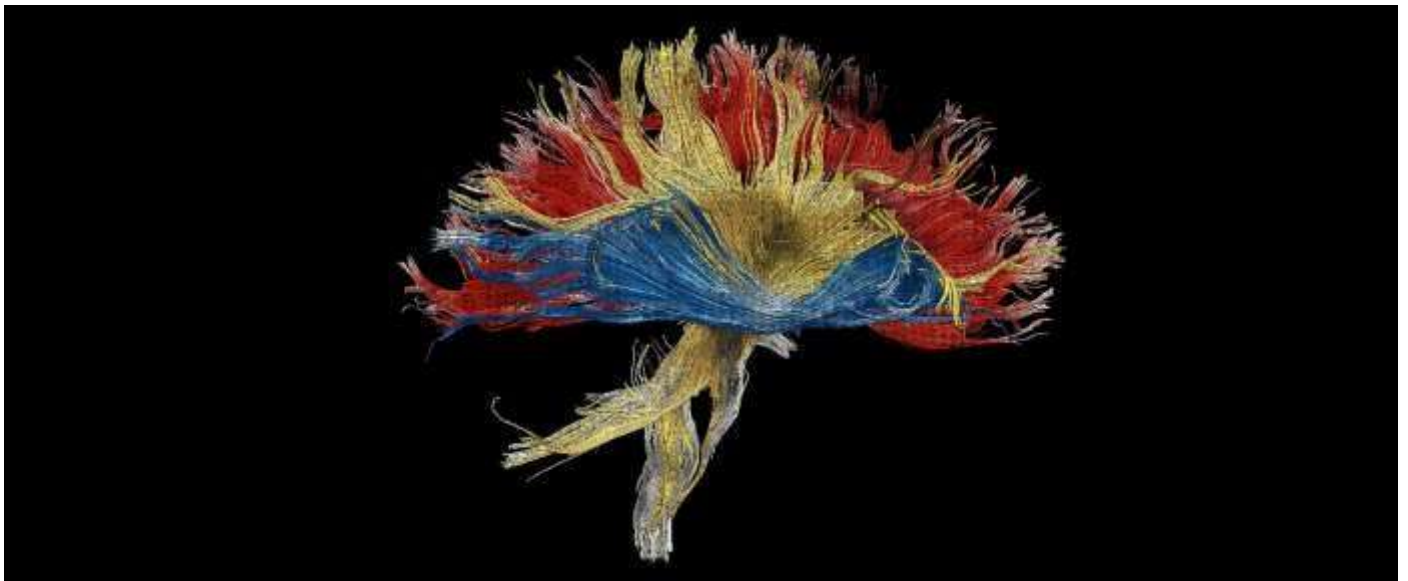
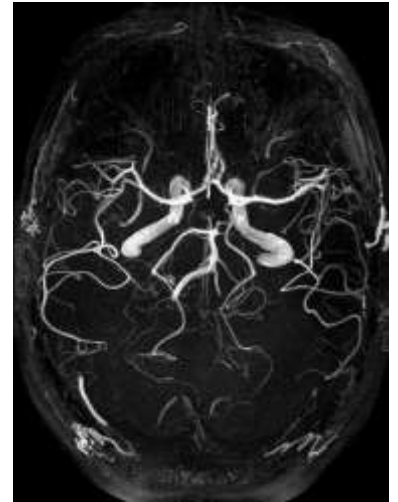


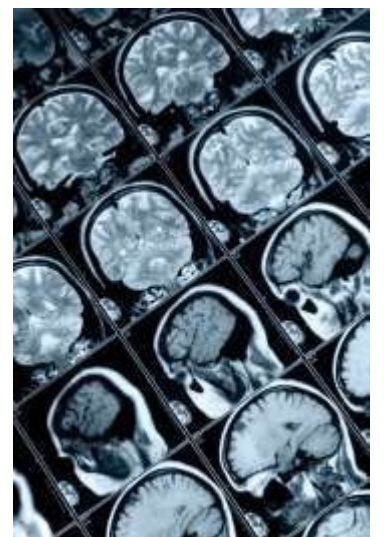


# UCL

## UCL Queen Square Institute of Neurology Student Handbook 2022/23



MSc 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 Advanced Neuroimaging  
MRes Translational Neuroscience  
MRes Neuromuscular Disease  
MRes Stroke Medicine  
MRes Neurosurgery



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# 1 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 will take you deep into your chosen field and give you its broader context in our rich multidisciplinary academic culture. It will help you develop your skills and your networks and prepare you for your future.

We want you to learn how to think, not what to think, through UCL's research-based approach to education. Our students are our partners and contributors, working alongside world-leading academic staff to pursue excellence, break boundaries and make an impact on global challenges.

As we embark on the next academic year and look forward to a full return to in-person teaching, we hope the pandemic will continue to play less of a role in our daily lives. However the year unfolds, we will make sure that you are able to learn effectively by connecting with a wide range of people (peers, teachers, researchers, and other UCL communities) and cutting edge knowledge and research, while making links to impact in the wider world.

I warmly encourage you to shape your journey at UCL. This is an exciting time to make your voice heard, as we open our brand new campus at UCL East and develop our 2022-2027 strategic plan for education. Take our university-wide surveys and work in partnership with academics to make your programme of study even better.

UCL is 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.

Dr Michael Spence  
UCL President and Provost

## 1.2 Covid-19: Possible Changes to Information

The Government has now removed the COVID 19 restrictions in England. However, please be aware that should circumstances change, the information and advice provided in this handbook/Moodle pages may also be subject to change.

In order for us to be as agile and responsive to your needs as possible, the most current information on the pandemic can be accessed from the main Students' webpages:

- [Students' webpages](#)

This includes advice on staying safe on campus:

- [Coronavirus Keeping safe on campus](#)

Your department can also help with any queries, particularly questions about your programme or modules, so please check with them where you should enquire.

## 2 Introduction to the department and parent faculty

### 2.1 Introduction to the department and its history

The UCL 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.

### 2.3 Key staff members within the department and faculty

#### Education Team

<u>Name</u>	<u>Role</u>	<u>Contact</u>
Prof Alex Leff	Deputy director for Education and Student experience (PGT and PGR)	<a href="mailto:a.leff@ucl.ac.uk">a.leff@ucl.ac.uk</a>
Prof Steve Kennerley	Departmental Graduate Tutor	<a href="mailto:s.kennerley@ucl.ac.uk">s.kennerley@ucl.ac.uk</a>
Mr David Blundred	Education Manager	<a href="mailto:d.blundred@ucl.ac.uk">d.blundred@ucl.ac.uk</a>
Ms Anna Foakes	Senior Teaching Administrator	<a href="mailto:a.foakes@ucl.ac.uk">a.foakes@ucl.ac.uk</a>
Mrs Masuda Khanom	Senior Teaching Administrator	<a href="mailto:m.khanom@ucl.ac.uk">m.khanom@ucl.ac.uk</a>
Mr Chris Routh	Senior Teaching Administrator	<a href="mailto:c.routh@ucl.ac.uk">c.routh@ucl.ac.uk</a>
Mr Daniel Cotfas	Teaching Administrator	<a href="mailto:d.cotfas@ucl.ac.uk">d.cotfas@ucl.ac.uk</a>
Ms Angela O'Regan	Senior Teaching Administrator	<a href="mailto:a.o'regan@ucl.ac.uk">a.o'regan@ucl.ac.uk</a>
Miss Tracy Skinner	Research Degree Programme Coordinator	<a href="mailto:t.skinner@ucl.ac.uk">t.skinner@ucl.ac.uk</a>
Mr Desmond Bates	Programme Manager (Research)	<a href="mailto:d.bates@ucl.ac.uk">d.bates@ucl.ac.uk</a>
Dr Caroline Selai	Co-Director MSc Clinical Neuroscience, and MSc Brain and Mind Sciences	<a href="mailto:c.selai@ucl.ac.uk">c.selai@ucl.ac.uk</a>
Prof Nick Ward	Co-Director MSc Clinical Neuroscience	<a href="mailto:n.ward@ucl.ac.uk">n.ward@ucl.ac.uk</a>
Dr Adam Liston	Co-Director MSc/MRes in Advanced Neuroimaging	<a href="mailto:a.liston@ucl.ac.uk">a.liston@ucl.ac.uk</a>
Prof Tarek Yousry	Co-Director: Advanced Neuroimaging	<a href="mailto:t.yousry@ucl.ac.uk">t.yousry@ucl.ac.uk</a>
Dr Amit Batla	Co-Director MSc/ PG Dip/ PG Cert Clinical Neurology via Distance Learning	<a href="mailto:a.batla@ucl.ac.uk">a.batla@ucl.ac.uk</a>
Dr Tim Young	Co- Director MSc/ PG Dip/ PG Cert Clinical Neurology via Distance Learning	<a href="mailto:t.young@ucl.ac.uk">t.young@ucl.ac.uk</a>

Dr Salman Haider	Course Tutor MSc/ PG Dip/ PG Cert Clinical Neurology via Distance Learning	<a href="mailto:s.haider@ucl.ac.uk">s.haider@ucl.ac.uk</a>
Dr Sumanjit Gill	Co-Director for MRes Stroke Medicine and MSc Clinical Neuroscience: Stroke	<a href="mailto:s.gill@ucl.ac.uk">s.gill@ucl.ac.uk</a>
Prof David Werring	Co-Director for MRes Stroke Medicine and MSc Clinical Neuroscience: Stroke	<a href="mailto:d.werring@ucl.ac.uk">d.werring@ucl.ac.uk</a>
Dr Jen Agustus	Co-Director MSc Dementia (Neuroscience)	<a href="mailto:jennifer.agustus@ucl.ac.uk">jennifer.agustus@ucl.ac.uk</a>
Prof Jason Warren	Co-Director MSc Dementia (Neuroscience)	<a href="mailto:jason.warren@ucl.ac.uk">jason.warren@ucl.ac.uk</a>
Dr Saiful Islam	IoN Statistician	<a href="mailto:afm.islam@ucl.ac.uk">afm.islam@ucl.ac.uk</a>
Prof James Kilner	Co-Director: MSc Brain and Mind Sciences	<a href="mailto:j.kilner@ucl.ac.uk">j.kilner@ucl.ac.uk</a>
Prof Maria Chait	Co-Director: MSc Brain and Mind Sciences	<a href="mailto:m.chait@ucl.ac.uk">m.chait@ucl.ac.uk</a>
Dr Matilde Laura	Co-Director: Neuromuscular Disease	<a href="mailto:m.laura@ucl.ac.uk">m.laura@ucl.ac.uk</a>
Dr Roope Mannikko	Co-Director: Neuromuscular Disease	<a href="mailto:r.mannikko@ucl.ac.uk">r.mannikko@ucl.ac.uk</a>
Prof Vincenzo Libri	Co-Director: MRes Translational Neuroscience	<a href="mailto:vincenzo.libri@ucl.ac.uk">vincenzo.libri@ucl.ac.uk</a>
Dr Matthew Appleby	Co-Director: MRes Translational Neuroscience	<a href="mailto:matthew.appleby@ucl.ac.uk">matthew.appleby@ucl.ac.uk</a>
Mr Hani Marcus	Co-Director: MRes Neurosurgery	<a href="mailto:h.marcus@ucl.ac.uk">h.marcus@ucl.ac.uk</a>
Dr Mohammed Kamel	Co-Director: MRes Neurosurgery	<a href="mailto:mohammed.kamel.15@ucl.ac.uk">mohammed.kamel.15@ucl.ac.uk</a>

