UCL Queen Square Institute of Neurology
Student Handbook
2020/21

- MSc/MRes Advanced Neuroimaging
- MSc Brain & Mind Sciences
- MSc Clinical Neuroscience
- MSc Clinical Neuroscience: Stroke
- MSc Clinical Neuroscience: Neuromuscular Disease
- MSc Dementia: Causes, Treatments and Research (Neuroscience)
- MSc/PG Dip/PG Cert Clinical Neurology via Distance Learning
- MRes Translational Neuroscience
- MRes Neuromuscular Disease
- MRes Stroke Medicine
# Contents:

1. Welcome to UCL .................................................................................................................. 3
2. Introduction to the department and parent faculty ............................................................... 4
3. Departmental staff related to the programme ....................................................................... 6
4. Key dates .................................................................................................................................. 6
5. Hours of Study ......................................................................................................................... 7
6. Our expectations of students ................................................................................................. 9
7. Programme Structure ............................................................................................................. 10
8. Module Information ............................................................................................................... 12
9. Advice on choosing module options ..................................................................................... 19
10. Changes to Registration Status ........................................................................................... 20
11. Progression, Award and Classification ................................................................................ 22
12. Information on assessment ................................................................................................... 23
13. Extenuating Circumstances and Reasonable Adjustments .................................................. 32
14. Tutorials and supervision ..................................................................................................... 36
15. Projects ..................................................................................................................................... 37
16. Learning resources and key facilities .................................................................................... 38
17. General Queens Square Institute of Neurology Information .................................................. 41
18. Student support and wellbeing ............................................................................................ 43
19. Employability and Careers .................................................................................................. 47
20. Student representation ......................................................................................................... 48
21. Student feedback .................................................................................................................. 51
22. ChangeMakers ...................................................................................................................... 53
23. Student Quality Reviewers (SQR) ....................................................................................... 53
24. Data Protection ...................................................................................................................... 54
25. Health, Safety and Security .................................................................................................. 54
26. After study ............................................................................................................................... 55
27. Appendix 1- Course Committee Members .......................................................................... 56
Welcome to UCL

1.1 Provost’s Welcome

Dear students

To those of you who are returning, welcome back. To those of you who are new, congratulations for choosing UCL as your university. Whatever your degree programme, your UCL education offers fantastic opportunities to stretch your intellect, expand your experience and develop your skills. The global experience of Covid-19 will require some adjustments to our activities, but it also reinforces the vital importance of our distinctive UCL approach.

We want you to learn how to think, not what to think, through research-led learning. We call this the Connected Curriculum. Our students are partners, collaborators and contributors – supervised and informed by world-leading academic staff, working together to pursue excellence, break boundaries and make an impact on real world problems. Championing innovation, creativity and collaboration across our uniquely broad range of faculties and disciplines is proving vital to combating the Covid-19 pandemic, and will remain fundamental to the future of our world.

You can find the latest UCL information on the Coronavirus at: http://www.ucl.ac.uk/coronavirus

As we embark on the next academic year, UCL will ensure that the restrictions and negative effects of the Covid-19 pandemic in 2020 do not prevent the full enjoyment of teaching and learning and of a unique student experience. We will make sure that as a student you connect well with people (peers, teachers, researchers, and other UCL communities); with knowledge and research (in the form of carefully curated resources); and with the wider world. We are ready to deliver this unique Connected Learning approach through enhanced online resources and remote teaching, as well as through face-to-face teaching on campus, as soon as that is possible.

I warmly encourage you to shape your journey at UCL. Take our university-wide surveys and make your voice heard. Become a ChangeMaker or an Academic Representative and work in partnership with academics to make your programme of study even better.

You’ll also have opportunities to learn outside your degree programme. Get involved with amazing volunteering opportunities (coordinated by the Volunteering Service) and make a difference locally. Investigate opportunities for entrepreneurship through UCL Innovation and Enterprise.

UCL is first and foremost a community of great minds. You are a valuable member of that community. I hope you will take every opportunity to shape your time with us, so that your experience is the best possible.

Professor Michael Arthur
UCL President and Provost
1.2 Covid-19: Possible Changes to Information

UCL will do all it can to support you during the on-going Covid-19 pandemic and please be assured that your safety is our top priority. However, we would ask you to please be aware that the information and advice provided in this handbook/Moodle pages may be subject to change. In order for us to be as agile and responsive to your needs as possible, the most current information on services affected by Covid-19 is available on the UCL website and can be accessed from the main Students’ webpages: https://www.ucl.ac.uk/students/. This also includes Frequently Asked Questions (FAQs) which may help you with any queries that you may have.

Advice and guidance on the support available to you can also be found on the Student Support and Wellbeing webpages: https://www.ucl.ac.uk/students/student-support-and-wellbeing

When the campus is open, you can also access support from the Student Enquiries Centre - https://www.ucl.ac.uk/students/life-ucl/student-enquiries-centre-0 - though please note that this may need to physically close depending on circumstances. However, you can also log a query with UCL’s new online enquiries system and self-help centre, askUCL, which is always open: https://www.ucl.ac.uk/students/askucl-student-enquiry-system.

Please remember that your department can also help with many queries, particularly questions about your programme or modules, so please check with them where you should enquire.

If you have general questions, you can email ion.educationteam@ucl.ac.uk or your programme administrator.

2 Introduction to the department and parent faculty

2.1 Introduction to the department and its history

The Queen Square Institute of Neurology was established in 1950, merged with UCL in 1997, and is a key component of the Faculty of Brain Sciences at UCL. The Institute has eight academic Departments, which encompass clinical and basic research within each theme. The Institute of Neurology has a world class reputation for neuroscience. The mission is to translate neuroscience discovery research into treatments for patients with neurological diseases.

The Institute is closely associated in its work with the National Hospital for Neurology & Neurosurgery. In combination they form a national and international centre at Queen Square for teaching, training and research in neurology and allied clinical and basic neurosciences.

2.2 Explanation of the relationship between department and faculty

The Faculty of Brain Sciences brings together expertise at the forefront of neurology, cognitive neuroscience, ophthalmology, audiology, psychology, psychiatry and language sciences. It is one of four faculties within UCL's School of Life and Medical Sciences.
### Key staff members within the department and faculty

#### Education Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof Alex Leff</td>
<td>Head of Postgraduate Taught Programmes</td>
<td><a href="mailto:a.leff@ucl.ac.uk">a.leff@ucl.ac.uk</a></td>
</tr>
<tr>
<td>Prof Dimitri Kullmann</td>
<td>Head of Postgraduate Research</td>
<td><a href="mailto:d.kullmann@ucl.ac.uk">d.kullmann@ucl.ac.uk</a></td>
</tr>
<tr>
<td>Dr Steve Kennerley</td>
<td>Departmental Graduate Tutor</td>
<td><a href="mailto:s.kennerley@ucl.ac.uk">s.kennerley@ucl.ac.uk</a></td>
</tr>
<tr>
<td>Mr David Blundred</td>
<td>Education Manager</td>
<td><a href="mailto:d.blundred@ucl.ac.uk">d.blundred@ucl.ac.uk</a></td>
</tr>
<tr>
<td>Mr Alex Addo</td>
<td>Deputy Education Manager</td>
<td><a href="mailto:a.addo@ucl.ac.uk">a.addo@ucl.ac.uk</a></td>
</tr>
<tr>
<td>Ms Anna Foakes</td>
<td>Senior Teaching and Learning Administrator</td>
<td><a href="mailto:a.foakes@ucl.ac.uk">a.foakes@ucl.ac.uk</a></td>
</tr>
<tr>
<td>Mrs Masuda Khanom</td>
<td>Senior Teaching Administrator</td>
<td><a href="mailto:m.khanom@ucl.ac.uk">m.khanom@ucl.ac.uk</a></td>
</tr>
<tr>
<td>Mr Chris Routh</td>
<td>Senior Teaching Administrator</td>
<td><a href="mailto:c.routh@ucl.ac.uk">c.routh@ucl.ac.uk</a></td>
</tr>
<tr>
<td>Mr Daniel Cotfas</td>
<td>Teaching and Learning Administrator</td>
<td><a href="mailto:d.cotfas@ucl.ac.uk">d.cotfas@ucl.ac.uk</a></td>
</tr>
<tr>
<td>Miss Tracy Skinner</td>
<td>Research Administrator</td>
<td><a href="mailto:t.skinner@ucl.ac.uk">t.skinner@ucl.ac.uk</a></td>
</tr>
<tr>
<td>Mr Desmond Bates</td>
<td>Programme Manager (Research)</td>
<td><a href="mailto:d.bates@ucl.ac.uk">d.bates@ucl.ac.uk</a></td>
</tr>
<tr>
<td>Dr Caroline Selai</td>
<td>Co-Director MSc Clinical Neuroscience, and MSc Brain and Mind Sciences</td>
<td><a href="mailto:c.selai@ucl.ac.uk">c.selai@ucl.ac.uk</a></td>
</tr>
<tr>
<td>Dr Adam Liston</td>
<td>Co-Director MSc/MRes in Advanced Neuroimaging</td>
<td><a href="mailto:a.liston@ucl.ac.uk">a.liston@ucl.ac.uk</a></td>
</tr>
<tr>
<td>Dr Amit Batla</td>
<td>Co-Course Director MSc/ PG Dip/ PG Cert Clinical Neurology via Distance Learning</td>
<td><a href="mailto:a.batla@ucl.ac.uk">a.batla@ucl.ac.uk</a></td>
</tr>
<tr>
<td>Dr Tim Young</td>
<td>Co-Course Director MSc/ PG Dip/ PG Cert Clinical Neurology via Distance Learning</td>
<td><a href="mailto:t.young@ucl.ac.uk">t.young@ucl.ac.uk</a></td>
</tr>
<tr>
<td>Dr Salman Haider</td>
<td>Course Tutor MSc/ PG Dip/ PG Cert Clinical Neurology via Distance Learning</td>
<td><a href="mailto:s.haider@ucl.ac.uk">s.haider@ucl.ac.uk</a></td>
</tr>
<tr>
<td>Dr Sumanjit Gill</td>
<td>Co-Director for MRes Stroke Medicine and Co-Lead for MSc Clinical Neuroscience: Stroke route</td>
<td><a href="mailto:s.gill@ucl.ac.uk">s.gill@ucl.ac.uk</a></td>
</tr>
<tr>
<td>Dr Jen Agustus</td>
<td>Co-Director MSc Dementia (Neuroscience)</td>
<td><a href="mailto:jennifer.agustus@ucl.ac.uk">jennifer.agustus@ucl.ac.uk</a></td>
</tr>
<tr>
<td>Dr Saiful Islam</td>
<td>IoN Statistician</td>
<td><a href="mailto:afm.islam@ucl.ac.uk">afm.islam@ucl.ac.uk</a></td>
</tr>
</tbody>
</table>

#### Institute of Neurology

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Helen Crutzen</td>
<td>Manager</td>
</tr>
<tr>
<td>Prof Michael Hanna</td>
<td>Director</td>
</tr>
</tbody>
</table>

#### Faculty of Brain Sciences

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Julie Evans</td>
<td>Faculty Tutor</td>
<td><a href="mailto:Julie.evans@ucl.ac.uk">Julie.evans@ucl.ac.uk</a></td>
</tr>
<tr>
<td>Ms Shibhan Atack</td>
<td>Faculty Education Officer</td>
<td><a href="mailto:Shibhan.attack@ucl.ac.uk">Shibhan.attack@ucl.ac.uk</a></td>
</tr>
</tbody>
</table>
3  Departmental staff related to the programme

3.1  Roles of module and programme leaders and other key staff involved in programme delivery

See appendices for the full list of course committee members and module conveners. Programme Directors are responsible for academic leadership, management and assessment for their programme. Both Programme Directors and Module Conveners are responsible for delivering the programme using appropriate teaching, learning and assessment methods, effecting any necessary modifications, and communicating information to students. They ensure the effective planning, management and review of the programme/module, adhering to specified monitoring and evaluation procedures. Programme directors and module conveners should respond to feedback from students, external examiners, and Professional, Statutory and Regulatory Bodies (PSRBs). Programme Directors are required to ensure all students have access to a personal tutor.

4  Key dates

4.1  Term dates, exam/assessment period, core activities

4.1.1  UCL Term Dates: 2020/21

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Term</td>
<td>Monday 28 September 2020 to Friday 18 December 2020</td>
</tr>
<tr>
<td>Second Term</td>
<td>Monday 11 January 2021 to Friday 26 March 2021</td>
</tr>
<tr>
<td>Third Term</td>
<td>Monday 26 April 2021 to Friday 11 June 2021</td>
</tr>
</tbody>
</table>

For those departments that operate them, Reading Weeks are the weeks beginning Monday 09 November 2020 and Monday 15 February 2021.

<table>
<thead>
<tr>
<th>UCL Closure</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christmas College Closure</td>
<td>Close 5.30pm Friday 18 December 2020</td>
</tr>
<tr>
<td></td>
<td>Open 9.00am Monday 04 January 2021</td>
</tr>
<tr>
<td>Easter College Closure</td>
<td>Close 5.30pm Thursday 1 April 2021</td>
</tr>
<tr>
<td></td>
<td>Open 9.00am Thursday 8 April 2021</td>
</tr>
<tr>
<td>Bank Holidays</td>
<td>Closed - Monday 03 May 2021</td>
</tr>
<tr>
<td></td>
<td>Closed - Monday 31 May 2021</td>
</tr>
<tr>
<td></td>
<td>Closed - Monday 30 August 2021</td>
</tr>
</tbody>
</table>

Further information:
- https://www.ucl.ac.uk/students/life-ucl/term-dates-and-closures/term-dates-and-closures-2020-21

As a PGT student, you are expected to be in attendance for the whole year.
4.1.2 **UCL Examination Periods 2020-21**

Examination Period: See schedule for each module (section 5)
Late Summer Assessment Period: August/September 2021. Dates to be announced after the interim exam boards in summer 2021

4.2 **Department- and faculty-level events and key dates**

Department events are announced via the Queen Square Institute of Neurology website.

4.3 **How UCL and the department will communicate with students**

UCL will communicate with students via:

- **UCL student email** – Students should check their UCL email regularly.
  - http://www.ucl.ac.uk/isd/services/email-calendar

- **UCL Moodle** – UCL’s online learning space, used by module organisers, programme leaders, departments and faculties to provide essential information in addition to learning resources.
  - https://moodle.ucl.ac.uk/

- **myUCL** – A weekly term-time e-newsletter to all students (undergraduate and postgraduate) at UCL, which covers key internal announcements, events and opportunities.
  - https://www.ucl.ac.uk/news/student-news/what-myucl

- **UCL Instagram** – UCL’s official Instagram channel, featuring news, events, competitions and images from across the UCL community.
  - https://www.instagram.com/ucl/

- **@ucl Twitter channel** – Sharing highlights of life at UCL from across UCL’s diverse community.
  - https://twitter.com/ucl

Queen Square Institute of Neurology staff will mainly contact you via your UCL email address. The Education Team regularly use the all-staff and all-student email lists for the dissemination of essential information and official notices. It is important that you check your UCL email on a regular basis in order not to miss vital information.

