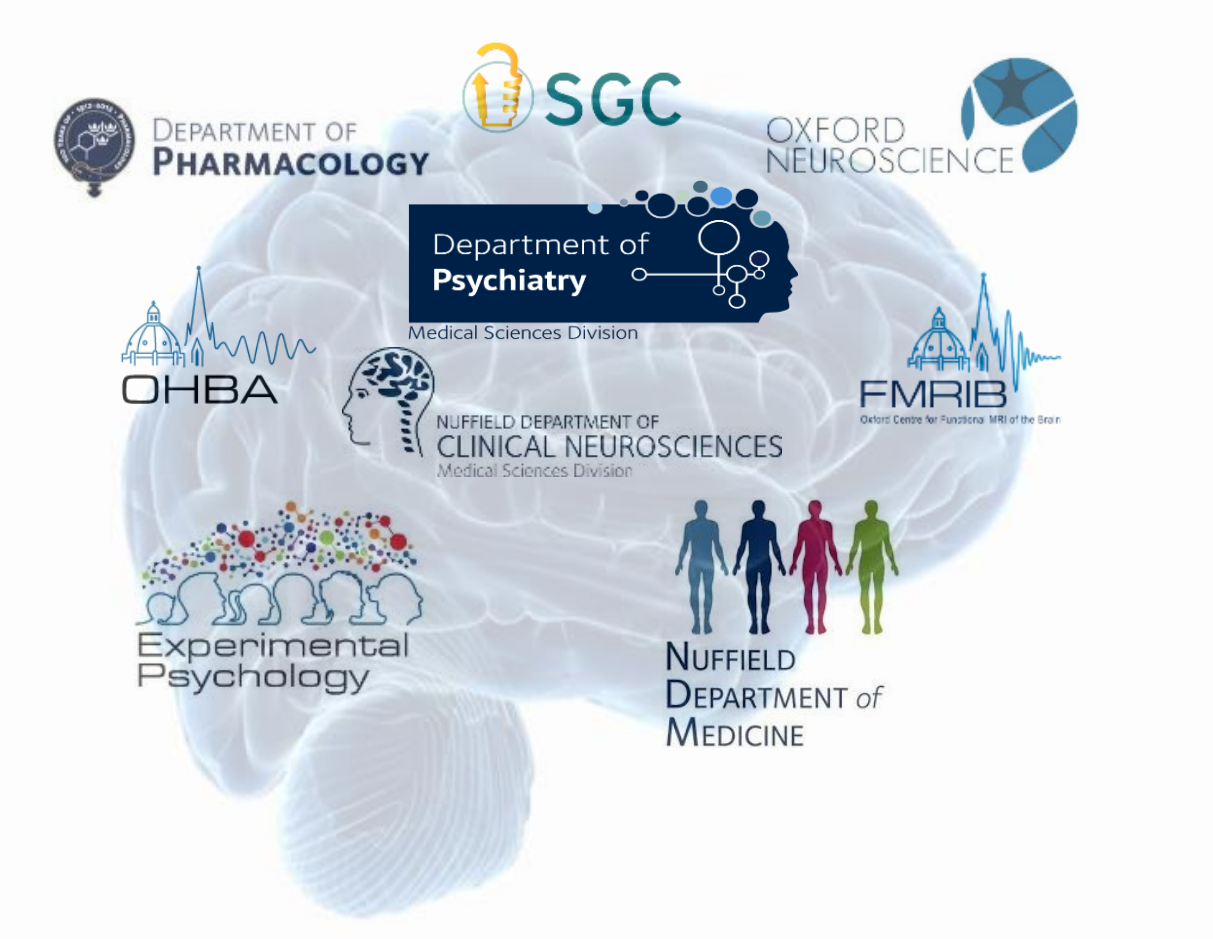
2022-23

Student Handbook
Version 1.4

MSc Clinical and Therapeutic Neuroscience



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1. FOREWARD

The Handbook

This handbook applies to students starting the MSc in Clinical and Therapeutic Neuroscience course in Michaelmas term 2020. The information in this handbook may be different for students starting in others years.

The Examination Regulations relating to this course are available at https://examregs.admin.ox.ac.uk/Regulation?code=mosbcicandtherneur&srchYear=2021&srchTerm=1&year=2020&term=1

The Examination Conventions relating to this course are available on our Canvas Site https://canvas.ox.ac.uk/courses/170584 If there is a conflict between information in this handbook and the Examination Conventions then you should follow the Examination Conventions. Our handbook can also be viewed on our Canvas site https://canvas.ox.ac.uk/courses/170584

If you have any concerns please contact Professor Philip Burnet, Course Director and Director for Graduate Studies (phil.burnet@psych.ox.ac.uk) or Professor Zameel Cader, Deputy Course Director (Zameel.cader@ndcn.ox.ac.uk).

The information in this handbook is accurate as at 3rd October 2022, however it may be necessary for changes to be made in certain circumstances, as explained at www.graduate.ox.ac.uk/coursechanges webpage). If such changes are made the department will publish a new version of this handbook together with a list of the changes and students will be informed.

WELCOME

DEPARTMENT OF PSYCHIATRY

The Department of Psychiatry is committed to the translation of scientific discovery into benefits for patients. Our ability to study and teach brain disorders from 'cell to patient' is a strategic imperative of this Department, and is delivered by excellent pre-clinical and clinical research teams. Its role is to champion its patients' interest by making basic research applicable to the causes, the diagnosis, and the treatment of disease. The department uses clinical and patient observation and experience to motivate and direct basic research, where it is likely to help real life problems. It has built expertise and extensive networks in a variety of research fields from molecular biology to brain imaging, from epidemiology to behavior, bringing together clinicians and scientists in all our research groups, and collaborating with leading experts in other departments and institutions.

Teaching and learning on the MSc course will engage Psychiatry's strong links with other Oxford University centres involved in the neurosciences including, Pharmacology, DPAG, Experimental Psychology, NDCN and OHBA; with the Centre for Evidence-Based Medicine and with the NIHR Oxford Cognitive Health Clinical Research Facility. You will benefit from small group teaching and also from close working relationships with your Academic Advisor and Project Supervisors. It will be intensive, but we very much hope that you will also find it rewarding.

We wish you the very best for the coming year.

Professor Belinda Lennox
Head of Department

Associate Professor Philip Burnet
Course Director

Academic Team

Professor Philip Burnet, Course Director, Director of Graduate Studies (Psychiatry)
Email: phil.burnet@psych.ox.ac.uk, Tel: 618327

Professor Zameel Cader, Deputy Course Director, (Nuffield Department of Clinical Neurology)
Email: zameel.cader@ndcn.ox.ac.uk, Tel: 07824499175

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Email: tracy.lindsey@psych.ox.ac.uk, Tel: 618209

Mrs Vivian Ansell, Course Administrator (Psychiatry)
Email: Vivian.ansell@psych.ox.ac.uk, Tel: 618165

Student Representatives

Michael Colwell, Departmental Graduate Student Representative
Email: Michael.colwell@psych.ox.ac.uk

One student representative for the MSc course will be elected by the MSc students at the beginning of Michaelmas term. Students are encouraged to participate in the governance, evaluation and development of their course of study and are consulted on a variety of issues. A full description of the role of student representative is available in Annexe 1.

Psychiatry Disability Lead

Mrs Philly White, HR Manager
Email: philly.white@psych.ox.ac.uk, Tel: 618204

Department Reception:

Departmental Receptionists
Email: reception@psych.ox.ac.uk, Tel: 618200

Maps: A map of the Warneford, Old Road Campus and John Radcliffe Hospital sites are provided in Annexe 9.

Key dates

Michaelmas Term: Sunday 9th October – Saturday 3rd December 2022

Monday 3rd – Friday 7th October:	Departmental and College inductions
Monday 10th October:	Course begins
Friday 25th November:	Submit project rotation choices
Monday 5th December:	Qualifying exam*

Hilary Term: Sunday 15th January – Saturday 11th March 2023

Monday 16th January:	Module 3 starts
Thursday 16th February (12 noon):	Submit first assessed essay
Wednesday 22nd March:	Neuroscience Symposium
Thursday 16th March (12 noon):	Submit second assessed essay
Thursday 13th April (12 noon):	Submit first dissertation

Trinity Term (and summer): Sunday 23rd April – Saturday 29th July 2023

Monday 24th April:	Module 5 starts
Thursday 25th May (12 noon):	Submit third assessed essay
Thursday 22nd June (12 noon):	Submit fourth assessed essay
Thursday 3rd August (12 noon):	Submit second dissertation

Poster viva voce: 1st September 2023.

*Resits will be held in "0th" week of Hilary Term (9th – 13th January, 2023).

2. COURSE CONTENT AND STRUCTURE

Overview

The University Awards Framework (UAF) is an overarching description of the qualifications and awards which the University offers. It positions those qualifications at the appropriate level of the
Framework for Higher Education Qualifications of UK degree awarding bodies in England, Wales and Northern Ireland (FHEQ) and takes into account the qualification characteristics which form part of the Quality Code. Further details are available at: universityawardsframework1aug17pdf (ox.ac.uk)

The full title of the award for this course is Master of Science in Clinical and Therapeutic Neuroscience, FHEQ Level 7. It is a one year full-time course. Detailed regulations for particular qualifications are contained with the Examination Regulations for that award.

Course Aims

The MSc Taught Course in Clinical and Therapeutic Neuroscience aims to provide students with:

- a broad knowledge of neuropsychiatric and neurological disorders and their current treatments and management
- direct experience in integrative, multidisciplinary and novel pre-clinical and clinical research investigation for treatment discovery
- an understanding to critically appraise research methods and experimental results
- familiarity in conceptualising and designing experimental protocols and clinical trials for drug/treatment discovery
- an opportunity to communicate research results and their clinical implications to a wide audience

Program Outcomes

KNOWLEDGE AND PRACTICAL SKILLS

Graduates from the MSc course in Clinical and Therapeutic Neuroscience students will be able to:

- Review the contemporary pathophysiological theories, epidemiology and genetics of brain disorders.
- Know the principal classes of drugs and interventions used in disorders of the central nervous system, and provide examples of the current therapeutic needs
- Demonstrate an understanding of contemporary in vitro and in vivo modelling of brain disorders and their limitations.
- Exhibit awareness of the drug/treatment discovery screening tools available, and the nature of the biomarker that is relevant to each brain illness.
- Critically appraise the role that *in silico*, *in vitro* and *in vivo* medicinal chemistry and pharmacology play in drug discovery and development.

- Apply a wide range of experimental techniques, and design and execute experimental protocols.
- Display transferable skills in human intervention studies and the analyses of their data; knowledge of new technologies to monitor both the drug and psychological treatments of patients.
- Implement essential statistical concepts to interpret studies and be able to consider translation of evidence into practice.
- Engage in debate with others and be able to consider the best evidence for different scientific hypotheses
- Develop confidence, independence and an investigative approach drug and treatment discovery;
- Possess a clear view of the possible career paths following completion of their degree.

KEY TRANSFERABLE SKILLS

Graduates will also have the ability to:

- Manage information effectively by undertaking research tasks and compiling reviews.
- Interpret data and carry out experimental work (problem solving skills)
- Learn, manage, and undertake tasks with minimum guidance
- Reflect on own and others' work via coursework feedback, project dissertation, critical reviews of scientific articles and peer evaluation (self-evaluation skills)
- Communicate effectively in oral, written and poster presentations, using print and electronic resources, reporting information and ideas clearly, autonomously and competently
- Use a full range of software and learning resources
- Work effectively as a team member

Course Structure

MICHAELMAS TERM (MT)

The teaching in this term will be structured as follows:

Module 1: *Clinical features, pathophysiology and treatments of psychiatric disorders*

Objective: To provide knowledge and understanding of psychosis, mood disorders, eating disorders, early-life and old age psychiatry, and to appraise conventional treatments with antidepressants, dopamine-based therapies, mood stabilizers, transcranial stimulation, and cognitive/mindfulness therapies.

Module 2: *Clinical features, pathophysiology and treatments of neurological disorders*

Objective: To provide knowledge and understanding of dementias, neurodegenerative disorders, movement disorders, epilepsy, headache and chronic pain, neuro-inflammatory disorders such as multiple sclerosis, encephalopathies, and to appraise conventional treatments with anticonvulsants, deep brain stimulation, neuromodulatory treatments of movement disorders, neuromodulation surgery for pain, and pharmacogenomics for precision medicine.

Lectures
Students will be taught the current theories of the epidemiology, pathophysiology, diagnosis and prognosis of psychiatric and neurological disorders, and the neuroanatomical regions affected. Fundamental knowledge of currently available pharmacological and psychological treatments, and the structure and properties of drugs will also be provided.