### Institute of Neurology

Name	Role
Dr Helen Crutzen	Institute Manager
Prof Michael Hanna	Institute Director

### Faculty of Brain Sciences

Name	Role	Contact
Dr Julie Evans	Faculty Tutor	<a href="mailto:Julie.evans@ucl.ac.uk">Julie.evans@ucl.ac.uk</a>
Faculty Postgraduate Taught Tutor	Dr Bronwen Evans	<a href="mailto:bronwen.evans@ucl.ac.uk">bronwen.evans@ucl.ac.uk</a>
Faculty Postgraduate Taught Tutor	Professor Duncan Brumby	<a href="mailto:d.brumby@ucl.ac.uk">d.brumby@ucl.ac.uk</a>
Faculty Postgraduate Research Tutor	Dr Jo Barnes	<a href="mailto:j.barnes@ucl.ac.uk">j.barnes@ucl.ac.uk</a>
Ms Shibhan Atask	Faculty Education Officer	<a href="mailto:Shibhan.atack@ucl.ac.uk">Shibhan.atack@ucl.ac.uk</a>
Ms Nasima Begum	Faculty Education Administrator	<a href="mailto:nasima.begum@ucl.ac.uk">nasima.begum@ucl.ac.uk</a>
Mr Rik Ganly-Thomas	Faculty Doctoral and Researcher Development Manager	<a href="mailto:r.ganly-thomas@ucl.ac.uk">r.ganly-thomas@ucl.ac.uk</a>

## 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: 2022/23

Term	Dates
First Term	Monday 26 September 2022 to Friday 16 December 2022
Second Term	Monday 9 January 2023 to Friday 24 March 2023
Third Term	Monday 24 April 2023 to Friday 9 June 2023

For those departments that operate them, Reading Weeks are the weeks beginning Monday 07 November 2022 and Monday 13 February 2023.

<b>UCL Closure</b>	<b>Dates</b>
Christmas College Closure	Close 5.30pm Friday 23 December 2022
	Open 9.00am Tuesday 03 January 2023
Easter College Closure	Close 5.30pm Wednesday 5 April 2023
	Open 9.00am Thursday 13 April 2023
Bank Holidays	Closed - Monday 01 May 2023
	Closed - Monday 29 May 2023
	Closed - Monday 28 August 2023

**Further information:**

[Term Dates 2022-23](#)

**As a PGT student, you are expected to be in attendance for the whole year. Term dates are aimed at UG students.**

**4.1.2 UCL Examination Periods 2022-23**

Examination Period: See schedule for each module (section 5)

Late Summer Assessment Period: August/September 2023. Dates to be confirmed after the interim exam boards.

**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.
  - [UCL student email](#)
- **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.
  - [UCL Moodle](#)
- **myUCL** – A weekly term-time e-newsletter to all students (undergraduate and postgraduate) at UCL, which covers key internal announcements, events and opportunities.
  - [myUCL](#)
- **UCL Instagram** – UCL's official Instagram channel, featuring news, events, competitions and images from across the UCL community.



- [UCL Instagram](#)
- **@ucl Twitter channel** – Sharing highlights of life at UCL from across UCL's diverse community.
  - [@ucl Twitter channel](#)

Queen Square Institute of Neurology staff will 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>

Our students have told us very clearly how much they value in-person interaction with fellow students and the experience of an environment that is alive with research and academic scholarship. Unless you are studying an online programme, you will be taught in person, on campus in 2022/23. You will be expected to attend your lectures, seminars, tutorials, workshops, practicals etc. in person unless pandemic-related conditions arise that result in requirements to learn all or part of your programme online for periods of time.

### 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 expects students to attend all the scheduled learning events which appear on their timetable as this gives students the best chance of academic success. This includes all events set out in the programme handbook or those provided to students during a module, including personal tutorials.

A new Attendance policy is currently under development and will be available from the main Students' webpages:

- [Students' webpages](#)

Where available students should sign into paper registers in their lecture rooms. Attendance will be recorded on RegisterUCL. Staff will be in touch with any student missing classes regularly. If your attendance is low, it will inevitably have an impact on your ability to complete the module successfully.

#### 5.3.2 Student Visa students: Absence from teaching and learning activities

In line with UCL's obligations under UK immigration laws, UCL is required to report to UK Visas and Immigration (UKVI) when a student has not been engaging with their studies. RegisterUCL is used by departments and the central Student Immigration Compliance team to report on

student attendance. 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:**

- [Student visa responsibilities](#)

## 6 Our expectations of students

### 6.1 UCL Code of Conduct

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.

#### Further information:

- [UCL Code of Conduct for Students](#)
- [UCL Disciplinary Code and Procedure in Respect of Students](#)
- [UCL Prevention of Bullying, Harassment and Sexual Misconduct Policy](#)
- [UCL Code of Practice on Freedom of Speech](#)
- [Religion and Belief Equality Policy for Students](#)

### 6.2 Queen Square Institute of Neurology

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.

#### 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 (except where students have express permission). 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.

National Hospital for Neurology and Neurosurgery (NHNN) 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>

# 7 Programme structure

## 7.1 The structure of the programme, duration, credits, qualification(s)

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.

- Full time students complete 180 credits in one academic year
- Part time students complete 180 credits over two years. Typically completing 90 credits in each year. Research Project completed in the second year
- Modular-flexible students have up to 5 years to complete 180 credits choosing any number of credits across the years. Research Project completed in the final year.

## 7.2 Module information

Each programme has a combination of compulsory and optional modules. Information on modules from the UCL Queen Square Institute of Neurology department can be found below.

You can find specific course structure information in the UCL Queen Square Institute of Neurology Study pages: <https://www.ucl.ac.uk/ion/study/postgraduate-taught-degrees>

### 7.3 Module Information and Assessment dates

*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*

Module Code	Module Title	Credit Value	Assessment	Exam/Due Date	Module Conveners
CLNE0003	Higher Functions of the Brain	15	2000 word essay (100%)	02/05/2023 by 10.00am via Moodle	Prof Sven Bestmann
CLNE0004	Motor Systems and Disease	15	2 hour unseen exam, short answer format (100%)	28/03/2023 12.00pm-2pm	Dr Jalesh Panicker and Dr Valeria Iodice
CLNE0005	Paroxysmal disorders, Tumours and Special Senses of the Central Nervous System	15	2000 word essay (100%)	02/03/2023 by 10.00am via Moodle	Dr Mahinda Yogarajah
CLNE0006	Library Project: Clinical Neuroscience	30	5000 word literature review (100%)	10/01/2023 Submission by 10am via Moodle	Dr Caroline Selai
CLNE0007	Research Methods and Introduction to Statistics	15	Critical appraisal short answer assignment (50%)  1 hour MCQ exam (statistics) (50%)	Exam: 22/11/2022 by 10.00am  16/12/2022-10.00am-11am	Dr Caroline Selai and Dr Saiful Islam
CLNE0008	Library Project: MSc Brain and Mind Sciences	30	5000 word literature review (100%)	10/01/2023 Submission by 10am via Moodle	Dr Caroline Selai
CLNE0009	Basic Neuroscience and Investigation of Nervous System	30	2 hour unseen exam, short answer format (100%)	12/12/2022-10.00am-12.00pm	Dr Gabriele Lignani Dr Rina Bandopadhyay Dr Nuria Seta-Silvia
CLNE0010	Neuromuscular Literature Review	15	2500 word literature review (100%)	10/01/2023 Submission by 10am via Moodle	Dr Matilde Laura

CLNE0019	Experimental Neurology	30	Unseen written examination- 2 hours (100%)	Exam: 13/12/2022 10.00am-12pm	Prof Vincenzo Libri
CLNE0020	Motoneurons, Neuromuscular Junctions and Associated Disease	15	1 hour unseen exam, MCQ format (100%)	08/03/2023 10am – 11am	Prof Linda Greensmith and Prof Pietro Fratta
CLNE0021	Advanced Genetic Technologies and their Clinical Applications	15	1500 word grant writing assignment (50%)  1 hour MCQ unseen exam (50%)	20/04/2023 by 10.00am via Moodle  09/05/2023 10:00am-11am	Dr Federica Montanaro and Dr Robert Pitceathly
CLNE0022	Skeletal Muscle and Associated Diseases	15	1000 word leaflet Assignment (50%)  1.5 hour unseen exam, short answer format (50%)	11/01/2023 by 10am  20/01/2023 10am-11.30am via Moodle	Dr Silvia Torelli and Dr Pedro Machado
CLNE0023	Peripheral Nerves and Associated Diseases	15	2 hour unseen exam, long essay format (100%)	Exam: 30/11/2022 10.00am-12pm	Dr Matilde Laura Dr Gita Ramdharry
CLNE0024	Stroke: Risk factors, Pathophysiology, and Imaging	15	2 hour unseen exam, short answer format (100%)	14/12/2022 at 10.00am-12pm	Dr Sumanjit Gill and Prof David Werring
CLNE0025	Clinical Manifestations of Stroke	15	2000 word essay (100%)	23/11/2022 Submission by 10am via Moodle	Dr Rupert Oliver and Dr Richard Perry
CLNE0026	Treatment (HASU and Service Delivery)	15	2000 word essay (100%)	15/03/2023 Submission by 10am via Moodle	Dr Robert Simister