When contacting members of staff please use your UCL email address only and include your Student ID number in all communication.

More information can be found on UCL Email Etiquette webpage.

5 **Hours of Study**

5.1 **Hours of study**

This time is made up of formal learning and teaching events such as lectures, seminars and tutorials, as well as independent study.

You must attend all lectures and seminars that form part of your programme. Where possible, lectures will be scheduled in an order that makes sense for each module, but there may be
instances where lectures appear out of sequence due to unforeseen circumstances. View your timetable at [https://timetable.ucl.ac.uk](https://timetable.ucl.ac.uk)

**Teaching in Term One 2020-21**

In Term One, while campus will be open, all the learning activity for the core content of your modules will take place online – including lectures, tutorials, seminars and assessments. By “core content” we mean everything you need to learn to complete the module successfully. There will be interactive sessions in real time, as well as many engaging learning activities designed so you can study at your own pace and in your own time zone. We are also making sure that dissertations and major projects can be carried out online if required. We’re calling this Connected Learning: it means that even if your arrival on UCL campus is delayed by travel restrictions you can still join our academic community and start your education with us, connecting with your tutors and fellow students inside and outside the classroom.

In addition to this online teaching, we will be offering some face-to-face educational activities for students on campus. And we will provide alternative activities for those students unable to join us on campus. These activities, which will include contact with academic staff, will be relevant to your programme of study and include journal clubs, academic and employability skills workshops, small-group or individual tutorials. UK Government safety guidelines will limit the amount of ‘in person’ activity we can offer and while it will vary from programme to programme, is likely to be no more than 1.5 hours per week. We will update you as soon as more specific details are available.

**Term Two and beyond**

Recent months have shown us how difficult it can be to make future plans, and how quickly such plans may have to change. So we are designing our programmes to cope with a range of scenarios in the year ahead.

From Term 2 onwards, many modules will follow the pattern described for Term 1 above; core content will continue to be online for all students, with additional educational face-to-face activities for those attending in person. However, where possible and beneficial for a given module, we intend to provide face-to-face teaching of some core content to students attending in-person. Students who are still unable to attend in-person will not be at any academic disadvantage. Wherever teaching of core content is provided in-person for those on campus, equivalent online teaching will be provided for those not able to attend. While the mode of tuition may be different, the learning opportunities and ability successfully to complete the module will be equivalent for all students.

### 5.2 Personal study time

It is recommended that for every 1 hour of teaching you receive you should undertake up to 3 hours of self-study.

### 5.3 Attendance requirements

#### 5.3.1 Attendance Requirements

UCL has agreed that the 70% attendance requirement will be suspended for the 2020-21 academic session due to the Covid-19 pandemic. Departments will continue to meet all other requirements where possible as per the Academic Manual. UCL is planning to introduce a central
student attendance system for the start of the Second Term 2020-21 as part of a project called Here to Succeed. The system will be supported by a new attendance recording policy. Regulatory requirements in Chapter 3: Section 3 of the Academic Manual will be amended to reflect the new system.

Further information:
- [https://www.ucl.ac.uk/teaching-learning/education-strategy/1-personalising-student-support/here-succeed/frequently-asked-questions](https://www.ucl.ac.uk/teaching-learning/education-strategy/1-personalising-student-support/here-succeed/frequently-asked-questions)

5.3.2 Tier 4 students: Absence from teaching and learning activities

In line with UCL’s obligations under UK immigration laws, students who hold a Tier 4 visa must obtain authorisation for any absence from teaching or assessment activities. UCL is required to report to UK Visas and Immigration (UKVI) and engagement monitoring is undertaken by departments at regular points during a student’s registration. This is not only to meet the UKVI requirements, but also to identify any problems as early as possible to ensure action is taken to advise or assist the student.

Further information:
- [https://www.ucl.ac.uk/academic-manual/chapters/chapter-3-registration-framework-taught-programmes/section-3-attendance-and-absence](https://www.ucl.ac.uk/academic-manual/chapters/chapter-3-registration-framework-taught-programmes/section-3-attendance-and-absence)
- [https://www.ucl.ac.uk/students/immigration-and-visas](https://www.ucl.ac.uk/students/immigration-and-visas)
- [https://www.ucl.ac.uk/students/file/13715](https://www.ucl.ac.uk/students/file/13715)

6 Our expectations of students

Thank you for choosing to study at the UCL Queen Square Institute of Neurology (IoN). We welcome you to our university and we hope that you enjoy your period of study here. Upon enrolment it is expected that you undertake to observe the rules and regulations of UCL Queen Square Institute of Neurology and the National Hospital for Neurology and Neurosurgery (NHNN) as set out in the Student handbook.

UCL enjoys a reputation as a world-class university. It was founded on the basis of equal opportunity, being the first English university to admit students irrespective of their faith and cultural background and the first to admit women. UCL expects its members to refrain from interfering with the proper functioning or activities of UCL, or of those who work or study at UCL. Students should ensure they read and familiarise themselves with UCL’s Student Code of Conduct and other related policies and should be aware that any inappropriate behaviour may lead to actions under UCL’s Student Disciplinary Procedures.

Behaviour

Throughout your year of study at the UCL Queen Square Institute of Neurology you will be expected to treat all members of staff and your fellow students with courtesy and respect, and to comply with UCL equal opportunities policy.

No recording of lectures on mobile phones or other devices is permitted. Failure to obtain the necessary consents is in contravention of the Data Protection Act 2018 (UK’s Implementation of the General Data Protection Regulation (GDPR)).
The Course Directors regard proper attendance and behaviour at lectures, tutorials and other classes (including any relevant laboratory/practical work) to be obligatory. You must arrive at any class on time. Late arrivals are very disruptive and often delay the teaching session for everyone. Lecturers reserve the right to refuse admission to those who arrive late.

Dress code: Appropriate clothing must be worn at all times when coming into contact with patients at NHNN (no jeans, t-shirts, short skirts or trainers).

Examples of acceptable and non-acceptable work clothing are as follows:

Acceptable clothing:
- Skirts or dresses, not normally shorter than 3 inches above the knee
- Shorts or culottes, not normally shorter than 3 inches above the knee
- Tailored trousers
- Long or short-sleeved shirts or blouses
- Jumpers or cardigans
- Jackets
- Business suits

Non-acceptable clothing:
- Denim jeans, shorts, skirts (all colours and styles)
- Denim shirts or jackets
- Track suits
- Casual sports T-shirts
- Leisure shorts
- Combat trousers
- Baseball caps/hats
- Clothing bearing inappropriate slogans
- Overly tight or revealing clothes, including miniskirts, tops revealing the midriff and leggings
- Skirts that are sufficiently long that they touch the ground when walking are not acceptable on the grounds of health and safety.

Please also note that ties are to be removed in Outpatients and Ward Rounds.

We follow the general UCL MBBS policies [https://www.ucl.ac.uk/medical-school/current-mbbs-students/general-information/policies-and-regulations#dress](https://www.ucl.ac.uk/medical-school/current-mbbs-students/general-information/policies-and-regulations#dress)

Further information:
- [https://www.ucl.ac.uk/academic-manual/chapters/chapter-6-student-casework-framework](https://www.ucl.ac.uk/academic-manual/chapters/chapter-6-student-casework-framework)
- [https://www.ucl.ac.uk/academic-manual/chapters/chapter-6-student-casework-framework](https://www.ucl.ac.uk/academic-manual/chapters/chapter-6-student-casework-framework)
- [https://www.ucl.ac.uk/students/policies/conduct/harassment-and-bullying-policy](https://www.ucl.ac.uk/students/policies/conduct/harassment-and-bullying-policy)
- [https://www.ucl.ac.uk/hrs/sites/hr/files/ucl_code_of_practice_on_freedom_of_speech_v1.0.pdf](https://www.ucl.ac.uk/hrs/sites/hr/files/ucl_code_of_practice_on_freedom_of_speech_v1.0.pdf)
- [https://www.ucl.ac.uk/students/policies/equality/religion](https://www.ucl.ac.uk/students/policies/equality/religion)

7 Programme Structure
Each Masters programme is structured with a combination of compulsory and optional modules and final dissertation. Taught modules are worth 15 or 30 credits and the dissertation worth 60 credits for MSc programmes and 120 credits for MRes Programmes. To achieve a Masters degree you must complete 180 credits.

You can find specific course structure information in the Institute of Neurology Study pages.
## Module Information

For any modules run outside IoN i.e. not starting with CLNE**** or ANIM**** please consult the relevant home department via the UCL Module Catalogue

