assessment by the supervisor of the student’s professional skills (5%). Marking criteria, guidelines and templates for all elements of the project assessment will be made available in the Project Handbook, which will be issued later in the year.

4. Coursework
All assessed work will be submitted electronically using the NESS system (https://ness.ncl.ac.uk/ – password required). The deadline for all assignments is 12 noon.

FOR ALL ELECTRONIC SUBMISSIONS, THE FILE SHOULD BE SAVED AND SUBMITTED WITH the Module Code, assessment title and YOUR STUDENT NUMBER (e.g. MMB8025 Essay_123456789.docx). THE TITLE PAGE OF YOUR SUBMITTED WORK SHOULD BE CLEARLY MARKED WITH YOUR STUDENT NUMBER.

If word limits have been indicated for coursework assignments, then a word count should be provided. Any work exceeding the given word limit will be awarded a maximum mark of 50%.

Retention of Assessed Work
It is University policy that all original in-course assessed work (as well as examination scripts) should be available for inspection and consideration by external examiners, and that representative samples should be retained for quality assessment and audit purposes.

Extensions to Deadlines & Penalties for Late Submission
For guidance purposes it should be noted that extensions will normally only be granted in the following situations:

- debilitating personal illness supported by a medical certificate
- serious illness or death of a close relative
- participation in a University-approved scheme for which strict guidelines for extensions/extra time will be issued.

Please note: late submissions due to IT problems will not be accepted – students are expected to ensure they back-up work and have access to adequate IT facilities including working printers.

All students are advised to submit work before the deadline for submission where possible. If a student has a legitimate reason causing them to be unable to submit a piece of assessed work (including a dissertation) by the published deadline, a PEC Form MUST be submitted via S3P together
with supporting evidence preferably in advance of the deadline. An extension request will not normally be accepted after the original assessment deadline. Students will be advised of the outcome of their individual requests as soon as is practical.

Late submission without good cause or without the granting of an extension will lead to a maximum mark of 50%. A piece of work is regarded as late if it is not submitted by the published deadline (time and date) for the assessment in question. The period of late submission thereafter will be for a maximum of 7 days if no extension is granted after which the mark awarded for the piece of work will be zero.

Non-submission of work will result in a mark of zero as per the relevant University Regulations. This applies to all assessed work whether it constitutes all or part of the final mark.

If you are submitting work for a re-sit assessment, any late work will receive a mark of zero (since re-sit marks are already capped at the pass mark).

5. Examinations

Examination Entry Arrangements
You will be automatically entered for appropriate examinations and will receive details of these from the central Examinations Office. University exam period dates are published several years in advance and can be found here: (http://www.ncl.ac.uk/students/progress/exams/exams/ExaminationDates.htm). For 2017/18, Semester 1 exams will fall between 15 January and 26 January 2018. Re-sit exams will take place between the 3 and 6 April 2018. Please note that examinations can be scheduled on Saturdays during the main periods. You are expected to be available for examination at the University during all of the main periods.

The University publishes a provisional exam timetable about 2 months in advance, so that you can check there are no clashes between your modules. A final exam timetable is published about 6 weeks before the exam period. It is your responsibility to check the timetable.

Examination Rules
You must also read and understand the Exam Rules and Guidance which explains how you are expected to behave during exams: http://www.ncl.ac.uk/students/progress/exams/exams/examrules.htm

The University has a calculator policy for examinations. New students can only use three models of calculator (Casio FX-83GTPLUS, Casio FX-85GTPLUS, or Casio FX-115MS – or any discontinued models of the same calculator i.e. any calculator model that begins with ‘Casio FX-83’, ‘Casio FX-85’ or ‘Casio FX-115’). Students who started at Newcastle University before 2015/16 who already have a calculator with an ‘approved’ sticker may continue to use it.

When you are revising for your exams, you will almost certainly find it helpful to obtain copies of recent examination papers; these are available on the University website (https://crypt.ncl.ac.uk/exam.papers/). Sample papers should be provided by the lecturer for new courses.

If you wish to be considered for alternative exam arrangements (e.g. extra time, rest breaks, use of a PC, smaller venue etc.) in light of a disability, specific learning difficulty or long term medical condition, then you should note that there are certain deadlines by which you must supply the appropriate medical evidence/documentation. For further information, you should contact the
Examinations will generally take place on (or close to) campus, although there are exceptions to this rule. International students, for example, may apply to take a re-sit exam in their home country. More information is available from the Exams Office and in the University Policy on Off-Campus Assessments.

### 6. Feedback and Release of Marks

#### Timescale for Issuing Marks and Feedback

Coursework marks and feedback will normally be returned to you within 20 working days of submission. Examination marks should be returned to you within 20 working days from the end of the examination period. If marks or feedback are going to be returned late for any reason, you will be informed in advance and told when you should expect to receive them.

You should note that all marks are provisional until they have been ratified by the Final Examination Committee. Final marks will be released following the Final Examination Committee which is held in mid-September.

### 7. Marking Criteria, Marking and Moderation Process

#### Marking criteria

Please see the Appendices for marking schemes.

#### Marking and Moderation Processes

Please see appendix VIII for the MRes Moderation and Scaling Policy.

You should have absolute confidence that the marks you receive are fair and consistent across markers. All assessments that are worth a significant part of your final mark are reviewed in advance so that the instructions are clear and the questions are appropriate for a student at your level.

Depending on the assignment, your work may also be moderated. This means that a second marker will look at the mark and feedback given by the first marker and ensure that it is fair and accurate. Several different processes for moderation may be used including sampling (looking at a sample of pieces of work across grade boundaries) and second marking (where a second marker looks at every piece of work).

The Examination Committee is responsible for decisions about the outcomes of assessment of students on the programme and 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 Committee may also, in certain circumstances deem individual students to have passed particular modules in which they have obtained a fail mark.
8. Plagiarism and Proof-Reading

Plagiarism

Plagiarism is defined as the use of the previous work of others or your own previous work without acknowledgement. This covers not just using words, but also, for example, concepts, ideas, data, designs, images, and computer programmes. Note in particular that it refers to ideas, not just to words, so even if you express someone else ideas in your own words, the source of the idea must still be acknowledged.

You will be required to complete the web-based tutorial package on plagiarism (http://mbbs-tutorials.ncl.ac.uk/plag/) during induction week and sign a declaration to this effect. We also advise you to work through this again at any time if you are unsure of what constitutes plagiarism. General support materials can be found here: www.ncl.ac.uk/right-cite

Completion of the Right-Cite tutorial and declaration of completion form are required BEFORE you can begin the course.

The University makes routine plagiarism checks on all appropriate pieces of work. This means that your coursework assessments will be submitted to Turnitin, an electronic text matching software system, by a member of the MRes administration team. Your work will be checked against a database of web pages, academic articles and books, and other students’ papers (from Newcastle and other universities) and any matches between your work and those other sources highlighted. We are also able to compare submissions across modules and if an assessment is duplicated for more than one module, a mark of zero will be awarded to the duplicate submission. Turnitin is not the only way in which plagiarism may be detected.

Plagiarism is one of the areas of misconduct that the University defines as an Assessment Irregularity (see section E9) and anyone breaking the rules is liable to suffer an academic penalty (loss of marks) and/or other disciplinary action. No credit can be given for plagiarised work, so the minimum penalty will be that you will lose marks. Indeed the penalties can also include a zero mark for that piece of work or for the module as a whole. In most cases a disciplinary warning will also be given, and occasionally students have been expelled or dismissed from the University for serious offences. The procedures for handling assessment irregularities can be viewed on-line at: http://tinyurl.com/j6jpsuc.

Plagiarism: How to avoid problems

It is clearly better to follow the rules of good practice and avoid any problems in the first place. Remember, too, that any academic testimonial written on your behalf, perhaps for a job or a PhD position, is likely to require the University to refer to any offences, so remember that issues of honesty and integrity are important.

- Always ensure that you provide in-text references for all the ideas you have taken from elsewhere and reference them in accordance with the guidance provided by your module leaders, the MRes handbook, programme director and/ or project supervisor
- If you quote verbatim (word for word), you must show that this is a quotation (usually by using inverted commas “……”) and indicate the source document of the quote either immediately before or after it in the main text
- Do not paraphrase or slightly modify work from another source and pass it off as your own. It is generally better to put things into your own words, but even then you must reference the source of the idea. If you do include a direct quotation again you must reference the source of the idea. However, whenever you paraphrase or slightly modify the work of others, you must show an in-text reference at the beginning of, in the middle of (e.g. ……, (Smith et al., 2007)), or at the end of the paraphrased section. Do not leave referencing until the end of the
paragraph. You should adopt a similar approach to that which you would use when quoting verbatim

- Do not cut and paste from other sources without acknowledging them, and do this only when a direct quotation is required. It is almost always better to put things into your own words. Extensive use of verbatim texts in quotation marks will not gain you marks, in fact you may lose marks as it does not indicate whether you really understand the text cited. You should read and digest ideas and words – do not simply reproduce them
- Do not submit the work of another individual or group as if it is your own e.g. borrowing an essay from another student; taking an essay from the web; paying someone else to write work for you
- Do not submit work that you have prepared for one assignment and use it for another. This is self-plagiarism and can be picked up by the scanning software
- Always remember that listing a source in a list of references at the end of the work is not sufficient acknowledgement; there must also be an in-text reference.

**Proofreading and plagiarism**

As the work you submit should be your own work, there are limits to the extent to which you should use a proof reader.

The use of proofreading to highlight deficiencies such as *spelling and grammatical errors* is normally legitimate, as the work is still demonstrably your own. The proof reader identifies deficiencies, but it is your job to correct these. If proofreading becomes rewriting then the work is no longer completely your own. In the MRes this becomes particularly important in your dissertation. Your project supervisors and the MRes team can advise on this process. Please remember the emphasis is on ensuring the work you hand-in for assessment is essentially your own work.

Some disabled/dyslexic students receive proofreading support where the Disability Support Service identifies this as necessary. The dyslexia tutor may guide students to clarify their arguments, but they will still be required to identify their own deficiencies and correct these themselves.

**9. Assessment Irregularities and Disciplinary Procedures**

As part of the Student Charter, you have agreed to follow University procedures and to maintain the highest standards of behaviour. The University is committed to ensuring that assessments are fair for all students, and it has established a procedure for dealing with situations in which one student uses improper means to ‘get ahead’ on an assessment. These situations are called assessment irregularities, and they may include (but are 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
- Procurement of assessment material
- Plagiarism

The University’s assessment irregularity procedure can be found in full here: [http://tinyurl.com/j6jpsuc](http://tinyurl.com/j6jpsuc)
More generally, at Newcastle we value high standards of academic conduct. Conduct is an important part of maintaining and developing our reputation. Good academic conduct reflects the values that 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/) provides a detailed account of the issues governing academic conduct and gives you access to a range of resources. There is also information on appropriate style and referencing guides here: http://libguides.ncl.ac.uk/referencing.