CLNE0028	Neurorehabilitation	15	2000 word essay (100%)	19/04/2023 submission via Moodle	Dr Rachel Farrell
CLNE0029	Clinical Neuroscience of Dementia	15	90 minute MCQ (100%)	Exam:10/01/2023 5pm-6.30pm	Prof Huw Morris and Dr Richard Sylvester
CLNE0030	Practical Neuroscience of Dementia	15	1 hour exam, combining MCQs and Short Answer Questions (100%)	Exam: 03/04/2023 Time TBC	Dr Rimona Weil and Dr Jonathan Rohrer
CLNE0031	Research Project: MRes Neuromuscular Disease	120	Abstract  15,000 word thesis (100%)	20/01/2023  29/08/23 Submission by 10am via Moodle	Dr Matilde Laura
CLNE0032	Research Project: MSc Neuromuscular Disease	60	Abstract  10,000 word thesis (100%)	20/01/2023  29/08/23 Submission by 10am via Moodle	Dr Matilde Laura
CLNE0033	Research Project: MRes Stroke Medicine	120	Abstract  15,000 word thesis (100%)	20/01/2023  29/08/23 Submission by 10am via Moodle	Dr Sumanjit Gill
CLNE0034	Research Project: MRes Translational Neurology	120	Abstract  15,000 word thesis (100%)	20/01/2023  29/08/23 Submission by 10am via Moodle	Prof Vincenzo Libri
CLNE0035	Research Project: MSc Brain and Mind Sciences	60	Abstract  Project Presentation (5%)  10,000 word thesis (80%)	20/01/2023  18/05/2203-19/05/2023  16/08/2023 Submission by 10am via Moodle	Dr Caroline Selai

			Oral Exam (15%)	04/09/2023-05/09/2023	
CLNE0036	Research Project: MSc Clinical Neuroscience	60	Abstract  10,000 word thesis (100%)	20/01/2023  29/08/23 Submission by 10am via Moodle	Prof Rohan De Silva Dr Caroline Selai
CLNE0037	Research Project: MSc Dementia (Neuroscience)	60	Abstract  10,000 word thesis (100%)	20/01/2023  29/08/23 Submission by 10am via Moodle	Prof Jason Warren
CLNE0038	Research Project: MSc Clinical Neurology Distance Learning	60	Abstract  10,000 word thesis (100%)	20/01/2023  29/08/23 Submission by 10am via Moodle	Dr Tim Young
CLNE0039	Research Project: MSc Stroke Medicine	60	Abstract  10,000 word thesis (100%)	20/01/2023  29/08/23 Submission by 10am via Moodle	Dr Sumanjit Gill
CLNE0040	Library Project: Stroke	30	5000 word literature review	10/01/2023 Submission by 10am via Moodle	Dr Sumanjit Gill
CLNE0043	Applied experimental approaches to studying neuronal circuits in health and disease	15	2000 word essay (100%)	10/03/2023 by 10am submission via Moodle	Prof Kirill Volynski
CLNE0046	Genetic Therapies for Neurological Diseases	15	1000 word essay (50%)  1 hour unseen MCQ exam (50%)	18/04/2023 by 10am via Moodle  04/05/2023 10am – 11am	Dr Gabriele Lignani
CLNE0047	Clinical NeuroSurgery (CNS) topics	15	OD01 - Oral Examination, (100%)	08/12/2022 Oral exam (30 minutes)	Mr Hani Marcus

CLNE0048	Practical NeuroSurgery (PNS) skills	15	Oral presentation /examination (70%)	07/12/2022 Oral exam (30 minutes)	Mr Hani Marcus
CLNE0048	Practical NeuroSurgery (PNS) skills	15	750 word reflective report (30%)	15/12/2022 10am via moodle	Mr Hani Marcus
CLNE0049	Neurosurgery Research Project	120	Dissertation 10,000 words (65%)	29/08/2023 10am via moodle	Mr Hani Marcus
CLNE0049	Neurosurgery Research Project	120	15 min oral presentation (20%)	06/09/2023	Mr Hani Marcus
CLNE0049	Neurosurgery Research Project	120	Coursework: 5,000 word Literature Review (15%)	03/04/2023 10 am via Moodle	Mr Hani Marcus

**ASSESSMENT SCHEDULE 2022-23 for Full Time & Part Time Face-to-Face (F2F) and Distance Learning (DL) students – Practice Exams subject to change and all times are UK times.**

Module	Assessment Method	Assessment Date		Weighting	Credits
		FACE-TO-FACE (F2F)	DISTANCE LEARNING (DL)		
<b>P1 - Introductory Science and Methods (ANIM0003)</b>	2 hour unseen exam (online)	<i>Exam Practice: Tues 1 Nov 2022 @ 13:00 – Tues 1 Nov 2022 @ 15:00</i> <b>FINAL: Tues 15 Nov 2022 @ 14:00 – Tues 15 Nov 2022 @ 16:00</b>	<i>Exam Practice: Tues 1 Nov 2022 @ 13:00 – Tues 1 Nov 2022 @ 15:00</i> <b>FINAL: Tues 15 Nov 2022 @ 14:00 – Wednesday 16 Nov 2022 @ 14:00</b>	100%	15
<b>C1 - Foundational Neuroanatomy and Systems (ANIM0004)</b>	2 hour unseen exam (MCQ in-person invigilated)	<i>Exam Practice: Thu 1 Dec 2022 @ 09:00 – Thu 1 Dec 2022 @ 11:00</i> <b>FINAL: Thu 15 Dec 2022 @ 10:00 – Thu 15 Dec 2022 @ 12:00</b>	<i>Exam Practice: Thu 1 Dec 2022 @ 09:00 – Thu 1 Dec 2022 @ 11:00</i> <b>FINAL: Thu 15 Dec 2022 @ 10:00 – Fri 16 Dec 2022 @ 10:00</b>	100%	15
<b>P2 - Imaging Modalities (ANIM0008)</b>	2 hour unseen exam (online)	<i>Exam Practice: Tues 6 Dec 2022 @ 09:00 – Tues 6 Dec 2022 @ 11:00</i> <b>FINAL: Mon 9 Jan 2023 @ 10:00 – Mon 9 Jan 2023 @ 12:00</b>	<i>Exam Practice: Tues 6 Dec 2022 @ 09:00 – Tues 6 Dec 2022 @ 11:00</i> <b>FINAL: Mon 9 Jan 2023 @ 10:00 – Tue 10 Jan 2023 @ 10:00</b>	100%	15
<b>C2 - Pathology + Diagnostic Imaging I (ANIM0005)</b>	2 hour unseen exam (MCQ in-person invigilated)	<i>Exam Practice: Thu 9 Feb 2023 @ 15:30 – Thu 9 Feb 2023 @ 17:30</i> <b>FINAL: Fri 24 Feb 2023 @ 10:00 – Fri 24 Feb 2023 @ 12:00</b>	<i>Exam Practice: Thu 9 Feb 2023 @ 15:30 – Thu 9 Feb 2023 @ 17:30</i> <b>FINAL: Fri 24 Feb 2023 @ 10:00 – Sat 25 Feb 2023 @ 10:00</b>	100%	15
<b>P3 – Advanced Imaging (ANIM0007)</b>	2 hour unseen exam (online)	<i>Exam Practice: Tues 24 Jan 2023 @ 15:30 – Tues 24 Jan 2023 @ 17:30</i> <b>FINAL: Tues 21 Feb 2023 @ 10:00 – Tues 21 Feb 2023 @ 12:00</b>	<i>Exam Practice: Tues 24 Jan 2023 @ 15:30 – Tues 24 Jan 2023 @ 17:30</i> <b>FINAL: Tues 21 Feb 2023 @ 10:00 – Wed 22 Feb 2023 @ 10:00</b>	100%	15
<b>C3 - Pathology + Diagnostic Imaging II (ANIM0006)</b>	10 minute oral presentation	<i>Exam Practice: Thu 30 Mar 2023 @ 14:00 – Thu 30 Mar 2023 @ 16:00</i> <b>FINAL: Fri 5 May 2023 @ 10:00 – Fri 5 May 2023 @ 17:00</b>	<i>Exam Practice: Thu 30 Mar 2023 @ 14:00 – Thu 30 Mar 2023 @ 16:00</i> <b>FINAL: Fri 5 May 2023 @ 10:00 – Fri 5 May 2023 @ 17:00</b>	100%	15
<b>P4 - Advanced Neuroimaging Analysis Methods (ANIM0011)</b>	3000 word written report	<b>Submission: Fri 28 April 2023 @ 10:00</b>	<b>Submission: Fri 28 April 2023 @ 10:00</b>	100%	15
<b>C4 - Neurology &amp; Neuroimaging III - Neurodegeneration, Demyelination &amp; Neuromuscular disease (ANIM0012)</b>	Vlog (10 mins)	<b>Submission: Fri 12 May 2023 @ 10:00</b>	<b>Submission: Fri 12 May 2023 @ 10:00</b>	100%	15
<b>RP - Research Project (ANIM0002)</b>	<i>Proposal &amp; Timeline</i>	<i>Moodle upload: 20/01/2023</i>	<i>Moodle upload: 20/01/2023</i>	-	60
	<i>Oral Presentation</i>	<i>Presentation (Research Project): July 2023 TBC</i>	<i>Presentation (Research Project): July 2023 TBC</i>	-	
	10000 word thesis	<b>Tues 29 Aug 2023 @ 10am</b>	<b>Tues 29 Aug 2023 @ 10am</b>	90%	
	Poster Presentation	<b>Poster Presentation: Tues 26 Sep 2023 @10:00</b>	<b>Poster Presentation: Tues 26 Sep 2023 @ 10:00</b>	10%	

# UCL INSTITUTE OF NEUROLOGY – MRes in ADVANCED NEUROIMAGING 2022-23

ASSESSMENT SCHEDULE 2021-22 for MRes students – See MSc schedule for optional taught modules.

Module	Assessment Method	Assessment Date	Weighting	Credits
RM – Research Methods & Critical Appraisal (CLNE0007)	Exam	Statistics: see module assessment information elsewhere in Student Handbook	50%	15
	Coursework submission	Critical Appraisal: see module assessment information elsewhere in Student Handbook	50%	
RIG – Research Integrity & Governance (ANIM0010)	Presentation (15 minutes)	Presentation of Research Project Study Design: week of 5 Dec 2022 (TBC)	40%	15
	Portfolio (1000 words)	1000 word reflection: Thu 1 Dec 2022 @ 10:00	60%	
RPX – MRes Research Project (ANIM0009)	Proposal & Timeline	Moodle upload: 20/01/2023	-	120
	Oral Presentation	Presentation (Research Project): July 2023 TBC	-	
	15000 word thesis	Tues 29 Aug 2023 @ 10:00	90%	
	Poster Presentation	Tue 26 Sep 2023 @ 10:00	10%	

## 8 Advice on choosing module options and electives

### 8.1 Choosing modules

Modules are the individual units of study, which lead to the award of credit. Each programme has a combination of compulsory and optional modules. Compulsory modules are automatically added to your module selection. You are required to select a certain number of optional modules to complete 180 credits for the programme. Advice on this is provided during the module selection process on Portico. 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.