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit Value</th>
<th>Assessment</th>
<th>Exam/Due Date</th>
<th>Module Conveners</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLNE0003</td>
<td>Higher Functions of the Brain</td>
<td>15</td>
<td>2000 word essay</td>
<td>04/05/2021 by 10.00am. Submission by 10am via Moodle</td>
<td>Prof Sven Bestmann</td>
</tr>
<tr>
<td>CLNE0004</td>
<td>Motor Systems and Disease</td>
<td>15</td>
<td>2 hour unseen exam, long essay format</td>
<td>30/03/2021 at 10.00am</td>
<td>Dr Jalesh Panicker and Dr Valeria Iodice</td>
</tr>
<tr>
<td>CLNE0005</td>
<td>Paroxysmal disorders, Tumours and Special Senses of the Central Nervous System</td>
<td>15</td>
<td>2000 word essay</td>
<td>05/03/2021 by 10.00am. Submission by 10am via Moodle</td>
<td>Dr Meneka Sidhu</td>
</tr>
<tr>
<td>CLNE0006</td>
<td>Library Project: Clinical Neuroscience</td>
<td>30</td>
<td>5000 word literature review</td>
<td>08/01/2021 Submission by 10am via Moodle</td>
<td>Dr Caroline Selai</td>
</tr>
<tr>
<td>CLNE0007</td>
<td>Research Methods and Introduction to Statistics</td>
<td>15</td>
<td>1 hour unseen written exam (statistics) (50%)</td>
<td>Exam: 11/12/2020 at 10.00am</td>
<td>Dr Caroline Selai and Dr Saiful Islam</td>
</tr>
<tr>
<td>CLNE0007</td>
<td>Research Methods and Introduction to Statistics</td>
<td>15</td>
<td>Critical appraisal short answer seen assignment (50%)</td>
<td>08/12/2020 Submission by 10am via Moodle</td>
<td>Dr Caroline Selai and Dr Saiful Islam</td>
</tr>
<tr>
<td>CLNE0008</td>
<td>Library Project: MSc Brain and Mind Sciences</td>
<td>30</td>
<td>5000 word literature review</td>
<td>08/01/2021 Submission by 10am via Moodle</td>
<td>Dr Caroline Selai</td>
</tr>
<tr>
<td>CLNE0009</td>
<td>Basic Neuroscience and Investigation of Nervous System</td>
<td>30</td>
<td>2 hour unseen exam, short answer format</td>
<td>16/12/2020 at 10.00am</td>
<td>Dr Gabriele Lignani, Dr Jennifer Pocock and Prof Rohan De Silva</td>
</tr>
<tr>
<td>CLNE0010</td>
<td>Neuromuscular Literature Review</td>
<td>15</td>
<td>2500 word literature review</td>
<td>13/05/2021 Submission by 10am via Moodle</td>
<td></td>
</tr>
<tr>
<td>Module Code</td>
<td>Module Title</td>
<td>Assessed</td>
<td>Assessment Details</td>
<td>Exam Date</td>
<td>Instructor(s)</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
<td>----------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>CLNE0011</td>
<td>Neurology and Neurosurgery – Advanced</td>
<td>30</td>
<td>Unseen written examination- 2 hours (100%)</td>
<td>15/01/2021</td>
<td>Dr Ciaran Hill</td>
</tr>
<tr>
<td>CLNE0012</td>
<td>Neurology and Neurosurgery – Basic</td>
<td></td>
<td>-floating-point-integer</td>
<td></td>
<td>Dr Ciaran Hill</td>
</tr>
<tr>
<td>CLNE0013</td>
<td>Neurodegenerative, Infectious and Inflammatory Diseases of the Nervous System</td>
<td></td>
<td>-floating-point-integer</td>
<td></td>
<td>Dr Amit Batla</td>
</tr>
<tr>
<td>CLNE0014</td>
<td>Common Problems in Neurological Practice – Basic</td>
<td></td>
<td>-floating-point-integer</td>
<td></td>
<td>Dr Tim Young</td>
</tr>
<tr>
<td>CLNE0015</td>
<td>Common Problems in Neurological Practice – Advanced</td>
<td></td>
<td>-floating-point-integer</td>
<td></td>
<td>Dr Tim Young</td>
</tr>
<tr>
<td>CLNE0016</td>
<td>Neurodegenerative, Infectious and Inflammatory Diseases of the Nervous System</td>
<td></td>
<td>-floating-point-integer</td>
<td></td>
<td>Dr Amit Batla</td>
</tr>
<tr>
<td>CLNE0017</td>
<td>Stroke, Epilepsy and Rehabilitation – Basic</td>
<td></td>
<td>-floating-point-integer</td>
<td></td>
<td>Dr Salman Haider</td>
</tr>
<tr>
<td>CLNE0018</td>
<td>Stroke, Epilepsy and Rehabilitation – Advanced</td>
<td></td>
<td>-floating-point-integer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLNE0019</td>
<td>Experimental Neurology</td>
<td>15</td>
<td>1 hour unseen exam, MCQ format (50%) Journal Club written presentations (40%) Journal Club Contributions (10%) Presentations throughout the Spring term</td>
<td>25/02/2021</td>
<td>Dr Vincenzo Libri</td>
</tr>
<tr>
<td>CLNE0020</td>
<td>Motoneurons, Neuromuscular Junctions and Associated Disease</td>
<td></td>
<td>-floating-point-integer</td>
<td></td>
<td>Prof Linda Greensmith and Dr Pietro Fratta</td>
</tr>
<tr>
<td>CLNE0021</td>
<td>Advanced Genetic Technologies and their Clinical Applications</td>
<td></td>
<td>-floating-point-integer</td>
<td></td>
<td>Dr Federica Montenaro and Dr Robert Pitceathly</td>
</tr>
<tr>
<td>CLNE0022</td>
<td>Skeletal Muscle and Associated Diseases</td>
<td></td>
<td>-floating-point-integer</td>
<td></td>
<td>Dr Silvia Torelli and Dr Pedro Machado</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Assessment Details</td>
<td>Submission Date</td>
<td>Exam Date/Time</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
<td>------------------------------------------------------------------------------------</td>
<td>-------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>CLNE0023</td>
<td>Peripheral Nerves and Associated Diseases</td>
<td>15</td>
<td>2 hour unseen exam, long essay format (50%)</td>
<td>Exam: 26/11/2020 at 2.00pm</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1000 word lay summary assignment (50%)</td>
<td>19/11/2020 Submission by 10am</td>
<td>via Moodle</td>
</tr>
<tr>
<td>CLNE0024</td>
<td>Stroke: Risk factors, Pathophysiology and Imaging</td>
<td>15</td>
<td>2 hour unseen exam, short answer format (100%)</td>
<td>17/12/2020 at 10.00am</td>
<td></td>
</tr>
<tr>
<td>CLNE0025</td>
<td>Clinical Manifestations of Stroke</td>
<td>15</td>
<td>2000 word essay (100%)</td>
<td>02/12/2020 Submission by 10am</td>
<td>via Moodle</td>
</tr>
<tr>
<td>CLNE0026</td>
<td>Treatment (HASU and Service Delivery)</td>
<td>15</td>
<td>2000 word essay (100%)</td>
<td>10/03/2021 Submission by 10am</td>
<td>via Moodle</td>
</tr>
<tr>
<td>CLNE0028</td>
<td>Neurorehabilitation</td>
<td>15</td>
<td>2000 word essay (100%)</td>
<td>21/04/2021 submission via Moodle</td>
<td></td>
</tr>
<tr>
<td>CLNE0029</td>
<td>Clinical Neuroscience of Dementia</td>
<td>15</td>
<td>90 minute MCQ (100%)</td>
<td>21/01/2021 at 10am</td>
<td></td>
</tr>
<tr>
<td>CLNE0030</td>
<td>Practical Neuroscience of Dementia</td>
<td>15</td>
<td>1 hour exam, combining MCQs and Short Answer Questions (100%)</td>
<td>18/03/2021 at 10am</td>
<td></td>
</tr>
<tr>
<td>CLNE0031</td>
<td>Research Project: MRes Neuromuscular Disease</td>
<td>120</td>
<td>Abstract</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>15,000 word thesis (70%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oral Exam (30%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLNE0032</td>
<td>Research Project: MSc Neuromuscular Disease</td>
<td>60</td>
<td>Abstract</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10,000 word thesis (70%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oral Exam (30%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Project Name</td>
<td>Credits</td>
<td>Component</td>
<td>Due Dates</td>
<td>Supervisor</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------------------</td>
<td>---------</td>
<td>------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>CLNE0033</td>
<td>Research Project: MRes Stroke Medicine</td>
<td>120</td>
<td>Abstract</td>
<td>22/01/21</td>
<td>Dr Sumanjit Gill</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>15,000 word thesis (100%)</td>
<td>23/08/21 Submission by 10am via Moodle</td>
<td></td>
</tr>
<tr>
<td>CLNE0034</td>
<td>Research Project: MRes Translational Neurology</td>
<td>120</td>
<td>Abstract</td>
<td>22/01/21</td>
<td>Prof Vincenzo Libri</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>15,000 word thesis (100%)</td>
<td>23/08/21 Submission by 10am via Moodle</td>
<td></td>
</tr>
<tr>
<td>CLNE0035</td>
<td>Research Project: MSc Brain and Mind Sciences</td>
<td>60</td>
<td>Abstract, Project Presentation (5%)</td>
<td>22/01/21</td>
<td>Dr Caroline Selai</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10,000 word thesis (80%)</td>
<td>13/05/21 &amp; 14/05/21</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>16/08/21 Submission by 10am via Moodle</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oral Exam (15%)</td>
<td>02/09/21 &amp; 03/09/21</td>
<td></td>
</tr>
<tr>
<td>CLNE0036</td>
<td>Research Project: MSc Clinical Neuroscience</td>
<td>60</td>
<td>Abstract</td>
<td>22/01/21</td>
<td>Dr Caroline Selai</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10,000 word thesis (100%)</td>
<td>23/08/21 Submission by 10am via Moodle</td>
<td></td>
</tr>
<tr>
<td>CLNE0037</td>
<td>Research Project: MSc Dementia (Neuroscience)</td>
<td>60</td>
<td>Abstract</td>
<td>22/01/21</td>
<td>Prof Jason Warren</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10,000 word thesis (100%)</td>
<td>23/08/21 Submission by 10am via Moodle</td>
<td></td>
</tr>
<tr>
<td>CLNE0038</td>
<td>Research Project: MSc Clinical Neurology Distance Learning</td>
<td>60</td>
<td>Abstract</td>
<td>22/01/21</td>
<td>Prof Alex Leff</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10,000 word thesis (100%)</td>
<td>23/08/21 Submission by 10am via Moodle</td>
<td></td>
</tr>
<tr>
<td>CLNE0039</td>
<td>Research Project: MSc Stroke Medicine</td>
<td>60</td>
<td>Abstract</td>
<td>22/01/21</td>
<td>Dr Sumanjit Gill</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module</td>
<td>Assessment Method</td>
<td>Assessment Date</td>
<td>Weighting</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-------------------</td>
<td>-----------------</td>
<td>-----------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>P1 - Introductory Science and Methods (ANIM0003)</td>
<td>2 hour unseen exam</td>
<td>MOCK: Fri 20 Nov 2020 @ 10:00 – Tue 24 Nov 2020 @ 10:00&lt;br&gt;FINAL: Mon 14 Dec 2020 @ 10:00 – Tue 15 Dec 2020 @ 10:00&lt;br&gt;e-Lab Book (Formative): 10 Nov 2020 @ 10am&lt;br&gt;e-Lab Book (Summative): Mon 7 Dec 2020 @ 16:00</td>
<td>85%</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>C1 - Foundational Neuroanatomy and Systems (ANIM0004)</td>
<td>2 hour unseen MCQ exam</td>
<td>MOCK: Fri 13 Nov 2020 @ 10:00 – Thu 19 Nov 2020 @ 10:00&lt;br&gt;FINAL: Thu 17 Dec 2020 @ 14:00 – Fri 18 Dec 2020 @ 14:00</td>
<td>100%</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>P2 - Imaging Modalities (ANIM0008)</td>
<td>2 hour unseen exam</td>
<td>MOCK: Fri 22 Jan 2021 @ 10:00 – Tue 25 Jan 2021 @ 10:00&lt;br&gt;FINAL: Mon 15 Feb 2021 @ 10:00 – Tue 16 Feb 2021 @ 10:00&lt;br&gt;e-Lab Book: Mon 8 Feb 2021 @ 16:00</td>
<td>85%</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>C2 - Pathology + Diagnostic Imaging I (ANIM0005)</td>
<td>2 hour unseen MCQ exam</td>
<td>MOCK: Fri 15 Jan 2021 @ 10:00 – Thu 21 Jan 2021 @ 10:00&lt;br&gt;FINAL: Thu 18 Feb 2021 @ 14:00 – Fri 19 Feb 2021 @ 14:00</td>
<td>100%</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>P3 - Advanced Imaging (ANIM0007)</td>
<td>2 hour unseen exam</td>
<td>MOCK: Fri 26 Mar 2021 @ 10:00 – Tue 30 Mar 2021 @ 10:00&lt;br&gt;FINAL: Tue 27 Apr 2021 @ 14:00 – Wed 28 Apr 2021 @ 14:00&lt;br&gt;e-Lab Book: Mon 19 Apr 2021 @ 16:00</td>
<td>85%</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>C3 - Pathology + Diagnostic Imaging II (ANIM0006)</td>
<td>2 hour unseen MCQ exam</td>
<td>MOCK: Fri 19 Mar 2021 @ 10:00 – Thu 25 Mar 2021 @ 10:00&lt;br&gt;FINAL: Thu 22 Apr 2021 @ 10:00 – Fri 23 Apr 2021 @ 10:00&lt;br&gt;e-Lab Book: Mon 19 Apr 2021 @ 16:00</td>
<td>100%</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>LP - Library Project (ANIM0001)</td>
<td>5000 word written report</td>
<td>Thesis: Fri 8 Jan 2021 @ 10am&lt;br&gt;Thesis: Fri 2 Jul 2021 @ 10am</td>
<td>90%</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>
## UCL INSTITUTE OF NEUROLOGY – MRes in ADVANCED NEUROIMAGING 2020-21

**ASSESSMENT SCHEDULE 2020-21 for MRes students – See MSc schedule for optional taught modules.**

<table>
<thead>
<tr>
<th>Module</th>
<th>Assessment Method</th>
<th>Assessment Date</th>
<th>Weighting</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RM – Research Methods &amp; Critical Appraisal (CLNE0007)</strong></td>
<td>Exam</td>
<td>Statistics: 11 Dec 2020 @ 10:00</td>
<td>50%</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critical Appraisal: 8 Dec 2020 @ 10:00</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td><strong>RIG – Research Integrity &amp; Governance (ANIM0010)</strong></td>
<td>Presentation (15 minutes)</td>
<td>Presentation of Research Project Study Design: 16 &amp; 18 Dec 2020 @ 10:00 – 13:00</td>
<td>40%</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Portfolio (1000 words)</td>
<td>1000 word reflection: Wed 2 Dec 2020 @ 10am</td>
<td>(80%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information Security Awareness Certificate: Wed 2 Dec 2020 @ 10am</td>
<td>(20%)</td>
<td></td>
</tr>
<tr>
<td><strong>RPX – MRes Research Project (ANIM0009)</strong></td>
<td>Proposal &amp; Timeline</td>
<td>Moodle upload: Fri 30 Oct 2020 @ 16:00</td>
<td>-</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>Oral Presentation</td>
<td>Presentation (Research Project): Tue 6 Jul 2021 (times tbc)</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15000 word thesis</td>
<td>Mon 23 Aug 2021 @ 10am</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Poster Presentation</td>
<td>29 Sep 2021 (tbc)</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

---

1. Only for students commencing their Research Project in 2021-22
# Advice on choosing module options

## 9.1.1 Choosing Modules

Modules are the individual units of study which lead to the award of credit. Many programmes offer students the opportunity to choose between different modules that they are interested in. However, some new students will find they do not need to make selections as all their modules are compulsory. If students need to choose modules, their department will advise them of how and when to do this, usually during departmental introductions.

Before you select your modules, we recommend you check the Online Timetable to find out when they are being taught and when you have a free space in your timetable as well as assessment times. Your mandatory modules will automatically be added to your personal timetable, and the modules you select will be added overnight.

If you want to find out more about the content of individual modules, you can do so by going to the Module catalogue. More information in Section 8.1.2.

Choosing a module is always dependent on its availability in the current year; other UCL departments may decide to cap module numbers or make them available only to their own students, therefore it is not guaranteed you will be able to enter in courses outside the IoN offer. You are invited to make enquiries before the academic year begins with the relevant departments. Modules at IoN are not capped and are available to all but you should check for any timetable clashes with your compulsory modules.

You will be able to view your module selection throughout the year on Portico. Please alert your department immediately if the module information displayed is incorrect.

Please note Module Registration for Clinical Neurology programmes via distance learning are run slightly differently as they are flexible learning programmes. Please see Portico for help text when you select a module for further details, or contact the Clinical Neurology Administrators on ion.dladmin@ucl.ac.uk

## 9.1.2 UCL Module Catalogue

UCL’s new Module Catalogue gives access to a comprehensive catalogue of all modules across the whole of UCL, published in a consistent, searchable and accessible format.

**Further information:**

- https://www.ucl.ac.uk/module-catalogue

Modular/Flexible Taught Postgraduate students may be unable to pay their fees until they have chosen their modules. Students should check with the UCL Student Fees Team if they are unsure about this by emailing fees@ucl.ac.uk or calling +44 (0) 20 3108 7284. Students might also wish to contact their programme administrators to confirm details of their programme’s fee structure.

## 9.1.3 Module Selection and Verification Deadlines

After enrolment, students need to select the modules which they will be studying for the coming year. Changes must be approved and cannot be guaranteed. There need to be places available on the module and the changes need to be consistent with the student’s Programme Diet.
Further information:
- https://www.ucl.ac.uk/students/student-status/module-registration

9.1.4 Change of Module Selection

If a student wishes to change a module selection, requests need to be submitted and approved by the department.

Exact deadlines will be published each year in the ‘Module Selection Task’ on Portico. On Online Programmes, exact deadlines will be set, managed and communicated by the Department.

Further information:
- https://evision.ucl.ac.uk/urd/sits.urd/run/siw_lgn
- https://www.ucl.ac.uk/academic-manual/chapters/chapter-3-registration-framework-taught-programmes/section-2-module-selection

9.2 Contact details for staff who can give advice

Contact the Teaching Administrator for your course for more information. Details can be found on the QsION Education team website

10 Changes to Registration Status

10.1 Information on how to change, interrupt or withdraw from a programme

Changes to Registration

Students wishing to make changes to their registration status should first discuss their plans with their Personal Tutor/Supervisor/ Programme Director who can explain the options available and help students to make the right decision. Students should also ensure that they read the relevant sections of the UCL Academic Manual before making any requests to change their academic record.

Applications must be made in advance of the effective date of change.

10.1.1 Changing modules

If a student wishes to make changes to their individual modules they will need to do so by the deadlines in the Key Dates section. Students should contact their Department Office as soon as possible as all changes will need to be approved.

Further information:
- https://www.ucl.ac.uk/students/status/change-your-studies/change-your-degree-programme-or-modules
- https://www.ucl.ac.uk/academic-manual/chapters/chapter-3-registration-framework-taught-programmes/section-2-module-selection

10.1.2 Changing programme

If a student wishes to transfer from one UCL degree programme to another, they must make a formal application. The usual deadline for change of degree programme during the academic session is the end of October each year (for students registering in September, with a later date for students registering in January) to be compatible with module selection deadlines, although
later transfers may be possible, where the transfer does not affect module selections. Students should log in to their Portico account and complete the online application. Students are strongly advised to discuss their plan with the departments involved before requesting a change of programme on Portico.

**Further information:**

- [https://www.ucl.ac.uk/students/status/change-your-studies/change-your-degree-programme-or-modules](https://www.ucl.ac.uk/students/status/change-your-studies/change-your-degree-programme-or-modules)
- [https://www.ucl.ac.uk/academic-manual/chapters/chapter-3-registration-framework-taught-programmes/section-6-programme-transfers](https://www.ucl.ac.uk/academic-manual/chapters/chapter-3-registration-framework-taught-programmes/section-6-programme-transfers)

### 10.1.3 Interruption of studies

If a student requires a temporary break from their studies and plans to resume their programme at a future date, they must apply for a formal Interruption of Study.

**Further information:**

- [https://www.ucl.ac.uk/students/student-status/changes-your-studies/interrupting-or-withdrawing-your-studies](https://www.ucl.ac.uk/students/student-status/changes-your-studies/interrupting-or-withdrawing-your-studies)
- [https://www.ucl.ac.uk/academic-manual/chapters/chapter-3-registration-framework-taught-programmes/section-5-interruption-study](https://www.ucl.ac.uk/academic-manual/chapters/chapter-3-registration-framework-taught-programmes/section-5-interruption-study)

### 10.1.4 Withdrawing from a programme

If a student wishes to leave their degree programme prior to completing their final examinations they must apply for a formal withdrawal from their studies. Applications must be made in advance of the effective date of change. Students should log in to their Portico account and complete the online application.

**Further information:**

- [https://www.ucl.ac.uk/students/student-status/changes-your-studies/interrupting-or-withdrawing-your-studies](https://www.ucl.ac.uk/students/student-status/changes-your-studies/interrupting-or-withdrawing-your-studies)
- [https://www.ucl.ac.uk/academic-manual/chapters/chapter-3-registration-framework-taught-programmes/section-8-withdrawing-programme](https://www.ucl.ac.uk/academic-manual/chapters/chapter-3-registration-framework-taught-programmes/section-8-withdrawing-programme)

### 10.1.5 Informing the Student Loans Company of changes to your student status

If a student makes a change to their programme or registration status during the course of the academic year, it is important that the Student Loans Company (SLC) is notified. The SLC can then re-assess and update its records. Changes could include a student withdrawing from their academic programme, an interruption in studies or transferring to a new programme. The SLC must also be notified when there is a change in mode of study or when a student has returned from an interruption.