Seminars, additional teaching and journal club
All students will attend discussion groups on the content of the modules, receive seminars on essay writing, and information about their project rotations. Each seminar will provide written information and guidance for students. Students will also attend a journal club to critically appraise a research article on the topics covered this term.

HILARY TERM (HT)

The teaching in this term will be structured as follows:

Module 3: *Medicinal Chemistry and Computational Modelling*

Objective: To afford information on molecular structures and modelling, pharmacodynamics, pharmacokinetics, principles of drug discovery, molecular cell biology underpinning drug discovery, drug metabolism, and how this knowledge with expedite drug discovery.

Module 4*: Experimental Models*

Objective: To provide insight into available technologies and strategies for brain drug discovery including: molecular and cellular phenotypes, induced pluripotent stem cells models, single cell approaches in neurobiology, animal models, human experimental models, target discovery and validation, genome engineering.

Lectures
The first module will focus on medicinal chemistry, the power of computational biology in this field, and the limitations of these strategies. The second module will evaluate current methods to establish disease models, their limitations and synergies.

Seminars, additional teaching and journal club
All students will be provided instruction on dissertation writing and preparation of posters. In preparation for analyses of project data, students will also receive teach

Research project rotation
Students complete two 12 week laboratory/clinical placements during the year. They visit research labs/groups in their first term and select their first and provisional second project towards the end of the first term in consultation with the Organising Committee (the second project should then be confirmed early in the third term). The projects cover a very wide range of topics ranging from molecular to cognitive studies. The list of available projects varies from year to year; typically, experimental approaches include molecular methods, *in vitro* and *in vivo* measurements fMRI, EEG,

MEG and behavioural testing in animals and in humans, including studies in patients. In addition, purely computational projects are usually available.

TRINITY TERM (TT)

The teaching in this term will be structured as follows:

***Module 5**: Bioassays and Biomarkers*

Objective: High throughput/high content/phenotypic screening in drug discovery, protein arrays, biomarkers and screening, brain imaging approaches, acquisition and management of 'big data', ethics.

***Module 6**: Clinical Trials, Mobile Technology and Digital Health*

Objective: Neuroscience and ethics, ethical governance, principles and design of clinical trials, data management and analysis, trial monitoring, mobile technology for patient monitoring, current advances in digital health.

Lectures
The first module will examine the process of establishing drug screening assays and subsequent assay requirements for moving from hit to lead compounds and proof of concept experiments. The science of biomarkers, particularly brain imaging in psychiatric and neurological disorders will also be covered. The final module will focus on conventional and novel human intervention studies, their management and their limitations.

Seminars and journal club
All students will receive seminars on an example of how computational modelling in psychology, and the laws governing clinical trials. Students will attend a journal club to critically appraise a research article on the topics covered this term.

Practical classes
Students will be taught with interactive computer-based teaching aids, how MRI data can be analysed and interpreted (1 class, 3 hours). The same teaching methods will be used to provide knowledge of clinical trial data analyses (1 class, 3 hours).

Research project rotation
Students complete their second 12 week research placement during this term.

3. TEACHING AND LEARNING

Organisation of teaching and learning

The MSc course will be delivered through a range of methods, including lectures, seminars, student presentations, practical classes, research projects, and self-directed learning and study. Each of the modules will be comprise of a series of lectures, with

accompanying seminars and, in some cases, practical sessions that involve assessing and interpreting archive empirical data, and applying the concepts and methods learned during the lectures. These various teaching approaches therefore allow students to develop their conceptual, analytical, and communication skills that are essential in a research career. The provision of these teaching and learning elements will be administered from the Department of Psychiatry and will be delivered both virtually and in person to allow for Covid-19 restrictions. The teaching and learning elements will be delivered by teaching staff within Psychiatry and from the departments of Pharmacology, Nuffield Department of Clinical Neurosciences, and research Centres within the Nuffield Department of Medicine.

A detailed timetable (Michaelmas Term only) is available in Annexe 6. In addition to the course teaching, students are expected to attend the Tuesday morning Psychiatry Departmental seminars given by internal and external specialists in neuroscience and mental health, and engage in other established activities that run for Psychiatry students studying for an MSc by and a DPhil.

Early in the course, students will attend a departmental career talk where a representative from Career Services goes through the career decision process, gives ideas for career outside academia and provides an overview on how the Careers Service can support students. Students will also have the opportunity to meet invited speakers directly from pharmaceutical companies.

Students will be encouraged to attend a one-to-one session with the Careers Service to improve their CV, to write a successful personal statement and to practice interview skills.

If you have any issues with teaching or supervision please raise these as soon as possible with the Director of Graduate Studies (Professor Philip Burnet) so that they can be addressed promptly.

Practical classes

These classes will assist in the acquisition of analytical skills required for the processing of structural biology, brain imaging and clinical trial data. These abilities are crucial for engaging in the early and final stages of drug/treatment discovery, where initial molecular modelling biomarkers and clinical outcomes are key for validating novel interventions. Students will be taught, therefore, how to analyse X-ray diffraction, brain imaging and clinical trial data, and how to set up a cell-based assay. Although these classes are not assessed, it is compulsory for all students to attend them.
With Covid-19 restrictions in place it may be necessary to conduct these practical classes online.

Project rotations and allocation guidelines

The research projects are intended to provide training and experience in hypothesis-driven academic laboratory and clinical research. It is important that students' work is discussed regularly with their supervisor. Students should arrange weekly meetings to discuss progress and planning of experiments.

Project supervisors will be happy to provide guidance and feedback on the 6,000 word *Dissertations* (see *Summative assessment* section). In addition to supervisors, help may also be received from others within the research group (postdoctoral scientists and PhD students).

At the start of Michaelmas Term, all candidates will receive a list of projects, and the names and contact information of supervisors offering the placements. Students will be expected to discuss their preferred projects with the appropriate supervisor, and list their top three. These choices will then be submitted to the Course Director by week 8 of Michaelmas Term. If more than 1 student is interested in the same project, results on the qualifying exam will be taken into account before the final allocation will be made and announced by the beginning of the Hilary Term. Projects may need to change from lab based/clinical projects should restrictions from Covid-19 be in place. A seminar early in the Michaelmas Term will provide students with general information on choosing projects and approaching supervisors, and who to approach for advice.

Health and safety

There will be a general health and safety induction in the first week of Michaelmas term during which guidelines in relation to safety in the work place, laboratory and clinical settings will be provided. Good laboratory and clinical practice will also be reviewed. Students are expected to adhere to these guidelines at all times while attending the course.

At the start of their project rotations in laboratories, students will be provided with the necessary personal protective equipment where necessary (eg a laboratory coat, safety glasses) and will be briefed on safety prior to the commencement of work.

Expectations of study and student workload

All students are required to complete all course assessments which include an exam, four essays, two dissertations and an oral poster presentation. If students fail to complete assessment without good reason, they are permitted one resit but the mark from this re-sit is capped at the pass mark. Failure of any resit, through poor academic performance or through non-attendance at an examination/non-submission of an assignment, will result in failure of the degree as a whole.

Late submission of written assignments will be penalised as set out in the Examination Conventions, and may result in failure of the assessment unit. If there are any extenuating circumstance regarding your examination or assessment that need to be taken into account at any point during your studies, then you should inform your College and the Course Director as soon as you become aware of the mitigating circumstance. We expect students to be on time to all scheduled classes.

This is a full-time one-year course. Students are expected to work for about 44-46 weeks in Oxford, and to spend about 20-25 hours per week on independent reading and work on essays and journal presentations. Typically, there will be no more than 15hours per week of contact time with teaching staff for every term. Note that students are expected to study around material covered in lectures in their own time. Use of lecture material in examinations and other assessed coursework will allow

students to achieve 'pass' grades but will not provide them with a 'merit' or 'distinction', for which they will need additional reading and study. Students will have free time allocated within the timetable and they should use it wisely.

From January until the end of August students will be working on two projects in designated laboratories/facilities. The project supervisors will make clear what the specific expectations are while working in their team in terms of hours, weekly meetings and responsibilities. The number of hours students spend working on their project vary depending on the project. Typically, students work no more than 8 hours every day (Monday to Friday) until completion of their project. However, a project might involve out of hours work (evenings and weekends) under supervision and following approval from the Department.

Student responsibilities

1) Attend all lectures, seminars, tutorials, journal clubs, practical classes, and the departmental seminars during term time. The University has a clear policy on the recording of lectures and other formal teaching sessions. The full policy is available at:

https://academic.admin.ox.ac.uk/policies/pgt/student-responsibilities

2) Do not use mobile phones during classes/practical sessions. Phones should be kept on a silent mode, but students can leave the room if they have an urgent telephone call.

3) Students are responsible for their own academic progress. This means that we expect a certain degree of independence. Repeated unexplained absence is considered unacceptable. Illnesses should be reported to the Course Director as soon as possible. More than 3 days of absence due to illness should be accompanied by a certificate from the College nurse or a medical doctor.

4) Students are expected to identify their own academic weaknesses and be proactive in dealing with these. This might mean consulting the assigned Academic Advisor or the Course Director for advice and opportunities for further training, or seek support in relation to heavy workload and other difficulties arising during the course (see 7.STUDENT LIFE AND SUPPORT below).

5) The University recommends that full-time graduate students on a taught course (such as a Master's degree) do not undertake more than eight hours paid work each week while studying. For more information, refer to:

https://academic.web.ox.ac.uk/policies/paid-work-guidelines-graduate-students

Reading list

Reviews:

- *Pankevich DE, Altevogt BM, Dunlop J, Gage FH, Hyman SE (2014). Improving and accelerating drug development for nervous system disorders. Neuron. 84:546-53.*
- *Wang Z, Wang SN, Xu TY, Miao ZW, Su DF, Miao CY (2017). Organoid technology for brain and therapeutics research. CNS Neurosci Ther. 23: 771-778.*
- *Huang W, Whittaker K, Zhang H, Wu J, Zhu SW, Huang RP (2018). Integration of Antibody Array Technology into Drug Discovery and Development. Assay Drug Dev Technol. 16:74-95.*
- *Tae WS, Ham BJ, Pyun SB, Kang SH, Kim BJ (2018). Current Clinical Applications of Diffusion-Tensor Imaging in Neurological Disorders. J Clin Neurol. 14: 129-140*
- *Pasternak O, Kelly S, Sydnor VJ, Shenton ME (2018). Advances in microstructural diffusion neuroimaging for psychiatric disorders. Neuroimage. doi: 10.1016/j.neuroimage.2018.04.051*
- *Chinner A, Blane J, Lancaster C, Hinds C, Koychev I (2018). Digital technologies for the assessment of cognition: a clinical review. Evid Based Ment Health. 21:67-71.*

Suggested text books (available in the Department of Psychiatry):

- *Basic principles of Drug Discovery and Development*, *by BE Blass, Academic Press, 2015.*
- *Neurobiology of Brain Disorders: Biological Basis of Neurological and Psychiatric Disorders, Edited by MJ Zigmond, JT Coyle, LP Rowland, Academic Press, (2014)*

4. ASSESSMENT

Informal (formative) assessment (coursework)

Formative assessment does not form part of the final mark of the degree but is intended to foster development and improvement within an ongoing activity and is considered an integrative part of learning and teaching throughout the course. The following sections describe opportunities for formative assessment in the course.

ESSAYS IN MICHAELMAS TERM

A 3,000 word essay on a topic based on the Michaelmas Term material, chosen by the student and approved by assigned Academic Advisor will be informally assessed and feedback given. A short seminar on how to write an essay will be provided prior to this assignment. This seminar will also provide detailed instructions on how to upload all assessed work onto the authorised online submission platform.

In general, students are expected to use the essays to explore topics in some depth and encourage individual analysis and thought. Students should spend time

researching background for essays and provide a detailed reference list. Essays should begin with a broad introduction informing readers of the aims for the rest of the essay. The work should be organised with the main essay in headings and subheadings and include diagrams for clarity. Appropriate citation of relevant scientific literature is compulsory, and discussions of considerations for future development in the conclusion of the essay, are strongly advised. Citations and the alphabetical list of references should be in the style of the *Journal of Neuroscience* (see *References* section under 'Preparing a manuscript' in: https://www.jneurosci.org/content/information-authors#preparing_a_manuscript).

Formal (summative) assessment (coursework)

EXAMS

The Qualifying exam is an assessment of the basic understanding of psychiatric and neurological disorders and their current treatment/management in the form of a computer-based 'best answer question' exam.