#### 8.1.1 Choosing Modules for 2022/23

Before you select your modules we recommend you check the Online Timetable and the Assessment deadlines to find out when they are being taught and when you have a free space in your timetable as well as assessments 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 8.1.3.

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. Most 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 only be able to select optional modules that are part of your programme diet.

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 Distance Learning Administrators Anna and Chris on [ion.dladmin@ucl.ac.uk](mailto:ion.dladmin@ucl.ac.uk)**

#### 8.1.2 New Process for Choosing Modules for 2022/23 (continuing students)

Continuing undergraduate students and postgraduate students on programmes of more than 1 year's duration will have an opportunity to make an initial selection of modules for 2022/23 at the end of the spring term, with places being confirmed in the summer.

### 8.1.3 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:

- [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](mailto: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.

### 8.1.4 Module Selection and Verification Deadlines

You will receive an email through the Student Records system, Portico, with details of module registration deadlines. Later on, you will also be asked to check in Portico and confirm that your module registrations are correct. It is important that you check that you are registered for the correct modules so that you are entered for the right assessments.

#### Further information:

- [Module Registration](#)

### 8.1.5 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:

- [Portico Login](#)
- [Academic Manual Chapter 3, Section 2: Module Selection](#)

## 8.2 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](#)

## 9 Research Projects

### 9.1 Finding projects

The Education Team will provide a list of projects in the first week of October 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. 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 should 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, to enable particular interests to be identified.

If you are undertaking a clinical project based within UCLH, the Education Team will require you to undertake an occupational health assessment at UCL along with applying for a DBS through UCL. The Education Team will then arrange for you to have a UCLH honorary contract. Within the first week of receiving confirmation of the honorary contract you are required to complete some mandatory online training.

### 9.2 Networking and Etiquette

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

### 9.3 Meeting your supervisor

- It is expected that you should have your initial meeting with your supervisor when you start to plan your project. You will be given an agreement document to complete with your supervisor which should be signed by yourself and supervisor and submitted to the Education Team via Moodle.



- 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 every 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 it is important that they are given reasonable time to do so. Remember to find out if/when your supervisor is away.
- The total time of contact with your project supervisor including face-to-face and written feedback is expected to be at least 10 hours.

## 9.4 Support

Personal tutors, programme directors and the Education Team will be happy to assist in resolving any problems. Please contact the above staff if you are experiencing any issues.

## 9.5 Writing up your Research Project

There are various resources available online for students completing Research Projects. UCL Library Services have an online guide to resources and support for undertaking dissertations or research projects. It highlights the extensive online library collections and services available to you, and directs you to other academic support services that may be useful when undertaking your dissertation or research project.

Here is a suggested structure for Research Project:

Title page

Acknowledgements

Statement of Contribution

Table of contents

Abbreviations

Abstract

Introduction

Materials and Methods

Results

Discussion

References

More information about formatting is provided in the Assessment section of this handbook.

### Further information:

- [UCL Library Guides- Dissertations](#)
- [Research and Writing Skills for Dissertations and Projects](#)

## 9.6 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. 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>

#### **Further information**

- [Disclosure and Barring Service \(DBS\) applications](https://www.ucl.ac.uk/students/policies/conduct/disclosure-and-barring-service-dbs-applications)

# 10 Tutorials and supervision

## 10.1 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.

If you are having difficulty meeting with your personal tutor you should raise this with your Programme Director asap.

### Further information:

- [Personal Tutors](#)

# 11 Changes to Registration Status

## 11.1 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 or Supervisor 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.

### 11.1.1 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:

- [Changing your degree programme or modules](#)
- [Academic Manual Chapter 3, Section 5 Programme Transfers](#)

### 11.1.2 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:

- [Interrupting or withdrawing from your studies](#)
- [Academic Manual Chapter 3, Section 7: Withdrawing from a programme](#)

### 11.1.3 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.

## **11.2 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](#)

## 12 Progression, Award and Classification

### 12.1 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:**

- [Academic Manual Chapter 4, Section 9: Progression and Award](#)
- [Portico Login](#)

### 12.2 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 7: Classification defines the Classification Schemes for each qualification.

The regulations work slightly differently depending on the programme structure. Specific regulations for each individual programme are published in the Portico Progression and Award Rules Tool. Students will be notified when their regulations are available. To find the Tool, students should click on the 'My Programme' box on the 'My Studies' page in Portico. The 'Progression and Award Rules' link is below the programme information.

#### **Taught Masters, Postgraduate Diplomas and Postgraduate Certificates:**

This programme uses the Numeric Taught Postgraduate Classification Scheme in the UCL Academic Manual, Chapter 4, Section 7: Classification. <https://www.ucl.ac.uk/academic-manual/chapters/chapter-4-assessment-framework-taught-programmes/section-7-classification#7.6>

	<b>Numeric Marking Scale</b>
<b>Qualifies for Distinction</b>	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.

<b>Qualifies for Merit</b>	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.
<b>Qualifies for Pass</b>	Meets the Award Requirements

**MRes Programmes:**

This programme uses the Numeric/ Letter Grade [delete as appropriate] Research Masters Classification Scheme in the UCL Academic Manual, Chapter 4, Section 7: Classification.

	<b>Numeric Marking Scale</b>
<b>Qualifies for Distinction</b>	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.
<b>Qualifies for Merit</b>	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.
<b>Qualifies for Pass</b>	Meets the Award Requirements

**Credit Awarded via the Recognition of Prior Learning (RPL):**

RPL is the overarching term for a process which allows students to apply for exemption from particular entry requirements, or from some parts of a Programme of Study, by recognition of their learning from previous experiences and achievements. If you would like to apply for RPL please contact your Teaching Administrator in the first instance.

**Further information:**

- [Academic Manual Chapter 4, Section 7: Classification](#)
- [Portico Login](#)



# 13 Information on assessment

## 13.1 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>

**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 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\*

### 13.1.1 Delivery of assessments

All exams at Queen Square Institute of Neurology are organised by the department and held at various points during the year. Students will be notified on how each assessment will be delivered and submitted prior to the deadline. In general:

- Essay assessments: Submitted via Turnitin on UCL Moodle
- MCQ exams: face to face exam, invigilated by Education Team. (does not apply to CLNE0007 MCQ exam). Exam completed on a computer.
- All other exams: Delivered online via UCL Moodle or AssessmentUCL.

### **13.1.2 Methods sections for assessments**

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.

### **13.1.3 Assessment Questions**

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 assessment looking at its general coherence and coverage of taught topics; Course Directors have oversight over this stage too.
- Final assessments 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

### **13.1.4 Presentations**

Students enrolled on the MSc Brain and Mind Sciences and MSc/MRes 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**

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

#### **13.1.5 Presentation of Written Assignments**

For all written assignments, you should adhere to the following guidelines:

Please ensure that your final submission is correctly uploaded to Moodle. Your grade and feedback cannot otherwise be uploaded.

- each assignment should have a cover sheet. Coversheets can be found in the Appendix and Moodle assessment pages.
- pages should be numbered consecutively, including the references and appendices
- Referencing/Citation style: At the UCL Queen Square Institute of Neurology you are required to use the Harvard referencing system (author/date system). Resource for Harvard referencing: <https://library-guides.ucl.ac.uk/harvard>
- avoid errors of punctuation and spelling. Keep your tense usage consistent. Check your work by using the spell checker on the word processor and proof-read your completed work
- Meet the word count criteria for each assignment. You should not go over or be under 10% of the word limit. More information about word count in section 13.12
- if you include tables, graphs, diagrams and other illustrations in your work they should be numbered consecutively and should each have a title. Graphs and diagrams should be labelled as 'Figure 1', 'Figure 2', etc. Make sure that all titles are full and specific and that the tables and figures are comprehensible on their own.
- Alignment and spacing- Use Left alignment rather than Justified text. This ensures the spacing between words is even. Use double or 1.5 spacing between lines and leave at least one line space between paragraphs. Use the Paragraph Formatting feature to create space below and between paragraphs (rather than pressing Return twice).
- Fonts and formatting- Font size 12 is recommended and certainly not smaller than size 11. Choose a 'sans serif' font which is easier for most people to read. The following fonts are recommended: Arial (not Arial Narrow); Verdana; Calibri; Universe; Helvetica.

#### **13.2 What are the marking criteria and learning outcomes?**

Marking criteria are specified on marksheets (available in the appendix and on the assessment pages on Moodle) and Learning Objectives are included in module descriptions available on the IoN webpages.

#### **13.3 What marking scale is in use on the programme?**

Mark	Grade
70 – 100%	Distinction
60 – 69%	Merit
50 – 59%	Pass
40 – 49%	Condonable fail (see below)
0 – 39%	Fail

## 13.4 How are assessments marked at IoN?

Deadlines and dates for unseen examinations and coursework: 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 run by other departments.

### 13.4.1 Marking methods

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 in accordance with the UCL regulations <https://www.ucl.ac.uk/academic-manual/chapters/chapter-4-assessment-framework-taught-programmes/section-7-marking-moderation>.

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 and independently by two academics (i.e. do not see each other's comments or marks, if marks are divergent by 10% or more, the two examiners will agree a final mark). The Education team allocate two independent markers who are academics at QSION as supervisors do not mark their own projects. If the programme also includes a viva exam/presentation, a percentage of the mark will be awarded for the viva/presentation.

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>

*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.*

## 13.5 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](mailto:examiners@ucl.ac.uk).

### 13.6 How and when will students receive feedback on their work and what will it look like?

Students will receive feedback via Moodle or via e-mail depending on the module.

Please view online video detailing the marking sheets and criteria used at the Institute for different forms of assessment-

- Information for students on how to use marking criteria - <https://youtu.be/m7upZXwEVic>
- Information for markers on how to use the marking sheets for assessments- <https://youtu.be/RED4wgVaCAs>

### 13.7 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:

- [Academic Manual Chapter 4, Section 5: Assessment Feedback](#)

## **13.8 UCL Examination Guide for Candidates on the Examinations and Awards website**

Please check the Students' webpages for the most up-to-date information:

- [Students' webpages](#)

### **13.8.1 Assessment Regulations**

Students must ensure that they are aware of the regulations governing assessments and examinations on the Examinations and Assessment website.

**Further information:**

- [Examinations and Assessments](#)

## **13.9 For coursework submissions, clear information about where and how to submit work, including details of any electronic submission methods and the technical support available**

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

In order to submit an assignment, login to your Moodle account. Go to the appropriate module page and upload a copy of your work in the relevant submission folder by the deadline date and time. Moodle time stamps your submission and this will act as confirmation of receipt. Your Teaching Administrator will send instructions for submissions prior to the submission date.