To inform the SLC of a change in your student status, a Change of Circumstance (CoC) form must be completed online by your Faculty. See the Key Contacts section for details of who to contact in the Faculty if you require a CoC form to be submitted on your behalf or if you have any related queries.

### 10.2 Key contacts in the department and faculty for assistance with any of the above

Contact the Teaching Administrator for your course for more information. Details can be found on the QsION Education team website
Progression, Award and Classification

11.1 Information on how a student progresses through the programme – what does a student need to complete and pass to be awarded a degree, what are the consequences of unsatisfactory progress

UCL’s Progression and Award Requirements define how many credits and modules students need to pass to progress from one year of study to the next and to be awarded a UCL qualification.

Masters Degrees (including MRes):
This programme uses the Masters Progression and Award Requirements in the UCL Academic Manual, Chapter 4, Section 9: Progression and Award.

Further information:
- https://www.ucl.ac.uk/academic-manual/chapters/chapter-4-assessment-framework-taught-programmes/section-9-progression-award

11.2 How will marks be combined to reach a classification?

Students who have successfully completed the Progression and Award Requirements will be awarded a Classification. The UCL Academic Manual, Chapter 4, Section 10: Classification defines the Classification Schemes for each qualification.

Taught Masters, Postgraduate Diplomas and Postgraduate Certificates:
This programme uses the Numeric Taught Postgraduate Classification Scheme in the UCL Academic Manual, Chapter 4, Section 10: Classification.

<table>
<thead>
<tr>
<th>Numeric Marking Scale</th>
</tr>
</thead>
</table>
| **Qualifies for Distinction** | A Final Weighted Mark greater than or equal to 69.50%  
OR  
A Final Weighted Mark greater than or equal to 68.50%  
AND  
Module marks of at least 70.00% in at least 50% of all credits |
| **Qualifies for Merit** | A Final Weighted Mark greater than or equal to 59.50%  
OR  
A Final Weighted Mark greater than or equal to 58.50%  
AND  
Module marks of at least 60.00% in at least 50% of all credits |
| **Qualifies for Pass** | Meets the Award Requirements |
**MRes Programmes:**
This programme uses the Numeric Research Masters Classification Scheme in the UCL Academic Manual, Chapter 4, Section 10: Classification.

<table>
<thead>
<tr>
<th>Qualifies for</th>
<th>Numeric Marking Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>A Final Weighted Mark greater than or equal to 69.50% and A mark greater than or equal to 70% in the Dissertation or A Final Weighted Mark greater than or equal to 68.50% and Module marks of at least 70.00% in at least 50% of the taught credits and A mark greater than or equal to 70.00% in the Dissertation.</td>
</tr>
<tr>
<td>Merit</td>
<td>A Final Weighted Mark greater than or equal to 59.50% and A mark greater than or equal to 60% in the Dissertation. or A Final Weighted Mark greater than or equal to 58.50% and Module marks of at least 60.00% in at least 50% of the taught credits and A mark greater than or equal to 60.00% in the Dissertation.</td>
</tr>
<tr>
<td>Pass</td>
<td>Meets the Award Requirements</td>
</tr>
</tbody>
</table>

**Credit Awarded via the Recognition of Prior Learning (RPL)**
If the programme regularly admits students with Recognised Prior Learning, explain how this will affect the Classification, following the regulations in the relevant sub-section of the Academic Manual, Chapter 4, Section 10: Classification.

**Further information:**
- https://www.ucl.ac.uk/academic-manual/chapters/chapter-4-assessment-framework-taught-programmes/section-10-classification

**12 Information on assessment**
Please note that this information may be subject to change due to Covid-19 – please check the Students’ webpages for the most up-to-date information:
Deadlines and dates for unseen examinations: all students must adhere to assessment deadlines as outlined in the handbook. MSc Brain and Mind students must check with module convenors concerning dates/mode of assessment for selected modules.

Word limits are imposed for assignments, i.e. up to the word limit.

All work that is submitted for summative assessment is marked by a UCL Internal Examiner or Assistant Internal Examiner. All UCL programmes also include second-marking and internal moderation processes to ensure that marking is consistent and fair. Second-marking can take a number of different forms depending on the type of assessment, but the overall aim is to ensure that marking is as accurate as possible. Internal moderation also helps UCL to ensure that marking is equitable across different modules, pathways, options and electives.

Marking assessments: all assessments for programmes within the Queen Square Institute of Neurology (excluding examinations by MCQs - Multiple Choice Questions) are marked & Open second-marked by two academic members of staff in accordance with the UCL regulations https://www.ucl.ac.uk/academic-manual/chapters/chapter-4-assessment-framework-taught-programmes/section-7-marking-moderation.

All marks must be agreed by the markers. Where there is disagreement, the markers must adopt one of the following:

a) For mark differences of 10% or more, the marks must be reconciled through discussion of the marking criteria.

b) For mark differences of less than 10%, the mark may be reconciled by discussion of the marking criteria or by mathematical averaging.

Third Markers
A third marker may be brought in where a first and second marker are unable to agree on a final mark. The third marker’s role is not to over-ride the two previous markers, but to contribute to resolving the discussion with reference to the marking criteria.

All essay/multiple choice/short-answer questions follow UCL Quality Assurance practice:

- Questions are suggested by the lecturers
- Questions are reviewed by the relevant Module Conveners who set the final exam looking at its general coherence and coverage of taught topics; Course Directors have oversight over this stage too.
- Final exams are then sent to the Programme External Examiners who contribute with comments and suggest any changes and must approve the assessment as being consistent with the taught material, pitched at the right level, and fair according to the module learning objectives

Library Projects: marked simultaneously by two academics (if marks are divergent by 10% or more, the two examiners will agree a final mark).

Research Projects: marked simultaneously by two academics. If the programme also includes a viva exam, a percentage of the mark will be awarded for the viva.

Please note electronic copies of your essays, Library Projects and Research Projects will be
uploaded into Turnitin, UCL’s plagiarism software [http://www.ucl.ac.uk/current-students/guidelines/plagiarism](http://www.ucl.ac.uk/current-students/guidelines/plagiarism)

Format of unseen examinations: all modules’ assessments are taken on Moodle using a computer and keyboard; the following modules have assessments that are hand written using a pen and paper:

- Introductory Science and Methods
- Imaging Modalities
- Advanced Imaging

*It is the student’s responsibility to upload the correct file to Moodle and to check to ensure the correct file has been uploaded. In the unlikely event that a member of staff identifies an incorrect file has been uploaded after your deadline, they will endeavor to contact you to enable you to resubmit the correct file but late penalties will be applied as per regulations.*

### 12.1 How will students be assessed?

At QsION students are assessed in a variety of methods which are outlined below:

**Brief overview of different assessment types**

**Unseen MCQ examination:** Any module examined by MCQ will follow the Single Best Answer (SBA) format where there is only one correct answer. You are not negatively marked for incorrect answers.

**Unseen Short answer examination:** to remember and reproduce knowledge, e.g. "Define the term", along with demonstrating understanding of knowledge in questions such as "discuss the role of...". Bullet points or 4-5 sentences per question.

**Unseen Long essay examination:** this will consist of answering one or two questions in an allotted amount of time, requiring a structured answer with an introduction, a summary of arguments and a conclusion. Referencing is not required. Take care to read the question properly and address the question specifically rather than writing about the subject.

**Seen essay assignment:** choose an essay question from a list provided. The full name of the question must be written on the cover sheet and cannot be changed in any way. A seen essay requires a demonstration of knowledge and understanding of a subject. Write in a style that is grammatically correct, well referenced and with a clear structure. Include a section on research methods used and critically appraise the material reviewed in the essay. For guidance on writing an essay/library project/research project please visit [http://www.ucl.ac.uk/ioe-writing-centre](http://www.ucl.ac.uk/ioe-writing-centre)

**Library Projects:** completion of a 5,000 review of the literature on a subject of your choosing, following the same writing guidelines as for the seen essay. A list of project titles will be provided. When selecting a topic, it is advisable to network with researchers at UCL.

**Research Projects:** completion of a 10,000 (15,000 for MRes students) words dissertation on an area of research that you have chosen to study (either by picking from a list of topics or through networking with academics at UCL). Your research project must involve collection/analysis of original data (some programmes allow a systematic review) and follow the same writing guidelines as for the seen essay.
Distance Learning Exams this applies to ANI only: For invigilated examinations - If you are based outside the UK, you must find a UCL approved exam centre nearest to you and make arrangements to sit your exam simultaneously to the UK-based exam and under their invigilation. In the case of written exams, we will provide the exam centre with an electronic copy of the exam paper and it will be your responsibility to pay any administration fees they charge for their service. If you are based in the UK you should come to UCL to sit the exams.

Distance Learning Exams Clinical Neurology Students: For further information please see clinical neurology distance learning Moodle pages.

*Please see your programme assessment schedule for details on what assessments you are due to take*

Methods section
For a full systematic review (Research and Library Projects) of the literature we would expect a detailed methods section, including the data-bases searched, the years and keywords. Since the initial, exploratory search usually yields a very high number of publications the search strategy usually needs to be further refined. We would expect to see the rationale and method of further refining the research question, the inclusion and exclusion criteria (for including studies in the final review) and assessment of quality. At each stage of the search, we would like to see the number of papers yielded; it is helpful if this can be represented in a flow-chart.

For seen essays the ‘Methods’ section describing the literature should be a short and concise description of the search strategy, mentioning the keywords, data-bases searched, years and the main inclusion and exclusion criteria.

Presentations
Students enrolled on the MSc Brain and Mind Sciences and MSc Advanced Neuroimaging programmes are required to deliver a ten minute presentation in front of the class and some academic members of staff. Students are required to attend for the duration of the presentations, which may cover two days and may be online.

What makes a good presentation?
• keep to time
• well-structured and clear
• include background information
• methods used
• results
• summary/conclusion
• discussion concerning future work

Be sure to practice several times to refine a presentation style.

Dates for the presentations
MSc Brain and Mind Sciences Research Project presentation: 13/05/21 & 14/05/21
MSc Advanced Neuroimaging: Library Project presentation (journal club): See schedule above for F2F and DL dates

12.2 What are the marking criteria and learning outcomes?
Marking criteria are specified on marksheets (available on the assessment pages on Moodle) and Learning Objectives are included in module descriptions available on the IoN webpages.
What marking scale is in use on the programme?

<table>
<thead>
<tr>
<th>Mark</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>70 – 100%</td>
<td>Distinction</td>
</tr>
<tr>
<td>60 – 69%</td>
<td>Merit</td>
</tr>
<tr>
<td>50 – 59%</td>
<td>Pass</td>
</tr>
<tr>
<td>40 – 49%</td>
<td>Condonable fail (see below)</td>
</tr>
<tr>
<td>0 – 39%</td>
<td>Fail</td>
</tr>
</tbody>
</table>

12.4 UCL Standard turnaround time for feedback

UCL Feedback Turnaround Policy

Regular feedback is an essential part of every student’s learning. It is UCL policy that all students receive feedback on summative assessments within one calendar month of the submission deadline. This feedback may take the form of written feedback, individual discussions, group discussions, marker’s answers, model answers or other solutions (although students should note that UCL is generally unable to return examination scripts). Students writing dissertations or research projects should also expect to receive feedback on a draft on at least one occasion.

If, for whatever reason, a department/division cannot ensure that the one calendar month deadline is met then they will tell students when the feedback will be provided - it is expected that the extra time needed should not exceed one week. Where feedback is not provided within the timescale, students should bring the matter to the attention of their Departmental Tutor or Head of Department.

Further information:
- https://www.ucl.ac.uk/academic-manual/chapters/chapter-4-assessment-framework-taught-programmes/section-8-assessment-feedback

12.4.1 Examinations

Students must ensure that they are aware of the regulations governing written examinations detailed in the UCL Examination Guide for Candidates on the Examinations and Assessment website.

Further information:
- https://www.ucl.ac.uk/students/exams-and-assessments
- https://www.ucl.ac.uk/academic-manual/chapters/chapter-4-assessment-framework-taught-programmes/section-4-examinations

12.5 Coursework Submissions

Submission of coursework and exams mostly take place on Moodle; students will be notified prior the submission date about the submission mode and location.

12.6 Information about penalties for late submissions

12.6.1 Late Submission Penalties
Planning, time-management and the meeting of deadlines are part of the personal and professional skills expected of all graduates. For this reason, UCL expects students to submit all coursework by the published deadline date and time, after which penalties will be applied.

Late submission penalties for Level 7 modules:

- Up to 2 working days late: Deduction of 10 percentage points but no lower than 50.00%
- 2-5 working days late: Mark capped at 50.00%
- More than 5 working days late: Mark of 1.00%

Work which is not submitted at all will receive a mark of 0.00%/ Grade F

If a student experiences something which prevents them from meeting a deadline that is sudden, unexpected, significantly disruptive and beyond their control, they should submit an Extenuating Circumstances (EC) Form. If the request is accepted, the student may be granted an extension. If the deadline has already passed, the late submission may be condoned i.e. there will be no penalty for submitting late.

Further information:
- https://www.ucl.ac.uk/academic-manual/chapters/chapter-4-assessment-framework-taught-programmes/section-3-module-assessment
- https://www.ucl.ac.uk/academic-manual/chapters/chapter-4-assessment-framework-taught-programmes/section-6-extenuating-circumstances

12.7 Information about absence from assessment

12.7.1 Absence from Assessment

Any student who is absent from an assessment without prior permission will receive a mark of 0.00%/ Grade F unless they formally request to defer their assessment to a later date by submitting a claim for Extenuating Circumstances with appropriate supporting evidence. If Extenuating Circumstances are not approved, the mark of 0.00%/ Grade F will stand and the student will be considered to have made an attempt.

In line with UCL’s obligations for students studying under a visa, Tier 4 students must also obtain authorisation for any absence from teaching or assessment activities under the Authorised Absence for Students on a Tier 4 Visa procedures.

Further information:
- https://www.ucl.ac.uk/academic-manual/chapters/chapter-3-registration-framework-taught-programmes/section-3-attendance-and-absence
- https://www.ucl.ac.uk/academic-manual/chapters/chapter-4-assessment-framework-taught-programmes/section-6-extenuating-circumstances

12.8 Information about word counts and penalties

Word Counts

Each piece of assessment (except unseen examinations) will have a word count specified. For work that is either 10% more or 10% less the set word count, the mark will be reduced by five percentage marks, but the penalised mark will not be reduced below the pass mark, assuming the work merited a Pass.
Title page, Acknowledgements, Abstract, Table of Contents, Abbreviations, References, figures (incl. captions) and tables (incl. legends) in the main body of your thesis/essay and Appendices are NOT included in the word count. This is because these elements are supplementary to the substantive content of the work. Citations in the main body of your thesis/essay DO count towards the word count.