ESSAYS IN HILARY AND TRINITY TERMS

Students will be required to submit an essay of no more than 3,000 words with references, on a topic from each of the modules covered in the second and third terms (four essays in total between them contributing 25% of the final degree mark). Candidates will propose their own essay titles, based on the material covered in the corresponding lecture module. Proposed titles and essay content will be subject to approval by the Organising Committee. Candidates must submit a word count with their work.

Citations and referencing styles should be as stated for formative essays (see above: *Essays in Michaelmas Term*). Abstracts, bibliographies, tables, appendices and references are not included in the word count. Footnotes and endnotes are included. All essays must be submitted electronically onto the authorised online submission platform.

Written feedback from the examiners, which will detail the strengths and weaknesses of the essay, will be given to students as soon as possible after submission. Essay marks will be released, however final marks are subject to change at the Final Exam Board meeting at the end of the course.

RESEARCH PROJECT DISSERTATIONS

Students will be required to complete two 12 week projects, one in the second and one in the third term, in parallel with ongoing lectures and written assignments.

The projects can be laboratory-based, and/or in a clinical setting. The topic will be chosen through consultation with the supervisors offering the projects and the students who will receive a list of projects at the beginning of Michaelmas term, and a seminar detailing this part of the course. The MSc Organising Committee will ensure that the number of projects available will exceed the number of projects required (40),

with the aim that all students are allocated placements in areas they would prefer to develop.

Some supervisors will offer more than one project. Project dissertations should not exceed 6,000 words (excluding abstracts, tables, appendices, references), and are in general to be written up in traditional journal format to include:

- An accurate and concise title that describes the work
- Introduction and background
- Methods, Materials, Participants
- Results
- Discussion
- References

A brief guidance on how to write a dissertation in provided in Annexe 8. However, students may need to modify the dissertation structure according to the study design, and this should be discussed with their supervisor at an early stage. All citations and list of references must be in the style that is required for essays (p17).

Supervisors are expected to ensure all students receive formal inductions into the research facility, including local health and safety requirements, and guarantee additional technical support from their own research group. Throughout the project, supervisors should discuss with students their ongoing experiments, as well as provide feedback on drafts of the students' dissertations and presentations (oral and poster). Both students and supervisors must make an informal supervision agreement at the earliest opportunity. Supervisors will be sent information on their expectations and responsibilities in the call for projects and when finalising student allocations.

Written feedback of the first dissertation will be provided so that candidates can improve when writing their second project report. Candidates should contact their Academic Advisor if they wish to discuss the comments. Marks for projects will be released, however marks are subject to change at the Final Exam Board meeting at the end of the course.

POSTER AND VIVA VOCE

Students will be required to give a poster presentation of their second research project to examiners (5% of the final mark). Posters must be posted in the designated room by 1st September 2022. Posters should be A0 in size (portrait) and the department will cover printing costs. A seminar on how to make a poster will be given in the Michaelmas Term, and written guidelines on the structure and data presentation is provided in Annexe 9.

Students will be asked to give a brief oral presentation to the examiners of about 5 minutes in length while standing in front of their poster. They will then answer questions from the examiners on the poster and on other aspects of the course for about 10 minutes.

MARKING CRITERIA

The marking of all course work will evaluate:

- Breadth and depth of knowledge of the content covered in the course
- Understanding and command of appropriate practical and analytical skills
- Logical, critical discussion and reasoning
- Clear presentation with appropriate use of literature reviews, including correct referencing.

FINAL MARK
The final mark for the course is determined by the students' results in the following assessments: Four extended essays (contributing 25%), two dissertations (each contributing 35%), and oral presentation (5%). Although formative assessments and the qualifying exam are compulsory, they will not contribute to the final degree grade. Marks for assessments which contribute to your final grade will be released, however these are subject to change at the Final Exam Board meeting at the end of the course. A final combined grade of 50-64% constitutes a 'Pass'; Marks of 65-69% will be awarded a 'Merit'; an overall mark of 70% or above will be noted as a 'Distinction'.

Immediately after the *viva voce,* the Board of Examiners will hold a meeting and decide upon the final grades for the award of MSc. They will then announce official results.

EXAMINATION CONVENTIONS
The examination conventions are the formal record of the specific assessment standards for the course to which they apply. They set out how your examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of your award. They include information on: marking scales, marking and classification criteria, scaling of marks, progression, resits, and use of viva voce examinations, penalties for late submission, and penalties for over-length work. The full version of the exam conventions for this course is available in Annexe 3.

The final version might be revised prior to examinations and students will be informed and provided with the most-updated version. We strongly advise students to familiarize themselves with the standards governing marking schemes and other key sources of information relating to exams.

Information on (a) the standards of conduct expected in examinations and (b) what to do if you would like examiners to be aware of any factors that may have affected your performance before or during an examination (such as illness, accident or bereavement) are available on the Oxford Students website (www.ox.ac.uk/students/academic/exams/guidance).

Feedback on formative and summative assessments

Formative assessment

Written feedback on two essays will be provided in the first term. The purpose of formative assessment is to:
• provide guidance to those for whom extended pieces of writing are unfamiliar forms of assessment;
• indicate areas of strength and weakness in relation to the assessment task;
• provide students with an indication of the expectations and standards towards which they should be working.

Summative assessment
Feedback on summative assessment will be provided as final marks by the examination board and released at the end of the course. In addition, written feedback will be provided on dissertations. More generic feedback is also available to students through examiners' reports from previous years (see below under Examiners).

Good academic practice and avoiding plagiarism

The University definition states that: "**plagiarism** is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence which may incur severe penalties, including failure of your degree or expulsion from the university".
Students will attend a session on "How to write essays" early in Michaelmas Term which will include guidance on referencing.

In addition, students should consult the ANNEXE 4 on *Plagiarism* and http://www.ox.ac.uk/students/academic/guidance/skills for good academic and referencing practice.

Entering for University examinations

Students are advised to refer to the University website for further information relating to entering for their University examinations.
www.ox.ac.uk/students/academic/exams

Examination dates

A qualifying, computer-based 'best-answer question' examination will take place on Monday 5th December at 10am in the Medical Sciences Teaching Centre.

A final poster-based *viva voce* examination will take place on Friday 1st September from 9.00am.

Sitting your examination

Information on (a) the standards of conduct expected in examinations and (b) what to do if you would like examiners to be aware of any circumstances that may have affected your performance before or during an examination (such as illness, accident or bereavement) are available on the Oxford Students website (www.ox.ac.uk/students/academic/exams/guidance).

EXAMINERS
Coursework forming part of the formal assessment for the degree of an MSc will be assessed by a Board of Examiners comprising of a Chair, two internal (University of Oxford) examiners and one external (non-University of Oxford) examiner. Current examiners and their contact details are available in the exam conventions for the course. Students are strictly prohibited from contacting examiners directly. If candidates are unhappy with any aspect of their assessment they may make a complaint or appeal (see **7. STUDENT LIFE AND SUPPORT**)

5. SKILLS AND LEARNING DEVELOPMENT

The MSc Clinical and Therapeutic Neuroscience Course is dedicated to professional development and aims to provide transferable skills for a career in scientific research. Throughout the course, students have the opportunity to attend formal sessions, participate in activities and interactive discussions to improve their skills in the following areas:

1. Presentation skills
2. Career planning, assessing personal skills and values, curricula vitae and interview techniques
3. Exploitation of science
4. Ethical and social issues in science and clinical practise.

Induction

A detailed induction programme to introduce student to the University and the department takes place during 0th week, Monday 3rd to Friday 7th October 2022. Activities throughout the week are arranged separately by college, department and Division.

Graduate studies meetings

Every term students studying for an MSc (by Research) or a DPhil, attend two meetings with the Director of Graduate Studies and the graduate team. Students enrolled onto the MSc in Clinical and Therapeutic Neuroscience course are also required to attend these. The meetings allow students to present their research and develop their presentations skills through formative feedback from their peers and the graduate team. Speakers are also invited to these sessions so that students can hear from inspiring, eminent individuals working in their field so as to better understand how the topics discussed in the course can translate into practice.

Journal clubs

In Michaelmas, Hilary and Trinity terms, journal clubs will be organised, chaired by senior members of staff in the Department. In the journal club, two students will each discuss a recent peer-reviewed high-quality publication on a topic relevant to their research interests. Guided by the chairperson, students will appraise and critique all aspects of the research, and reflect on and evaluate current evidence. Through the Journal Club series, students will familiarise themselves with controversies and gaps in existing knowledge and will develop skills to enable them to conduct good research in their project rotations.

Opportunities to engage in departmental and neuroscience research communities

In addition to attending the departmental seminars that are held on Tuesday mornings (9.30-10.30am), students are invited to attend lectures given by internal and external speakers during the University term time, which are held in the departments affiliated with the course, and within the Oxford Neuroscience community.

All students are also invited to the 'Psychiatry Away day' and to the Neuroscience Symposium on in March 2022, at the Mathematics Institute, Radcliffe Observatory Quarter, Woodstock Road. In view of Covid-19 restrictions these events may happen virtually.

Opportunities for skills training and development

The Medical Science Division (MSD) offer a skill training program in various areas that are relevant to post-graduate students. Students are encouraged to choose and attend at least ONE of the courses offered throughout the academic year. For details of the courses and booking information, you can check at: https://www.medsci.ox.ac.uk/study/skillstraining

Creativity and team work are integral components of the learning undertaken during research projects. Time management and learning skills are developed as part of the structured timetable of examination and coursework submission throughout the year. Further information on academic skills development can be found at: https://www.ox.ac.uk/students/academic/guidance/skills?wssl=1

Career information and advice

The University Careers Service offers an extensive range of support for students and more detailed information is available at: https://www.ox.ac.uk/students/life/experience?wssl=1 and www.careers.ox.ac.uk.

6. STUDENT REPRESENTATION, EVALUATION AND FEEDBACK

Departmental representation

One student representative will be elected by the MSc students at the beginning of Michaelmas term. Students are encouraged to participate in the governance, evaluation and development of their course of study and are consulted on a variety of issues. A full description of the role of student representative is available in Annex 1. Details of the elected representative will be added to the MSc Canvas site.

Divisional and University representation

The MSc student representative will also be invited to attend the divisional Graduate Joint Consultative Committee, which brings together Masters and DPhil students from across the Medical Sciences Division. Student representatives sitting on the Divisional Board are selected through a process organised by the Oxford University Student Union (Oxford SU). Details can be found on the Oxford SU website along with information about student representation at the University level.

Opportunities to provide evaluation and feedback

Students are provided with a course evaluation form to provide feedback on all aspects of time-tabled activities for the course, at the end of each module. The summary report of student evaluations/feedback compiled by the course Organising Committee is reviewed by the Psychiatry Graduate Studies Committee which includes a student representative from the MSc course. The student member will also communicate additional views of the students to the Committee when necessary.

Additionally, Oxford students on full-time and part-time matriculated courses are surveyed once per year on all aspects of their course (learning, living, pastoral support, college) through the Student Barometer. Previous results can be viewed by students, staff and the general public at: www.ox.ac.uk/students/life/feedback.

7. STUDENT LIFE AND SUPPORT

Who to contact for help

At the beginning of the course, induction sessions will be held with to discuss course expectations, time-tabling, staff availability, practical facilities and resources. An induction pack will also be provided to all students prior to the induction session.

Departmental Support

The Head of Department, **Professor Belinda Lennox**, holds overall responsibility for the course.

The Course Director and Director of Graduate Studies, **Professor Philip Burnet** and Deputy Course Director, **Professor Zameel Cader** provide advice and support when necessary.

The Course Director **Professor Philip Burnet**, and the Deputy Course Director, **Professor Zameel Cader**, are responsible for the academic management of the course and its development, the academic student support and oversight of the delivery of the course.

The Academic Administration Manager, **Mrs Tracy Lindsey** is responsible for overseeing the administrative processes, liaising with the Medical Sciences Division, the Examination Schools and the Graduate Admissions and Funding Office.

A **Project Supervisor** will be allocated according to where it is agreed the student will spend their second and third terms on their research project. During the first term, the students should make contact with potential supervisors either in person or by email. The project supervisor will provide advice and support on the chosen project, as well as academic direction on dissertations. Project Supervisors can read drafts of the project right up and discuss with the student.

An **Academic Advisor** who is a member of the academic staff within the departments of Psychiatry or Clinical Neurosciences, will be assigned to each student at the beginning of Michaelmas Term. The role as an Academic Advisor is to support and guide students through the academic aspects of the MSc course. They will advise

on/approve suitable topics for the formative essays, which they will mark and provide feedback to students. The will also advise on study skills, careers and choice of projects. However, they will not read drafts of summative essays or dissertations.