## **13.10 Information about penalties for late submissions**

### **13.10.1 Coursework 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%

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:**

- [Academic Manual Chapter 4, Section 3: Module Assessment](#)

- [Academic Manual Chapter 2, Section 2: Short Term Illness and Other Extenuating Circumstances](#)

## **13.11 Information about absence from assessment**

### **13.11.1 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.

#### **Further information:**

- [Academic Manual Chapter 2, Section 2: Short Term Illness and Other Extenuating Circumstances](#)

## **13.12 Information about word counts and penalties**

### **Word Counts**

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.

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), statistical equations 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. Headings, sub-headings and citations in the main body of your thesis/essay DO count towards the word count.

#### **Further information:**

- [Academic Manual Chapter 4, Section 3: Module Assessment](#)

## **13.13 Information about the consequences of failure**

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.

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

### **Further information:**

- [Academic Manual Chapter 4, Section 9: Progression and Award](#)

### **Student Guides to Condonement**

- [Taught Postgraduate Student Guide to 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 – 40.00% for modules at UG Level/ Levels 4, 5 and 6; 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:**

- [Academic Manual Chapter 4, Section 11: Consequences of 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:**

- [Extenuating Circumstances](#)
- [Academic Manual Chapter 4, Section 8: Deferred Assessment](#)

**13.14 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 controlled condition examinations should also familiarise themselves with the requirements set out in the Academic Manual, Chapter 6, Section 9.2 (weblink provided below). 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:**

- [Academic Integrity](#)

- [Library Guide to References, Citations and Avoiding Plagiarism](#)
- [Academic Manual Chapter 6, Section 9: Student Academic Misconduct Procedure](#)
- [Examinations and Assessments](#)

### **13.15 Accepted referencing methods in the discipline**

At the UCL Queen Square Institute of Neurology you are required to use the Harvard referencing system (author/date system). Resource for Harvard referencing: <https://library-guides.ucl.ac.uk/harvard>

### **13.16 Information about academic integrity (plagiarism) in the discipline**

Writing assignments can be both an enjoyable and challenging experience. One aspect of writing that students often struggle with is plagiarism: the unacknowledged presentation of a person's thoughts, words, artefacts or software as though they were their own original work. It is even possible to plagiarise yourself if you are citing a work you submitted elsewhere. Direct quotations from published or unpublished works (including internet sources) must always be clearly identified as such by being placed inside quotation marks, and a full reference to their source must be provided in the proper form. Equally, if a student summarises another person's ideas or judgements, they must refer to that person in the text, and include the work to which they have referred in the bibliography. Failure to observe these rules may result in an allegation of plagiarism.

UCL Queen Square Institute of Neurology uses Turnitin, a text-matching software tool, to help students develop their own work in their own words, and also to scan for evidence of plagiarism. Turnitin produces a Similarity Report or Originality Score which provides a percentage that indicates how much of the work matches other sources e.g. other essays on the internet, webpages, journal articles and published books.

There is a [Plagiarism and Academic Writing Moodle](#) page available for you to use (no enrolment key is required; simply click 'Enrol me'). You can upload your work here before submitting it, in order to check for plagiarism and referencing. You will also find a lot of useful advice and guidance on this page.

### **13.17 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 during induction week. If you wish to undertake research within the UCLH, Royal Free or GOSH trusts you will require an honorary contract, and information on this process will be provided during induction week.

## 14 UCL's Student Support Framework

UCL is committed to providing the support you need in order to make the most out of your studies. The Student Support Framework draws together our main academic support processes under one banner to help you understand the options open to you.

- [UCL's Student Support Framework](#)

The Framework includes the following components:

**Part 1: How to Use this Framework helps you find your way around the different support options open to you. It includes:**

- Where to find help and advice
- Information about when to use this framework (for example if you are an affiliate, study abroad or placement student)
- Advice on confidentiality and how UCL will look after your data
- Information on providing supporting evidence
- Links to other support options that are available to you.

**Part 2: Types of Support explains how each of the following processes works:**

Support process:	Use this if:	What this covers:
<a href="#">Short-term Illness and other Extenuating Circumstances</a>	You have a short-term illness, bereavement or other unexpected emergency.	'Extenuating Circumstances' (often know as 'ECs') are events which are sudden, unexpected, significantly disruptive and beyond your control and which may affect your performance at summative assessment, such as a serious illness or the death of a close relative. You can submit an Extenuating Circumstances claim to access 'mitigation' such as an extension or deferring an assessment to a later date.
<a href="#">Reasonable Adjustments for Disabilities and Long-term Conditions</a>	You have a disability or long-term physical or mental health condition.	UCL can provide longer-term 'Reasonable Adjustments' to support your learning and assessment. This includes setting up a 'SoRA' (Summary of Reasonable Adjustments) with UCL's Student Support and Wellbeing team.
<a href="#">Academic Adjustments</a>	You need long-term or ongoing support with one or more of the following:  You or your partner is pregnant or planning maternity, paternity or adoption leave  You are a parent or carer	Academic Adjustments include long-term reasonable adjustments arranged by your Department if you need additional support with learning, teaching and assessment.

Support process:	Use this if:	What this covers:
	<p>You observe religious beliefs or cultural customs</p> <p>You are affected by any form of harassment or discrimination</p> <p>You are affected by traumatic world events such as war or terrorism</p> <p>You are a critical worker (e.g. NHS staff).</p>	
<a href="#">Exam Adjustments</a>	<p>You need additional support to sit an online or face-to-face exam.</p>	<p>Exam Adjustments are specifically for Controlled Condition Exams and Take-Home Papers, and include adjustments such as extra time, rest breaks, a more comfortable chair and specialist equipment. These are available to students with a longer-term disability or health condition, and to students who need shorter-term support e.g. if you are pregnant, or have a broken arm.</p>
<a href="#">Interruption of Study</a>	<p>You are thinking of taking time out from your studies .</p>	<p>Interruption of Study is for students who wish to take a break from their studies and return at a later date. You can take time out from your studies for a wide range of reasons - you might want to take up an internship or placement, take time out to travel, be planning to have children, or be facing personal challenges which are making it hard to study.</p>
<a href="#">Support to Study</a>	<p>You are having persistent or ongoing difficulties and UCL's other support processes are not providing the right level of help.</p>	<p>Support to Study aims to help you if you are having significant, persistent, longer-term difficulties and UCL's normal mechanisms (e.g. Reasonable Adjustments, Extenuating Circumstances, Interruption of Study) are not providing enough support. We will work with you to put together a Support Plan to help you get the most out of your studies.</p>

The Student Support Framework is just one of the ways in which UCL helps you to get the most out of your time with us:

<b>The Student Support Framework</b>	<b>Your Personal Tutor</b>	<b>Your Department</b>
The Student Support Framework explains how you can apply for formal support with your studies such as extensions, reasonable adjustments, or taking time out from your studies.	One of your first priorities should be to meet your Personal Tutor. They will help you to get the most out of your studies, and provide support and encouragement during your time with us.	Help is also available from members of staff in your UCL department including academic staff and departmental administrators. You can find their contact details on <a href="#">Moodle</a> or in your Student Handbook.
<b>UCL Student Support and Wellbeing</b>	<b>FAQs and Enquiries</b>	<b>Students' Union UCL Advice Service</b>
UCL's team of expert wellbeing, disability and mental health staff provide a safe, confidential and non-judgemental space in which you can discuss any issues that may be affecting your ability to study.	askUCL is our self-help centre and student enquiry system. It includes a wide range of Frequently Asked Questions. If you can't find what you're looking for, you can log an enquiry.	The Students' Union UCL provides a free, confidential and independent advice service with a trained and experienced team.

### **Key contacts in the department for assistance with any of the above**

Please contact members of the Education Team if you require further information

# 15 Learning resources and key facilities

## 15.1 Information on university-wide learning resources and key contacts for support

### 15.1.1 UCL Library Services

UCL Library Services provides support to students online and in person via our libraries. UCL has 14 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 digital and print resources. The UCL Library Services page has information for students about using the library, services available, electronic resources and training and support. Subject guides provide targeted information on resources and support available, and online reading lists, which are also linked to Moodle modules, will provide students with access to core readings for their modules.

#### Further information:

- [Discover Library Services](#)
- [Library Subject Guides](#)
- [ReadingLists@UCL](#)

### 15.1.2 Queen Square Institute of Neurology 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>

### 15.1.3 UCL Information Services Division (ISD)

The UCL Information Services Division (ISD), the primary provider of IT services to UCL, offers guidance on all of ISD's key services, including email and calendar services, user IDs and passwords, print, copy and scanning, wifi and networks on their web pages. 'How to' guides and individual help and support is available from IT Services.

- [Help and support](#)

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.

- [Digital Skills Development](#)

UCL also has a licence for LinkedIn Learning which provides thousands of high quality video-based courses from programming to presentation skills:

- [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:

- [Learning on Screen \(“bob”\)](#)
- [Kanopy](#)

Digital Education services 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.

New students are encouraged to complete the ‘Digital Education at UCL’ course which is available on Moodle, UCL’s virtual learning environment, to familiarise themselves with the tools and technology available to support their digital learning experience.

- [Digital Education at UCL](#)

ISD provides desktop computers and laptops for loan in a number of learning spaces. Computers at UCL run a Desktop@UCL service which provides access to hundreds of software applications to support students. Students also have access to a range of free and discounted software.

Visit the **IT Essential for new students** page for details of all IT services available:

- [ISD IT Essentials for new students](#)

All students are encouraged to download the UCLGo app, available for iOS and Android devices and on the web. The app gives access to the timetable, Moodle, email, Portico, and library loans. It has maps to locate lecture theatres, water fountains, computers and study spaces on campus. It has checklists of things students need to do and sends important alerts, as well as having opt-in notifications on topics of interest. You can also see lists of events hosted by the UCL Students' Union and UCL departments:

- [UCL Go](#)

#### 15.1.4 UCL Centre for Languages & International Education (CLIE)

The UCL Centre for Languages & International Education (CLIE) provides modern foreign language, British Sign Language and English for Academic Purposes (EAP) modules for UCL students. CLIE also heads the UCL Academic Communication Centre (ACC). The ACC offers discipline-specific academic communication support to both native and non-native English speakers currently studying an undergraduate or postgraduate degree at UCL. Evening courses are offered in nine foreign languages across a range of levels to support UCL students, staff and London's wider academic and professional community. Students can access language-learning resources online through the CLIE Self-Access Centre, including films and documentaries and books for self-study.