Formatting: font of at least 11 point. All figures and tables must be labelled accurately and in full.

Referencing/Citation style: At the UCL Queen Square Institute of Neurology you are required to use the Harvard referencing system (author/date system).

Cover sheet (the following information must be included): UCL logo
Project/essay title (you are not allowed to change the title of an assignment)
Name of Supervisor (Library and Research Project only)
Candidate number
Word Count

Assignment briefs will include clear instructions about word counts, the inclusion of footnotes, diagrams, images, tables, figures and bibliographies etc. Students are expected to adhere to the requirements for each assessment. Students exceeding these parameters may receive a reduction in marks.

Further information:
- https://www.ucl.ac.uk/academic-manual/chapters/chapter-4-assessment-framework-taught-programmes/section-3-module-assessment

12.9 Information about the consequences of failure

Please note that this information may be subject to change due to Covid-19 – please check the Students’ webpages for the most up-to-date information:
- https://www.ucl.ac.uk/students

Students are permitted a maximum of two attempts at any given assessment. If a student fails an assessment at the first attempt they might:
- Be eligible for Condonement
- Need to Resit or Repeat the assessment
- Apply for a Deferral or other support under the Extenuating Circumstances procedures

Condonement

Condonement allows a student to progress from one year to the next and/ or to be awarded a qualification where they are carrying a small amount of failure, as long as their overall performance is of a good standard and the requirements of any relevant Professional, Statutory or Regulatory Bodies are met. Students who meet the Condonement Criteria will not be reassessed.

A student’s eligibility for Condonement in any given module is determined by the programme on which they are enrolled - some modules may be ‘Non-Condonable’ i.e. students must pass them. Condonement applies to module marks falling within a certain range, and students will need to meet defined criteria to be eligible for Condonement.
UCL considers PGT marks between 40-49% as ‘condonable fails’; students still gain the module credits although not receiving a full pass mark (50%). MSc students are allowed to condone a maximum of 30 credits.

Should you fail to achieve 40% for any module, you are allowed one re-sit attempt. For more information see https://www.ucl.ac.uk/academic-manual/chapters/chapter-4-assessment-framework-taught-programmes/section-9-progression-award#9.3

Some modules are non-condonable; should you fail to achieve a full pass mark (50%) for the following modules you must re-sit the exam or re-submit the assignment in the following academic year:

- Research Project

Students will receive feedback on their assessments either via email or via Moodle. Templates for feedback are available on the Assessment pages in Moodle.

Further information:

- https://www.ucl.ac.uk/drupal/site_academic-manual/chapters/chapter-4-assessment-framework-taught-programmes/section-9-progression-award

Student Guides to Condonement

- Taught Postgraduate Student Guide to Condonement:
  - https://www.ucl.ac.uk/students/exams-and-assessments/exams/late-summer-assessments/guide-postgraduate-condonement

Reassessment

Depending on the amount of failure, Reassessment may take the form of either a Resit, which usually takes place in the Late Summer, or a Repeat in the following academic session. The marks for modules successfully completed at the second attempt will be capped at the Pass Mark – 50.00% for PGT modules at Masters Level/ Level 7.

Taught Postgraduate students:

Students who fail a Masters dissertation/ research project will normally resit by 31 January (30 April for January-start programmes). Exceptionally, the Exam Board may decide that the extent of failure is such that the student needs to repeat the dissertation with tuition and fees.

QSION Education Team are responsible for organising reassessments for coursework and exams. A member of the Education Team will be in touch with you once reassessment dates are finalised.

Further information:

- https://www.ucl.ac.uk/academic-manual/chapters/chapter-4-assessment-framework-taught-programmes/section-11-consequences-failure

Deferred Assessment
If an assessment has been affected by Extenuating Circumstances (ECs) students may be offered a Deferral i.e. a ‘new first attempt’ or a ‘new second attempt’. If the student successfully completes a Deferral of their first attempt, their module marks will not be capped. If the student successfully completes a Deferral of their second attempt (i.e. they have ECs on a Resit or Repeat), their module marks will be capped at the Pass Mark (i.e. the existing cap will not be removed).

Further information:
- https://www.ucl.ac.uk/academic-manual/chapters/chapter-4-assessment-framework-taught-programmes/section-6-extenuating-circumstances

12.10 Academic Integrity

High academic standards are fundamental to ensuring continued trust and confidence in UCL’s world-leading research and teaching, as well as the individuals who work and study at UCL. UCL takes Academic Integrity very seriously, and expects students to familiarise themselves with UCL’s referencing and citation requirements. A good starting point is the UCL Library Guide to References, Citations and Avoiding Plagiarism. Students should also ensure that they are familiar with the specific referencing requirements of their discipline, as these may vary.

Candidates for written examinations should also familiarise themselves with the requirements set out in the UCL Examination Guide for Candidates, which is published annually on the Examinations and Awards website. It is also very important that students are aware of what items they are permitted to bring into the Examination Halls, so they can ensure they do not unintentionally breach the examination rules.

UCL has a zero tolerance approach to the use of essay mills and contract cheating, as they go against every principle that UCL stands for. These types of service disadvantage honest students and devalue standards in our universities.

The vast majority of students at UCL will maintain their Academic Integrity throughout their studies, but it is important to be aware that UCL may consider breaches to your Academic Integrity as an instance of Academic Misconduct. When Academic Misconduct occurs there can potentially be penalties imposed, and it is important to note that repeated breaches will be taken very seriously and could result in exclusion from UCL (see Academic Manual, Chapter 6, Section 9.3, web-link provided below). For students who are unsure of what may be considered as Academic Misconduct, the procedures in Chapter 6 of the Academic Manual define all such behaviour and how this is taken forwards. UCL also has online tools available to help students identify what behaviours may be considered as Academic Misconduct.

Further information:
- https://www.ucl.ac.uk/academic-manual/chapters/chapter-6-student-casework-framework
- http://www.ucl.ac.uk/library/training/guides/webguides/refscitesplag
- https://www.ucl.ac.uk/academic-manual/chapters/chapter-4-assessment-framework-taught-programmes/section-4-examinations
- https://www.ucl.ac.uk/students/exams-and-assessments

12.11 Information about research ethics, animal licences and honorary contracts

It is important that if you decide to undertake a project involving animals that you enrol on an animal license course as soon as possible. Information will be provided to you. If you wish to
undertake research within the UCLH, Royal Free or GOSH trusts you will require an honorary/observer contract.

12.12 Disclosure and Barring Service Check

If you undertake a clinical project at UCL which needs confirmation of your clearance to work with a vulnerable group and are resident outside the UK, you may be required to provide evidence of your criminal record status from your home country by obtaining a police clearance certificate. This must have been taken within six months of your course start date.

The DBS provide details of the documentation required for the check and this can be found on the UK Government website. An enhanced DBS disclosure will be required if your research has been considered by the UCL Ethics Committee and you will be working with a vulnerable group. A disclosure normally takes 4-6 weeks to be processed once it is received by the DBS. If you have lived in a number of places the process could take longer.

It is essential that you have a passport when you come to the UK as you will need this to provide evidence of your identity. An EU identity card is not sufficient to prove identity for this purpose. This applies whether your research is conducted inside, or outside, the UK. Please find detailed information at https://www.ucl.ac.uk/students/policies/conduct/disclosure-and-barring-service-dbs-applications

12.13 Information about the External Examiner process and how to access reports via Portico

External Examining at UCL

External Examiners are senior academics or practitioners from other universities who help UCL to monitor the quality of the education we provide to our students. In particular, External Examiners scrutinise the assessment processes on each programme, helping UCL to ensure that all students have been treated fairly, that academic standards have been upheld and that the qualifications awarded are comparable with similar degrees at other UK universities.

Each External Examiner submits an on-line annual report. Faculties and departments are required to reflect on any recommendations and address any issues raised in a formal response. The report and response are discussed with Student Reps at the Staff-Student Consultative Committee, and are scrutinised by faculty, department and institution-level committees. Students can access their External Examiner’s report and departmental response via the “My Studies” page through their Portico account either through ‘Module Assessment’ or ‘Summary of Results and Awards’ or by contacting their Departmental Administrator in the first instance. On the same “My Studies” Portico page, students can also access UCL wide External Examiners reports for the last three years. For central queries relating to External Examining, please contact Student and Registry Services at examiners@ucl.ac.uk.

13 Extenuating Circumstances and Reasonable Adjustments

13.1 Information about Reasonable Adjustments
13.1.1 Students with Disabilities and Long-term Conditions
UCL will make Reasonable Adjustments to learning, teaching and assessment to ensure that students with a disability are not put at a disadvantage. UCL also provides Reasonable Adjustments for students who might not consider themselves to have a ‘disability’ but who nevertheless would benefit from additional support due to an ongoing medical or mental health condition. It is the responsibility of the student to request Reasonable Adjustments, and students are encouraged to make a request as early as possible.

Further information:
- https://www.ucl.ac.uk/academic-manual/chapters/chapter-4-assessment-framework-taught-programmes/section-5-reasonable-adjustments
- https://www.ucl.ac.uk/students/support-and-wellbeing/disability-support
- https://www.ucl.ac.uk/students/support-and-wellbeing/wellbeing

13.1.2 Pregnancy and Maternity, Paternity, Parental and Adoption Leave
UCL can also make Reasonable Adjustments for students who are pregnant or who need to go on Maternity, Paternity, Parental Leave and Adoption Leave. Students do not have to apply for a Summary of Reasonable Adjustments but should instead contact UCL Student Support and Wellbeing to find out about the support available.

Further information:
- https://www.ucl.ac.uk/students/support-and-wellbeing/pregnant-students
- https://www.ucl.ac.uk/students/support-and-wellbeing/information-specific-groups/student-parents

13.1.3 Religious Observance
Students may need Reasonable Adjustments to help them observe their faith, particularly where classes or assessments might fall on important religious dates. Students do not have to apply for a Summary of Reasonable Adjustments but should instead contact the appropriate Chaplain for advice and support. Further information is also available in UCL’s Religion and Belief Policy.

Further information:
- https://www.ucl.ac.uk/students/support-and-wellbeing/specialist-information-and-support/religion-and-faith
- https://www.ucl.ac.uk/students/policies/equality/religion

13.2 Information about Examination Adjustments
Examination Adjustments are adjustments to written examinations for students with a disability, medical or mental health condition, such as extra time, rest breaks or specialist equipment.

Students should contact the Disability, Mental Health and Wellbeing team who can help them to complete an application and advise them on gathering the required documentary evidence. Applications need to be received by the Disability, Mental Health and Wellbeing team three weeks before the examination period in question.

After this deadline students will need to apply to defer their assessment to the next opportunity (normally the Late Summer Assessment period) if they require mitigation, under the regulations in Section 6: Extenuating Circumstances.

Further information:
13.3 Information about when, where and how to submit a claim for Extenuating Circumstances

Please note that this information may be subject to change due to Covid-19 – please check the Students’ webpages for the most up-to-date information:

- https://www.ucl.ac.uk/students

13.3.1 Illness and other Extenuating Circumstances

If a student’s assessments are disrupted by events which are unexpected, significantly disruptive and beyond the student’s control, such as serious illness or bereavement, they can apply for ‘Extenuating Circumstances’.

Students are responsible for letting UCL know about any event that might affect their performance in assessments (exams or assignments) at the time that it takes place. Applications need to be submitted within 1 week. Meeting this deadline is important: we can only consider late applications if ongoing circumstances mean that it was genuinely impossible for the student to submit on time.

Students should not wait for supporting evidence to become available before submitting their EC claim. If a student is unable to obtain the necessary evidence within the deadlines they should still submit their form on time and indicate that their evidence is to follow.

13.3.2 How to apply for Extenuating Circumstances

Step 1: Read the Extenuating Circumstances procedures

The regulations include important information about eligibility and how to make a claim:

- https://www.ucl.ac.uk/academic-manual/chapters/chapter-4-assessment-framework-taught-programmes/section-6-extenuating-circumstances

Step 2: Check whether the circumstances are covered:

We may be able to support students better through reasonable adjustments, examination adjustments or an interruption of study.

- https://www.ucl.ac.uk/academic-manual/chapters/chapter-4-assessment-framework-taught-programmes

Step 3: Complete an Extenuating Circumstances Form

- https://www.ucl.ac.uk/academic-manual/chapters/chapter-4-assessment-framework-taught-programmes
Students should make sure that they tick the box allowing us to share their request with members of staff who are directly responsible for making a decision (don’t worry, we will keep data secure). Students should make sure that they tell us about every assessment that has been affected – we won’t assume it applies to assessments that aren’t on the form.

**Step 4: Get supporting evidence**

Please note that this information may be subject to change due to Covid-19 – please check the Students’ webpages for the most up-to-date information:

- [https://www.ucl.ac.uk/students](https://www.ucl.ac.uk/students)

This needs to be from a registered doctor or other verifiable source – students should ask their doctor or evidence provider to read the guidance notes on the form carefully – we need to understand how the circumstance has affected the student’s ability to do their assessment. If students need time to get their evidence, they should submit their form on time and submit their evidence as soon as they can.

- [https://www.ucl.ac.uk/academic-manual/chapters/chapter-4-assessment-framework-taught-programmes/section-6-extenuating-circumstances#6.7](https://www.ucl.ac.uk/academic-manual/chapters/chapter-4-assessment-framework-taught-programmes/section-6-extenuating-circumstances#6.7)

**Step 5: Submit the form within 1 week of the Extenuating Circumstance taking place**

We may not be able to help if a claim is late. Students need to submit their form to their home department or faculty office. The office will forward the form and evidence, confidentially, to the appropriate person.

**What happens next**

If students apply for a 1 week extension, this will be considered by staff in their department, who will try to give a response as quickly as possible.

If students apply for other help, requests will be considered by either the faculty or departmental Extenuating Circumstances Panel. The Panel will usually offer one of the following, although they may suggest something else:

- an extension of more than 1 week
- a ‘deferral’ i.e. postponing the assessment to the next scheduled occasion
- suspending the normal penalties for handing work in late.

### 13.3.3 Longer-term conditions

The Extenuating Circumstances regulations are designed to cover unexpected emergencies; they are not always the best way to help students who might have a longer-term medical or mental health condition, disability or learning difficulty. Although there may be times when it is necessary for such students to use the EC regulations, students should make sure they take advantage of all the other support mechanisms provided by UCL such as:

**Reasonable Adjustments:**

- [https://www.ucl.ac.uk/academic-manual/chapters/chapter-4-assessment-framework-taught-programmes/section-5-reasonable-adjustments](https://www.ucl.ac.uk/academic-manual/chapters/chapter-4-assessment-framework-taught-programmes/section-5-reasonable-adjustments)
13.4 Information on fitness to study

13.4.1 Support to Study Policy and Fitness to Study Procedure

Students with physical or mental health concerns are encouraged to make contact with the available support services as early as possible so that UCL can put in place reasonable adjustments to support them throughout their studies. However, there may be occasions when a student’s physical or mental health, wellbeing or behaviour is having a detrimental effect on their ability to meet the requirements of their programme, or is impacting on the wellbeing, rights, safety and security of other students and staff. In such cases UCL may need to take action under the Fitness to Study Procedure.