During the first term, students will meet their Academic Advisor in weekly or fortnightly meetings of variable length. In the second term, students are expected to be more independent and so meetings may become less frequent. Ultimately however, meeting frequency and duration will be determined by your needs and agreed with your academic advisor

Academic Advisors are the students' first port of call for any difficulties that may arise during the course. They will be able to provide advice on a suitable course of action. If any difficulties arise which students feel are unsuitable for discussion with their Academic Advisor please contact the Course Director, Prof Phil Burnet (see also Complaints and academic appeals within the Department of Psychiatry, below). The Course Director will also meet each student individually once every term to discuss progress and support so that any issues can be identified and dealt with swiftly.

College Support

Every college has their own systems of support for students. The college handbook or website should be consulted for more information on who to contact and what support is available through college. Details of the wide range of sources of support are available more widely in the University are available from the Oxford Students website (www.ox.ac.uk/students/welfare), including in relation to mental and physical health and disability. All colleges provide library and IT facilities, accommodation, welfare support, and sports and social events. Graduate students benefit from the Middle Common Room (MCR) in their college – both a physical space and an organisation, it provides social events, advice, and a link to the graduate community.

Each college will have a Tutor for Graduates or Senior Tutor whose role includes general oversight of all graduate members of the college, although students' academic studies will be directed by their department or faculty. Each graduate student has a college adviser, a senior member of the college's staff who will be able to offer support and advice.

Complaints and academic appeals within the Department of Psychiatry

The University, the Medical Sciences Division and the Department of Psychiatry all hope that provision made for students at all stages of their course of study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent.

Where such a need arises, an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below) is often the simplest way to achieve a satisfactory resolution.

Many sources of advice are available from colleges, faculties/departments and bodies like the Counselling Service or the Oxford SU Student Advice Service, which have

extensive experience in advising students. You may wish to take advice from one of those sources before pursuing your complaint.

General areas of concern about provision affecting students as a whole should be raised through Joint Consultative Committees or via student representation on the faculty/department's committees.

Complaints

If your concern or complaint relates to teaching or other provision made by the faculty/department, then you should raise it with the Director of Graduate Studies (Professor Philip Burnet) as appropriate. Complaints about departmental facilities should be made to the Departmental administrator (Mrs Moira Westwood). If you feel unable to approach one of those individuals, you may contact the Head of Department (Professor Belinda Lennox). The officer concerned will attempt to resolve your concern/complaint informally.

If you are dissatisfied with the outcome, you may take your concern further by making a formal complaint to the Proctors under the University Student Complaints Procedure (https://www.ox.ac.uk/students/academic/complaints).

If your concern or complaint relates to teaching or other provision made by your college, you should raise it either with your tutor or with one of the college officers, Senior Tutor, Tutor for Graduates (as appropriate). Your college will also be able to explain how to take your complaint further if you are dissatisfied with the outcome of its consideration.

Academic appeals

An academic appeal is an appeal against the decision of an academic body (e.g. boards of examiners, transfer and confirmation decisions etc.), on grounds such as procedural error or evidence of bias. There is no right of appeal against academic judgement.

If you have any concerns about your assessment process or outcome it is advisable to discuss these first informally with your subject or college tutor, Senior Tutor, course director, director of studies, academic advisor or college or departmental administrator as appropriate. They will be able to explain the assessment process that was undertaken and may be able to address your concerns. Queries must not be raised directly with the examiners.

If you still have concerns you can make a formal appeal to the Proctors who will consider appeals under the University Academic Appeals Procedure (https://www.ox.ac.uk/students/academic/complaints).

Policies and Regulations

The University has a wide range of policies and regulations that apply to students. These are easily accessible through the A-Z of University regulations, codes of conduct and policies available on the
Oxford Students website www.ox.ac.uk/students/academic/regulations/a-z.

Student Societies

The University welcomes the contribution made to student life by clubs, societies and other organisations. There are over 200 clubs and societies covering a wide range of interests available for students to join or attend. www.ox.ac.uk/students/life/clubs

Oxford University Sport

Oxford has 85 University sports clubs, as well as countless college teams and recreational opportunities. Many colleges have their own pitches and facilities, while Oxford University Sport on Iffley Road offers a swimming pool, gym, sports hall, racket sport courts and more. Further information can be found at following website www.sport.ox.ac.uk.

University Club (Graduates)

The University Club is located on Mansfield Road and offers graduates a range of sporting facilities including a gym, football and cricket pitches and social spaces such as a bar, cafe and restaurant.
www.club.ox.ac.uk

8. FACILITIES

Oxford University Student Union

All postgraduate students are members of the Oxford Student Union (Oxford SU) , and most graduate common rooms (MCR/GCR) are also affiliated to the Student Union. The Oxford Student Union also provides a diverse range of services for postgraduate students and to graduate Common Rooms, including representation on several University committees, and publications tailored to their concerns and needs, such as the Graduate Guide, the Student Parent Handbook and the Living Out Guide.

MSc Office

All students enrolled on the MSc Clinical and Therapeutic Neuroscience course will be based in a dedicated open-plan office in the Department of Psychiatry. Students are welcome to use this space during the day, before and after their classes for self-study. The room contains printing facilities and photocopying facilities are available in the main department. Should Covid-19 restrictions be increased a limited number of students will be able to use the MSc Room at any one time and a booking system will be put in place. There is a café within the main hospital which students are able to use which serves hot and cold food. Students are encouraged to use the Common Room

and kitchen area. We kindly ask students to keep the MSc Office tidy and ensure all dirty cups are removed and placed in the dishwashers.

Libraries/Museums

The Bodleian Libraries, the world-renowned group of libraries of the University of Oxford, form a global powerhouse for research and learning, offering an unrivalled range of collections and services from ancient Egyptian fragments of papyrus to cutting-edge digital technologies. The Libraries offer over 11 million printed items and over 70,000 e-journals, in addition to a choice of study spaces for graduates, from quiet study areas to meeting rooms for group discussion work.

The following libraries will be of specific relevance to MSc students:

- The **Cairns Library**, is the largest branch of the Health Care Libraries and is situated in the John Radcliffe Hospital. Students will receive further information during their induction week and further details can be accessed at www.bodleian.ox.ac.uk/medicine.
- The **Radcliffe Science Library** is the main science reference library of Oxford University. It supports the teaching and research needs of the science departments across the University. The Library subscribes to many journals published overseas, most of which are in English. It holds a large collection of books and journals in the biological sciences, computing science, experimental psychology, history of science, mathematics, medicine and the physical sciences. There is excellent provision of scientific reference books, bibliographies, dictionaries and encyclopaedias. Scientific doctoral theses submitted for degrees at Oxford are deposited in the library. There is also a considerable amount of historical material, especially from the 19th century. Further details are available at www.bodleian.ox.ac.uk/rsl.

Further information on all the libraries and museums available to graduate students in Oxford can be found at the following website - www.ox.ac.uk/admissions/graduate/why-oxford/museums-andlibraries

Information Technology (IT)

All MSc students will be offered a laptop and will be given access to a remote desktop connection for the duration of their MSc studies. This will provide access to a variety of software required to support their studies which will involve several departments.

Individual colleges will also have IT facilities but arrangements for access vary between colleges and students should consult their colleges for further information. If you have any department IT issues, MSc students can contact the Psychiatry IT team at the following email address: help@IMSU.ox.ac.uk In the first week students will be required to complete mandatory information security training www.infosec.ox.ac.uk/module

IT Services

The University IT Services Department (www.it.ox.ac.uk) offers a wide range of services to support the work of staff, students and academics. They can provide help with a range of matters from getting online to finding course resources in Canvas or

even obtaining discounted software. They also run the award winning Mobile Oxford app (m.ox.ac.uk) which helps students with everything from how to locate a book in their nearest library, to timetables for local buses.

Training

The IT Learning Programme (ITLP) offers over 200 different IT courses open to all staff, academics and students at the University. You'll find IT courses to help with your studies, research, administration and planning, or pick up the IT skills you need for your future career, www.it.ox.ac.uk/do/training-and-facilities

Help Centre

IT Services Help Centre is the initial point of contact for all front-line user support services. The Help
Centre is located on the ground floor at 13 Banbury Road, Oxford, OX2 6NN, or visit the following website: help.it.ox.ac.uk/helpcentre/index

ANNEXE 1- STUDENT REPRESENTATIVES

Student Representatives are expected to provide feedback to the Psychiatry Graduate Studies Committee at meetings convened at the end of each term.

The Department of Psychiatry encourages students to participate in the governance, evaluation and development of their course of study and students should be consulted on such matters as:

- course delivery and design
- student support, including advice, guidance, facilities, training, and study skills
- student feedback
- appropriate approaches to individual student concerns
- changes in regulations
- review of examiners' reports

Duties of the Student Representative

The MSc in Clinical and Therapeutic Neuroscience will invite the student body to identify a representative to:

1. Act as the focus for feedback from students
   - encourage high response rates to evaluation questionnaires
   - summarise key points raised from the report of student feedback compiled by the Organising Committee
   - bring to Course Director's attention matters not covered in evaluation processes

2. Participate in Course Committee meetings
- comment on completed modules/units
- advise on plans for future modules/units
- comment on revising the course (changes in regulations, course delivery and design)

3. Liaise with student representatives from other programmes/courses, in particular those who are members of the Departmental Committees.

4. Act as a focus for communications from the University or Department on matters relating to the course.

5. Report back to the students on their course the results of any representations made. In addition, students will be directed to the course website on Canvas for uploaded student feedback reports, and minutes from departmental and divisional.

Student Peer Support

Student Peer Supporters are available in colleges and departments to talk with students informally about anything that is of concern. All Peer Supporters have been carefully selected and trained to take up this role and receive ongoing support and supervision from the University Counselling Service.

The Peer Support Programme was developed in recognition of the essential role students play in supporting and encouraging one another on a day-to-day basis throughout their time at university. Students are likely to look to each other first for help in thinking through issues and for emotional support, but there are times when this can leave friends feeling out of their depth, unsure how best to help but anxious about seeking advice for fear of betraying trust.

The Programme seeks to better equip students for this role, enabling them to feel more confident in supporting their peers and more aware of the professional support networks available to them.
Since its launch it has been embraced by an Oxford University review as an integral part of its welfare provision. www.ox.ac.uk/students/welfare/counselling/peersupport

ANNEXE 2- EXAMINATION REGULATIONS

The Examination Regulations relating to this course are available at (https://examregs.admin.ox.ac.uk/Regulation?code=mosbcicandtherneur&srchYear=2020&srchTerm=1&year=2020&term=1). If there is a conflict between information in

this handbook and the Examination Regulations then you should follow the Examination Regulations. If you have any concerns please contact Professor Philip Burnet

The information in this handbook is accurate as at September 2022, however it may be necessary for changes to be made in certain circumstances, as explained at the University of Oxford postgraduate webpage (www.graduate.ox.ac.uk/coursechanges). If such changes are made, the department will publish a new version of this handbook together with a list of the changes and students will be informed.

The University has a wide range of policies and regulations that apply to students. These are easily accessible through the A-Z of University regulations, codes of conduct and policies available on the Oxford Students website www.ox.ac.uk/students/academic/regulations/a-z

ANNEXE 3- EXAMINATION CONVENTIONS

MSc Taught Course in Clinical and Therapeutic Neuroscience

1. Introduction

These Examination Conventions apply to the Master of Science by Coursework in Clinical and Therapeutic Neuroscience 2022-23 and have been approved by the Medical Sciences Division, Audit Sub-Committee on behalf of the Medical Sciences Board. Examination conventions are the University's formal record of the specific assessment standards for the courses to which they apply. They set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award.

Examination regulations for this course can be found at University of Oxford, Examination Regulations. https://examregs.admin.ox.ac.uk/Regulation?code=mosbcicandtherneur&srchYear=2021&srchTerm=1&year=2020&term=1

2. Paper-specific conventions

2.1 The *qualifying paper* (computer marked) is a computer-based examination consisting of multiple-choice questions to be answered in 2 hours. A pass is a mark of 50% or over and it does not contribute to the final mark. The qualifying exam is an assessment of the students' basic understanding of brain disorders and their therapies. This paper must be passed in the first sitting, 9th week of Michaelmas Term 2022 or at the re-sit, 0th week of Hilary Term 2023 in order for candidates to be awarded the MSc degree.