You will receive a briefing on academic conduct during induction. You are in turn expected to do the following:

- Maintain high standards of academic conduct
- Show a commitment to academic honesty in your work
- Be familiar with and apply the guidance provided by the Graduate School on good academic practice
- Avoid plagiarism.

The Student Disciplinary Procedure will apply to any student who is alleged to have breached the University’s code of conduct. More information is available here: http://tinyurl.com/h7rbcgh. This procedure applies to any student who breaches academic codes of conduct as well as non-academic situations (disruption, anti-social behaviour, theft and fraud, violent behaviour, criminal offences, etc.).

10. Student Progress and Attendance

The University wants to make sure that you succeed on your course. For this reason, the University has introduced attendance monitoring of timetabled sessions to ensure the welfare of our students and support your academic progress. The MRes is a full-time attendance based course: you are expected to attend and participate in all teaching and learning sessions (unless indicated as optional), it is important that all students adhere to the terms of the Student Charter (https://tinyurl.com/gm472f9) and attend all timetabled sessions in a punctual manner.

**Attendance**

Student attendance at timetabled teaching and learning sessions is monitored, with most of this via smartcard readers installed in teaching rooms. If it is found that your attendance record is unsatisfactory then you should expect to be asked to meet with either your Tutor or the DPD. A significant number of absences will mean 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. For more information see: http://tinyurl.com/zozszp8

The University has a legal obligation to monitor the attendance of international students and to report to the UK Border Force any student who is not attending. It is particularly important that all international students attend their classes or notify their School of any absence. Such an absence could affect a student’s visa. Please see Visa team website: http://www.ncl.ac.uk/students/progress/visa/

Please note that attendance at all oral presentation sessions on your allocated day is **compulsory**. Non-attendance for any part of the sessions without prior permission will mean you will be given a **maximum mark of 50%** for your presentation.
Progress
Student progress in all components of the programme shall be reviewed periodically by the DPD. Failure to make satisfactory progress may be grounds for any of the following decisions:

- to monitor the attendance of the student; and/or, to require the submission of written work in addition to that prescribed for the degree programme
- 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 of, or assessment of, the dissertation
- to interrupt or terminate the programme of study.

Evidence of failure to make satisfactory progress
Any of the following may constitute failure to make satisfactory progress and all may be taken into account in considering what action, if any, is to be taken:

- failure to attend for interview with the personal tutor or supervisor
- failure to attend regularly the programme of study
- failure to perform adequately, or satisfy the examiners, in work prescribed for the programme of study
- failure to submit at the required time written work prescribed for the programme of study (whether or not such work counts for assessment purposes)
- 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
- a student who fails more than 40 credits at the first attempt of the taught element of the programme will not normally be permitted to continue or be reassessed without the support of the Chair of the Examination Committee
- students are expected to acquaint themselves with the attendance and submission requirements for lectures, seminars, tutorials, practicals, laboratory work, language classes, performances, fieldwork and examinations as well as with dissertation supervisions for their programme of study.

11. Progress Review for MRes/PhD and MRes/MD Students
Where students have been admitted to an integrated programme of study comprising MRes studies followed by a PhD or MD, progress will be reviewed during the programme to confirm, whether or not, there will be progression on to PhD or MD studies. The Progress Review panel will comprise the Dean of Postgraduate Studies (or nominee), the Director of PhD Studies/Director of MD Studies (or nominee), the MRes DPD (or nominee) and the main supervisor of the PhD or MD programme. Progress will be reviewed during Semester 2.

Students on an integrated MRes/PhD or MRes/MD programme are expected to demonstrate: proficiency in English; research potential equivalent to a minimum standard of an upper second class honours degree (or minimum of Master’s level with merit) and a positive and collegiate attitude to research studies. The Progress Review panel will recommend satisfactory progress and continuation to PhD or MD studies, dependent upon:

- satisfactory progress during the MRes, as evidenced by: passing of all taught modules, normally at first attempt and normally at merit level
- a favourable report on progress from the supervisory team, including input from the supervisor of the research project,

Where progress is deemed unsatisfactory, students will be notified in writing and invited to interview with the Postgraduate Dean, Degree Programme Director or nominees.

**Section E: Health and Safety**

The University aims to ensure that this is a safe place for students to study and undertake research. Students and others must comply with the University’s arrangements for safety and occupational health that are set out in the *University Safety Policy* [http://www.ncl.ac.uk/ohss/about/policy.htm](http://www.ncl.ac.uk/ohss/about/policy.htm) and the respective school safety policies. It is especially important that the University fire safety rules are complied with as these are in place in order to protect lives.

There are additional specific policy supplements and guidance available on the University Safety Office website at [http://www.safety.ncl.ac.uk/Home.aspx](http://www.safety.ncl.ac.uk/Home.aspx) and the Occupational Health Service website at [http://www.ncl.ac.uk/ohss/health/index.htm](http://www.ncl.ac.uk/ohss/health/index.htm).

Assistance can be obtained from the school safety officers on all safety and occupational health issues and, if necessary, from the University Safety Office. Failure to comply with the *University Safety Policy* is a disciplinary matter. For some high hazard work, students may be expressly required by law to undertake training that is provided by the University Safety Office.

Please note that smoking is not permitted in areas any University premises or grounds at any time. The University's detailed Smoke-Free Policy is available from the website at: [http://tinyurl.com/zcdemcg](http://tinyurl.com/zcdemcg)

Postgraduate students must be fully aware of safety, ethical and legal issues pertaining to their studies. To this end, postgraduates will be expected to be aware of the School and University policies on safety, and to attend appropriate safety courses provided by the University. Postgraduates must adhere to all legal requirements governing experimental procedures. The University and Faculty have a good safety record that they wish to maintain. It is **YOUR RESPONSIBILITY** to read any safety information that is provided.

Further Health and Safety Information can be accessed at: [http://www.safety.ncl.ac.uk](http://www.safety.ncl.ac.uk)

**Hepatitis B Immunisation**

The university recommends staff and students using human tissue or blood be immunised against Hepatitis B. Students whose projects are identified as involving use of such material are offered appropriate immunisation. Further information can be found at: [https://tinyurl.com/lam4red](https://tinyurl.com/lam4red)

**Out of Hours working and Fire safety**

If MRes students require out of hours access during their project placement they should contact their Institute Manager who should be able to assist.

All staff/students working between 6 pm until 8 am Monday – Friday and all day/night Saturday and Sunday on Public Holidays and when the University is closed are required to use the following website to log in and out of buildings when on campus: [https://apps.ncl.ac.uk/outofhours?shib=yes](https://apps.ncl.ac.uk/outofhours?shib=yes). Access out of hours requires special permission and a risk assessment to be completed in advance by the person responsible for you whilst working out of hours (to be sent to medschool-access@ncl.ac.uk) unless you are working in the Fell Computer Cluster or the Walton Library. Please remember to log
out of this system as switching off your PC or logging out of your PC will not prevent an emergency response and resulting follow-up by Security staff.

The procedure when the Medical School alarms sound whilst working 'out of hours' is to evacuate via the nearest fire exit and make your way to the Main Entrance of the Medical School. Security staff will respond along with the Emergency Services and you are expected to wait at the main entrance until you are advised to re-enter the building.

Section F: Student Representation and Feedback

1. Representation and Feedback

The University values your opinion very highly – we want to know when things are going well and when you think things can be improved. We have a number of ways of trying to get student feedback, including module evaluations and student participation on committees. It is important that you take these questionnaires and opportunities seriously and give your honest opinion. It is also important that you provide specific evidence of what is going right or not so well – it helps us when we know more specifically what is going on – and that you are respectful in the types of comments that you provide.

The University explanation of how it works in partnership with students is available in the Policy on Student Representation can be viewed here: http://tinyurl.com/guf6b4p

2. Module and Programme Evaluations

At the end of each semester, you will be asked to complete an on-line 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.

At the end of the year, you will be asked to complete an evaluation for the whole MRes programme. This will ask you questions about aspects of your experience other than specific modules: Library and electronic resources, assessment and feedback across the programme, personal tutoring, student representation, etc.

It is 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 via email, and you can then anonymously complete the survey online. 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 open evaluation that is ready for you to complete.

Responses for each module, and the overall programme view, are summarised and discussed at the Student Staff Committee (SSC) and the Curriculum Committee. This is very important for staff to see what improvements could be made and all feedback is highly valued.
External Surveys
As an MRes student, you will be encouraged to take part in two national student surveys, the biennial Postgraduate Research Experience Survey and the annual International Student Barometer:

- **Postgraduate Research Experience Survey (PRES)**
  The PRES runs every odd ending year; e.g., 2017, 2019, typically in the Spring. It includes all full-time and part-time UK, EU, and international postgraduate research students. Previous year’s results are available at https://internal.ncl.ac.uk/planning/students/pres.htm (Login required)

- **International Student Barometer (ISB)**
  The ISB normally runs in late October through late November. It includes all full-time and part-time EU and international undergraduates, postgraduate taught, and postgraduate research students. See http://www.ncl.ac.uk/press/news/2017/02/internationalstudentbarometer2016/

3. Academic Student Representation

Student-Staff Committee (SSC) / Curriculum Committee
You are encouraged to attend the MRes Student-Staff Committee and will be invited to volunteer as a student representative shortly after the start of term. Representatives for each of the following MRes student groups are required: International, intercalating medical students, MRes PhD and non-sponsored home/EU student. The Student-Staff Committee is chaired by a student and may also have a student secretary. Even if you are not a student rep, you will be able to contribute to the agenda by telling your rep about items you think should be discussed – and then reading the minutes of the meeting afterwards. Course representatives are also asked to attend the MRes Curriculum Committee, which oversees teaching activities on the degree.

<table>
<thead>
<tr>
<th>Student-Staff Committee</th>
<th>Curriculum Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00 Wednesday 18th October 2017 (Med MG207) Graduate School Training Room</td>
<td>12:00 Wednesday 22nd November 2017 (Medical School Board Room)</td>
</tr>
<tr>
<td>12:00 Wednesday 21st February 2018 (Med MG207) Graduate School Training Room</td>
<td>12:00 Wednesday 7th March 2018 (Medical School Board Room)</td>
</tr>
<tr>
<td>12:00 Wednesday 9th May 2018 (Med MG207) Graduate School Training Room</td>
<td>12:00 Wednesday 16th May 2018 (Medical School Board Room)</td>
</tr>
</tbody>
</table>

Course Representative
A Graduate School representative is appointed by the Students Union to represent the MRes student cohort at the Faculty Learning, Teaching and Student Experience Committee (FLTSEC). School representatives take opinions from the student body to a bigger Faculty committee and have a direct voice in decisions that are made across the Faculty.