##### Further information:

- [CLIE website](#)
- [CLIE Self-Access Centre](#)
- [Academic Communication Centre \(ACC\)](#)

#### 15.1.5 Sustainable UCL

UCL launched its Sustainability Strategy in 2019 – one of the most ambitious across the UK higher education sector. It includes many headline commitments – to be a net zero carbon institution by 2030; to be single use plastic free; and that every student has the opportunity to engage with sustainability during their time at UCL. The Sustainable UCL team offers students many different opportunities to learn about sustainability as part of their studies or extracurricular activities.

In particular, students can engage with sustainability in their free-time by joining one of UCL's green clubs and societies or taking part in UCL's Student Sustainability Council to help direct UCL's sustainability vision and represent the students' voice on sustainability.

##### Further information:

- [Sustainable UCL Website](#)
- [Sustainability Student Opportunity Website](#)
- [Sustainability Strategy](#)
- [Green clubs and societies](#)
- [Student Sustainability Council](#)



## 15.2 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:

- [Moodle](#)
- [Moodle Frequently Asked Questions](#)
- [Moodle Quick Start Guide](#)

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

### 15.3.1 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 module results
- Pre-enrolment and re-enrolment
- Applying for programme transfer
- Plan and record skills development
- Applying for graduation ceremonies

### Further information:

- [Portico Login](#)
- [What is Portico](#)
- [Portico Support](#)

## 15.4 Research Student Log (MRes only)

### 15.4.1 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:**

- [Research Student Log](#)

## **16 General Queen Square Institute of Neurology Information**

### **16.1 Sustainability at UCL**

UCL is committed to make 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.

### **16.2 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 will give access to 7 Queen Square, where the student cluster room and Education Team offices are based.

### **16.3 UCL Security Systems**

Responsible for issuing UCL ID Cards:

E-mail: [securitysystems@ucl.ac.uk](mailto:securitysystems@ucl.ac.uk) Telephone: 020 7679 2102

Web: <https://www.ucl.ac.uk/estates/our-services/security-ucl/id-cards-locks-and-keys>

### **16.4 Student Lockers**

A limited number of lockers are located in the cluster room, 7 Queen Square. Keys can be obtained from the Education Team: a refundable deposit of £10 is required.

### **16.5 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.

### **16.6 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. This should revert to 24 hour access (current Covid restrictions not withstanding), 7 days a week from January - September. Students should not work in the cluster room on their own.

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. If you wish to use the rooms for an event they must be booked via the Education Team.

### **16.7 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.

## **16.8 Mentorship opportunities**

<https://www.ucl.ac.uk/ion/equality-diversity-inclusion/under-represented-student-mentorship-ursm>

# 17 Student support and wellbeing

## 17.1 Information regarding central wellbeing and support services, including what services are offered, locations and contact information

Below you will find information on how to access support during your studies. You should contact your personal tutor/programme director if you would like to discuss any issues, concerns. Staff will be able to support and direct you.

### 17.1.1 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:

- [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.

### 17.1.2 The Student Enquiries Centre

#### Walk-in Service

The Student Enquiries Centre (SEC) have a physical space that students can visit for walk-in questions and enquiries on the 1<sup>st</sup> floor of the Student Centre. We can assist you with questions or concerns you may have around your student record and give guidance and information on a range of areas such as Visa, Fees, Study Abroad, Student Support Wellbeing or any matters regarding your studies at UCL.

Our walk-in service opening times are between **10am to 4pm (Monday-Wednesday, Friday) and 11am-4pm (Thursday)**. There will be designated staff members on hand and available to assist you with your questions.

#### Appointment service

Students can book an in-person appointment with the Student Enquiries Centre. Our service hours for appointments are **10am – 1pm on Mondays, Wednesdays and Fridays and 1pm – 4pm on Tuesdays and Thursdays**.

Students can book an appointment via the following routes:

1. The Student Enquiries Centre booking form on [askUCL](#):

- Select FAQs on the left side bar, then click on All FAQs
- Click on the 'Log an Enquiry' button in the middle of the page

- Start typing in Enquiries, 'Student Enquiries Centre Appointment Request Form' should appear
- Please complete the form.

2. Our telephone service +44 020 3108 8836\*

Appointments are available as 15-minute slots. Please book an appointment at least one working day in advance to allow time for us to process your request.

### Telephone Service

You can also contact us via our telephone service:

Student Enquiries Centre Telephone Service: +44 (0)20 3108 8836.

Telephone service hours\*: **10am - 4pm on Mondays, Tuesday, Wednesdays and Fridays; 11am - 4pm on Thursdays.**

### askUCL

Log an enquiry via [askUCL](#), our online student enquiries system, to ask a question or directions to a particular service. We are currently responding to enquiries between the hours of **9am - 6pm (Monday – Friday)** and will aim to provide you with a response within 5 working days

### Accessing our self-service options

Self-service remains the quickest and most efficient way for students to complete certain processes and obtain key documentation. We recommend that students use the following self-service opportunities:

- Launch [askUCL](#) to access the comprehensive and extensive database of Frequently Asked Questions (FAQs)
- The letter self-service options on Portico where students can print off a statement of student status (current students) or statement of award (alumni)
- The personal details & address containers on Portico where students can update their preferred name, title and addresses.

### Further information:

- [askUCL](#)
- [Student Enquiries Centre](#)

### 17.1.3 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:**

- [Support for Disabled Students](#)
- [Mental health and wellbeing support](#)

#### **17.1.4 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.

Students wishing to access counselling through SPCS need to first complete an online registration form that can be found through the link below.

**Further information:**

- [Student Psychological and Counselling Services](#)

#### **17.1.5 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:**

- [International Student Orientation Programme \(ISOP\)](#)

#### **17.1.6 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.

**Further information:**

- [Wardens and Student Residence Advisers at UCL Residences](#)

#### **17.1.7 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:**

- [UCL Financial Support](#)
- [Manage your Money](#)

### **17.1.8 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:

- [Student of Concern](#)

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.

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

### **17.2.1 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 and NHS service availability may be subject to change due to Covid-19 – please check the websites below for current information.

**Further information:**

- [Register with a doctor](#)
- [Ridgmount Practice](#)



### **17.2.2 Counselling, support and information helpline**

As part of a partnership with an organisation external to UCL, we provide an information and counselling 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:**

- [Counselling support, and information helpline](#)

### **17.2.3 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)  
[University College Hospital](#)

- 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  
[Samaritans](#)
- Nightline are available overnight and can help students across London, call them on +44 (0) 207 631 0101  
[Nightline](#)

#### **Further information:**

- [Crisis Support](#)

## **17.3 Information on how students can access support/information related to Equity and Inclusion**

### **17.3.1 Equity and Inclusion**

The Equality, Diversity and Inclusion Team aims to acknowledge, understand, and tackle structural inequities and unjust social power imbalances that affect our communities across the institution. This means recognising how we got here and what needs to be done to ensure equity, inclusion and belonging for those who are not systemically privileged by our society. 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 Equality, Diversity and Inclusion website brings together a range of information on issues relating to race, gender, religion and belief, sexual orientation, gender identity, and disability amongst other equalities initiatives at UCL.

**Further information:**

- [Equality, Diversity and Inclusion](#)

### **17.3.2 Inclusion Leads**

Inclusion Leads provide support and assistance for students and staff on issues relating to equalities and diversity.

**Further information:**

- [Inclusion Leads](#)
- [Support for Pregnant Students](#)
- [Support for Student Parents](#)
- [Religion and Faith](#)
- [LGBTQ+ Students](#)

## **17.4 Information about UCL's Zero Tolerance policy on harassment and bullying**

### **17.4.1 Bullying, harassment, sexual misconduct and/or domestic abuse**

Every student and member of staff has a right to work and study without experiencing harm. Bullying, harassment, sexual misconduct and/or domestic abuse of one member of our community by another or others is never ok. UCL is working to eradicate these issues and seeks to promote an environment in which they 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 **Report and Support**, an on-line reporting tool where students can report any issues anonymously or with contact details request to speak to an advisor in order to make an informed decision about their options.

Unacceptable behaviour includes:

- Intimidating, hostile, degrading, humiliating or offensive behaviour which has the purpose or effect of violating a person's dignity or creating an intimidating environment.
- Unwanted conduct related to a protected characteristic that has the purpose or effect of violating a person's dignity. The unwanted conduct can be physical, verbal, or non-verbal.

- Unacceptable behaviour of a sexual nature such as sexual harassment, invitations, comments, coercion and promised advancement in exchange for sexual access.

If you experience any of these behaviours, you can report it and/or access support. You can request to be contacted by an advisor or you can report anonymously. With either options you can give as much or as little detail as you wish. The reports are strictly confidential and only shared on a need to know basis.

Students can request to speak to all the following advisors

- Dignity Advisor
- Crime Prevention and Personal Safety Advisor
- Human Resources Business Manager (if it's about a member of staff)
- Student Mediator
- Student Support and Wellbeing

**Further information:**

- [Report and Support](#)
- [UCL Policies on Conduct and Harassment and Bullying](#)
- [Dignity at UCL](#)
- [Student Mediator](#)
- [Students' Union UCL Advice Service](#)
- [Active Bystander Programme](#)

#### **17.4.2 Support for students who have been affected by sexual violence and/or domestic abuse**

UCL will do its utmost to support anyone who has been, or is being, affected by sexual violence and/or domestic abuse. 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:**

- [Report and Support](#)

# 18 Employability and Careers

## 18.1 Opportunities available, where and how to get advice, career planning tips

<u>Name</u>	<u>Role</u>	<u>Contact</u>
Prof Alex Leff	Deputy director for Education and Student experience (PGT and PGR)	a.leff@ucl.ac.uk
Prof Steve Kennerley	Departmental Graduate Tutor	s.kennerley@ucl.ac.uk

Students can also speak to Programme Co-Directors for advice and guidance.

## 18.2 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 three 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.

### Further information:

- [UCL Careers](#)
- [myUCLCareers](#)
- [UCL Careers Information on internships](#)

## 18.3 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.

### Further information:

- [UCL Innovation and Enterprise](#)

## 19 Student representation

### 19.1 Information on Students' Union UCL, how to run for election and how to find a representative

Students' Union UCL 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.

The Union 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 student leaders are elected annually by and from all current students. The elected student leaders who work full time for you are called Sabbatical Officers and they represent students on various UCL committees and influence decisions that matter to students. Alongside the Sabbatical Officers there are more than 2000 other student representatives, who cover every part of UCL life, from your programme, research studies, department, faculty or the UCL accommodation you live in.