Further Information:

- https://www.ucl.ac.uk/academic-manual/chapters/chapter-6-student-casework-framework
- https://www.ucl.ac.uk/students/support-and-wellbeing/disability-support
- https://www.ucl.ac.uk/students/support-and-wellbeing/wellbeing

14 Tutorials and supervision

14.1 What students can expect in terms of academic and personal tutoring

Academic and Personal Tutoring

UCL is committed to providing all students with the academic guidance and personal support that they need to flourish as members of our active learning and research community. As part of the wider support infrastructure provided by a programme, every undergraduate or taught postgraduate student will be assigned a member of staff who can provide constructive academic and personal development guidance and support.

At the start of the year, students will be provided with the name of their personal tutor, and information about how meetings will work. Students are encouraged to be proactive in engaging with their Personal Tutor: make sure you reply to emails from your personal tutor in a timely manner and always let them know if you can’t attend a meeting. It’s important to build a relationship with your tutor so that you feel comfortable approaching them, should problems arise. Your personal tutor can also provide academic references for you, which is an important reason to build a professional relationship with them.
Please note that this information may be subject to change due to Covid-19 – please check the Personal Tutoring webpage below for the most up-to-date information.

Further information:
- https://www.ucl.ac.uk/students/academic-support/personal-tutors

15 Projects
The Education Team will provide a list of projects in the first week of October suggested by supervisors at IoN, available on the ‘QSIoN Assessments Moodle page. It is not comprehensive of all the research undertaken in the field of Neuroscience at UCL and we cannot guarantee to offer projects on all topics as it depends upon supervisor and project availability. Students will be helped to find one of a range of types of projects, which might include analysis of an existing data-set, systematic literature review, etc...

Students are encouraged to network, and can contact supervisors directly to discuss projects on offer (the final decision on allocating projects rests with the supervisor).

How to find a supervisor
UCL IRIS holds information on all staff at UCL, including their research interests and publication history for specific topics, to enable particular interests to be identified.

Networking and etiquette
Students are advised to network with researchers at UCL. When contacting any member of staff it is important to address correspondence in a professional manner by starting the email with “Dear Professor/Dr Lastname”.

The email should consist of:
- a short introductory paragraph about yourself
- a short paragraph on why you specifically want to work with this particular researcher (mention a recent publication)
- a request to meet to discuss options to undertake research
- Make sure to check for spelling and grammatical errors before sending your email.

Conduct during the Research Project
- hours of attendance to be agreed before the project starts
- Expectations to be discussed and agreed before the project starts
- attendance at lectures is compulsory even when work on the research project has commenced
- attend full time (Monday to Friday, 8 hours per day) when the lecture timetable has finished
- adherence to laboratory rules/health and safety procedures outlined at the start of the project

Meeting your Project Supervisor
- It is expected that you should have your initial meeting with your supervisor when you start to plan your project.
• You should meet your supervisor either face to face or via email once or twice during Term 2 and more frequently from the start of Term 3 (typically once in two weeks).
• Your supervisor will give you advice on project direction, project aims, methodology, statistical analysis and discussion topics.
• Your supervisor will read preliminary drafts of your thesis, but is important that they are given reasonable time to do so. Remember to find out if/when your supervisor is likely to be away for some time in the period June to August.
• The total time of contact with your project supervisor including face-to-face and written feedback is expected to be at least 10 hours.

Support
Personal tutors, programme directors and the Education Team will be happy to assist in resolving any problems.

Structure (suggested structure for research project is given below):
Title page
Acknowledgements
Statement of Contribution
Table of contents
Abbreviations
Abstract
Introduction
Materials and Methods
Results
Discussion
References

Viva Voce Exam/Presentation for students on the following courses:
MSc Brain and Mind Sciences
MSc/MRes Neuromuscular Disease*
*Presentation required as part of the viva

These will be held in late early September (dates TBC) and consist of a 10-15 minute viva (or presentation) on your research project in front of at least two academics. Final marks for the project are awarded after the viva voce exam/presentation and confirmed at the Final Exam Board. In exceptional cases**, students could be allowed to make a written application to the Course Co-directors to request a viva on a different date (slightly earlier) and this could be done remotely i.e. via Skype

**Please note this is an option for exceptional situations such as where the student cannot help being in another country at that time and even forward planning cannot avoid the clash. The Course Directors will assess each request on an individual basis.

16 Learning resources and key facilities
16.1 Information on university-wide learning resources and key contacts for support
UCL Library and Learning Resources
16.1.1 UCL Library Services

UCL has 16 libraries covering a wide range of specialist subjects with expert staff that students can ask for help. UCL Library Services provides access to a huge range of resources. The UCL Library Services page has information for students about using the library, services available, electronic resources and training and support.

Please note that information on library opening times may be subject to change due to Covid-19 – please check the link to the Library below for current information.

Further information:
- [http://www.ucl.ac.uk/library/students](http://www.ucl.ac.uk/library/students)

16.1.2 QsION Library

The IoN Library contains an important collection of specialist neurology, neurosurgery and neuroscience books and journals, together with some general medical and biomedical literature. The Library is based on the 1st floor of 23 Queen Square. For more information visit [https://www.ucl.ac.uk/library/libraries-and-study-spaces/ucl-queen-square-institute-neurology-queen-square-library](https://www.ucl.ac.uk/library/libraries-and-study-spaces/ucl-queen-square-institute-neurology-queen-square-library)

16.1.3 UCL Information Services Division (ISD)

The UCL Information Services Division (ISD), the primary provider of IT services to UCL, offers IT learning opportunities for students and staff in the form of ‘How to’ guides which provide step-by-step guidance to all of ISD’s key services, including email and calendar services, user IDs and passwords, print, copy and scanning, wifi and networks.

There are also opportunities for Digital Skills Development through face-to-face training in areas such as data analysis, programming, desktop applications and more, along with individual support through drop-ins and via the ISD Service Desk.

Please note that information on ISD services may be subject to change due to Covid-19 – please check the links below for current information.

- [http://www.ucl.ac.uk/isd/services/learning-teaching/it-training](http://www.ucl.ac.uk/isd/services/learning-teaching/it-training)

UCL also has a licence for Lynda.com (now migrated to LinkedIn Learning) which provides thousands of high quality video-based courses from programming to presentation skills:

- [https://www.ucl.ac.uk/isd/linkedin-learning](https://www.ucl.ac.uk/isd/linkedin-learning)

Learning on Screen (“bob”) provides students with access to a vast archive of 65 free-to-air channel programming for educational usage – you can view TV programmes and films, and listen to radio programmes. In addition, Kanopy (“thoughtful entertainment”) is available to UCL students, and offers a wide range of movies:

- [https://learningonscreen.ac.uk/ondemand/](https://learningonscreen.ac.uk/ondemand/)
- [https://www.kanopy.com/](https://www.kanopy.com/)

E-learning services available to students include Moodle, Turnitin and Lecturecast and allow students to access online course materials or take part in online activities such as group work,
discussions and assessment. Students can re-watch some lectures using the Lecturecast service and may also use interactive tools in the classroom:

- https://www.ucl.ac.uk/isd/services/learning-teaching/e-learning-services-for-students

ISD provides desktop computers and laptops for loan in a number of learning spaces:

- http://www.ucl.ac.uk/library/laptop-loans

Information on Learning and Teaching spaces as well as a map of computer workrooms is available on the ISD website. Computers at UCL run a Desktop@UCL service which provides access to hundreds of software applications to support students:

- http://www.ucl.ac.uk/isd/services/learning-teaching/spaces
- https://www.ucl.ac.uk/isd/services/learning-teaching/spaces/student-computer-workroom-information

It is also possible to access a large range of applications remotely, from any computer, using the Desktop@UCL Anywhere service: https://www.ucl.ac.uk/isd/services/computers/remote-access/desktop

Students also have access to a range of free and discounted software via ISD Software for Students:

- http://www.ucl.ac.uk/isd/services/software-hardware/student-software

All students are encouraged to download the UCL-Go app, available for iOS and Android devices. The app gives access to Moodle and timetabling and shows where desktop computers are available on campus.

16.1.4 UCL Centre for Languages & International Education (CLIE)

The UCL Centre for Languages & International Education (CLIE) offers courses in 13 foreign languages and English for Academic Purposes (EAP), across a range of academic levels to support UCL students, staff and London’s wider academic and professional community. CLIE provides modern foreign languages and EAP modules for UCL students, including courses satisfying UCL’s Modern Foreign Language requirements and degree preparation courses for international students. CLIE also offers UCL summer school courses. Students can access language-learning resources online through the CLIE Self-Access Centre, including films and documentaries and books for self-study.

Please note that the Modern Foreign Language Requirement is under review – please check with your personal tutor or programme leader if you have any queries about the requirement.

Further information:

- http://www.ucl.ac.uk/clie
- https://resources.clie.ucl.ac.uk/home/sac

16.2 How to access Moodle and support contacts
Moodle is UCL's online learning space. It includes a wide range of tools which can be used to support learning and teaching. Moodle is used to supplement taught modules, in some cases just by providing essential information and materials, but it can also be integrated more fully, becoming an essential component of a module. Some modules may use Moodle to provide access to readings, videos, activities, collaboration tools and assessments.

**Further information:**
- https://moodle.ucl.ac.uk/
- https://wiki.ucl.ac.uk/display/ELearningStudentSupport/Moodle+FAQs
- https://wiki.ucl.ac.uk/display/ELearningStudentSupport/Moodle+Quick+Start+Guide+for+Students

### 16.3 Portico – what it is, why it is important and who to contact for support

#### 16.3.1 Portico

Portico is the main UCL student information system which is used by all students for:
- Updating personal data such as addresses or contact numbers
- Completing online module registration
- Viewing information about programmes/modules
- Viewing examination timetables and results
- Pre-enrolment and re-enrolment
- Applying for programme transfer
- Plan and record skills development
- Applying for graduation ceremonies

**Further information:**
- https://evision.ucl.ac.uk/urd/sits.urd/run/siw_lgn
- https://www.ucl.ac.uk/srs/portico/what-portico
- https://www.ucl.ac.uk/srs/portico/helpdesk

### 16.4 Research Student Log (MRes only)

#### 16.4.1 Research Student Log

To fulfil UCL's commitment to the quality of its research programmes, the Doctoral School provides the Research Student Log for the use of all research students at UCL. The Log is a mandatory component of all UCL research degree programmes (including the MRes) and has been prepared to assist students throughout their degree programme at UCL. It provides a framework for recording details related to the student’s graduate research programme, scheduled supervisory meetings and activities concerning the development of academic and key skills. The Log will also help students to assess their progress and to plan and chart evidence of the development of academic and discipline-specific skills and key skills.

**Further information:**
- https://researchlog.grad.ucl.ac.uk

### 17 General Queen Square Institute of Neurology Information

**Sustainability at UCL**
UCL is committed to making our campus more environmentally sustainable and promotes good practice towards the aim of reducing the impact of our activities. Please take the short Introduction to Sustainability elearning course to find out what you can do in the meantime at UCL and beyond.

**ID badges/Access cards**
On enrolment you will receive a UCL student ID badge with your photo and the name of your course displayed on it. You must wear this at all times within UCL.

Your UCL card from November will give access to 7 Queen Square, where the student cluster room and Education Team offices are based.

**UCL SECURITY SYSTEMS**
Responsible for issuing UCL ID Cards:
E-mail: securitysystems@ucl.ac.uk Telephone: 020 7679 2102
Web: https://www.ucl.ac.uk/estates/our-services/security-ucl/id-cards-locks-and-keys

**Student Lockers**
Lockers are located in the basement of Queen Square House, IoN. Keys can be obtained from the Education Team: a refundable deposit of £5 is required.

**Printer Credit**
Initially £12 printing credit per student are allocated upon enrolment. Credits can be used within the student cluster room at 7 Queen Square as well as in centrally managed rooms at UCL. Please find detailed information about this on the Student Printing webpages.

**Student Cluster Room**
Students on MSc/MRes/Diploma programmes at IoN have use of the cluster room, 7 Queen Square from 7am - 7pm, Monday to Friday during the Autumn term on a booking system basis. This should revert to 24 hour access (current Covid restrictions notwithstanding), 7 days a week from January - September. Students should not work in the cluster room on their own outside Education Team office hours.

**UCL e-mail:**
services can be accessed on Outlook 365 https://login.microsoftonline.com/

Login (i.e. UCL username) will be username@ucl.ac.uk (displayed on correspondence as firstname.lastname.19@ucl.ac.uk) with the password used being the same to access all UCL systems.

**Desktop@UCL**
This service allows you to access your applications, files and desktop from your own computer or device from anywhere you have an internet connection. For more information and to access this service visit http://www.ucl.ac.uk/isd/services/desktops/students/desktop-anywhere

**Seminar room and Teaching Room, 1st floor, 7 Queen Square (SR7 & TR7)**
SR7 and TR7 are primarily used for teaching, but can be used for quiet study. These rooms must be booked for all purposes via the Education Team.

**Prayer**
A Chapel is located on the ground floor of the National Hospital for Neurology and Neurosurgery and is available for quiet prayer or reflection at any time. Students of any faith are welcome to use it. 
https://www.uclh.nhs.uk/PandV/Helpandsupport/Chaplaincy/Pages/Home.aspx
If you would prefer to use a different room for prayer you can use the UCL Quiet Contemplation Room.

18 Student support and wellbeing

18.1.1 UCL Student Support and Wellbeing

UCL is committed to the wellbeing and safety of its students and tries to give assistance wherever possible to ensure that studying at UCL is a fulfilling, healthy and enjoyable experience. There is a wide range of support services for student – the Students website provides more information:

- https://www.ucl.ac.uk/students/student-support-and-wellbeing

Students should be aware that, while there are many services on offer, it is their responsibility to seek out support and they need to be proactive in engaging with the available services.

18.1.2 The Student Enquiries Centre

The Student Enquiries Centre (SEC), now open from 8am to 6pm - Monday to Friday, except Tuesdays (11am – 5pm) - is based on the first floor of the new Student Centre building (open 24 hours a day, 365 days a year) in Gordon Square. It provides front-line administrative services to UCL students and is an excellent source of information about UCL in general and all of the services provided by Student and Registry Services (SRS).

Please note that information on the Student Enquiries Centre opening times may be subject to change due to Covid-19 – please check the link to the Centre below for current information. Students can also direct their queries to UCL’s new online enquiries system and self-help centre, askUCL.

Further information:

- https://www.ucl.ac.uk/students/askucl-student-enquiry-system
- https://www.ucl.ac.uk/students/life-ucl/student-enquiries-centre-0

18.1.3 Disability, Mental Health and Wellbeing team

The Disability, Mental Health and Wellbeing Team in Student Support and Wellbeing (SSW) provide a safe, confidential and non-judgemental space, in which students can discuss any wellbeing, mental health and/or disability concerns that may be affecting their ability to study. This encompasses any personal or emotional challenges students may be experiencing, mental health difficulties such as anxiety or depression and long-term health conditions. The service also supports students with physical and sensory impairments, specific learning difficulties, and autistic spectrum conditions. As well as arranging for adjustments to learning environments, the team loan out specialist equipment. They provide one-to-one tutoring and support for students with specific learning difficulties and mentoring for students with mental health conditions.