The Students’ Union provides training for course representatives, chairs and secretaries – more information is available here: http://www.nusu.co.uk/yourvoice/reps

Section G: Ensuring the Quality of Your Degree

The Quality of Your Degree
The University is responsible for ensuring the quality and standards of all academic awards made in its name. You should have confidence that there are a number of people – inside the Graduate School, across the University, and outside the University – who review your degree programme and ensure that it is up-to-date, consistent in its treatment of students, appropriate in its forms of teaching and
assessment, and of the highest standards. The key mechanism is the University’s Quality Assurance and Enhancement Framework (QAEF) for Research Degree Programmes. For further information see: http://tinyurl.com/y7q8ubev

**External Examiners**

Our assessment practices for the course overall are scrutinised by two over-arching external examiners:

- Professor Heather Wallace, University of Aberdeen
- Professor Simon Heales, University College London

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.

As noted above, an external examiner will also be involved directly in assessment of the research project. External examiners for the research project are allocated individually.

Students should not contact the External Examiner. Any contact with the External Examiner will need to be channelled through the DPD. 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/](http://www.ncl.ac.uk/students/progress/Regulations/)

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

**Changes to your Programme**

The University recognises that students invest time and personal effort in their studies and need timely dialogue and clarity of options when changes occur. Your School will act transparently and enter dialogue with students to identify options and minimize the impact on students affected by changes to programmes. For further information, see [http://www.ncl.ac.uk/ltds/assets/documents/qsh-progapp-majminchanges-policy.pdf](http://www.ncl.ac.uk/ltds/assets/documents/qsh-progapp-majminchanges-policy.pdf)

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### Section H: Learning Resources and Support

#### 1. Academic Skills Kit (ASK)

[www.ncl.ac.uk/ask](http://www.ncl.ac.uk/ask)

The Academic Skills Kit is an online resource that brings together the range of academic skills development provision across Newcastle University into a one-stop website with all you need to promote study success. The site offers information on the various services that provide academic skills development. Ranging from information literacy, revision strategies and academic writing, to time management, and maths and statistics. There is also specialist support for, for example, international students or those with Specific Learning Difficulties. It also hosts a range of self-access online resources with advice and tips on various aspects of study.
2. Writing Development Centre

Location: Level 2, Philip Robinson Library
Website: http://www.ncl.ac.uk/students/wdc/
E-mail: wdc@newcastle.ac.uk

The Writing Development Centre’s role is to help you become a confident and successful independent learner. Our team of tutors offers advice and guidance in academic skills including:

- Understanding assignment questions and marking criteria
- Critical thinking, critiquing and reviewing literature
- Planning and structuring writing (incl. paragraphing)
- Academic writing style (incl. fundamentals of grammar)
- Avoiding plagiarism
- Managing time, work and writing (incl. writers block and procrastination)
- Exams and Revision (excluding take-home exam papers, except in general terms)
- Presentations and posters.

We work closely with colleagues in other services such as the Library, Student Wellbeing and INTO Newcastle University who can also help you to develop your academic skills.

Our approach is developmental – we don’t ‘check’, proofread or correct work for you, but we do help you identify and develop effective strategies that will suit your subject and your own study preferences, and help improve your academic performance. We work with students at all levels from Undergraduate to Postgraduate and across all subjects. We can only offer advice on work submitted for assessment as part of a degree programme at Newcastle University.

We offer one to one tutorials based in the Writing Development Centre that focus in depth on a specific issue you want to work on. Tutorials with us are centred around your individual academic development and are non-judgmental, supportive and strictly confidential. Appointments should be made online via our website. We also run a range of other activities throughout the academic year on core academic skills topics, and are invited by Schools and Faculties to run subject-specific sessions as part of degree courses. We also maintain a range of online resources on academic skills and writing.

To make an appointment, book a workshop or find out about our opening hours, please see our website http://www.ncl.ac.uk/students/wdc/

Online resources
You will find a collection of learning resources for academic writing and general writing skills at http://www.ncl.ac.uk/students/wdc/learning/.

The WDC has a blog to help you keep track of study tips and ideas about writing: https://blogs.ncl.ac.uk/academicskills/

International students with English as an additional language please note:
If you are a new international student with a UELA writing score of less than 70, you will be supported by the INTO In-Sessional programme in the first instance.
You can use the Writing Development Centre one-to-one support service if you meet one of the following conditions:

- You are exempt from language testing and/or the UELA assessment
- You have attained a mark of 70 or over (level 3) in the UELA writing assessment
- You are a continuing student who has attended one full year of INTO In-Sessional writing classes in the past.

Demand for the service is high so we strongly recommend that you book a slot in advance. The timetables can be viewed here: [http://tinyurl.com/zdkn6gb](http://tinyurl.com/zdkn6gb) and information on how to book can be found here: [http://tinyurl.com/y7pegr6x](http://tinyurl.com/y7pegr6x)

A timetable showing free slots will be displayed at the entrance to the Centre. If a slot is free, you may drop in at the appropriate time. One-to-one sessions are available by appointment only during the Easter and summer breaks.

3. INTO English Language support

The INTO Centre provides a wide range of non-credit bearing modules designed to help students, whose first language is not English, continue to improve their language proficiency and study skills. [http://www.ncl.ac.uk/students/insessional/about/](http://www.ncl.ac.uk/students/insessional/about/)

4. The Maths Aid Centre

[http://www.ncl.ac.uk/students/mathsaid/](http://www.ncl.ac.uk/students/mathsaid/)

The Maths Aid Centre is in Room 201 on Level 2 (the entrance level) of the Robinson Library, next to the main computer cluster, 12:45-16:00 Monday to Thursday and also on Friday during assessment and resit periods. The Maths Aid Centre is only open during term time and will be closed throughout University holidays and on bank holidays. You can discuss your maths and stats difficulties or needs with the tutors and pick up free booklets on specific topics:

- help with numeracy skills
- help with maths and stats problems arising in your course
- book an appointment please contact
- help on advanced topics subject to tutor availability and demand.

For more information on what Maths-Aid could offer you or to book an appointment, e-mail [mathsaid@ncl.ac.uk](mailto:mathsaid@ncl.ac.uk)
5. Computing Support and Facilities

Comprehensive information about student computing facilities, including software, email and printing, can be found on the Student IT Services web pages: [http://www.ncl.ac.uk/itservice/studentitservices/](http://www.ncl.ac.uk/itservice/studentitservices/).

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<th>Computing Contacts</th>
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<td><strong>Computing support</strong></td>
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<td><strong>Institute IT specialists</strong></td>
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<td><strong>FMS IT Skills and Digital Literacy</strong></td>
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<td><strong>FMS term time IT support</strong> – For answers to MS Office or similar University software/work product questions</td>
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Computer clusters

FMS Computer clusters are provided within the Cookson building in the following locations:
- Fell Cluster - ground floor
- Pool Cluster - ground floor
- Linn Cluster - fifth floor, Walton Library
- Dene Cluster - fifth floor, Walton Library

Cluster opening hours are arranged locally depending on building opening times. Full information about the clusters, including locations, opening hours, printing services, and availability of PCs can be found at [www.ncl.ac.uk/itservice/clusters](http://www.ncl.ac.uk/itservice/clusters). If you simply want to find an available PC you can do this [here](http://m.ncl.ac.uk).

Cluster rules

Whilst working within a computing cluster, please remember to comply with the cluster rules, which can be found here: [http://www.ncl.ac.uk/itservice/rules/](http://www.ncl.ac.uk/itservice/rules/).

Computers are available on a first-come, first-served basis, unless a teaching session is in progress, when you must check the traffic light sign and only enter quietly and only if the sign is set to orange. Weekly timetables are displayed outside the cluster and you should check this before entering the cluster to see if teaching is or will be taking place.

Printing and scanning

A4 black and white printers are in all of our cluster rooms. There are some A4 black and white printers near i-desks (Hershel and Daysh ground floor foyers). A4 colour printers are in the majority of cluster rooms. The following clusters have A3 colour printers:
- The Old Library
- Philip Robinson Library
- Marjorie Robinson Library Rooms
- Walton Library
- Stephenson Building

The new NUPrint service allows you to print from your own device (laptop, tablet, smartphone). There is no need to find a free cluster to print, just go to [https://nuprint.ncl.ac.uk/index.cfm](https://nuprint.ncl.ac.uk/index.cfm) (login required) on the device you want to print from.

An initial printing allocation is provided, and you can top this up online using a debit or credit card from [https://printing.ncl.ac.uk/printcredits/](https://printing.ncl.ac.uk/printcredits/). This allocation can be used for both copying and
printing. Copying at the photocopiers is accessed via smartcard identification. Please note that the cost is the same for A4 mono or colour photocopying and printing, and it is cheaper to copy in duplex. Scanners are located within all clusters.

**Software**
A range of software is available through the cluster machines. Some specialist software is available through specific clusters only. More information is available from [www.ncl.ac.uk/itservice/software](http://www.ncl.ac.uk/itservice/software). Student licences are available for most major software, including Microsoft. See information online at [www.ncl.ac.uk/itservice/software/licences](http://www.ncl.ac.uk/itservice/software/licences) and [http://www.ncl.ac.uk/itservice/software/softwaredeals/student/](http://www.ncl.ac.uk/itservice/software/softwaredeals/student/) before purchasing your own.

**Off-campus access**
The Remote Application Service (RAS) [ras.ncl.ac.uk](http://ras.ncl.ac.uk) provides access to the networked drive, email, on-campus browser and a range of applications. This service requires uninterrupted internet access.

The Internet and Network Connection service enables University students, staff and guests to connect to the Internet and access the University’s many network based resources and services. The campus network is available 24 hours a day, seven days a week – see [www.ncl.ac.uk/itservice/connect](http://www.ncl.ac.uk/itservice/connect).

Web-based e-mail is available from [http://office365.ncl.ac.uk](http://office365.ncl.ac.uk)

**6. Library facilities**
The University Library provides an excellent centrally-funded service for supporting student learning see: [http://www.ncl.ac.uk/library](http://www.ncl.ac.uk/library)

**Walton Library** The Walton Library is the faculty library for Medical Sciences. It serves the Schools of Medicine, Dentistry, Psychology and Biomedical Sciences as well as the Graduate School and Research Institutes of the Faculty. Its facilities include extensive electronic journal and bibliographic database access, which is also available off-campus to the staff and students of the University. It also provides a book stock of 80,000+ items, 900 current journal titles, and extensive back runs. There are two open access cluster rooms, a dedicated PC library, an information skills teaching room, a café, discussion rooms, wireless network access and laptop docking stations.

**Email:** libraryhelp@ncl.ac.uk  
**Telephone:** 0191 208 7550

**Philip Robinson Library**
The Philip Robinson Library is the main campus library and has resources for all subjects *except* medicine and law.