2.2 The *extended essays* (double-marked) are written coursework assignments critically appraising the role of disease models, bioassays and biomarkers, medicinal chemistry, computational modelling, clinical trials and digital health in drug/treatment discovery. The extended essay is designed to test the students' knowledge and awareness of the state-of-the-art strategies and tools that are available to implement the discovery of novel treatments. There will be four extended essays in total between them contributing 25% of the final degree mark, and each essay will be equally weighted.

Candidates will propose their own essay titles, which will be subject to approval by the Organising Committee. Candidates must submit their proposed titles based on the material covered in the corresponding lecture module. Submission of titles before the deadline will be encouraged to give student more time to spend on the assignment.

In general, students are expected to use the essays to explore topics in some depth and encourage individual analysis and thought. Students should spend time researching background for essays and provide a detailed reference list. Essays should include an abstract that summarises the 'issue' in question, the outcome and conclusions within 250 words. This is to develop students' skills in concise scientific reporting which is important when publishing papers and submitting grant applications later in their academic career. The main test of the essays should then start with a broad introduction informing readers of the aims for the rest of the essay, in spite of the preceding abstract. The work should be organised with the main essay in headings and subheadings and include diagrams for clarity. Appropriate citation of relevant scientific literature is compulsory, and discussions of considerations for future

development in the conclusion of the essay, are strongly advised. Each essays shall not exceed 3,000 words. This word limit is for the main text including in-text citations, but does not include the abstract. Citations and the alphabetical list of references should be in the style of the *Journal of Neuroscience* (see *References* section under 'Preparing a manuscript' in: https://www.jneurosci.org/content/information-authors#preparing_a_manuscript). All essays must be submitted electronically to an authorised online submission platform, details of which will be notified to students by the Course Administrator, as instructed in the Michaelmas Term.

The submission dates for the extended essay titles and completed work are as follows:

First essay – Thursday 16th February, 12 noon
Second essay – Thursday 16th March, 12 noon
Third essay – Thursday 25th May, 12 noon
Fourth essay - Thursday 22nd June, 12 noon

2.3 The *dissertations* (double-marked) are reports of two project rotations that provide students with a thorough appreciation of pre-clinical and clinical research. Students are required to complete two dissertations as part of the course work. Details regarding this submission can be found in the course handbook and include a declaration of authorship. Each dissertation shall not exceed 6,000 words (excluding bibliography, appendices and figure legends). Examiners expect a minimum word count of 5,000, which does not include the abstract, tables, figure legends or reference list. The number of words must be stated on the front of the final document. The dissertation should be arranged in the format of a published paper, including **Abstract**, **Introduction**, **Methods**, **Results** and **Discussion**. Both dissertations are marked out of 100% and each contributes 35% towards the final mark. All citations and list of references must be in the style that is required for essays (requirements for dissertations are detailed in the course handbook).

All dissertations must be submitted electronically to an authorised online submission platform, details of which will be notified to students by the Course Administrator, as instructed for essays. The submission dates for the dissertations are as follows:

First dissertation –Thursday 13th April, 12 noon
Second dissertation –Thursday 3rd August, 12 noon

2.4 The *poster presentation and viva* consists normally of a 15-minute session where students explain their results of their second project in 5 minutes and are questioned about the subject of the dissertation and general aspects of the course for the remaining 10 minutes. Candidates are scored individually out of 100%. The poster presentation and viva contribute 5% to the final mark. The poster presentation and viva will be held on Friday, 1st September 2023.

Students are required to attend >80% of lectures throughout the course. Failure to do so will be brought to the attention of the Exam Board. Students' poor attendance of lectures will discussed with the Course Director to ensure that appropriate support and guidance is in place.

3. Marking conventions

3.1 *University scale for standardized expression of agreed final marks*
Agreed final marks for individual papers will be expressed using the following scale:

70-100	Distinction
65-69	Merit
50-64	Pass
0-49	Fail

3.2 Qualitative criteria for different types of assessment

70%-100% (Distinction)
Project dissertations will be graded with Distinction when signs of originality are obvious at all levels of planning, analysis and interpretation. It is not expected that the study should have been conceived by the candidate. The dissertation should be clearly presented and show a depth of understanding of the field. The introduction should present clearly the rationale for the scientific study and the discussion should provide a reasoned, integrative account of the scientific results. Students should also propose how their study could be further developed in the future.
Essays graded 70 or above will show comprehensive knowledge and understanding of the topic, and also original and creative analysis, argument and synthesis.

65%-69% (Merit)
Very good knowledge and understanding, together with some elements of original and creative analysis, argument and synthesis. An essay or project of this standard should also have been carefully conducted and analyzed. However, there is less of a requirement for originality.
For the dissertation, the introduction and discussion should show a good understanding of the field and contain some evaluation of the experimental material, even if that evaluation is not original. There should be no major errors in the conduct or analysis of the experimental data.
Essays should be well constructed and include analysis of the experimental data based upon a clear understanding of the primary literature.

60%-64% (High Pass)
Very good knowledge and understanding of subject matter. An essay or project of this standard should show some evidence of careful attempts to conduct and analyse the material. Some inadequacies may be apparent in presentation or analysis, but the conclusions should be sound.
For essays, there may be over-reliance on review articles and lack of accurate synthesis of primary sources.

50%-59% (Pass)
Demonstrates core knowledge and understanding of the key features of the subject.

For dissertation projects, the write up may be inadequate in one of the following areas: an inadequate presentation of the purpose of the study, an inadequate description of the methods, inadequately labelled traces or diagrams, an inappropriate analysis, errors in the analysis, or a discussion that fails to interpret the results correctly. These problems will be taken as evidence of weakness in basic scientific skills, but they should not be so serious that they call into question the major conclusions from the experiment.
For an essay, lack of analysis and evidence of wider reading of primary literature would be signs of a weaker piece of work.

0%-49% (Fail)
Very poor knowledge of the subject matter.
There will be evidence of carelessness in conducting and analysing the project.
For essays, a lack of reference to data obtained from primary literature and failure to show signs of understanding of the major issues within the chosen topic would be grounds for awarding this mark.
Work of this grade is not initially marked as a failure, but is one which indicates that the Examiners will focus on these deficiencies during the viva voce exam. A non-satisfactory mark which is not redeemed during the viva voce examination will be marked as a fail and will require re-writing in the case of the project dissertation and re-examination. For failed essays a new topic is required for reassessment.

3.3 Verification and reconciliation of marks
Rules governing the verification and reconciliation of marks follow the guidance set out by the University and the Medical Science Division. All written assessments are double-blind marked (i.e. are marked independently by two examiners or assessors). In the first instance, each marker independently awards a percentage for the piece of work. The two marks are then compared. If the marks are within 10% and do not cross a grade boundary, an average is taken. If the marks differ by 10% or more, or cross a grade boundary, the examiners will discuss the assessment and agree on a mark. If agreement cannot be obtained, then the Chair of Examiners will make a final decision having taken specialist advice from a third marker, if necessary. The External Examiner will only be asked to act as an arbiter in cases where the internal markers are unable to resolve a discrepancy. The external examiner sees a range (poor, mid-range, and top) of example assignments to ensure accurate marking.

3.4 Scaling

The Examiners may choose to scale marks where in their academic judgement:
a. a paper was more difficult or easy than in previous years, and/or

b. a paper has generated a spread of marks which are not a fair reflection of student performance on the University's standard scale for the expression of agreed final marks, i.e. the marks do not reflect the qualitative marks descriptors.

Such scaling is used to ensure that candidates' marks are not advantaged or disadvantaged by any of these situations. In each case, examiners will establish if

they have sufficient evidence for scaling. Scaling will only be considered and undertaken after moderation of a paper has been completed, and a complete run of marks for all papers is available.

If it is decided that it is appropriate to use scaling, the examiners will review a sample of papers either side of the classification borderlines to ensure that the outcome of scaling is consistent with academic views of what constitutes an appropriate performance within in each class.

Detailed information about why scaling was necessary and how it was applied will be included in the Examiners' report and the algorithms used will be published for the information of all examiners and students.

4. Penalties for late and non-submission of submitted work

The scale of penalties agreed by the Medical Sciences Division in relation to late submission of assessed items is set out below. Details of the circumstances in which such penalties might apply can be found in the Examination Regulations (Regulations for the Conduct of University Examinations, Part 14.)

1. If a candidate submits **late, but on the prescribed date of submission**, the examiners shall mark the submitted work and impose the following academic penalty:

   5 points (marks) will be deducted from the candidate's *final agreed mark* for the assessment, on the University's 100-point marking scale.

2. If a candidate submits after the prescribed date of submission **and without having such a submission accepted by the Proctors**, the examiners shall apply the following academic penalties.

3. Such penalties will be applied regardless of whether or not the piece of work is submitted over a weekend, public holiday, or fixed closure day etc. after the deadline:

   ≤ 24 hours late: 5 points (marks) will be deducted from the candidate's *final agreed mark* for the assessment, on the University's 100-point marking scale;

   > 24 hours and ≤ 48 hours late: 10 points (marks) will be deducted from the candidate's *final agreed mark* for the assessment, on the University's 100-point marking scale;

   > 48 hours and ≤ 72 hours late: 20 points (marks) will be deducted from the candidate's *final agreed mark* for the assessment, on the University's 100-point marking scale;

> 72 hours late but submitted within 14 calendar days of the deadline: the submission will be awarded a mark of zero and this will be treated as a fail as a result of poor academic performance (an "academic fail"), with the re-sit arrangements as set out in Section 8 of the Examination Conventions.

Candidates are advised to contact their course director for advice as soon as possible, in particular if there may be a valid reason for late submission[1].

>14 calendar days after the deadline: the submission will automatically be deemed a non-submission (a "technical fail") and will result in failure of the assessment unit, with any re-sit capped at the pass mark.

4. When late submission (≤ 72 hours late) results in failure of an assessment unit following the application of an academic penalty, this will be treated as a fail as a result of poor academic performance, with re-sit arrangements as set out in Section 8 of the *Examination Conventions*.

5. Where a submission is deemed a non-submission (>14 calendar days after the deadline), as set out in Section 8 of the *Examination Conventions*, the mark for the re-sit of the assessment unit will be capped at the pass mark.

5. Penalties resulting from over-length work in submitted work

The Medical Sciences Board has agreed the following tariff of marks to be deducted for over-length work:

≤ 5% over word limit	5 marks will be deducted from the candidate's final agreed mark for the assessment, on the University's 100-point marking scale.
>5% and ≤ 10% over word limit	10 marks will be deducted from the candidate's final agreed mark for the assessment, on the University's 100-point marking scale.
>10% and ≤ 20% over word limit	20 marks will be deducted from the candidate's final agreed mark for the assessment, on the University's 100-point marking scale.
> 20% over word limit	the candidate will be awarded **zero marks** (a fail) for the assessment concerned.

[1] A valid reason for late submission could include mitigating circumstances, such as an acute illness or a bereavement.

Information regarding word counts is given in Section 2.2.

Where a penalty for over-length work results in failure of an assessment item, this will be treated as an academic fail of the assessment item. The policy on resits is set out in Section 8 of the Examination Conventions.

6. Penalties resulting from poor academic practice and plagiarism in submitted work

The Examination Board shall deal wholly with cases of poor academic practice in submitted work where the material under review is small and does not exceed 10% of the whole.

Assessors should mark work on its academic merit with the board responsible for deducting marks for derivative or poor referencing.

Determined by the extent of poor academic practice, the board shall deduct between 1% and 10% of the marks available for cases of poor referencing where material is widely available factual information or a technical description that could not be paraphrased easily; where passage(s) draw on a variety of sources, either verbatim or derivative, in patchwork fashion (and examiners consider that this represents poor academic practice rather than an attempt to deceive); where some attempt has been made to provide references, however incomplete (e.g. footnotes but no quotation marks, Harvard-style references at the end of a paragraph, inclusion in bibliography); or where passage(s) are 'grey literature' i.e. a web source with no clear owner.

If a student has previously had marks deducted for poor academic practice or has been referred to the Proctors for suspected plagiarism the case must always be referred to the Proctors.

In addition, any more serious cases of poor academic practice than described above should also always be referred to the Proctors.

The University regards poor academic practice and plagiarism in formal assessments as a serious matter. The University's approach to the prevention and management of plagiarism is set out on the Oxford Student Website.
https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism?wssl=1

Procedures for handling cases of poor academic practice and plagiarism in taught degree examinations are available in the *Policy and Guidance for examiners and others involved in University examinations*. https://academic.admin.ox.ac.uk/examiners

7. Penalties for non-attendance at the qualifying examination or poster presentation/viva voce

Failure to attend an examination whether online or in-person will result in the failure of the assessment. The mark for any resit of the assessment will be capped at a pass (50%).