#### Further information:

- [Students' Union UCL website](#)
- [Make a Change](#)

### 19.2 Student Clubs and Societies

#### Student Clubs and Societies

At Students' Union UCL, there are over 320 different student-led clubs and societies for you to get involved in. Maybe you are interested in sports with our TeamUCL clubs or low commitment exercise with our Project Active scheme? Perhaps you are keen to perform on-stage in the Bloomsbury Theatre or you want to learn about and celebrate different cultures? With such a diverse offering available there is bound to be something that sparks your interest! Clubs and Societies are a great way to develop your skills and find a community at UCL. The Welcome Fair in early October is the perfect chance to meet them all in one place and learn more about what they have on offer!

#### Further information:

- [Students' Union UCL Clubs and Societies](#)
- [Club and Society Events](#)

### 19.3 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 your Lead Department Representative as well as your Faculty Representatives and the Students' Union to make things better across the whole of UCL.

These Academic Representatives are appointed during early October – 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:**

- [Academic Representatives](#)
- [Find your representative](#)

## **19.4 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. SSCCs are co-chaired by your Lead Department Representative. Some departments have a single SSCC, while others split this into different levels of study. Most commonly, departments operate both an undergraduate and postgraduate SSCC.

## **19.5 Other ways (specific to the department/programme) that students can give feedback, including local processes and key contacts.**

### **19.5.1 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. This is also the platform that is used for rep elections during the first few weeks of term.

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 are also dedicated questionnaires and surveys on each programme's page.

## 19.6 Students' Union Advice Service

The Students' Union Advice Service is available to all current UCL students, as well as those who have interrupted their studies or recently completed their programme. 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 concerns** - including contract checks and housemate disputes
- **Money and Debt advice** – including budgeting and income maximisation
- **Employment** - including unpaid wages and part time employment contracts
- The team can also offer help and support with many other legal and university matters

The service is free, independent, impartial and confidential. No information shared with the service is shared with your department or any other university staff unless you request it or give your permission. Students can make an appointment or attend a drop-in session for advice and support.

**Further information:**

- [Students' Union UCL Advice Service](#)

## 19.7 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.

### 19.7.1 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.

### 19.7.2 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:**

- [Academic Manual Chapter 6, Section 10: UCL Student Complaints Procedure](#)
- [UCL Student Mediator](#)
- [Students' Union UCL Advice Service](#)



## 20 Student feedback

### 20.1 The importance of feedback and how UCL uses the results

#### Student Feedback

Our goal is to put students' feedback, insights and contributions at the heart of 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 changes we implemented at IoN following student feedback:

<i>How it used to be</i>	<i>Feedback received from student group</i>	<i>Actions/ What's been done</i>
Teaching spread over the week	CI Neuroscience reps suggested to group them in 2-3 days of teaching per week	Since Sept 2015 programme-specific lectures are clustered together to make it easier for students to work/plan their independent study
Basic Neuroscience Module felt as particularly challenging from some students	Students asked for Q&A sessions where to clarify doubts and for more time to prepare for exam	Q&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
No dedicated student space for warming up food / 'group learning'	Students would welcome facilities to warm up own food and group work	Education Team has built in a kitchenette and social learning space in refurbishment plans, completed in 2017
Stats teaching was done via online, recorded tutorials	Students asked for face-to-face teaching	Provision has been made for students to attend stats lectures with dedicated IoN statisticians
Search for Research Projects was done during last part of term 1	Students asked for this to be anticipated to allow time to fix project and consequently more time to work on project	We now put strong emphasis since induction week on fixing up a project as early as possible.
Research Project deadline was end of July	Students requested more time to complete their project	Research Project deadline changed
During 2020-21 Synchronous Teaching	Students requested more live online teaching	Module lectures from term 2 of 2020-21 were mainly live online sessions and not pre-recorded lectures
Research Project agreement 2021-22	Student reps from Brain and Mind Sciences suggested changes to the formerly named research project contract	Changes made and ratified by Education Committee. New version available for 2022-23 academic year
During 2021-22 Synchronous Teaching	Students requested hybrid teaching	Lectures were delivered face to face and streamed online live for students who were self isolating

## **20.2 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, annual programme evaluations 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 delivering an excellent education for current and future students. 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 Dr Michael Spence.

#### **Further information:**

- [You Shape UCL](#)

## **20.3 Module Dialogue- what it is and why it's important**

Throughout all modules students will be asked to answer short pulse survey questions, on a regular basis. These pulse surveys are important because it helps teaching staff 'check-in' with students, making sure that they can understand and access key aspects such as the content of the module, assessment information and learning resources. This provides an opportunity for students to reflect on their learning and also give constructive feedback by engaging in a dialogue with staff about the results. Helpful comments and ideas from students mean that changes and improvements can be made to the module before it ends, as well as shaping the module for future students.

## **20.4 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 module 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. 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:**

- [Academic Manual Chapter 9, Section 2: Annual Student Experience Review \(ASER\)](#)

# 21 ChangeMakers

## 21.1 About the project, who they are and how a student can find out more or become involved

### UCL ChangeMakers

UCL ChangeMakers helps students and staff work in partnership to make education better at UCL:

- Through ChangeMaker Projects, students and staff can apply for funding to collaborate on a project focused on enhancing education and students' experience at UCL.
- Projects address issues that are important to students, often uncovered through student survey data, discussed at SSCCs, raised through Unitu or identified through annual reporting mechanisms like the Annual Student Experience Reviewer (ASER).
- There are three application deadlines a year, one per term.

Projects are open to all students: undergraduate, postgraduate taught and postgraduate research.

### Further information:

- [UCL ChangeMakers](#)

## 21.2 Student Quality Reviewers

Student Quality Reviewers, where UCL students take an in-depth look at different areas of education and provide detailed feedback and analysis from a student perspective.

Through the Student Quality Reviewer scheme, students can:

- Act as a member of an Internal Quality Review panel;
- Take on a role to review new programmes or support enhancements to assessments through the Programme or Assessment Design Student Partner roles;
- Work with staff to reflect on their teaching practice as a Student Reviewer of Teaching (Peer Dialogue);
- Provide a student view on how teaching can include more diverse perspectives as a Student Curriculum Partner.

### Further information:

- [Student Quality Reviewers](#)

## 22 Volunteering Services

### 22.1 About Volunteering Services, who they are and how a student can find out more or become involved

#### Volunteering Services

The Volunteering Service at Students' Union UCL exists to connect UCL students with London's Voluntary and Community Sector, primarily through volunteering. It's one of the largest volunteering teams in UK Higher Education, meaning that UCL students have access to opportunities that their peers in other universities often do not.

The Service runs three main programmes:

**Partnerships** – linking students with volunteering opportunities within their network of around 400. community partners.

**Student-led Projects** – supporting students to set up and run their own community projects.

**Community Research Initiative** – connecting master's students with community organisations for collaborative research and Knowledge Exchange projects.

Through community volunteering, students develop new skills and learn how to enact change in the wider world. UCL Student volunteers also report positive benefits on their academic study and well-being.

The Volunteering Service's opportunities can be found on its [online directory](#), where students can search for roles related to their academic studies, by skills developed or by cause. There are plenty of one-off and flexible vacancies that students can fit around their studies and other commitments.

#### Further Information

- [Volunteering Services](#)

## 23 Data Protection and Intellectual Property

### 23.1 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:

- [UCL General Student Privacy Notice](#)
- [Privacy notice for COVID-19 NHS Test & Trace data collection](#)
- [UCL Information Security Policies](#)
- [UCL Electronic \(email\) policy](#)
- [Data Protection](#)
- [Intellectual Property Rights: Policy for Students](#)

Students may send queries on data protection matters to the University Data Protection Officer: [data-protection@ucl.ac.uk](mailto:data-protection@ucl.ac.uk)

# 24 Health, Safety and Security

## 24.1 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.

There are three departments that work together to provide a comprehensive system to provide the safe and healthy environment:

- 1) UCL Security, who cover everything from ID cards and access to our buildings to lost property and keeping people safe who work out of hours;
- 2) UCL Safety Services, who manage the safety management system including providing advice for risk assessments to training people to work with radioactive samples;
- 3) UCL Estates who ensure the buildings and sites are safe, including managing contractors, building works and access to equipment such as defibrillators.

In an emergency:

Please call **020 7679 2222** or **UCL extension 222** from any UCL phone, before ringing 999. This allows the safety team to direct the emergency services to the correct location.

If you are off the Bloomsbury campus call **999** and request the appropriate service (police, ambulance or fire brigade).

### Further information:

- [Accidents and Emergencies](#)
- [Emergency Contacts](#)
- [Staying Safe](#)
- [Safety Services](#)
- [Fire Safety at UCL](#)
- [Security at UCL](#)
- [Safety on and off Campus](#)

## 25 After study

### 25.1 Information on degree certificates and transcripts

#### 25.1.1 Degree Certificates

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

**Further information:**

- [Degree Certificates](#)

#### 25.1.2 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.

UCL Student Records can produce additional transcripts for students on taught programmes as well as for affiliate students via the UCL Transcript Shop.

**Further information:**

- [Transcripts](#)

### 25.2 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:**

- [Graduation Ceremonies](#)

### 25.3 Information on UCL Alumni activities and key contacts

#### UCL Alumni Community

As UCL alumni, you join a global community of over 350,000 former students. All UCL alumni can take advantage of a huge range of exclusive benefits and support, including access to thousands of e-journals, use of the library, a UCL-branded email for life and UCL Careers services for up to three years. Stay connected through reunions, international networks, and interest-based groups. UCL students and alumni can also take advantage of UCL's lifelong learning opportunities

through UCL Connect, our professional development programme of panel events, workshops, and resources such as blogs, case studies and podcasts.

**Further information:**

- [UCL Alumni](#)

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.