**Email:** libraryhelp@ncl.ac.uk  
**Telephone:** 0191 208 7662  
Reception telephone: 0191 208 7602 during self-service hours only
Section I: Student Conduct and Discipline

1. Standards of Personal Conduct

The University expects and requires that students conduct themselves in an appropriate manner as specified in the policy on Student Standards of Personal Conduct: http://tinyurl.com/j6xs994

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 that 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: http://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

2. Student Disciplinary Procedure

If it is deemed through the appropriate processes that you have breached the University’s code of conduct in a manner that requires action through our formal disciplinary procedure this will be in accordance with policy as specified in the procedure, available at: http://tinyurl.com/h7rbcgh

3. 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

4. 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, in order to prevent it re-occurring. The Code of Practice covers both staff and students and provides information on sources of advice and support http://tinyurl.com/zhm594w.
Section J: Other University Policies and Procedures Relating to Students

In addition to Regulations and Policies directly related to the Student Charter, the following Policies may be of interest to students.

- Car Parking Policy [http://tinyurl.com/jc8xhf4](http://tinyurl.com/jc8xhf4)
- Data Protection [http://www.ncl.ac.uk/data.protection/](http://www.ncl.ac.uk/data.protection/)
- Insurance [http://tinyurl.com/z4zr224](http://tinyurl.com/z4zr224)
- Public Interest Disclosure (Whistleblowing) [http://tinyurl.com/jf57fqq](http://tinyurl.com/jf57fqq)
- Revocation of a Degree or other Distinction conferred by the University [http://tinyurl.com/js6r87c](http://tinyurl.com/js6r87c)
- University Sponsorship of International Students for Visa Purposes [http://tinyurl.com/jeebmyq](http://tinyurl.com/jeebmyq)
- Tuition Fees - see University Regulations - General Regulation F. Also: The Fees Schedule [http://www.ncl.ac.uk/registrations/fees/](http://www.ncl.ac.uk/registrations/fees/)
- The Credit Policy [http://tinyurl.com/znhlobp](http://tinyurl.com/znhlobp)
- Union Society Code of Practice [http://tinyurl.com/y7ks3exn](http://tinyurl.com/y7ks3exn)
- Withdrawing from the University [http://tinyurl.com/zck2gw7](http://tinyurl.com/zck2gw7)
- Change in student circumstance (e.g. suspension of studies) [http://tinyurl.com/z5yo8tm](http://tinyurl.com/z5yo8tm)
Appendix I: Subject Knowledge Modules

Appendix II: MRes Marking Criteria for a Short Report

Appendix III: MRes Marking Sheet for Oral Presentations (Individual)

Appendix IV: MRes Marking Sheet for Oral Presentations (Group)

Appendix V: Guidance for Assessors of MRes Oral Presentations

Appendix VI: MRes Marking Guidelines: In-Course Essay

Appendix VII: MRes Marking Guidelines: Examination Answers

Appendix VIII: Faculty of Medical Sciences – Masters by Research (MRes) Moderation and Scaling Policy 2017/18

Appendix IX: Recognition of Prior Learning Statement

Appendix X: Room Locations

Appendix XI: Campus Layout and Alphabetical list of Buildings
Appendix I
Subject Knowledge Modules
(ALL 20 credits)

All of the following modules are available to view on the MRes Blackboard Community and have direct web links to the online Module Catalogue.

Ageing & Health (MMB8004)
The module presents state of the art knowledge and experience from clinical experts and researchers specialising in the health of older people. It is an in-depth review of clinical aspects of health in older age and is appropriate to clinicians and non-clinicians alike. This module and Biology of Ageing can be used to qualify for the MRes in Ageing and Health, which has thematic emphasis on: (i) Interactions between the biological, clinical and social aspects of ageing at many levels, and (ii) Innovation and knowledge transfer, to release the potential economic and social benefits of advances in gerontology through engagement with business, health and social care services, and the community.

Applied Immunobiology of Human Disease (MMB8015)
Immunology is the term used to describe the systems that protect the body from invasion or colonisation by harmful and/or foreign materials. This module will focus specifically on immunobiology as we consider the way the immune system is supported by, and normally works harmoniously within, healthy body tissues. We will also consider how and why normal regulation fails when the immune system is induced to cause the various forms of tissue damage associated with a wide range of diseases. Finally, the module will explain how our understanding of the biology of the immune response is being applied to the development of new strategies to improve the treatment of human diseases ranging from autoimmunity and allergy to cancer and infectious diseases, as well as the prevention of rejection of transplanted organs.
This module is designed to be multi-disciplinary, drawing upon the specialized expertise and research strengths of academic staff from the Institute of Cellular Medicine (http://www.ncl.ac.uk/icm/). Our emphasis on research led teaching that encourages development of analytical and critical thinking aims to prepare students for research based careers. It will provide a strong platform for those students aiming to pursue research projects in cellular or molecular immunology.

Bioinformatics Theory and Practice (CSC8313)
This module provides an understanding of the basic theory behind bioinformatics analyses and experience in the practical application of that theory. The module introduces basic concepts of molecular biology, sequence analysis and post-genomic era bioinformatics. The theory and algorithms underlying the most widely-used bioinformatics tools are introduced in lectures, and their use illustrated using real biological problems in practical sessions. Later parts of the module focus upon the analysis of high-throughput biological datasets, including DNA and RNA sequence data, data integration and network analysis.

Biological Basis of Psychiatric Illness and its Treatment (MMB8010)
This module explores a range of hypotheses related to the biological basis of psychiatric illnesses. The module is very much orientated around the challenges of how studying psychiatric illnesses and their biology. The module will commence with an introduction to neuroanatomy, neurophysiology and neuroimaging jointly with other MRes neuroscience modules, as well as an introduction to psychiatric illnesses and an overview of biological theories of their pathophysiology. The module is then broken down into six sections each of which focuses on a specific area of research. Each section will include two lectures describing some of the challenges faces in the particular topic and the key findings to
date. In addition, each section will also include a workshop in which a recent publication related to the topic will be critically appraised. The module is then concluded with a workshop in the interpretation of data and how identification of future studies might be undertaken. The module is taught by psychologists, psychiatrists and neuroscientists who are experts in experimental approaches to understanding the biological basis of psychiatric illnesses.

This module covers a very broad range of complex neuroscientific areas that can be challenging for students who do not have any background in neuroscience. However, such a background is not an essential entry requirement to the module. The intention is that the various topics will illustrate a variety of issues around the study of the biological basis of psychiatric illnesses including how this is undertaken using both animal and human studies and the translation between these techniques. As a module of the Masters in Research Degree the emphasis is on exploring how hypotheses are derived and tested in the various research areas pertaining to the topic.

**Biological Study of Behaviour (MMB8003)**
This module provides an advanced introduction to the methods and concepts used in the study of animal behaviour, including behavioural research on humans. It focusses on research skills as much as content; you will be introduced to evolutionary optimality models, techniques for observing and measuring behaviour, and the design and execution of behavioural experiments. The classes are student-driven and include a number of practical exercises including exploring a mathematical model in R, observing animal behaviour in a natural setting, and designing and performing a behavioural experiment with mice.

The module is compulsory for students on the MRes Animal Behaviour or MRes Evolution and Human Behaviour, but students from other programmes of the MRes are also welcome. No prior study of behavioural biology is assumed, though students with no familiarity with evolutionary theory or behavioural research are directed to the recommended reading. By the end of the module, students should understand the main tools in the toolkit available for the study of behaviour, and be able to formulate and discuss different approaches to answering questions about behaviour.

**Biology of Ageing (MMB8011)**
This module will present a broad perspective of current research in the biology of ageing by leading experts in the field, addressing both questions of why and how ageing occurs in addition to examining the plasticity in ageing observed with variation in factors such as nutrition. The process of ageing can be understood as the accumulation of unrepaired damage to molecules, cells and tissues. The module will include an introduction to the role of intrinsic and extrinsic stresses in generating molecular damage within cells, the broad principles defining the network of cellular defences against stress-induced damage, and the current understanding of the molecular and cellular mechanisms of ageing. As ageing involves multiple biochemical and cellular mechanisms affecting multiple tissues, the emphasis will be on building a thorough understanding of why adopting an integrative, systems approach is essential.

**Biomaterials and Tissue Engineering (MEC8023)**
The purpose of the module is to equip multi-disciplinary Masters level students with biomaterials science and tissue engineering knowledge. This will involve building on existing undergraduate knowledge in basic engineering sciences and applying it to clinical applications of biomaterials/ tissue engineering relevant to the healthcare environment. The module will introduce students to the biomaterials and tissue engineering from processing routes to medical applications with an emphasis on synthetic or natural biomaterials and bone tissue engineering.
**Bioscience Research Development and Enterprise (MMB8038)**

This module aims to introduce students to the many considerations that need to be made when commercialising research findings. Students will use real life case studies as the basis to investigate how research can be turned into a viable output. External expertise will offer students an insight into business development beyond the initial stages.

**Cancer Studies (MMB8007)**

The Cancer Studies Module is designed to develop the understanding and knowledge acquired by students during their undergraduate studies. The Module is suitable for students with a background in biological or medical sciences, medicine or dentistry. This organised and integrated course is delivered by clinicians and scientists with appropriate expertise in their subject area. The Cancer Studies Module encompasses clinical and pathological aspects of cancer, underlying molecular mechanisms that can establish and promote cancer, current treatment options and how research is translated into novel treatment of patients. The module covers an area of major clinical import and gives students a broad systematic, integrated comprehension of diagnosis and clinical management of the disease, its underlying molecular causes and recent pharmacological and clinical advances.

Teaching will be themed around three major human cancers: breast cancer, colorectal cancer, and to a lesser extent leukaemia. The Module equips level 7 students with an insight into current research in cancer biology and how the knowledge accrued is translated into the development of novel clinical therapies.

**Cardiovascular Science in Health and Disease (MMB8037)**

Cardiovascular disease is the single biggest contributor to death and as such today is one of the most important areas of research the world over. This module gives students a detailed understanding of the development and function of the heart and vasculature and insight to the dysfunctional processes that underlie many cardiovascular diseases. The module will be taught by scientific and clinical research experts from several research Institutes of the Faculty of Medical Sciences (Institutes of Cellular Medicine, Genetic Medicine, Health and Society) and the cross Faculty Newcastle Institute for Ageing and Health giving a broad perspective to the topic rooted in current state-of-the-art research knowledge. The fundamentals of vascular and cardiac biology from molecular, cellular, tissue, organ and organism perspectives will be described. Examples of model systems for the study of cardiovascular disease will be given throughout and complimented by descriptions of in vivo measurements of cardiovascular parameters in humans, disease identification and possible translation of research findings towards improved diagnosis and treatments. Lecturers will draw on examples from their own current areas of research activity. The module is compulsory for students wishing to proceed to an MRes in Cardiovascular Science in Health & Disease and will also be of interest to students wishing to attain an understanding of cardiovascular function and disease and/or progress towards a research career in this important topic.