8. Resits

Where any assessment unit is failed at the first attempt, the candidate will be entitled to one further attempt (a re-sit) of the failed assessment.

Where a candidate has failed an assessment unit as a result of poor academic performance the mark for the resit of the assessment unit will be capped at a pass (50%).

Where a candidate has failed an assessment unit as a result of non-submitting an assessment item or as a result of non-attendance at a timed examination the mark for the resit of the assessment unit will be capped at a pass (50%).

In this context, an "assessment unit" can refer to a single timed examination, a submission or a combination of assessment units. Where the assessment unit consists of more than one assessment item, for example a submission and a timed examination, if the candidate passes the submission but fails the timed examination, they are only required to resit the failed assessment item (in this example the timed examination) not all the assessment items for the assessment unit.

Failure of any resit will result in failure of the whole degree.

Timings of resit opportunities for each assessment unit are as follows:

- Qualifying paper- resit, 0th Week of Hilary Term
- Extended essays- submission of essay, 1st December 2023 (End of Michaelmas Term of following academic year)
- Dissertations- resubmissions, 1st December, 2023 (End of Michaelmas Term of following academic year)
- Poster presentation and viva voce- resit 1st December, 2023 (End of Michaelmas Term of following academic year)

9. Consideration of Mitigating Circumstances

A candidate's final outcome will first be considered using the classification rules/final outcome rules as described above in section 4. The exam board will then consider any further information they have on individual circumstances

Where a candidate or candidates have made a submission, under Part 13 of the regulations for Conduct of University Examinations, that unforeseen factors may have had an impact on their performance in an examination, a subset of the board will meet to discuss the individual application and band the seriousness of each application on a scale 1-3 with 1 indicating minor impact, 2 indicating moderate impact, and 3 indicating very serious impact. When reaching this decision, examiners will take into consideration the severity and the relevance of the circumstances, and

the strength of the evidence. Examiners will also note whether all or a subset of papers were affected, being aware that it is possible for circumstances to have different levels of impact on different papers. The banding information will be used at the final board of examiners meeting to decide whether and how to adjust a candidate's results. Further information on the procedure is provided in the *Examination and Assessment Framework, Annex E* and information for students is provided at https://www.ox.ac.uk/students/academic/exams/problems-completing-your-assessment

Candidates who have indicated they wish to be considered for a Declared to have Deserved Masters (DDM) degree will first be considered for a classified degree, taking into account any individual mitigating circumstances as notified to the examiners. If that is not possible and they meet the DDM eligibility criteria, they will be awarded DDM.

10. Progression Rules and Classification Conventions

A mark of 50% or above is required for all summative assessments (at either the first attempt or resit) for the final degree to be awarded. Marks for each element will be weighted as follows: essays (6.25% each), dissertations (35% each), poster presentation and viva voce (5%). It is expected that the viva voce will resolve any borderline marks. However, borderline grades achieved after the viva voce will be discussed by the Board of Examiners who will consider where the majority of that student's marks lie relative to the grade boundary.

A Distinction will be awarded to candidates passing all summatively assessed degree components at the first attempt with an average of 70 or more across the individual components.

A Merit will be awarded to candidates passing all summatively assessed degree components at the first attempt with an average of 65 or more across the individual components.

A Pass will be awarded to candidates passing all summatively assessed degree components at the first attempt with an average of 50 or more across the individual components.

Candidates who have initially failed any element of the examination will not be eligible for the award of Distinction or Merit.

Candidates who fail any one of their summative assessments at both the first attempt and the resit will not be eligible for the award of the degree. Candidates in such circumstances can either withdraw from the course at that point, or if preferred can continue to attend the course, but will be awarded a Fail grade at the end of the course.

11. Details of Examiners and Rules on Communicating with Examiners

The Board of Examiners are:

Chair:	Dr Kate Saunders, Department of Psychiatry, Oxford
Internal Examiner:	Professor Noel Buckley, Department of Psychiatry, Oxford
External Examiner:	Professor Mitul Mehta, Kings College, London.

Candidates should not under any circumstances make contact with individual internal or external examiners.

ANNEXE 4 - PLAGIARISM

Excerpts from *"Academic good practice, a practical guide"* (http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism) are presented below:

1. Definition

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition.

Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence. The necessity to acknowledge others' work or ideas applies not only to text, but also to other media, such as computer code, illustrations, graphs etc. It applies equally to published text and data drawn from books and journals, and to unpublished text and data, whether from lectures, theses or other students' essays. You must also attribute text, data, or other resources downloaded from websites.

The best way of avoiding plagiarism, however, is to learn and employ the principles of good academic practice from the beginning of your university career. Avoiding plagiarism is not simply a matter of making sure your references are all correct, or changing enough words so the examiner will not notice your paraphrase; it is about deploying your academic skills to make your work as good as it can be.

2. Why does plagiarism matter?

Plagiarism is a breach of academic integrity. It is a principle of intellectual honesty that all members of the academic community should acknowledge their debt to the originators of the ideas, words, and data which form the basis for their own work. Passing off another's work as your own is not only poor scholarship, but also means that you have failed to complete the learning process. Plagiarism is unethical and can have serious consequences for your future career; it also undermines the standards of your institution and of the degrees it issues.

3. Forms of plagiarism

- Verbatim (word for word) quotation without clear acknowledgement. Quotations must always be identified as such by the use of either quotation marks or indentation, and with full referencing of the sources cited. It must always be apparent to the reader which parts are your own independent work and where you have drawn on someone else's ideas and language.
- Cutting and pasting from the Internet without clear acknowledgement. Information derived from the Internet must be adequately referenced and included in the bibliography. It is important to evaluate carefully all material found on the Internet, as it is less likely to have been through the same process of scholarly peer review as published sources.
- Paraphrasing. Copying someone's work but altering a few words and changing their order, or closely following the structure of their argument, is plagiarism because you are deriving your words and ideas from their work without giving due acknowledgement. You must ensure that you do not create the misleading impression that the paraphrased wording or the sequence of ideas are entirely your own. It is better to write a brief summary of the author's overall argument in your own words, indicating that you are doing so, than to paraphrase particular sections of his or her writing. This will ensure you have a genuine grasp of the argument and will avoid the difficulty of paraphrasing without plagiarising.
- Collusion. This can involve unauthorised collaboration between students, failure to attribute assistance received, or failure to follow precisely regulations on group work projects. It is your responsibility to ensure that you are entirely clear about the extent of collaboration permitted, and which parts of the work must be your own.
- Inaccurate citation. It is important to cite correctly, according to the conventions of your discipline. Additionally, you should not include anything in your references or bibliography that you have not actually consulted. If you cannot gain access to a primary source you must make it clear in your citation that your knowledge of the work has been derived from a secondary text (for example, Bradshaw, D. Title of Book, discussed in Wilson, E., Title of Book (London, 2004), p. 189).
- Failure to acknowledge assistance**.** You must clearly acknowledge all assistance which has contributed to the production of your work, such as advice from fellow students, laboratory technicians, and other external sources. This need not apply to the assistance provided by your tutor or supervisor, or to ordinary proofreading, but it is necessary to acknowledge other guidance which leads to substantive changes of content or approach.
- Use of material written by professional agencies or other persons. You should neither make use of professional agencies in the production of your work nor submit material which has been written for you even with the consent of the person who has written it. It is vital to your intellectual training and development that you should undertake the research process unaided.
- Auto-plagiarism. You must not submit work for assessment that you have already submitted (partially or in full) to fulfil the requirements of another degree course or examination.

4. Why should you avoid plagiarism?

There are many reasons to avoid plagiarism. You have come to university to learn to know and speak your own mind, not merely to reproduce the opinions of others. At first it may seem very difficult to develop your own views, and you will probably find yourself paraphrasing the writings of others as you attempt to understand and assimilate their arguments. However it is important that you learn to develop your own voice. You are not necessarily expected to become an original thinker, but you are expected to be an

independent one - by learning to assess critically the work of others, weigh up differing arguments and draw your own conclusions.

5. Does this mean that I shouldn't use the work of other authors?

On the contrary, it is vital that you situate your writing within the intellectual debates of your discipline. Academic essays almost always involve the use and discussion of material written by others, and, with due acknowledgement and proper referencing, this is clearly distinguishable from plagiarism. The knowledge in your discipline has developed cumulatively as a result of years of research, innovation and debate. You need to give credit to the authors of the ideas and observations you cite. This will help strengthen your argument by making clear the basis on which you make it. Furthermore, good citation practice gives your reader the opportunity to follow up your references, or check the validity of your interpretation.

6. Does every statement in my essay have to be backed up with references?

You may feel that including the citation for every point you make will interrupt the flow of your essay and make it look very unoriginal. At least initially, this may sometimes be inevitable. However, by employing good citation practice from the start, you will learn to avoid errors such as close paraphrasing or inadequately referenced quotation. It is important to understand the reasons behind the need for transparency of source use. All academic texts, even student essays, are multi-voiced, which means they are filled with references to other texts. Rather than attempting to synthesise these voices into one narrative account, you should make it clear whose interpretation or argument you are employing at any one time - whose 'voice' is speaking.

If you are substantially indebted to a particular argument in the formulation of your own, you should make this clear both in footnotes and in the body of your text according to the agreed conventions of the discipline, before going on to describe how your own views develop or diverge from this influence. On the other hand, it is not necessary to give references for facts that are common knowledge in your discipline. If you are unsure as to whether something is considered to be common knowledge or not, it is safer to cite it anyway and seek clarification. You do need to document facts that are not generally known and ideas that are interpretations of facts.

7. Unintentional plagiarism

Not all cases of plagiarism arise from a deliberate intention to cheat. Sometimes students may omit to take down citation details when taking notes, or they may be genuinely ignorant of referencing conventions. However, these excuses offer no sure protection against a charge of plagiarism. Even in cases where the plagiarism is found to have been neither intentional nor reckless, there may still be an academic penalty for poor practice.

It is your responsibility to find out the prevailing referencing conventions in your discipline, to take adequate notes, and to avoid close paraphrasing. If you are offered induction sessions on plagiarism and study skills, you should attend. Together with the advice contained in your subject handbook, these will help you learn how to avoid common errors. If you are undertaking a project or dissertation you should ensure that you have information on plagiarism and collusion. If ever in doubt about referencing, paraphrasing or plagiarism, you have only to ask your tutor.

8. What happens if you are thought to have plagiarised?

The University regards plagiarism in examinations as a serious matter. Cases will be investigated and penalties may range from deduction of marks to expulsion from the University, depending on the seriousness of the occurrence. Even if plagiarism is inadvertent, it can result in a penalty. The forms of plagiarism listed above are all potentially disciplinary offences in the context of formal assessment requirements.

The regulations regarding conduct in examinations apply equally to the 'submission and assessment of a thesis, dissertation, essay, or other coursework not undertaken in formal examination conditions but which counts towards or constitutes the work for a degree or other academic award'. Additionally, this includes the transfer and confirmation of status exercises undertaken by graduate students. Cases of suspected plagiarism in assessed work are investigated under the disciplinary regulations concerning conduct in examinations. Intentional plagiarism in this context means that you understood that you were breaching the regulations and did so intending to gain advantage in the examination. Reckless, in this context, means that you understood or could be expected to have understood (even if you did not specifically consider it) that your work might breach the regulations, but you took no action to avoid doing so. Intentional or reckless plagiarism may incur severe penalties, including failure of your degree or expulsion from the university.

If plagiarism is suspected in a piece of work submitted for assessment in an examination, the matter will be referred to the Proctors. They will thoroughly investigate the claim and call the student concerned for interview. If at this point there is no evidence of a breach of the regulations, no further disciplinary action will be taken although there may still be an academic penalty. However, if it is concluded that a breach of the regulations may have occurred, the Proctors will refer the case to the Student Disciplinary Panel. More information on disciplinary procedures and appeals is available from Student Conduct.

If you are suspected of plagiarism your College Secretary/Academic Administrator and subject tutor will support you through the process and arrange for a member of Congregation to accompany you to all hearings. They will be able to advise you what to expect during the investigation and how best to make your case. The Oxford SU Student Advice Service can also provide useful information and support.

Borrowing essays from other students to adapt and submit as your own is plagiarism, and will develop none of these necessary skills, holding back your academic development. Students who lend essays for this purpose are doing their peers no favours.

ANNEXE 5 – HEALTH ADVICE

Registration with a medical doctor

Student health is primarily a college responsibility and all colleges will already have an arrangement with a particular NHS doctor known as "the college doctor". Students are free to choose any other practitioner, if they prefer, but most students find that the most convenient arrangement is to register with the college doctor. All students should register with a doctor in Oxford as, in the eyes of the Department of Health, you are deemed to be a resident in the city during your studies. At any practice it is normally possible for students to choose to consult either a male or a female doctor. For minor cases of sickness you are generally able to consult and obtain treatment from a college nurse. The University does not endorse any one local medical practice.