Further information:

- https://www.ucl.ac.uk/students/support-and-wellbeing/disability-support
- https://www.ucl.ac.uk/students/support-and-wellbeing/wellbeing
18.1.4 Student Psychological and Counselling Services

Student Psychological and Counselling Services (SPCS) is dedicated to helping UCL students with personal, emotional and psychological concerns. The SPCS team is diverse and consists of a variety of highly trained and experienced professionals, who offer short-term CBT and psychodynamic support. There are currently two psychiatrists and ten therapists on staff with varying kinds of psychological training and expertise.

Further information:

- [https://www.ucl.ac.uk/students/support-and-wellbeing/student-psychological-and-counselling-services](https://www.ucl.ac.uk/students/support-and-wellbeing/student-psychological-and-counselling-services)

18.1.5 International Student Support

The International Student Support team provide specialist support and advice for all non-UK students at UCL. They help international students settle into life in the UK and make the most of their time at UCL and in London. This includes practical guidance on healthcare, banking, transport and safety, as well as information about the International Student Orientation Programme (ISOP).

Further information:

- [https://www.ucl.ac.uk/students/international-students](https://www.ucl.ac.uk/students/international-students)

18.1.6 Accommodation

UCL Accommodation provides a range of housing options which includes two Halls of Residence (catered), self-catered Student Houses and Intercollegiate Halls (both catered and self-catered) shared with other colleges of the University of London. Each Hall has a designated Warden supported by a number of live-in Student Residence Advisers (SRA) to provide support for students and to foster a positive environment within the accommodation.

Please note that information on UCL Accommodation may be subject to change due to Covid-19 – please check the website below for current information.

Further information:

- [https://www.ucl.ac.uk/students/life/accommodation/wardens](https://www.ucl.ac.uk/students/life/accommodation/wardens)

18.1.7 Financial support

The UCL Student Funding Office provides a central service aimed at supporting students with money matters. We can assist with scholarship, bursary and loan queries, and help signpost students to sources of funding. We also offer a range of resources and tips on money management. The easiest way to access our information and guidance is online, but for students with more complex circumstances an appointment can be booked with one of our Student Funding Advisers. Further information:

- [https://www.ucl.ac.uk/students/funding/financial-support](https://www.ucl.ac.uk/students/funding/financial-support)
- [https://www.ucl.ac.uk/students/funding/manage-your-money](https://www.ucl.ac.uk/students/funding/manage-your-money)
18.1.8 **Student of Concern**

There are many sources of support for students who are having difficulties, but sometimes it is hard to know how to help a student who appears to be struggling, particularly if they seem unwilling or unable to seek the help they need. Anyone concerned about the behaviour of a student, who believes the problem may be related to health and wellbeing issues, is encouraged to complete the online UCL Student of Concern Form:

- [http://www.ucl.ac.uk/registry-admin/support/open.php](http://www.ucl.ac.uk/registry-admin/support/open.php)

Depending on the concerns raised, Student Support and Wellbeing may respond by offering support or advice to the student or the person who submitted the form, liaise with support services or, if necessary, work with the relevant authorities to ensure the student is safe.

**Further information:**

- [https://www.ucl.ac.uk/students/support-and-wellbeing/report-student-youre-concerned-about](https://www.ucl.ac.uk/students/support-and-wellbeing/report-student-youre-concerned-about)

18.2 **Information about registering with a doctor and out-of-hours support services**

18.2.1 **Registering with a Doctor**

Students are strongly encouraged to register with a doctor as soon as possible after they arrive in London so that they can access healthcare quickly if they become ill or injured. When attending a university in the UK students under the age of 25 are also advised to be vaccinated against Meningitis (ACWY). The Ridgmount Practice is a National Health Service (NHS) practice providing healthcare for students living within its catchment area (i.e. near the main UCL campus). Students can also choose to register with a practice closer to where they live if they prefer. The Ridgmount Practice also runs a Walk-in Surgery which any UCL student can attend, even if they are not registered with the practice.

Please note that information on registering with a doctor may be subject to change due to Covid-19 – please check the websites below for current information.

**Further information:**

- [https://www.ucl.ac.uk/students/support-and-wellbeing/register-doctor](https://www.ucl.ac.uk/students/support-and-wellbeing/register-doctor)

18.2.2 **Out-of-hours support and information helpline**

UCL works in partnership with Care First to provide an out-of-hours support and information helpline. The helpline is free of charge and includes access to information specialists who are trained by Citizens Advice and to professionally-qualified and BACP-accredited counsellors who can help students with a range of emotional and psychological difficulties.

**Further information:**

- [https://www.ucl.ac.uk/students/support-and-wellbeing/evening-and-weekend-support](https://www.ucl.ac.uk/students/support-and-wellbeing/evening-and-weekend-support)
18.2.3 Crisis support - immediate and urgent help

If anyone is in immediate danger, medical support can be received by:

- Attending an Accident & Emergency (A&E) department of a local hospital. University College Hospital is the nearest A&E department to UCL’s main campus (this A&E department has a dedicated mental health unit) - https://www.uclh.nhs.uk/PandV/emergency/Pages/Home.aspx

- Calling 999 to request an ambulance if you are unable to reach the hospital yourself

If a student is feeling distressed, urgent medical support can be obtained by:

- Contacting the student’s GP surgery to request an emergency appointment
- If the GP surgery isn’t open, the free NHS out-of-hours medical line on 111 can help students access the right services.

- Calling the Samaritans on 116 123 to talk to someone at any time, day or night - https://www.samaritans.org/

- Nightline are available overnight and can help students across London, call them on +44 (0) 207 631 0101 - http://nightline.org.uk/

Further information:

- https://www.ucl.ac.uk/students/support-and-wellbeing/crisis-support

18.3 Information on how students can access support/information related to Equality and Diversity

18.3.1 Equality and Diversity

UCL fosters a positive cultural climate where all staff and students can flourish, where no-one will feel compelled to conceal or play down elements of their identity for fear of stigma. UCL is a place where people can be authentic and their unique perspective, experiences and skills seen as a valuable asset to the institution. The Equalities and Diversity website brings together a range of information on issues relating to race, gender, religion and belief, sexual orientation, and disability amongst other equalities initiatives at UCL.

18.3.2 Inclusion Leads (formerly DEOLOs)

Inclusion Leads (formerly Departmental Equal Opportunities Liaison Officers – DEOLOs) provide support and assistance for students and staff about issues relating to equalities and diversity.

Further information:

- https://www.ucl.ac.uk/equality-diversity-inclusion/committees-and-social-networks/inclusion-leads
- https://www.ucl.ac.uk/human-resources/equality-diversity-inclusion
- https://www.ucl.ac.uk/students/support-and-wellbeing/pregnant-students
- https://www.ucl.ac.uk/students/support-and-wellbeing/information-specific-groups/student-parents
- https://www.ucl.ac.uk/students/support-and-wellbeing/specialist-information-and-support/religion-and-faith
18.4 Information about UCL’s Zero Tolerance policy on harassment and bullying

18.4.1 Harassment and bullying

Every student and member of staff has a right to work and study in a harmonious environment. UCL will not tolerate harassment or bullying of one member of its community by another or others and promotes an environment in which harassment and bullying are known to be unacceptable and where individuals have the confidence to raise concerns in the knowledge that they will be dealt with appropriately and fairly.

To help with this, UCL has launched Report and Support, an on-line reporting tool where students can report any issues anonymously or contact an advisor to make an informed decision about their support options.

Further information:
- https://www.ucl.ac.uk/students/policies/conduct/harassment-and-bullying-policy
- https://report-support.ucl.ac.uk
- https://www.ucl.ac.uk/student-mediator

18.4.2 Sexual misconduct

It is unacceptable for any person at UCL, whether staff or student, to be subjected to any unwanted and persistent behaviour of a sexual nature. UCL is working with the Students Union to implement a two-year action plan to tackle issues of sexual harassment and make sure that staff and students have access to relevant training. Any UCL student experiencing sexual harassment may access confidential support from a range of sources including their personal tutor or any other member of staff in their department or faculty who they trust, their Hall Warden, or a Students’ Union student officer. Support is also available from the trained staff in the Students’ Union Advice Service or the UCL Student Mediator:

Further information:
- https://www.ucl.ac.uk/student-mediator/

18.4.3 Support for students who have been affected by sexual violation

UCL will do its utmost to support anyone who has been, or is being, affected by sexual violence. If a student would like to talk to somebody at UCL, the Student Support and Wellbeing Team can offer advice on the support available both internally and externally.

Further information:
- https://report-support.ucl.ac.uk

19 Employability and Careers

19.1 Where and how to get advice

Professor Alex Leff, Head of PGT a.leff@ucl.ac.uk
Dr Steve Kennerley Departmental Graduate Tutor s.kennerley@ucl.ac.uk
19.2 Information on UCL Careers

UCL Careers

UCL Careers provides a wide variety of careers information, one-to-one guidance and events for UCL students and recent graduates. UCL Careers assists them through the entire job hunting process, including exploring options, searching for vacancies, preparing CVs and applications, practicing for interviews, aptitude tests or assessment centres, and providing access to recruitment fairs and other employment-related events. They can also advise on exploring options for further study and funding. Services and events are available to all taught students, researchers (PhD students and postdocs) and graduates (for up to 2 years after course completion).

UCL Careers also supports employability activities within departments such as work-related learning and internships.

UCL students are helped with applications and sourcing opportunities with web resources and advice. They can book appointments and search for internship and graduate job vacancies via myUCLCareers, this includes-our summer internships and global internships schemes.

Please note that information on UCL Careers may be subject to change due to Covid-19 – please check the Careers website below for current information.

Further information:

- http://www.ucl.ac.uk/careers
- https://uclcareers.targetconnect.net/home.html
- https://www.ucl.ac.uk/careers/internships

19.3 Entrepreneurship at UCL

UCL has a long and successful track record of supporting spin-outs and start-ups developed by its academic and student communities. Many of the student and staff entrepreneurs have won external awards and achieved substantial investment allowing their enterprises to grow and reach their full potential. UCL offers a wide range of support to students ranging from training programmes, advice on whether an idea has commercial potential, one-to-one sessions with business advisers, funding, competitions and incubator space to help them start or grow their business.

Please note that information on Entrepreneurship at UCL may be subject to change due to Covid-19 – please check the UCL Innovation and Enterprise website below for current information.

Further information:

- https://www.ucl.ac.uk/enterprise

20 Student representation

20.1 Information on Students’ Union UCL, how to run for election and how to find a representative

Students’ Union UCL
The Union helps you to do more at UCL, experience something you’ve always dreamt of, turn a curiosity into a new passion and help you reach your potential. The Union cares about the things you care about, it’s made up of all kinds of people from all kinds of places and it’s there to fight for you when you need someone in your corner.

Students’ Union UCL is the representative body of all UCL students. It’s run by students for students and is a registered charity, independent of UCL. All UCL students at every level are automatically members of the Union (but can opt out), and the Union’s leaders are elected annually by and from all current students. The elected student leaders are called Sabbatical Officers and they represent students on various UCL committees and campaign on the issues that matter to students. Alongside the Sabbatical Officers there are more than 1500 other student representatives, who cover every part of UCL life, from your programme, research students or the UCL accommodation you live in.

Further information:
- http://studentsunionucl.org
- https://studentsunionucl.org/rep/what-you-can-do

20.2 Student Societies

Student Societies

UCL students currently run over 250 different clubs and societies through the Students’ Union, providing a wide range of extra-curricular activities for students to get involved with during their time at UCL. The Welcome Fair will be your opportunity to meet all of the clubs and societies in one place and will take place in late September.

Please note that information on student societies at UCL may be subject to change due to Covid-19 – please check with the Students’ Union website below for current information.

Further information:
- http://studentsunionucl.org/content/clubs-and-societies
- http://studentsunionucl.org/whats-on

20.3 Information on Academic Representatives

Academic Representatives

Your Students’ Union is there to make sure you have the best possible time while you’re studying at UCL. One of the ways they do that is by working with departments and faculties to ensure that every student is represented and has a voice in the way that the university works.

Every student at UCL will have a Course Representative or a Research Student Representative who will be your eyes, ears, and voice. They’ll work closely with staff in your department to make sure that they understand what you most value, and take action to deal with things you’d like to see improve. They’ll also work with representatives in your Faculty and the Students’ Union to make things better across the whole of UCL.

These Academic Representatives are appointed during early October via Unitu – if you’d like to take up the role, staff in your department can tell you how. If you take up a representative role, the Students’ Union will work closely with you to provide training, support, and advice, and you’ll be able to change the experience of everyone on your course or in your department for the better.
Even if you don’t fancy taking up a role yourself, keep an eye out for your chance to vote for which students you feel will do the best job.

Further information:
- http://studentsunionucl.org/reps
- https://studentsunionucl.org/make-change/your-elected-leaders/officer-contacts-list

20.4 Role of the Staff-Student Consultative Committee

Staff-Student Consultative Committee

Every department at UCL has a Staff-Student Consultative Committee (SSCC) that meets at least three times a year. Staff Student Consultative Committees are meetings where Academic Reps and staff work together to develop solutions to students’ concerns, and prioritise areas for improvement. Some departments have a single SCC, while others split this into different levels of study. Most commonly, departments operate both an undergraduate and postgraduate SSCC.

20.5 Other ways that students can give feedback, including local processes and key contacts.

Unitu

Unitu is a tool that students can use to raise issues, concerns, or other matters for discussion with their peers, to their Academic Representative, and to the department. It allows students to discuss and vote on matters they want to be escalated to the department for attention, including academic and non-academic matters. This enables the department to consider and, where necessary, act promptly to address these concerns, and for students to see the decisions and action that has been taken.

Information about how to access and use Unitu will be provided by the Education team at the start of the academic year.

Students are also encouraged to give feedback to their tutors, course directors, module convenors and staff in the Education Team. There also dedicated questionnaires and surveys on each programme’s page.

20.6 Students’ Union Advice Service

The Students’ Union Advice Service is available to all UCL students. Trained and experienced staff are ready to support you with any difficulties that might occur during your time at UCL. The Advice Service specialises in:
- Academic issues - including extenuating circumstances, plagiarism and complaints
- Housing - including contract checks and housemate disputes
- Employment - including unpaid wages and part time employment contracts
- Many other legal and university matters

The service is free, confidential and independent. We will not disclose anything to your department or any other university staff unless at your request. Students can make an appointment or attend a drop-in session for advice and support.

Please note that information on the Students’ Union Advice Service may be subject to change due to Covid-19 – please check with the Students’ Union website below for current information.
20.7 Informal and Formal Student Complaints

Student Complaints

UCL aims to ensure that every student is satisfied with their experience of UCL. However we recognise that from time to time problems do arise and students may wish to express concern or dissatisfaction with aspects of UCL or the quality of services provided.

20.7.1 Informal resolution

Many complaints can be resolved at an informal or local level without needing to submit a formal complaint. Students can speak to their Personal Tutor, Programme Leader, Departmental or Faculty Tutor, Course Representative, or Research Student Representative if they have any concerns about their programme. They can also speak to the UCL Student Mediator or the Students’ Union’s Advice Service. UCL strongly encourages this kind of resolution and does expect students to have attempted some form of informal resolution before making a formal complaint.