**Cell Cycle Control & Cell Signalling in Health & Disease (MMB8008)**

This module introduces students to a broad range of complex cell biological mechanisms in the areas of cell cycle control and cellular signalling pathways in different model organisms and at different developmental stages. It aims to develop an understanding of how the activity of various key components of these pathways can become subverted in a number of ways leading to disease conditions such as birth defects, aging, diabetes, liver fibrosis, and cancer. By providing a comprehensive overview and drawing upon the specialized research expertise from across the Faculty of Medical Sciences this module provides a strong platform for students to gain insights into cell cycle control and cell signalling, and/or to aid progress towards a research career. The module is compulsory for students wishing to proceed to an MRes in Cell Signalling in Health & Disease, but will be of interest to students from other programmes wishing to gain understanding of these key areas of cell biology.
Clinical Epidemiology (MMB8009)
This module aims to provide sound theoretical and practical understanding of the value, theoretical basis and practicalities of epidemiology and approaches to epidemiological research. Epidemiology concerns the investigation of distributions and causes of disease within populations. This module engages the students in thinking about the basic concepts of epidemiology and covers the basic epidemiology of cancer, children’s health and adult onset diseases, as well as how to investigate the potential impact of environmental, lifestyle and occupational exposures on the health of individuals. The emphasis of the course is on practical application – how can I set about answering a question about the health of individuals within an epidemiological framework? Throughout the course you will develop skills in critical appraisal by evaluating published research and the strengths and weaknesses of epidemiology itself. By the end of the course students will, with our help in small group tutorial work, have designed an epidemiological study of their choice and gained knowledge that will be provide a sound grounding if you undertake medical or biological research in the future.

Comparative Cognition: Information Processing in Humans and Other Animals (MMB8043)
Humans are often believed to be unique among animals in their cognitive abilities. These abilities did not arise de novo, however, but evolved in our lineage under specific selective pressures. This means that other animals that are either closely related to us or have undergone similar selective pressures will have evolved similar cognitive abilities. In this module, the students will explore how humans really are different from other animals in our cognitive abilities, and how cognition can be studied in non-human animals.

Current Research Trends in Musculoskeletal Disease (MMB8002)
Musculoskeletal biology is the study of the skeleton, joints and the associated ligaments and musculature. Musculoskeletal diseases are the biggest cause of chronic disability. The conditions include: osteoarthritis, inflammatory arthritis (rheumatoid arthritis and spondyloarthropathy), back pain, musculoskeletal injuries including sports injuries, crystal arthritis (gout and calcium pyrophosphate disease), metabolic bone disease (principally osteoporosis) and bone cancers. This module provides an overview of musculoskeletal disorders and investigates in depth the underlying cell biology and biochemistry of the principal musculoskeletal tissues: bone, cartilage and synovium, in health and disease. In particular, the mechanisms of cartilage destruction and the role of innate and acquired immunity in arthritis will be described provide a framework in which to understand the current research trends in investigating disease processes and developing more accurate diagnostic tools and types of therapy, including surgery.

Developmental Genetics (MMB8031)
A central theme in Developmental Genetics is to understand how genes and genetic networks control the shape, size, differentiation and interactions of three-dimensional tissue compartments over time. This research area currently represents a major post-genome challenge. In addition, awareness of the complex and dynamic interactions between gene activities, as well as between different groups of cells, is increasingly recognised as an essential prerequisite towards the development of safe strategies in the field of tissue regeneration, stem cell based therapies, and for treatment of cancer. Focussing on human development, and on the development of mammalian models, this module will address these challenges by providing the students with an understanding of how genes regulate normal development of the growing embryo, how defective genes can interfere with normal development, and how gene activities can be modified in model systems to analyse gene functions in the context of a living organism.
Diabetes (MMB8035)
The module offers state of the art clinical and research knowledge and experience delivered by acknowledged national and international leaders specialising in diabetes. All aspects of diabetes, including the use of up-to-date technologies, will be discussed in lectures, seminars and practical sessions.

Drug Discovery & Development (MMB8006)
This module allows in depth learning and the development of applicable skills regarding the ways that new drugs are discovered and developed today. We comprehensively examine and appraise the discovery and development process, from the initial identification of a novel biological target to the point of first use of a compound or biological in man. Learning is promoted using detailed weekly interactive online e-learning material to acquire necessary core knowledge. This core knowledge base allows learners to actively participate in weekly, face to face, small group, interactive, problem based activities led by experts working in the pharmaceutical industry and academics from the University with specific experience of translational therapeutics. Written coursework involves developing an original drug discovery and development proposal, using the learning achieved across the course and applicable in learners own career. The module is suitable for those interested in obtaining training in preclinical pharmacology, drug discovery and development and anyone aiming to work in the key arena of translational therapeutics. By the end of the module the students should have acquired the knowledge and skills necessary to; design studies to identify biologically plausible targets for drug discovery; validate these biological targets; identify compounds that may interact with the targets; evaluate and optimise the efficacy, pharmacology and toxicology of early compounds using in silico, in vitro or in vivo studies; and to understand the regulatory requirements and the costs necessary to safely begin clinical trials.

Exercise in Health and Disease (MMB8044)
The aim of this module is to provide students with the principles of how exercise can be used as a preventative and therapeutic regime in health and disease. Particular attention will be paid to the physiological underpinning of why exercise yields multiple health benefits in conditions that are currently major societal issues, such as diabetes, cardiovascular disease and healthy ageing.

Experimental Medicine & Therapeutics (MMB8005)
This module describes the research required for the development of a medicine from first use in man to licensing and beyond, encompassing Phase 1-IV clinical trials. Teaching is provided in small group seminars and includes practical exercises, one of which is assessed. The module is based on a series of presentations and workshops by leading international experts from the pharmaceutical industry and academics from the University with experience of translational therapeutics. It is suitable for those who are interested in obtaining specific skills in the design or management of clinical trials involving medicines. By the end of the module the students will have acquired the skills necessary for initial involvement, with support, in research in drug development from first use in man to licensing and beyond. This includes designing a clinical trial protocol, applying for funding, obtaining ethical and R&D approvals, managing a research project, analysing clinical trial data and presenting the results both in writing and by oral presentation.

Genetic Medicine (MMB8030)
Over 7% of the UK population are affected by one of >5000 different rare diseases, with ~80% being single gene disorders. This module, delivered by academics, clinicians and diagnostic laboratory staff is designed to provide state of the art understanding of how genetic changes cause human disease, how they are inherited/ transmitted, and how genetic changes are detected in diagnostic laboratories. We introduce the module with an overview of genetic information processing within the cell, together with practical experience of working with in silico representations of the human
In addition to covering the scientific developments we also address how information is conveyed to patients and other professionals, together with associated ethical, confidentiality and consent issues. We end the module with emerging strategies for treating genetic disease, including gene therapy. This module is compulsory for students wishing to qualify with MRes Medical Genetics.

**Genetics of Common Disease (MMB8014)**
This module aims to address a major area of current medical research and to provide students with an understanding of the strengths and weakness of both the current subject knowledge in this area and the practical approaches to it. Understanding the genetics of complex disease has been identified as a major post-genome challenge. The module aims to equip Level 7 students with the necessary skills to understand and develop research strategies to investigate the inheritance of complex diseases.

**Global Health (HSC8057)**
This module aims to provide students with an understanding of current issues of global health, focusing mainly on developing countries. The module will present the challenges and opportunities in dealing with health and health care in the context of resource poor countries. It will take an interdisciplinary approach and will utilize various fields of knowledge including epidemiology, anthropology, economics and political science to understand global health problems. Various cases from low and middle income countries will be presented. The students will also learn how with increased globalization the health of developed and developing world is interconnected.

**Mitochondrial Biology and Medicine (MMB8034)**
The module will provide detailed information on aspects of basic mitochondrial biology including the origins and essential functions of mitochondria, the maintenance and expression of the mitochondrial genome, and the metabolic processes in which mitochondria play a role. Based on the acquisition of this knowledge the module progresses to a more clinical perspective by providing information on the many diseases that results from mitochondrial dysfunction. This information will be informed by current research and the current state of knowledge in the field of mitochondrial biology. A good understanding of molecular biology, genetics and biochemistry is a pre-requisite for this module.

**Molecular Microbiology (MMB8016)**
The module is designed to provide students with a detailed understanding of how the tractability of bacterial cells results in the elucidation of biological problems of broad fundamental importance, including the cell cycle (DNA replication, chromosome segregation and cell division), transcription, translation and the control of gene expression, cell morphogenesis, protein synthesis, maturation and secretion, and metal-protein speciation. The module will draw upon the specialized research expertise of the Centre for Bacterial Cell Biology academic staff within ICaMB and will provide a strong platform for those students who wish to pursue a research career in the field of bacterial cell biology or molecular microbiology. Individual lecturers will concentrate on their own areas of expertise but also inter-link their subjects with those of the wider programme. Lectures will be interactive.

**Neuromuscular Diseases: Bench to Bedside (MMB8036)**
The module will cover:
- How neuromuscular diseases impact on normal muscle structure and function, including normal muscle function and physiology, and the clinical and electrophysiological manifestations of muscle dysfunction across the neuromuscular system.
- The molecular pathology of neuromuscular diseases, including the application of next generation sequencing and the development of gene and protein based diagnostics. Students will meet patients with neuromuscular diseases.
- The assessment of therapeutic strategies through the preclinical modelling and assessment of neuromuscular diseases using cellular and animal systems, including critical appraisal of claims of therapeutic success in the preclinical setting.
• The state of the art of novel therapeutic strategies for neuromuscular diseases including gene and cell based therapies; understanding the targets and use of biomarkers; genetic and stem cell-based therapy for neuromuscular diseases; applications of antisense oligonucleotide technology in neuromuscular diseases; other targets for therapy development including downstream targets and protein up regulation.
• Moving studies into patients; the challenges of trial design in rare diseases.

Research Methods in Protein Science (MMB8018)
This module introduces students to the skills needed to successfully research and publish in biomolecular science. The format is based upon a series of lectures by individual scientists about their own research, each of which will focus on the story behind one published, peer reviewed paper. The techniques and experimental design behind each paper will be presented and students will have the chance to discuss the paper with the author. This provides a unique and often personal insight to the scientific methods relating to his/her area of research. It is aimed, therefore, to help students make the transition to professional research.
To build the transferable skills needed for research, the module’s assessments prepare students for the presentation and publication of their data. These require each student to participate in a group presentation, create a graphical abstract and write a News and Views type article. The module is centred on proteins because they play a pivotal role in cellular function and our capacity to study the function of proteins has been revolutionized by major technical advances in both molecular biology and protein characterization. As in all biologically based research centres, the Medical School, and the Institute for Cell and Molecular Biosciences in particular, is actively engaged in dissecting the mechanism of action and functional significance of an array of different proteins, providing an excellent platform from which to develop the postgraduate skill base in this important area of biology. The module will provide a strong platform for those students who wish to pursue a research career that focuses on molecular and cellular biology. However, the module does not aim to teach protein science so prior knowledge of the area, ideally a degree in a relevant subject is essential.