Hospital treatment and primary care health services

All doctor-patient relationships are completely confidential. It is possible for the college doctor to liaise with other health practitioners and to obtain information about individual students medical history if, for example, a student has a long-term health condition.

If students are not entitled to free National Health Service (NHS) treatment then they may still register with the college doctor as a private patient, however, it is advisable to take out appropriate private healthcare insurance for this.

Students from Britain, the European community and any country with reciprocal health arrangements are eligible for free treatment under the NHS. Students in full-time education and under the age of 19 may also be exempt from most NHS charges. Some students may be entitled to help with charges on the grounds of low income. However international students who applied for their visa after 6 April 2015, may be required to pay the immigration health charge in order to access NHS treatment. Information on the entitlement of international students to treatment under the NHS is available on the UKCISA website www.ukcisa.org.uk/Information--Advice/Living-in-the-UK/Health-and-healthcare.

For more information on healthcare, including dentistry and ophthalmic treatment, please visit the University health services website;
www.ox.ac.uk/students/welfare/health/services or contact Department of Health, Room 4W04b Quarry House, Quarry Hill, Leeds LS2 7UE. Tel: 0113 2545819 or email: overseasvisitors@dh.gsi.gov.uk.

Dental and ophthalmic treatment

Students who need either routine or emergency dental treatment should seek the advice of their college doctor or nurse, as many colleges have special arrangements with particular dentists. Colleges do not normally have a special arrangement with opticians, so you should feel free to register with one of your choice. If you have a visual problem which requires specialised attention, you will be referred to the hospital eye service.

Medical emergencies and useful contacts

Treatment in cases of emergency only can be obtained at the Accident and Emergency Service of the John Radcliffe Hospital in Headington. Hospital emergency services should be warned in advance if possible so that they know to expect you. When someone cannot be moved, ring 999 and ask for the Ambulance Service.

Student Counselling Service

The University has a professionally staffed and confidential Student Counselling Service for assistance with personal, emotional, social and academic problems. The Service is available free to all matriculated undergraduate and graduate members of the University.

The Student Counselling Service is available throughout the year except for Christmas and Easter, although reception hours are usually reduced outside of term time. It is open on weekdays from 9.00am to 5.00pm. Occasionally later appointments can be arranged. Appointments can be made by visiting the office at 3 Worcester Street or phone 01865 270300 or email counselling@admin.ox.ac.uk.

All students are reminded that contacting the Student Counselling Service using email cannot be guaranteed to be entirely confidential. An appointment will be made for as soon as possible but the waiting time for a first appointment can be longer than five working days at busy periods such as the beginning of Michaelmas and Hilary Terms. The Student Counselling Service is not designed to be an emergency service. Anyone who feels in a state of "crisis" should contact a doctor.

Health & Safety

It is the policy of the University, and the responsibility of the Council, to adopt all reasonably practical measures:

- to secure the health, safety and welfare of all employees at places of work under the
  University's control and elsewhere when performing their duties
- to protect students and other persons who are lawfully on University premises against risk
  to their health or safety which might arise out of activities in those places
- to maintain safe plant, machinery and equipment and a safe and healthy place of work

Students with disabilities

It is important that students make the University aware of any disabilities they have so that we are able to give the best advice about the full range of support available. Disability is defined in the Equality Act (2010) as any physical or mental impairment which has a substantial and long-term (12 months or more) adverse effect on a student's ability to carry out normal day-to-day activities, including study. This can include dyslexia and other specific learning difficulties, mental health conditions such as depression or anxiety, physical or sensory impairments, long term health conditions such as Cancer or HIV and Autism spectrum conditions, including Asperger's syndrome.

Students can disclose a disability at any time by contacting the Disability Advisory Service (details below). The Disability Advisory Service will then be able to discuss specific requirements in more detail and support students to access relevant funding, support and reasonable adjustments based on their assessed need. Whilst the University already makes anticipatory reasonable adjustments where possible, please note that some support arrangements can take time to implement. It is therefore advised that students contact the Disability Advisory Service as soon as possible, ideally at or approaching the start of a course.

The Disability Advisory Service can be contacted by Email: disability@admin.ox.ac.uk or Telephone: 01865 280459. Further information can also be found on the Disability Advisory Service Website:
www.ox.ac.uk/students/welfare/disability

Fitness to study

The University has established a common framework across departments, faculties and colleges for cases where questions arise as to whether a student is fit to study or to return to study after a period of leave for medical, psychological, or emotional problems. Most such cases are dealt with under college procedures but there is also a Fitness to Study Panel, to which serious and difficult fitness to study cases can be referred if all other normal procedures at college or University level have been exhausted or are inappropriate. www.ox.ac.uk/students/welfare/fitness-to-study

ANNEXE 6 – INDUCTION AND MICHAELMAS TERM TIMETABLE

MSc in Clinical and Therapeutic Neuroscience

Induction Programme Timetable

Monday 3rd October 2022

Seminar Room, Department of Psychiatry, Warneford Hospital

2.00pm Bodleian Libraries Induction

Tuesday 4th October 2022

Seminar Room, Department of Psychiatry, Warneford Hospital

10.00am Welcome Induction Meeting with Professor Phil Burnet, Course Director, Zameel Cader, Associate Course Director and key members of the Department

11.00am MSc Course Information given by Professor Phil Burnet, Course Director and Zameel Cader, Associate Course Director

1.00pm Photographs and Laptops
MSc Room, Department of Psychiatry, Warneford Hospital

Wednesday 5th October 2022

College Induction Events

Thursday 7th October 2022

9.00am – 1.00pm College Induction Events

4.00pm – 6.30pm Medical Sciences Virtual Graduate School Welcome Event

Exhibitions and talks from the Director of the Medical Sciences Division Graduate School and others with the Medical Sciences Division.

Friday 8th October 2022

1.00pm – 5.00pm College Induction Events

MSc in Clinical and Therapeutic Neuroscience: Michaelmas Term 2022

(NB: please note these lectures are subject to change, students will be informed of changes via email

Module 1 (Week 1-5)

Clinical features, pathophysiology and treatments of psychiatric disorders.

THEME	NAME	LECTURE TITLES	DATE, TIME
MOOD AND EATING DISORDERS	Phil Cowen	Clinical features of mood disorders	Mon 10th Oct 2022 9.00am – 10.15am
	Beata Godlewsk	Treatments for depression	Mon 10th Oct 2022 1.30pm – 2.45pm
PSYCHOTIC DISORDERS	Belinda Lennox	1) Clinical features of psychotic disorders	Mon 10th Oct 2022 4.00pm- 5.15 pm
MOOD AND EATING DISORDERS	Rupert McShane	Stimulatory therapies and glutamatergic antagonists in depression	Tues 11th Oct 2022 10.30am – 11.45am
PSYCHOTIC DISORDERS	Belinda Lennox	2) Current treatment and management of first episode psychosis and schizophrenia	Tues 11th Oct 2022 4.00pm-5.15pm
MOOD AND EATING DISORDERS	Rebecca Park	Eating disorders and treatments	Thurs 13th Oct 2022 10.30 am-11.45am
	Catherine Harmer	Antidepressants and how they work	Thurs 13th Oct 2022 1.00 pm – 2.15pm
EPILEPSY	Charles Newton	Neuropsychiatric co-morbidity of epilepsy	Thurs 13th Oct 2022 2.30pm-3.45pm
MOOD AND EATING DISORDERS	Kate Saunders	1) Personality disorder 2) Role of co-morbidity in Psychiatry	Mon 17th Oct 2022 (1)11.00am – 12.15pm (2) 12.30pm- 1.45pm
	Anke Ehlers Recorded lecture	PTSD treatments	Tues 18th Oct 2022 10.45am-12.00pm
	Anke Ehlers Via teams	Q&A PTSD treatments	Tues 18th Oct 2022 1.30pm- 2.30pm
	Anke Ehlers Recorded lecture	Post-traumatic Stress Disorder	Thurs 20th Oct 2022 9.45am-11.00am
	Anke Ehlers Via Teams	Q&A Post-traumatic Stress Disorder	Thurs 20th Oct 2022 11.15am -12.15 pm
	Kate Saunders	3) Lithium and anticonvulsants	Thurs 20th Oct 2022 2.00pm-3.15 pm
	Ruth Baer	Mindfulness therapies for depression	Friday 21st Oct 2022 9.00am-10.15 am
	Ivan Koychev	Psychiatry in old age	Mon 24th Oct 2022 10.30 am-11.45am
	Alan Stein	Perinatal mental health and child development: understanding mechanisms	Mon 24th Oct 2022 2.00pm-3.15pm
	Jacinta O'Shea	Transcranial stimulation in anxiety and depression	Tues 25th Oct 2022 11:00am-12.15pm

ETHICS	Ilina Singh	Concepts in the Ethics of Psychopathology: Diagnosis	Thurs 27th Oct 2022 10.00am – 11.15am
SPECIALISED PSYCHIATRY	Howard Ryland	Forensic psychiatry	Thurs 27th Oct 2022 11.30am-12.45pm

Module 2 (Week 5-8)

Clinical features, pathophysiology and treatments of neurological disorders.

THEME	NAME	LECTURE TITLES	DATE, TIME
EPILEPSY	Jane Adcock TBC	Epilepsy and treatments	Mon 7th Nov 2022 9.00am-10.15am
	Arjune Sen TBC	Pharmacotherapies in epilepsy	Mon 7th Nov 2022 10.30am-11.45am
NEURODEGENERATIVE DISORDERS	Michele Hu	Current and emerging treatments for movement disorders	Mon 7th Nov 2022 2:00pm-3.15 pm
	Alex Green	Neuromodulatory treatments of movement disorders	Tues 8th Nov 2022 2.30pm – 3.45pm
	Andrew Douglas and Richard Armstrong TBC	Huntington's Disease	Thurs 10th Nov 2022 10.00am-11.15am
	Esther Becker	Disorders of the Cerebellum	Thurs 10th Nov 2022 11.30am-12.45pm
	Sana Suri	Alzheimer's disease and other dementias	Mon 14th Nov 2022 10.30am-11.45am
PAIN	James Fitzgerald TBC	Neuromodulation surgery for pain	Mon 14th Nov 2022 2.00pm-3.15pm
NEURODEGENERATIVE DISORDERS	George Tofaris	Parkinson's Disease	Tues 15th Nov 2022 10.45am-12.00pm
	Kevin Talbot	The molecular pathogenesis of motor neuron degeneration in ALS and SMA	Tues 15th Nov 2022 2.00pm-3.15pm
PAIN	John Dawes	Neuropathic Pain	Mon 21st Nov 2022 10.30am-11.45am
	Zameel Cader TBC	1) Migraine and Primary Headache Disorders	Mon 21st Nov 2022 2.00pm-3.15pm
PAIN	David Bennett TBC	Challenges of translating targets to therapies in neuropathic pain	
NEUROINFLAMMATION	Andrew Weir	Multiple sclerosis and neuro-inflammation	Tues 22nd Nov 2022 3.15pm – 4.30pm
	Zameel Cader TBC	2) Pharmacogenomics and precision medicine in CNS disorders	Thurs 24th Nov 2022 10.00am-11.15am
ETHICS	Alex McKeown,	Ethics of Early Intervention in Alzheimer's Disease	Thurs 24th Nov 2022 2.30pm – 3.45pm

Qualifying Exam - Monday 5th December 2022 at 10.00am

ANNEXE 7 – NOTES ON DISSERTATION WRITING

General points on format and style
The dissertation should be prepared in conformity with scientific reporting conventions, in general using the third person and passive past tense (e.g. 'The aim of the experiment was to determine....', rather than 'I want to determine....').

Abstract. This is the likely to be the first thing that anyone reads. Therefore, it should be carefully thought out and in miniature follow the structure of the whole dissertation; it should explain why you did it, i.e. introduce the topic and set out what question is being addressed, what methods you followed, what you found, and what it means. Word limit: not to exceed 250 words.

Introduction. This should make clear the aims of the experimental research and not simply give a review of the literature and then leave the reader to deduce why this particular approach was chosen or why the work was worth doing in the first place. Finish this section with aims of the project (what you want to look at) and objectives (how you are going to do it). As a general guide a clear and concise introduction will not to exceed 1,000 words.