20.7.2 Formal complaints

If an issue cannot be resolved at a local level, students may feel they need to submit a formal complaint using UCL’s Student Complaints Procedure. UCL aims to ensure that all complaints are treated fairly, impartially, effectively and in a timely manner, without fear of victimisation. The Complaints Procedure applies across all Schools, Faculties, Academic Departments and Professional Service Divisions. Students’ attention should be drawn to the timescales set out in the Procedure.

Further information:
- https://www.ucl.ac.uk/academic-manual/chapters/chapter-6-student-casework-framework/section-10-ucl-student-complaints-procedure
- https://www.ucl.ac.uk/student-mediator/

21 Student feedback

21.1 The importance of feedback and how UCL uses the results

Student Feedback

UCL’s goal is to put students’ feedback, insights and contributions at the heart of our decision-making. We value students’ feedback and work with students as partners in the process of shaping education at UCL. In recent years, as a direct result of student feedback, we have opened the Library over the Christmas closure period and increased study space – including 1000 in the 24 hour new Student Centre, we’ve focussed more on environmental sustainability and given clearer information about exams and assessments.

These are some examples of changed we implemented at IoN following student feedback:
### How it used to be

<table>
<thead>
<tr>
<th>How it used to be</th>
<th>Feedback received from student group</th>
<th>Actions/ What’s been done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching spread over the week</td>
<td>CI Neuroscience reps suggested to group them in 2-3 days of teaching per week</td>
<td>Since Sept 2015 programme-specific lecture are clustered together to make it easier for students to work/plan their independent study</td>
</tr>
<tr>
<td>Basic Neuroscience Module felt as particularly challenging from some students</td>
<td>Students asked for Q&amp;A sessions where to clarify doubts and for more time to prepare for exam</td>
<td>Q&amp;A sessions were implemented in Academic Year 2015/2016; last academic year a reading week was built into the timetable and teaching spread over 2 additional weeks to allow more independent study time for students</td>
</tr>
<tr>
<td>No dedicated student space for warming up food / ‘group learning’</td>
<td>Students would welcome facilities to warm up own food and group work</td>
<td>Education Team has built in a kitchenette and social learning space in refurbishment plans, completed in 2017</td>
</tr>
<tr>
<td>Stats teaching was done via online, recorded tutorials</td>
<td>Students asked for face-to-face teaching</td>
<td>Provision has been made for students to attend stats lectures with dedicated IoN statisticians</td>
</tr>
<tr>
<td>Search for Research Projects was done during last part of term 1</td>
<td>Students asked for this to be anticipated to allow time to fix project and consequently more time to work on project</td>
<td>We now put strong emphasis since induction week on fixing up a project as early as possible.</td>
</tr>
<tr>
<td>Research Project deadline was end of July</td>
<td>Students requested more time to complete their project</td>
<td>Research Project deadline changed</td>
</tr>
</tbody>
</table>

### 21.2 Student surveys and how UCL uses the results, including information about the NSS, PTES and the New to UCL survey

#### Student Surveys

One of the principal ways in which UCL gathers and responds to student feedback is via online student experience surveys such as the National Student Survey, The Postgraduate Taught Experience Survey, and the New to UCL survey. Whether it’s about teaching, accommodation, or facilities, surveys are a chance for students to have their say about what works and what needs improving, to help us make sure that UCL is as good as it can be for current and future students. We aim to minimise the volume of surveys students are asked to take, so undergraduates will be invited to take just one institutional survey per year, and full-time postgraduate students will be invited to take two. Each survey takes just a few minutes to complete, all responses are anonymous, and some include a generous prize draw. Every piece of feedback is read and the results of each survey are shared with staff across UCL – including President & Provost Michael Arthur.

**Further information:**
- [https://www.ucl.ac.uk/you-shape-ucl](https://www.ucl.ac.uk/you-shape-ucl)

### 21.3 Student Evaluation Questionnaires (SEQ) – when they occur and why they are important

#### Student Evaluation Questionnaires

Departments also run Student Evaluation Questionnaires on individual modules throughout the year. This gives students the opportunity to feedback about the teaching on their specific
modules, helping departments to continuously improve learning, teaching and assessment. Feedback from SEQs feeds into the Annual Student Experience Review process.

21.4 The ASER process and how student representatives are involved

The Annual Student Experience Review (ASER)

UCL’s Annual Student Experience Review (ASER) process requires all departments to undertake an annual self-evaluation and produce a development plan for how they plan to improve in the coming year. The self-evaluation involves looking at student feedback from surveys and student evaluation questionnaires as well as other data about student performance and academic standards, such as the feedback provided by the External Examiner, which helps departments to understand what is working well and what might need improving. Student’s Academic Representatives are active participants in the evaluation process and creation of the development plan through discussions at departmental and faculty committees, giving students an important role in identifying and planning improvements within their department. Students can view the completed reports and action plans on the faculty/departmental intranet or Moodle pages.

Further information:
- https://www.ucl.ac.uk/academic-manual/chapters/chapter-9-quality-review-framework

22 ChangeMakers

UCL ChangeMakers

UCL ChangeMakers supports students and staff to work in partnership on projects that improve the learning environment at UCL. Each department in UCL is guaranteed funding of £850 for one project per year. Any student or member of staff can make a proposal, which should be submitted to the relevant department’s Staff Student Consultative Committee (SSCC). If you are a student but are not a member of your department’s SSCC, talk to one of the student representatives about your proposal and ask them to take it to the Committee on your behalf. Proposals must also be approved by the relevant Department Teaching Committee.

Please note that information on UCL ChangeMakers may be subject to change due to Covid-19 – please check with the ChangeMakers website below for current information.

Further information:
- https://www.ucl.ac.uk/changemakers/

23 Student Quality Reviewers (SQR)

Student Quality Reviewers are students who work with UCL to take an in-depth look at different areas of academic practice. They help to improve how the university works by providing detailed feedback and analysis from a student perspective. Taking part in the Student Quality Reviewer scheme gives students the opportunity to: act as a member of an Internal Quality Review panel; be a Student Reviewer for the Programme and Module Approval Panel; feedback on pedagogic practice as an ASER Facilitator; work with staff to reflect on their teaching practice as a Student Reviewer of Teaching; and/or providing a student view on how teaching can include more diverse perspectives as a Student Curriculum Partner.

Further information: http://studentsunionucl.org/sqr
24 Data Protection

24.1 How UCL uses student information, for what purposes, and the steps taken to safeguard this information; Where to find information security, intellectual property and email policies; Information on how to enquire or make a related complaint

How UCL uses student information

UCL uses student information for a range of purposes, including the provision of teaching and learning, managing accommodation and ensuring health and safety. Further information about how UCL uses student information can be found in the UCL General Student Privacy Notice.

Further information:
- https://www.ucl.ac.uk/legal-services/privacy/student-privacy-notice
- https://www.ucl.ac.uk/informationsecurity/policy
- https://www.ucl.ac.uk/students/policies/intellectual-property-rights

Students may send queries on data protection matters to the following University Data Protection Officer: data-protection@ucl.ac.uk

25 Health, Safety and Security

25.1 UCL Health, Safety and Security information

Health, Safety and Security at UCL

UCL’s overall objective is to provide and maintain a safe and healthy environment for staff, students, people who work with UCL and those who visit. Health and safety is an integral part of the way in which UCL’s activities are managed and conducted. The UCL Safety Services webpage includes further information about health and safety policies and useful guidance and tools for risk assessment. The UCL Security Services webpage includes information regarding security operations, emergency contacts and tips for staying safe at UCL.

Further information:
- https://www.ucl.ac.uk/safety-services/
- https://www.ucl.ac.uk/safety-services/a-z
- https://www.ucl.ac.uk/estates/maintenance/fire/
- https://www.ucl.ac.uk/estates/our-services/security-ucl
- https://www.ucl.ac.uk/students/international-students/international-support/safety-uk/safety-london

25.2 Health and Safety information concerning the department

Department to add details about labs, field trips etc., if applicable.
26 After study

26.1 Information on degree certificates and transcripts

26.1.1 Degree Certificates
A degree certificate will be sent to each successful student awarded a UCL degree within three months of conferral of the award.

- https://www.ucl.ac.uk/students/exams-and-assessments/certificates-results/degree-certificates

26.1.2 Transcripts
Five copies of your official transcript, detailing examinations taken and results achieved, is issued automatically to all graduating students and sent to their home addresses as held on Portico within 3 months from the date the award is conferred by UCL authorities.

26.2 Graduation Ceremonies
Following successful completion of their studies, graduation ceremonies are held to celebrate students’ achievements:

Please note that information on UCL Graduation Ceremonies may be subject to change due to Covid-19 – please check with the Graduation Ceremonies website below for current information.

Further information:
- http://www.ucl.ac.uk/graduation

26.3 Information on UCL Alumni activities and key contacts

UCL Alumni Community
The UCL Alumni Community is a global network of more than 250,000 former students. Alumni can take advantage of a wide range of benefits on campus, across the UK and globally – including the Alumni Card, access to thousands of e-journals and library services, and a free UCL-branded email for life. All students and alumni can connect through the UCL Alumni Online Community, an exclusive mentoring platform with sector based and international networks, and get involved through events, reunions, and the UCL Connect professional development series.

Further information:
- https://aoc.ucl.ac.uk/alumni/alumni-community

The UCL Queen Square Institute of Neurology has its own Alumnus Association called the Queen Square Alumnus Association. You will automatically join this association if you sign up to UCL Alumni community upon completion of your degree.
## Appendix 1- Course Committee Members

<table>
<thead>
<tr>
<th>MSc Clinical Neuroscience</th>
<th>MSc Dementia- Neuroscience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rohan de Silva</td>
<td>Huw Morris</td>
</tr>
<tr>
<td>Adrian Isaacs</td>
<td>Richard Sylvester</td>
</tr>
<tr>
<td>Jennifer Pocock</td>
<td>Rimona Weil</td>
</tr>
<tr>
<td>Tom Warner</td>
<td>Jonathan Rohrer</td>
</tr>
<tr>
<td>Selina Wray</td>
<td>Selina Wray</td>
</tr>
<tr>
<td>Elizabeth Fisher</td>
<td>Tammaryn Lashley</td>
</tr>
<tr>
<td>Helene Plun-Favreau</td>
<td>Gary Price</td>
</tr>
<tr>
<td>Caroline Selai</td>
<td>Dave Thomas</td>
</tr>
<tr>
<td>Nick Ward</td>
<td>Jo Barnes</td>
</tr>
<tr>
<td>Kenneth Smith</td>
<td>Jason Warren</td>
</tr>
<tr>
<td>Michael Groves</td>
<td>Chris Hardy</td>
</tr>
<tr>
<td>Sven Bestmann</td>
<td>Teresa Niccoli</td>
</tr>
<tr>
<td>Valeria Iodice</td>
<td>Jen Agustus</td>
</tr>
<tr>
<td>Eileen Joyce</td>
<td>Emma Holmes</td>
</tr>
<tr>
<td>Patricia Limousin</td>
<td></td>
</tr>
<tr>
<td>Ludvic Zrinzo</td>
<td></td>
</tr>
<tr>
<td>Gareth Barnes</td>
<td></td>
</tr>
<tr>
<td>Rick Adams</td>
<td></td>
</tr>
<tr>
<td>Gabriele Lignani</td>
<td></td>
</tr>
<tr>
<td>Joan Liu</td>
<td></td>
</tr>
<tr>
<td>Charlie Arber</td>
<td></td>
</tr>
<tr>
<td>Rina Bandopadhyay</td>
<td></td>
</tr>
<tr>
<td>Amanda Lam</td>
<td></td>
</tr>
<tr>
<td>Saiful Islam</td>
<td></td>
</tr>
<tr>
<td>Marion Mercier</td>
<td></td>
</tr>
<tr>
<td>Sarah Buck</td>
<td></td>
</tr>
<tr>
<td>Ainslie Johnstone</td>
<td></td>
</tr>
<tr>
<td>Kailash Bhatia</td>
<td></td>
</tr>
<tr>
<td>Jalesh Panicker</td>
<td></td>
</tr>
<tr>
<td>Christos Proukakis</td>
<td></td>
</tr>
<tr>
<td>Gordon Plant</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MSc Advanced Neuroimaging</th>
<th>MSc Clinical Neuroscience: Neuromuscular Disease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tarek Yousry</td>
<td>Jasper Morrow</td>
</tr>
<tr>
<td>John Thornton</td>
<td>Matilde Laura</td>
</tr>
<tr>
<td>Adam Liston</td>
<td>Rob Pitceathly</td>
</tr>
<tr>
<td>Steffi Thust</td>
<td>Linda Greensmith</td>
</tr>
<tr>
<td>Indran Davagnanam</td>
<td>Pedro Machado</td>
</tr>
<tr>
<td>David Thomas</td>
<td>Pietro Fratta</td>
</tr>
<tr>
<td>Louis Lemieux</td>
<td>Silvia Torelli</td>
</tr>
<tr>
<td>Xavier Golay</td>
<td>Federico Montenaro</td>
</tr>
<tr>
<td>Martina Callaghan</td>
<td></td>
</tr>
<tr>
<td>Stephen Wastling</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MSc Brain and Mind Sciences</th>
<th>MSc/Diploma/ Certificate Clinical Neurology via Distance Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr James Kilner (Course Director)</td>
<td>Dr Caroline Selai</td>
</tr>
<tr>
<td>Dr Caroline Selai (Course Director)</td>
<td>Prof Alexander Leff</td>
</tr>
<tr>
<td>Dr Maria Chait (Course Director)</td>
<td>Dr Tabish Saifee</td>
</tr>
<tr>
<td>Prof Ann Lohof</td>
<td>Dr Hector Garcia-Moreno</td>
</tr>
<tr>
<td>Dr Andrea Dumoulin</td>
<td>Dr Amit Batla (Co-Course Director )</td>
</tr>
<tr>
<td>Dr Barney Bryson</td>
<td>Dr Declan Chard</td>
</tr>
<tr>
<td></td>
<td>Dr Tim Young (Co-Course Director )</td>
</tr>
<tr>
<td></td>
<td>Dr Salman Haider</td>
</tr>
<tr>
<td></td>
<td>Mr Ciaran Hill</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MSc Clinical Neuroscience: Stroke Medicine Committee Members</th>
<th>MRes Translational Neuroscience</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Werring</td>
<td>Vincenzo Libri (course director)</td>
</tr>
<tr>
<td>Suman Gill</td>
<td>Caroline Selai</td>
</tr>
<tr>
<td>Robert Simister</td>
<td>Ed Wild</td>
</tr>
<tr>
<td>Rupert Oliver</td>
<td>Elizabeth Fisher</td>
</tr>
<tr>
<td>Richard Perry</td>
<td>Christos Proukakis</td>
</tr>
<tr>
<td>Gill Cluckie</td>
<td>Beate Diehl</td>
</tr>
</tbody>
</table>

| MSc/Diploma/ Certificate Clinical Neurology via Distance Learning | |