Scientific Basis of Neurological Disorders (MMB8020)
This module introduces the basic clinical aspects of many neurological disorders and details our present understanding of the molecular aetiology that underlies these disorders. It blends clinical lectures given by practicing clinicians and basic science lectures from researchers involved in unravelling the molecular basis of these disorders. Initially, the module introduces the students to several aspects of neurology and neurological research that are critical to be able to understand this module. This involves basic neuroanatomy, neurophysiology, neurological examination and neuroimaging, with a general practical session on neuroanatomical features. The module then focuses on several groups of disorders – stroke, movement disorders, dementias, eye disease, autoimmunity and mitochondrial disease. Clinicians working in these areas present the basic clinical aspects and research scientists explain the molecular dysfunctions that can lead to these diseases. Finally, the module leader gives a brief overview of the course with emphasis on general themes that run through all the neurological disorders that have been discussed. A background that includes molecular biology, biochemistry and genetics is a pre-requisite for this module.

Sensory Systems (MMB8019)
Much of our current understanding of brain function comes from the study of sensory systems, especially vision and hearing. Many of the same basic principles of neuronal function and brain structure, and the research methodologies that have been developed for sensory systems research, apply to other neural systems. In this module, we start from these fundamental facts to construct an understanding of how the brain works, using examples based on a variety of research techniques, including: clinical investigations; basic neurophysiology, neuropharmacology and neuroanatomy; functional neuroimaging techniques; behavioural approaches; and computational modelling. Our aims are, therefore, to develop both a specific, in-depth understanding of the neural mechanisms
underlying seeing and hearing, and to develop a more general understanding of the functioning of single neurons, networks of neurons, and the whole brain. The module is taught by researchers with particular expertise in the topics covered, so that in each topic, basic textbook knowledge will be integrated with cutting-edge research methods and results.

**Stem Cells & Regenerative Medicine (MMB8022)**
A stem cell is a type of cell that has the ability to either divide for indefinite periods in culture to create more stem cells, or to give rise to specialized cells. Due to their ability to develop into different cell types, they could potentially provide an unlimited source of adult cells, such as bone, muscle, liver, or blood cells. Study of these important cell types also offers new insight into the fundamental processes of embryogenesis and homeostasis of adult tissues. There has been extensive interest in stem cells in the recent years as part of a renewed focus on regenerative medicine i.e. the replacement of defective cells and tissues with new cells and tissues. This offers hope of new therapies for otherwise intractable diseases.

This module will draw upon very recent research in science and medicine to examine three broad areas in the field of stem cell and regenerative medicine: (1) the basic principles of stem cell science, (2) the basic biology of stem cells, and (3) the role of stem cells in regenerative medicine.

**Surgical Anatomy (MMB8033)**
The module is only available for intercalating medical students, particularly those who intend to pursue a surgical career. The aims are: to develop students’ understanding of anatomy at an advanced level; to introduce students to a range of current medical imaging techniques; to allow students to develop an understanding of cross-sectional anatomy and to develop skills in the interpretation of clinical images; to inform students of the gross and surface anatomy pertinent to venous access sites; to allow students to develop an understanding of the principles and practice of ultrasound-guided central venous catheter insertion.

**Systems Biology (MMB8023)**
This module provides an overview of systems biology with a focus on dynamic systems. The module introduces the range of experimental and computational tools and techniques that are available for investigating biological systems. The module will cover how the generated data can be stored, integrated and used to build effective predictive models. An emphasis will be placed on demonstrating that collaboration is essential for working at the systems level.

The current focus of systems biology is on investigating cellular components and their interactions, however, for systems biology to really deliver it is clear that it must incorporate studies that span biological levels. These ideas will be developed within the module.

This module is suitable as an introduction to systems biology for students with a biological background, or for advanced researchers approaching systems biology from a different discipline.

**Toxicology (MMB8032)**
The aims of the module are to give a broad understanding in toxicology, from basic concepts and molecular mechanisms to a review of target organ toxicities, pre-clinical and clinical pharmaceutical toxicology testing. The module will provide a broad overview of toxicology as it is applied in the pharmaceutical industries.

**Transplantation Science (MMB8025)**
Transplantation is primarily a clinical activity. This module is designed to be multi-disciplinary to deal with the broad diversity of clinical concepts and scientific principles related to different forms of transplantations. This module aims to 1) provide an overview of and introduction to transplantation sciences in the context of clinical transplants of solid organs and haematopoietic stem cells, 2) provide sound understanding of the scientific basis underlying the therapeutic benefits and adverse effects of
clinical transplants 3) highlight the research areas in transplantation where applications of immunology, cell biology and novel technology have an impact on clinical outcome and patient wellbeing and 4) provide a window of bench to bedside, to expose the students to translational aspects of scientific research and clinical practice. A broad range of scientific topics will be delivered in the context of diverse clinical transplant settings by specialised clinical transplant experts and academic/research staff.

Compulsory Module

Research Skills and Principles for the Biosciences (MMB8100) 20 credits

This module introduces and explores the basic principles of good practice in relation to experimental design, statistical analysis and ethics that underlie all aspects of research in the biosciences and develops critical reflection on the application of these principles in specific research contexts.

Students will be introduced to the importance of biostatistics for quantitative research and the value of appropriate experimental design and analysis. They will develop and apply skills in these areas interactively. The specific topics covered will include: populations and samples; mean, SD and normal distributions; standard error and estimation; confidence intervals; t-tests; simple linear regression; correlation; residual plots; qualitative data; 2x2 tables; Fisher’s exact test; odds ratios; interaction; general issues and principles of experimental design; randomization and blocks; factorial and other special designs; replication and sample size in planning studies; multi-level designs, including identification of units.

Students will also receive instruction on and be required to consider critically relevant ethical issues, covering the use of human organs, tissues, and embryos, the use of animals, clinical trials, the role of ethics committees and guidance towards seeking ethical approval, ethical issues related to research in genetics and stem cell research, working with and for the pharmaceutical industry, informed consent, confidentiality, and data protection.
## MRes Marking Criteria for a Short Report

<table>
<thead>
<tr>
<th>Distinction Level</th>
<th>100% - 90%</th>
<th><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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90% – 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>80% - 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>
<tr>
<td>Merit Level</td>
<td>69% – 65%</td>
<td><strong>Good</strong>. Well explained, showing good evidence of critical scientific judgment.</td>
</tr>
<tr>
<td></td>
<td>64% - 60%</td>
<td><strong>Quite Good</strong>. A well explained report, with good understanding and some evidence of critical scientific judgement.</td>
</tr>
<tr>
<td>Pass Level</td>
<td>59% - 55%</td>
<td><strong>Fairly Good</strong>. A generally sound report with a good or quite good level of understanding, evidence of sound scientific competence and judgement.</td>
</tr>
<tr>
<td></td>
<td>54% - 50%</td>
<td><strong>Adequate</strong>. Showing some progress but with some deficiencies in one or more aspects of knowledge of the literature and scientific judgement.</td>
</tr>
<tr>
<td>Fail Level</td>
<td>49% - 45%</td>
<td><strong>Poor</strong>. Report with an overall superficial approach. Essentially an incomplete report with major omissions in several areas and evidence of a poor understanding.</td>
</tr>
<tr>
<td></td>
<td>44% - 40%</td>
<td><strong>Poor</strong>. Report with an overall superficial approach and more errors and/or omissions and/or evidence of a deficiency of effort and/or poor understanding.</td>
</tr>
<tr>
<td></td>
<td>39% - 35%</td>
<td><strong>Poor</strong>. As above but with an overall marked deficiency in content of understanding and application.</td>
</tr>
<tr>
<td></td>
<td>34% - 10%</td>
<td><strong>Even more</strong> marked deficiencies in content (on a variable scale marking down from 34% 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>

When marking, please bear in mind that this is a Masters Level Degree and NOT an MD/PhD, or an Undergraduate Degree. Markers are asked to take note of the University guidelines on plagiarism.
### Appendix III

**MRes Marking Sheet for Oral Presentations (Individual In-Course Presentation)**

<table>
<thead>
<tr>
<th>MODULE</th>
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</thead>
<tbody>
<tr>
<td>Candidate Name:</td>
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<tr>
<td>Name of Assessor (s):</td>
<td></td>
</tr>
<tr>
<td>Signature of Assessor(s):</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>

Use the 1-10 scale as a **GUIDE** to help you reach your final percentage mark.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
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<th>7</th>
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<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation Style and Delivery (40%)*</td>
<td></td>
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<tr>
<td>Presentation Content (40%)*</td>
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<tr>
<td>Answers to Questions (20%)*</td>
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</tbody>
</table>

Please write any comments for feedback below:

- If this assessment is **double marked**, please record the marks of the first and second markers and also the **final percentage mark that has been agreed between the two markers in the “Final Agreed Mark” box.**
- If this assessment is **single marked**, please record your mark in the “Final agreed Mark” box.

<table>
<thead>
<tr>
<th>1st Marker %</th>
<th>2nd Marker % (if used)</th>
<th>Final Agreed Mark %</th>
</tr>
</thead>
</table>

*Please note that the percentage of marks allocated to each category may differ for oral presentations in specific modules: the Module Leader will advise students of any such changes.*

47
Appendix IV
MRes Marking Sheet for Oral Presentations (Group In-Course Presentations)

<table>
<thead>
<tr>
<th>MODULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate Name:</td>
</tr>
<tr>
<td>Name of Assessor(s):</td>
</tr>
<tr>
<td>Signature of Assessor(s):</td>
</tr>
<tr>
<td>Date:</td>
</tr>
</tbody>
</table>

Use the 1-10 scale as a GUIDE to help you reach your final percentage mark.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation Style and Delivery (35%)*</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation Content (35%)*</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answers to Questions (10%)*</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Effort (20%)*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please write any comments for feedback below:

- If this assessment is double marked, please record the marks of the first and second markers and also the final percentage mark that has been agreed between the two markers in the “Final Agreed Mark” box.
- If this assessment is single marked, please record your mark in the “Final agreed Mark” box

<table>
<thead>
<tr>
<th>1st Marker %</th>
<th>2nd Marker % (if used)</th>
<th>Final Agreed Mark %</th>
</tr>
</thead>
</table>

*Please note that the percentage of marks allocated to each category may differ for oral presentations in specific modules: the Module Leader will advise students of any such changes.
Appendix V

Guidance for Assessors of MRes Oral Presentations

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

Presentation style and delivery: This is where presentation skills are being assessed, including the use of visual aids. You should consider the overall quality of the presentation in terms of the student’s: timing; delivery; clarity of the vocal presentation and their overall presentation to the audience (do they take time to explain figures and diagrams, do they use notes etc.). You should also consider the number and quality of any visual aids used – are there too many slides. Have they developed their own slides or are they simply down-loaded from other sources? Have they used novel visual aids or is there presentation restricted to PowerPoint™ etc.?