Methods. Don't overuse acronyms without specifying what they mean or having done so only once at the beginning. It is useful to repeat what they mean from time to time, for example, in each new main section. Explain things clearly; don't assume too much knowledge on the part of the reader. A separate paragraph on data analysis should be include at the end which states: 1) how data are presented (means +/- SEM, medians, etc and if a mixture clarify where means are used over medians etc); 2) statistical tests including what steps were taken if data were not normally distributed eg they may have required log transformation. No word limit.

Results A description of the findings, accompanied by figures and/or tables. There should always be a sample of original, analysed data, so that the reader can judge its quality. Present data with a narrative including stats where/if appropriate- don't repeat methods/objectives to start, just cut to the chase. You can have a short summary sentence to start eg "The administration of xxx to rats influenced cognitive flexibility. There was a significant drug x time x group interaction (Fxy = ...; $p<0.05$)…" Do not discuss results or cite other works here, even if you are confirming a finding- leave all that for the next section. Divide results if there are several components, in keeping with methods. Figures can be incorporated into the text or given on separate pages that are included at suitable positions in the text. The legends should be written so that they are self-sufficient, if possible, so the reader doesn't have to dredge through pages of text to find what the units or conditions are. It's also useful to briefly say what you think the figure shows. No word limit.

Discussion. The first paragraph should have an introductory sentence on what the study sought to do and then summarise key findings- this will then be followed by

whether the study answered the research question. The main point of the discussion is to state what you think the results mean, and to put them in the context of previous work. You should highlight any shortcomings in the results and what you think the next steps should be. As a general guide a clear and comprehensive discussion will not to exceed 2,000 words.

References. Should be alphabetic and in the style of the *Journal of Neuroscience.*

Total word count should not exceed 6,000 words including within text citations, but excluding abstract, reference list, tables and figure legends

ANNEXE 8 – NOTES ON POSTER PREPARATION

A poster session is a presentation of the results of your research project that can be described graphically. You can present materials such as photographs, graphs, charts and/or tables on a display board along with written summaries of your work. Poster sessions facilitate informal discussions between presenters and their audience. **Ideally, a well-constructed poster will be self-explanatory and free you from answering obvious questions so that you are available to supplement and discuss particular points of interest**.

Successful poster presentations are those that achieve both coverage and clarity. Examples of the standard of posters are available from the Organizing Committee. A display board with a surface area sufficient for an A0 sized poster will be provided together with materials for hanging the poster. You may find it useful to have on hand paper and suitable drawing materials to assist in your explanations to observers.

Poster sessions are an innovative and challenging way for you to present your data and new ideas. Posters should be A0 portrait (not landscape).

Plan

The best posters generally follow the guidelines of a published paper, with sections such as Introduction, Methods, Results and Discussion/Conclusions/Significance. However, you will have to present this information in much less space than you might like.

Coverage

Have you provided all the obvious information? Will a casual observer walk away understanding your major findings after a quick look over your material? Will a more careful reader learn enough to ask for further information?

Clarity

Keep it simple. Is the sequence of information evident? Indicate the ordering of your material with numbers, letters or arrows, when necessary. Is the content being communicated clearly? Place your major points on the poster and save the non-essential, but interesting sidelights for informal discussion. Be selective. Your final conclusions or summary should leave observers focused on a concise statement of your most important findings.

Title

Keep the same title as your dissertation. Each poster display should include a lettered sign giving the title and the name(s) of the presenter(s) and the names of the individual supervising the project. The laboratory where the work was carried out should also be included.

Introduction

This section should start with your general research objectives, then provide a few lines about the context of your work, and end with a clear statement of the hypotheses or predictions that you tested

Materials

Unless your material relates directly to methodology (e.g., a new way of collecting urine samples from uncooperative subjects), you should strive to keep your methods section brief. Give us the bare essentials about the subjects, study site, and protocol. Don't be so brief that we can't figure out what you did, but do give some thought to what is really relevant to your results.

Developing the content of your presentation.

Extensive, imaginative use of captioned illustrations, photographs, graphs or other types of visually appealing material is the point of a poster presentation. **Please do not simply mount the text of your research project as a "poster."** It will not be effective in this medium. Try to keep text to a minimum. Lettering needs to be large enough to read from several feet away. The best presentations make just one point, loudly and clearly. You might have tested two or three closely related hypotheses, but they should all revolve around the same single point. We can't help you in defining your central message, but we encourage you to spend some time thinking about it and putting it into words. This will be helpful not only in assembling your poster but also in talking to colleagues. Do your best to develop a summary of your work that you can state in 25 words or less, preferably words that non experts use.

Displaying Results

- testosterone levels were elevated during periods of territorial behaviour in the breeding season but not during the non-breeding season
- administration of testosterone during the breeding season increased territorial aggression
- administration of a testosterone antagonist decreased territorial aggression
- testosterone levels were negatively correlated with the PHA response
- there is a causal relationship between testosterone and territorial behaviour in the breeding season
- elevated testosterone carries the cost of poor immune function

If these bullet statements are in big, bold letters, your audience will know within 60 seconds what you set out to do, how you did it, what you found, and how it fits in to the larger picture. You can use additional text to fill in a little detail, but remember that you will also be there to answer questions, so you might find that this outline format is all you need.

What is the central message of your Discussion and Conclusions?

This is a big one because it is really your take-home message (the most important part of the poster). What is the dramatic finding that you want your audience to remember? And why should they care? This is very important, because your colleagues will want to learn not only about what you did but also about why it is significant. Be prepared to address this issue, briefly in your poster and in greater depth when talking with your colleagues.

Acknowledgements

These are auxiliary sections that often appear in the lower left corner of a poster. "Acknowledgements" is your opportunity to thank the people who have helped you.

Font

Choose a type-face that is easy to read, such as Times New Roman, Arial or Courier. Studies show that text written in all capital letters is hard to follow; it is better to use bold print than all caps, though you are then limited on making those bold-type statements that will stand out from the rest of your text. Many people find that a "serif" script is easier to follow than something "sans serif." Use the same type-face throughout your poster.

You will probably use a variety of font sizes. Your title and authors' names, running along the top of your poster, should be huge, no less than 72 point. The title of each section of your paper should also be large, perhaps 60 point. Your bullet statements (or however you choose to make these important points) should really stand out - try 48 point or larger. Additional text should be no smaller than 24. You can get away with 18 for sections like Acknowledgements and References Cited, but don't go any smaller than that.

Graphic images

Graphic images can be helpful in your Introduction in the form of flow charts. If you are trying to present the notion that several variables interact (e.g., some of the ideas presented in the examples above), then a good flow chart might be just the thing.

Graphics are most important in the Results section. A picture really can replace a lot of words, and a good graph will be understood far more readily than a description of that same information. On the other hand, be careful about how much you pack into that graph. You might be tempted to compile all of your data into one mega-histogram, with ten different variables for each of your sixteen individual subjects across three months of testing, all stacked up in various colours and elaborate shadings and splashed across three dimensions, but please take pity on your audience. Try to keep it simple.

First of all, think about what type of graph is best for the type of data you are presenting. You have access to the latest version of Prism analysis software, which can also be used for its graph-making capabilities.

Most importantly you should include the statistical test you used to analyse your data, (including **n=)** in your legends.

Use of colour

Colour is very helpful in presenting your results. For example, three lines of colour representing different measures will be far easier to follow than three lines that are all black and differentiated only by little squares or circles. So colour is good, but use some restraint. Your computer might encourage you to assemble a graph with 13 different data sets, each in a different colour, with coloured titles and subtitles, coloured axis titles, a very colourful legend, and a faint map of the world in the background.

This might seem like a great way to capture your audience's attention, but the final product will look like Walt Disney designed your poster. Better to keep it simple.

Hopefully your data will be accommodated by two or three colours. Choose colours that are bold and clear, and use them consistently throughout. Thus, if one graph presents "success vs. failure" for one trial, and another graph "success vs. failure" for another trial, then keep using that same red vs. blue for all of these graphs. Skip to a different pair of colours if you move on to "male vs. female." If you can keep it to a few basic colours, you might use the same colours in your poster board for an aesthetically pleasing ensemble**. Bear in mind that some of your audience may be red-green colour-blind;** this might affect your choice of colour scheme. Using distinctly different symbols for lines or data points that you are showing in different colours will help these folks out! Also keep in mind that colours that are opposite one another on the colour wheel (like blue and yellow) are considered complementary (they go well together and are easy to distinguish). While your data sets will be most effective in colour, make the rest of your graph (e.g., the titles, axes, labels, etc.) in basic black. Follow the same rules described earlier for font sizes; make sure things are easy to read.

Be sure to have all of your axes clearly labelled and a good legend in place. Titles and subtitles should be brief but descriptive so that your reader knows immediately what this graph presents.

Images

Images always catch the eye and also serve to inform your audience immediately about your project. Your methods section can also be enhanced with photos, especially if you have used some new apparatus. Photos break up the monotony of text and graphs, resulting in a more balanced and aesthetically pleasing display. However, this will only be true if your photos are of high quality. Choose images that are clear (rather than out-of-focus), of good colour and contrast (rather than too light or dark), and easy to make out.

As you are developing your visual aids, continue to ask for feedback from your friends and colleagues. They are likely to come up with good questions, ideas that hadn't occurred to you, suggestions on more effective turns of phrase or use of graphics. They may also spot grammar and spelling errors. Developing any sort of presentation is an iterative process. Allow plenty of time to make your poster over a number of times. Most importantly, do not leave it to print at the last minute.

Peer review and poster viva

Throughout the entire process, we encourage you to discuss your developing poster with your lab colleagues.

You will be asked to give a "walk-through" at the viva. This should be a 5-10 minute summary of everything in your poster. Practice this just as you would practice if you were giving a talk. Feedback from your peers and mentor would be especially helpful.

ANNEXE 9 – MAPS

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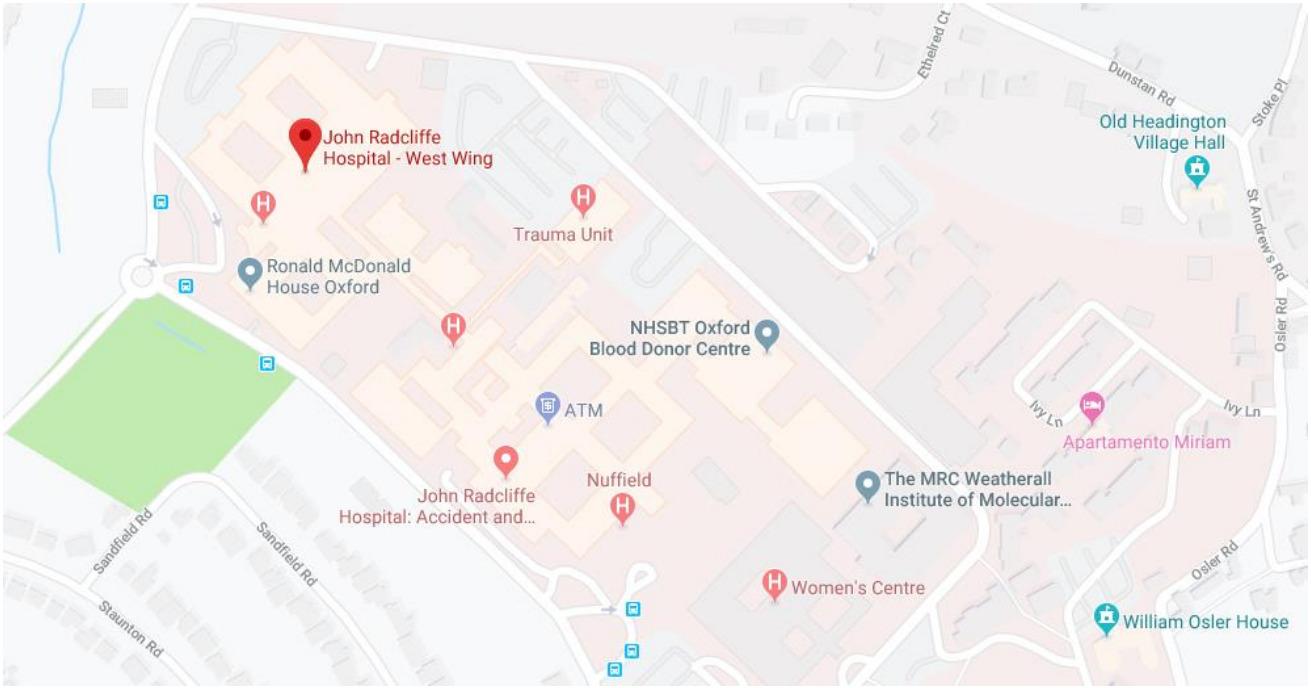

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