Presentation content: Here, knowledge and understanding are being assessed. You should assess how strong the student’s knowledge of the subject is, in terms of the material they present. Marks are to be given for inclusion of appropriate subject knowledge, clear evidence of an understanding of the subject, and integration of material into a coherent discussion. Have they included the appropriate introductory/background material? Do they provide evidence of having thought about the material/have they been critical, or have they simply presented data ‘as is’?

Answers to questions: This provides opportunity for further assessment of knowledge and understanding through both specific and general questions. In the case where there are few questions, assessors are encouraged to engage with the student during the intersession to assess the student’s ability to answer questions. Marks are to be given for clear evidence of an understanding of the subject.

Group effort: In a group exercise, appropriate division of tasks/material and coherence of the presentation are key. Is it clear that the group have worked together?

Please provide legible feedback as bullets using the subject headings above.

Please note that copying without acknowledgement constitutes plagiarism and should be reported.
### MRes Marking Guidelines: In-Course Essay

<table>
<thead>
<tr>
<th>Distinction Level</th>
<th>Percentage Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distinction</strong></td>
<td>100% - 90%</td>
<td><strong>Outstanding.</strong> No better essay conceivable at Masters level. Factly 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.</td>
</tr>
<tr>
<td></td>
<td>90% – 80%</td>
<td><strong>Excellent.</strong> 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>80% - 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>
<tr>
<td><strong>Merit Level</strong></td>
<td>69% – 65%</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>
<tr>
<td></td>
<td>64% - 60%</td>
<td><strong>Quite Good.</strong> Satisfactory in addressing the question; including many major points. As for 69-65%, with less evidence of (a), (b), (c) and/or less well written.</td>
</tr>
<tr>
<td><strong>Pass Level</strong></td>
<td>59% - 55%</td>
<td>** Fairly Good.** Mainly &quot;correct&quot;, 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>54% - 50%</td>
<td><strong>Adequate.</strong> As for 59-55%, but with more minor errors and/or significant omissions and/or less clarity in addressing the question and/or demonstrating the relevance of cited material.</td>
</tr>
<tr>
<td><strong>Fail Level</strong></td>
<td>49% - 45%</td>
<td><strong>Poor.</strong> 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>44% - 40%</td>
<td><strong>Poor.</strong> Essay with an even more superficial approach, and/or more errors/omissions and/or evidence of a deficiency of effort and/or poor understanding.</td>
</tr>
<tr>
<td></td>
<td>39% - 35%</td>
<td><strong>Poor.</strong> Essay as above but with an overall marked deficiency in content of understanding and application.</td>
</tr>
<tr>
<td></td>
<td>34% - 10%</td>
<td><strong>Very Poor.</strong> Essay with even more marked deficiencies in content (on a variable scale marking from 34% 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>

**Notes on the overall guidelines:** When marking, please bear in mind that this is a Masters Level Degree and not a MD/PhD or an undergraduate degree. Markers are asked to take note of the University guidelines on plagiarism and to be vigilant reporting (with marked-up evidence) of any suspicious material.
Appendix VII

MRes Marking Guidelines: Examination Answers

<table>
<thead>
<tr>
<th>Distinction Level</th>
<th>100% - 90%</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90% – 80%</td>
<td>Excellent. Answer displays comprehensive knowledge of the subject with excellent use of relevant literature. Logical structure, well written and presented, displayed varying degrees (use scaling) of original thought, cogent scientific argument and critical thinking.</td>
</tr>
<tr>
<td></td>
<td>80% – 70%</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>69% – 65%</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>64% – 60%</td>
<td>Quite Good. Satisfactory in addressing the question; including many major points. As for 69-65%, with less evidence of (a), (b), (c) and/or less well written.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pass Level</th>
<th>59% – 55%</th>
<th>Fairly Good. Mainly &quot;correct&quot;, 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>54% – 50%</td>
<td>Adequate. As for 59-55%, but with more minor errors and/or significant omissions and/or less clarity in addressing the question and/or demonstrating the relevance of cited material.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fail Level</th>
<th>49% – 45%</th>
<th>Poor. Answer with an overall superficial approach. Essentially an incomplete with major omissions in several areas and evidence of a poor understanding of the subject.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>44% – 40%</td>
<td>Poor. Answer with an even more superficial approach, and/or more errors/omissions and/or evidence of a deficiency of effort and/or poor understanding.</td>
</tr>
<tr>
<td></td>
<td>39% – 35%</td>
<td>Poor. Answer as above with an overall marked deficiency in content of understanding and application.</td>
</tr>
<tr>
<td></td>
<td>34% – 10%</td>
<td>Very Poor. Even more marked deficiencies in content (on a variable scale marking from 34% 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>

Notes on the overall guidelines: When marking, please bear in mind that this is a Masters Level Degree and not a MD/PhD or an undergraduate degree. Markers are asked to take note of the University guidelines on plagiarism.
Appendix VIII
Faculty of Medical Sciences – Masters by Research (MRes) Moderation and Scaling Policy 2017-18

This policy should be read in conjunction with the University’s Examination Conventions for Research Masters Degrees and Policy on Moderation and Scaling

Moderation of assessment tasks

Drafts of all summative assessments comprising 30% or greater of 20 credit modules (i.e. 6 credits or greater) must be reviewed by the MRes moderation and scaling committee.

Work subject to moderation

1. All exam scripts will be double marked, except where the examination format is MCQ.
2. All pieces of work for modules assessed exclusively on coursework will be double-marked.
3. With respect to assessment of the research project, the dissertation, oral presentation and both scientific and lay abstracts, these will all be blind double marked.
4. Other than work covered by statements 1-3 above, all submissions contributing 6 credits or greater (i.e. 30% or greater of a 20 credit module) will be subject to moderation.

Double marking of exam scripts

The first marker will annotate the script, indicate in a statement at the end how he/she arrived at the final mark, with reference to the marking criteria, and indicate the mark (as a percentage) in the table on the mark sheet. The second marker, without knowledge of the first mark, will read the answer and first marker’s comments and allocate an independent mark, which they will enter on a separate mark sheet. If marks on both markers’ sheets agree to within 10% then the mean mark will be taken as the final mark. If the marks differ by greater than 10% then both markers will attempt to agree a mark. If an agreed mark cannot be reached then the Module Leader will identify a third marker, who will have access to both marks and the annotated script. If the third marker agrees to within 10% of the mark of either of the other two markers, then the mean of the two closest marks will be taken as the final mark. If the third marker disagrees with both the first and second markers then all three marks will be presented to one of the overarching external examiners, who will make the final decision.

Double marking of coursework

If marking a hard copy, the first marker will annotate the script, indicate in a statement at the end how he/she arrived at the final mark, with reference to the marking criteria, and indicate the mark (as a percentage) on the script. If marking an electronic submission, the first marker will provide to the second marker a short statement indicating how he/she arrived at the final mark, with reference to the marking criteria. The second marker will read the answer and first marker’s comments and decide
if the mark awarded is appropriate (within 5% of the mark the second marker would have given). If the second marker deems that the first mark is appropriate, then that mark is taken as the final mark. If the second marker is of the opinion that the mark should be more than 5% higher or lower than the mark awarded, then both markers should attempt to agree a mark. If an agreed mark cannot be reached, the Module Leader will identify a third marker, who will have access to both marks and the annotated script/comments. If the third marker agrees to within 5% of the mark of either of the other two markers, then that mark will be taken as the final mark. If the third marker disagrees with both the first and second markers, then all three marks will be presented to the Examinations Board.

Evidence of the moderation process (e.g. email correspondence or notes) should be provided to the Graduate School Office.

**Moderation of submissions contributing 6 credits or greater of a 20 credit module (i.e. 30% or more).**

If marking a hard copy, the first marker will annotate the script, indicate in a statement at the end how he/she arrived at the final mark, with reference to the marking criteria, and indicate the mark (as a percentage) on the script. If marking an electronic submission, the first marker will provide to the moderator a short statement indicating how he/she arrived at the final mark, with reference to the marking criteria. A sample of 20% of all submissions, or a total of 10 pieces of work (whichever is the greater number), will be moderated. The sample must include work across the full range of marks awarded. All work given a mark <50% (fail) but greater than or equal to 45% must be included in the sample. The moderator will be identified by the Module Leader. Individual marks may not be adjusted as part of this process. The moderator will read all of the scripts in the sample along with the marker’s comments and decide which of the following conclusions apply:

a. The marks map onto the assessment criteria and no changes are required.  
b. The marks do not map onto the marking criteria in a consistent way (e.g. too high or too low).  
c. The marks do not map onto the marking criteria but in an unsystematic way. In the case of conclusion “b” scaling should be considered (see below). In the case of conclusion “c” all work should be remarked by a second marker, identified by the Module Leader, then a sample moderated again. Evidence of the moderation process (e.g. email correspondence or notes), including identification of the scripts included in the process, should be provided to the Graduate School Office.

**Blind double marking of oral presentations**

Both markers will award marks independently and will then confer to reach an agreed mark.

**Blind double marking of project dissertations**

Each dissertation will be marked by an external examiner and by an internal examiner. Each will receive separate copies of the dissertation and mark using NESS, according to the set criteria. If the two markers agree to within 10% then the mean mark will be taken as the final mark. If the two marks awarded differ by greater than 10% then the internal and external examiners will be asked to attempt to agree a final mark, or to adjust their initial marks to within 10% of each other; in the latter case the mean of the two adjusted marks will be taken as the final mark. If the external and internal examiners
are unable to reconcile their marks such that they agree to within 10% then one of the two overarching MRes external examiners will be asked to decide a final mark, having had access to the comments and mark breakdown of both original markers.

**Blind double marking of project abstracts**

Both markers will award marks independently and will then confer to reach an agreed mark or to adjust their initial marks to within 10%. In the latter case the mean of the two adjusted marks will be taken as the final mark.

**Blind double marking of project posters**

A mark for the poster will be awarded separately by a nominated member of the MRes team and by the research project external examiner. Where these marks differ by greater than 10% the MRes team member will decide in the first instance if adjusting their mark to within 10% of the external examiner’s mark is appropriate, in which case the final mark will be the mean of the external examiner’s mark and the adjusted team member’s mark. If the MRes team member determines that they are unable to adjust their mark to within 10% of the external examiner’s mark, then both markers must discuss and attempt to agree a final mark. If agreement cannot be reached one of the two overarching external examiners will decide the final mark, having had sight of the marks and comments from the two original markers.

**Decisions on module mark scaling**

An ad-hoc scaling committee, including the DPD, Chair of the Examinations Board and at least one other member of the MRes team, will meet to consider if scaling of any module marks should be applied. The distribution of marks for all modular components of the programme will be considered by the committee and where there is deemed to be evidence of unreasonable bias or a skewed distribution the following actions will be taken: [1] Module leaders will be asked to reconsider the marks and provide a written explanation or rationale for the unusual distribution of marks; [2] Where this answer is not deemed satisfactory by the scaling committee, the chair of the Examinations Board will adjust all of the marks given bringing them into line with marks for other similar (appropriate) modular taught components. [3] The final adjusted marks will be agreed by the scaling committee before being reported to the Examinations Board.
Appendix IX
Recognition of Prior Learning and Credit Transfer Statement

FMS GRADUATE SCHOOL
MRes

RECOGNITION OF PRIOR LEARNING (RPL) AND CREDIT TRANSFER
2017/18

SCOPE OF APPLICATIONS

The MRes accepts applications for:

a) Credit transfer
b) Recognition of prior certificated learning

RPL and credit transfer is available for all modules to a maximum of 40 credits.

Normally only learning within the last 5 years can be taken into account.

The MRes does not accept applications for RPL based on recognition of prior experiential learning.

WHO TO APPROACH

Contact in the first instance is through the MRes administrative team, who can be contacted at mres-enquiries@ncl.ac.uk, and who will pass on applications to the Degree Programme Director.

What evidence will be required:

Transcript showing level, credits and marks plus copies of syllabuses.

WHAT ADVICE AND INFORMATION WILL BE GIVEN

Each applicant for RPL or credit transfer will be issued with the relevant module outline forms specifying learning outcomes and given an RPL/credit transfer application form.

Advice will be available from the Degree Programme Director, who can be contacted at mres-enquiries@ncl.ac.uk

HOW RPL DECISIONS ARE MADE

Applications should be submitted via (mres-enquiries@ncl.ac.uk) and will be considered by the DPD. Applicants should hear the results of their application within 20 working days.
## Appendix X
### Room Locations

<table>
<thead>
<tr>
<th>ROOM</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baddiley-Clark Seminar Room</td>
<td>Ground Floor, Baddiley-Clark Building</td>
</tr>
<tr>
<td>Beehive Rooms</td>
<td>Old Library Building</td>
</tr>
<tr>
<td>BiosciB.G.BSLC</td>
<td>Ground Floor Lecture Theatre, Institute for Genetic Medicine</td>
</tr>
<tr>
<td>Board Room</td>
<td>First Floor, Catherine Cookson Building</td>
</tr>
<tr>
<td>Brae Cluster</td>
<td>Daysh Building</td>
</tr>
<tr>
<td>DENE Cluster</td>
<td>MED 5.19. Medical School</td>
</tr>
<tr>
<td>DENT LTC/ DENT LTD/ DENT LTE/ DENT LTF/ DENT RBG/David Shaw</td>
<td>Dental School Lecture Theatres</td>
</tr>
<tr>
<td>Dissecting Room/Clinical Skills Lab/CPD room</td>
<td>Ground Floor, Catherine Cookson Building, (Anatomy Department)</td>
</tr>
<tr>
<td>Fell Cluster</td>
<td>Ground Floor, Catherine Cookson Building</td>
</tr>
<tr>
<td>Glen Cluster</td>
<td>5th Floor, Catherine Cookson Building (in Walton Library)</td>
</tr>
<tr>
<td>HerB/Full Cluster</td>
<td>Herschel Building</td>
</tr>
<tr>
<td>L2.1 /L2.2/ L2.3/ L2.4/L2.5/L2.6</td>
<td>Second Floor, William Leech Building</td>
</tr>
<tr>
<td>L3.1/ L3.2</td>
<td>Third Floor, William Leech Building</td>
</tr>
<tr>
<td>L4.2/ L4.3</td>
<td>Fourth Floor, William Leech Building</td>
</tr>
<tr>
<td>Lawn/Naiad Cluster</td>
<td>King George VI Building</td>
</tr>
<tr>
<td>LT3 HerB</td>
<td>Lecture Theatre 3, Herschel Building</td>
</tr>
<tr>
<td>MED L1</td>
<td>Ground Floor, William Leech Building</td>
</tr>
<tr>
<td>Merz Rooms</td>
<td>Merz Court</td>
</tr>
<tr>
<td>Pool Cluster</td>
<td>Ground Floor, Catherine Cookson Building</td>
</tr>
<tr>
<td>ResBH 2.21/2.22</td>
<td>Research Beehive, Old Library Building</td>
</tr>
<tr>
<td>RidB Rooms</td>
<td>Ridley Building</td>
</tr>
<tr>
<td>Steph</td>
<td>Stephenson Building</td>
</tr>
</tbody>
</table>
Appendix XI

Campus Layout and Alphabetical list of Buildings
<table>
<thead>
<tr>
<th>Building Name</th>
<th>Location</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>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>Barras/Claremont/Eldon Buildings</td>
<td>2</td>
</tr>
<tr>
<td>Bedson Building</td>
<td>20, 21</td>
</tr>
<tr>
<td>Bedson Teaching Centre</td>
<td>21</td>
</tr>
<tr>
<td>Beehive, Research</td>
<td>25</td>
</tr>
<tr>
<td>Bistro</td>
<td>4</td>
</tr>
<tr>
<td>Bowsden Court</td>
<td>85</td>
</tr>
<tr>
<td>Bruce Building</td>
<td>13</td>
</tr>
<tr>
<td>Building Science</td>
<td>28</td>
</tr>
<tr>
<td>Campus Coffee</td>
<td>8</td>
</tr>
<tr>
<td>Campus for Ageing and Vitality</td>
<td>77</td>
</tr>
<tr>
<td>Careers Service</td>
<td>1</td>
</tr>
<tr>
<td>Cassie Building</td>
<td>49</td>
</tr>
<tr>
<td>Castle Leazes and Castle Court</td>
<td>75</td>
</tr>
<tr>
<td>Catherine Cookson Building</td>
<td>59</td>
</tr>
<tr>
<td>Centre for Lifelong Learning (Office)</td>
<td>20</td>
</tr>
<tr>
<td>Chaplaincy</td>
<td>39</td>
</tr>
<tr>
<td>Claremont Bridge</td>
<td>33</td>
</tr>
<tr>
<td>Claremont Place</td>
<td>53–55</td>
</tr>
<tr>
<td>Claremont Place PG House</td>
<td>56</td>
</tr>
<tr>
<td>Claremont Terrace (1–4)</td>
<td>67</td>
</tr>
<tr>
<td>Claremont Tower</td>
<td>32</td>
</tr>
<tr>
<td>Cochrane Park Sports Ground</td>
<td>88</td>
</tr>
<tr>
<td>Cockle Park Farm</td>
<td>94</td>
</tr>
<tr>
<td>Courtyard Restaurant</td>
<td>25</td>
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<tr>
<td>Culture Lab</td>
<td>7</td>
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<tr>
<td>Curtis Auditorium</td>
<td>17</td>
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<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>Development and Alumni Relations Office</td>
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</tr>
<tr>
<td>Devonshire Building</td>
<td>48</td>
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<tr>
<td>Dove Marine Laboratory</td>
<td>91</td>
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<tr>
<td>Drummond Building</td>
<td>47</td>
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<tr>
<td>Easton Flats</td>
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<td>Estate Support Service</td>
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<td>Executive Office</td>
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<tr>
<td>Finance Office</td>
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</tr>
<tr>
<td>Fine Art Building</td>
<td>29, 30</td>
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<tr>
<td>Framlington Place (16–17)</td>
<td>65</td>
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<tr>
<td>Freeman Hospital</td>
<td>86</td>
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<tr>
<td>Grand Hotel</td>
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<td>Great North Museum: Hancock</td>
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<tr>
<td>Hatton Gallery: Great North Museum</td>
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<tr>
<td>Heaton Sports Ground</td>
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<td>Henderson Hall</td>
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<tr>
<td>Henry Welcome Building</td>
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<td>Herschel Annex</td>
<td>18</td>
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<td>Herschel Building</td>
<td>17</td>
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<tr>
<td>Howden Room</td>
<td>19</td>
</tr>
<tr>
<td>Human Resources</td>
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</tr>
<tr>
<td>Institute of Genetic Medicine and NESCI at Newcastle</td>
<td>82</td>
</tr>
<tr>
<td>International Office</td>
<td>1</td>
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<tr>
<td>INTO Centre</td>
<td>46</td>
</tr>
<tr>
<td>INTO (completion Summer 2012) 11, 12, 14, 15</td>
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</tr>
<tr>
<td>Information Systems and Services (ISS)</td>
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<tr>
<td>Reception</td>
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<tr>
<td>Jesmond Road</td>
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<td>Kensington Terrace</td>
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<tr>
<td>King George VI Building</td>
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<tr>
<td>King's Gate</td>
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<td>King's Hall</td>
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<td>King's Road Centre</td>
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<tr>
<td>Hadrian Building</td>
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<td>Law School</td>
<td>38</td>
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<td>Leazes Parade</td>
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<tr>
<td>Leazes Terrace</td>
<td>79</td>
</tr>
<tr>
<td>Library (Robinson)</td>
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<tr>
<td>Line Building (East)</td>
<td>10</td>
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<tr>
<td>Longbenton Sports Ground</td>
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<tr>
<td>Magnet Court</td>
<td>80</td>
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<tr>
<td>Marris House Student Flats</td>
<td>71</td>
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<tr>
<td>Medical School</td>
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<tr>
<td>Merz Court</td>
<td>24</td>
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<tr>
<td>Moorbank Botanical Gardens</td>
<td>92</td>
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<tr>
<td>Music Studios, The</td>
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<tr>
<td>Nafferton Farm</td>
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<tr>
<td>Newburn Water Sports Centre</td>
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<tr>
<td>Newcastle University Business School</td>
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<tr>
<td>North Terrace PG Houses</td>
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<tr>
<td>Northern Stage</td>
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<td>Old Library Building</td>
<td>25, 26</td>
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<tr>
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<td>45</td>
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<td>Paul O’Gorman Building</td>
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<tr>
<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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<td>Robert Boyle Lecture Theatre</td>
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<td>Robinson Library</td>
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<td>Royal Victoria Infirmary (RVI)</td>
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<td>School of Dental Sciences</td>
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<td>Security Control Centre</td>
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<td>Side Cluster</td>
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<td>Sports Centre</td>
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<td>Squash Courts</td>
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<td>St Mary's College</td>
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<td>Staff Development Unit</td>
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<td>Student Services</td>
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<td>Student Wellbeing Service</td>
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<tr>
<td>Students’ Union (refurbishment 2010–11)</td>
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<tr>
<td>University Security</td>
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<td>Victoria Hall</td>
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<td>Walton Library</td>
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<tr>
<td>William Leech Building</td>
<td>58</td>
</tr>
<tr>
<td>Windsor Terrace</td>
<td>38–41</td>
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<tr>
<td>Windsor Terrace Student Flats</td>
<td>42–44</td>
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<tr>
<td>Wolfson Building</td>
<td>57</td>
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