## 26 Appendix 1- Course Committee Members

MSc Clinical Neuroscience	MSc Dementia- Neuroscience
Rohan de Silva Adrian Isaacs Jennifer Pocock Tom Warner Selina Wray Elizabeth Fisher Helene Plun-Favreau Caroline Selai Nick Ward Kenneth Smith Núria Setó-Salvia Sven Bestmann Valeria Iodice Eileen Joyce Patricia Limousin Ludvic Zrinzo Gareth Barnes Rick Adams Gabriele Lignani Joan Liu Charlie Arber Rina Bandopadhyay Amanda Lam Saiful Islam Marion Mercier Kailash Bhatia Jalesh Panicker Christos Proukakis Gordon Plant	Sarah Aldous Rosella Abeti Stephanie Efthymiou Conceicao Bettencourt Matthew Gegg Kat Papadopoulou Sandra Fienko Catharina Zich Krill Volynski Vincent Magloire  Micol Falabella Imran Noorani  Huw Morris Richard Sylvester Rimona Weil Marc Busche Selina Wray Tammaryn Lashley Gary Price Dave Thomas Jo Barnes Jason Warren Chris Hardy Teresa Niccoli Jen Agustus Christina Toomey Philip Weston Dr Ariana Gatt Dr Sao Bettencourt Dr Charlie Arber
MSc Advanced Neuroimaging	MSc Clinical Neuroscience: Neuromuscular Disease
Tarek Yousry John Thornton Adam Liston Steffi Thust Indran Davagnanam David Thomas Louis Lemieux Xavier Golay Stephen Wastling	Jasper Morrow Matilde Laura Roope Mannikko Rob Pitceathly Linda Greensmith Pedro Machado Pietro Fratta Silvia Torelli Federico Montanaro
MSc Brain and Mind Sciences	MSc/Diploma/ Certificate Clinical Neurology via Distance Learning
Dr James Kilner (Course Director) Dr Caroline Selai (Course Director) Dr Maria Chait (Course Director) Prof Ann Lohof Dr Andrea Dumoulin Dr Barney Bryson	Dr Caroline Selai Prof Alexander Leff Dr Tabish Saifee Dr Hector Garcia-Moreno Dr Amit Batla (Co-Course Director) Dr Declan Chard Dr Tim Young (Co-Course Director) Dr Salman Haider Mr Ciaran Hill
MSc Clinical Neuroscience: Stroke Medicine Committee	MRes Translational Neuroscience
David Werring Suman Gill Robert Simister Rupert Oliver Richard Perry Alex Leff Rachel Farrell	Vincenzo Libri Caroline Selai Ed Wild Elizabeth Fisher Christos Proukakis Beate Diehl Sao Bettencourt Matt Appleby Nik Sharma Ros Quinlivan Pedro Machado

	Andrea Malaspina Suzanne Reeves Rimona Weil Huw Morris Ahmed Toosy Michael Zandi James Sleigh Marc Busche Kirill Volynski
MRes Neurosurgery	
Hani Marcus Mo Kamel Rob Brownstone Ludvic Zrinzo David Choi Ciaran Hill Imran Noorani Harith Akram Ammar Natalwala Anand Pandit Linda D'Antona Danyal Khan John Hanrahan	

# 27 Appendix 2 Marking Criteria and Marksheets

## 27.1 Essay Marking

It is important that the candidates receive feedback on their performance. Please give in the 'Comments' column specific examples of how each criterion has or has not been met and how the candidate could improve for future assignments. Please include a score for each criterion and an overall total score.

Criteria	Fail	Pass	Merit	Distinction	Clear Distinction	Comments and score
<b>Knowledge of subject to answer question</b>	Question <b>not sufficiently</b> answered; notable omissions or inaccuracies. [ 0 -19 Marks]	Demonstrates <b>sufficient</b> knowledge to largely answer question, but some omissions. [ 20 – 23 Marks]	Demonstrates <b>good</b> knowledge to answer question well. [ 24 – 27 Marks]	Demonstrates an excellent and <b>comprehensive</b> knowledge to answer question very well. [ 28 – 31 Marks]	Demonstrates an <b>outstanding</b> knowledge to answer question fully. [32 – 40 Marks]	_____ / 40
<b>Critical appraisal</b>	Demonstrates <b>little or no</b> understanding of relevance within the wider field. [ 0 - 9 Marks]	Demonstrates evidence of <b>sufficient</b> understanding and relevance within the wider field. [ 10 – 11 Marks]	Demonstrates <b>good</b> understanding and critique of the wider science and significance. [ 12 – 13 Marks]	Demonstrates <b>excellent</b> understanding and critique of scientific concepts, research questions in the wider field. [ 14 – 15 Marks]	Demonstrates <b>outstanding</b> understanding and critique of the wider field, its current questions and significance. [16 – 20 Marks]	_____ / 20
<b>Synthesis</b>	Very <b>little</b> synthesis of information and lacks evidence of own thought in the writing. [ 0 - 9 Marks]	<b>Sufficient</b> synthesis of information and some evidence of own thought in the writing. [ 10 – 11 Marks]	<b>Good</b> synthesis of information and reasoning behind own conclusions. [ 12 – 13 Marks]	<b>Excellent</b> synthesis of information and reasoning behind own conclusions. [ 14 – 15 Marks]	<b>Outstanding</b> synthesis of information and reasoning behind own conclusions. [16 – 20 Marks]	_____ / 20
<b>Quality of academic writing: Structure Use of discipline specific language</b>	Structure is <b>unclear</b> . Sentences difficult to understand. Use of incorrect or inaccurate terminologies. [ 0 - 9 Marks]	<b>Sufficiently well</b> presented and structured. Some sentences are difficult to understand but overall logical writing. Clear use of terminologies. [ 10 – 11 Marks]	Work has <b>good</b> logical structure. Writing is clearly understandable. Good use of terminologies. [ 12 – 13 Marks]	<b>Excellent</b> structured. Writing is clearly understandable. Excellent use of terminologies. [ 14 – 15 Marks]	<b>Outstanding</b> quality of writing that goes beyond Distinction standard. [16 – 20 Marks]	_____ / 20
				<50% 50-59% 60-69% 70-79% 80%+	Fail Pass Merit Distinction Clear Distinction	<b>Total score: _____ / 100</b>
List at least two strengths in the assignment				List at least two key opportunities for improvement		
•  •				•  •		

## 27.2 Library Project

It is important that the candidates receive feedback on their performance. Please give in the 'Comments' column specific examples of how each criterion has or has not been met and how the candidate could improve for future assignments. Please include a score for each criterion and an overall total score.

Criteria	Fail [ 0-9 Marks]	Pass [ 10-11 Marks]	Merit [ 12-13 Marks]	Distinction [ 14-15 Marks]	Clear Distinction [ 16-20 Marks]	Comments and score	
Knowledge related to the topic	Topic <b>not sufficiently</b> covered, with notable omissions or inaccuracies.	Demonstrates <b>sufficient</b> knowledge of the topic, but some omissions.	Demonstrates <b>good</b> knowledge of the topic.	Demonstrates an <b>excellent</b> and comprehensive knowledge of the topic.	Demonstrates an <b>outstanding</b> knowledge of the topic.	----- / 20	
Search methods	Literature search methods not clearly described. Inclusion/exclusion criteria unclear.	Literature search methods clearly described. Inclusion/exclusion criteria defined, even if not fully clear.	Literature search methods clearly described. Inclusion/exclusion criteria clear.	Literature search methods clearly described in detail. Inclusion/exclusion criteria clear and well-reasoned.	Literature search methods clearly described in detail and limitations discussed. Inclusion/exclusion criteria clear and well-reasoned.	----- / 20	
Critical appraisal	<b>Limited</b> critique and evaluation of evidence (e.g. states findings as facts).	<b>Sufficient</b> critique and evaluation of evidence and/or theories.	<b>Good</b> , relevant critique and evaluation of evidence and/or theories, including relevance to the wider field.	<b>Excellent</b> , relevant critique, evaluation of evidence and/or theories, including relevance to the wider field.	<b>Outstanding</b> critique and evaluation of evidence and/or theories, including relevance to the wider field.	----- / 20	
Synthesis	Reports individual studies but shows <b>limited</b> synthesis of information and lacks evidence of own thought in the writing.	<b>Sufficient</b> synthesis of reported information and some evidence of own thought in the writing.	<b>Good</b> synthesis of reported information and reasoning and referencing of own conclusions.	<b>Excellent</b> synthesis of reported information and reasoning and referencing of own conclusions.	<b>Outstanding</b> synthesis of reported information and reasoning and referencing of own conclusions.	----- / 20	
Quality of academic writing: Structure, use of discipline specific language and referencing	Structure is <b>unclear</b> . Sentences difficult to understand with inaccurate terminologies. Inconsistent or inaccurate referencing.	<b>Sufficiently well</b> structured. Writing is largely coherent. Mostly correct use of terminologies. Sufficiently consistent and accurate referencing.	Work has <b>good</b> logical structure. Writing is coherent. Good use of terminologies. Consistent and accurate referencing.	<b>Excellent</b> structured. Writing is coherent and engaging. Correct use of terminologies. Consistent and accurate referencing.	<b>Outstanding</b> quality of writing that goes beyond Distinction standard. Correct use of terminologies. Consistent and accurate referencing.	----- / 20	
					<50% 50-59% 60-69% 70-79% 80%+	Fail Pass Merit Distinction Clear Distinction	<b>Total score: _____ / 100</b>
List at least two strengths in the assignment:				List at least two key opportunities for improvement:			
<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>				<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>			

## 27.3 Research Project (Data Driven)

Criteria	Fail [ 0 -9 Marks]	Pass [ 10-11 Marks]	Merit [ 12-13 Marks]	Distinction [ 14-15 Marks]	Clear Distinction [ 16-20 Marks]	Comments and score
<b>Scientific background (including hypotheses / aims)</b>	Relevant background literature of project <b>not sufficiently</b> covered. Hypothesis/ aims not stated.	<b>Sufficient</b> description of background literature, but some omissions. Hypothesis/aims formulated but not clear or justified.	<b>Good</b> description of relevant background literature. Hypothesis/aims clearly stated and justified.	<b>Excellent</b> and comprehensive description of relevant background literature. Hypothesis / aims clearly stated and justified.	<b>Outstanding</b> description of relevant background literature ( <i>judiciously balanced</i> ). Hypothesis / aims clearly stated and justified.	----- / 20
<b>Research Methods</b>	Research methods and data analyses not appropriate and/or not clearly described or reproducible.	Research methods and data analyses mostly clear and appropriate, however not clearly reproducible or well-reasoned.	Research methods and data analyses appropriate, described clearly and reproducibly, and conducted well.	Research methods and data analyses appropriate, well-reasoned, described comprehensively and reproducibly, and conducted well.	Research methods and data analyses appropriate, well-reasoned, described comprehensively and reproducibly, and conducted well. Limitations discussed.	----- / 20
<b>Results reporting</b>	Results <b>not clearly</b> reported and not supported by appropriate graphs, figures &/or tables.	<b>Sufficient</b> reporting of results and attempts to integrate appropriate graphs, tables and figures. May have a few inconsistencies.	<b>Good</b> reporting of results, including clear and logical description, and integration with appropriate graphs, tables & figures.	<b>Excellent</b> reporting of results, including coherent and logical description with integration of clear and appropriate graphs, tables & figures.	<b>Outstanding</b> reporting of results, that goes beyond Distinction standard (e.g. <i>quality of reporting seen in published articles</i> ).	----- / 20
<b>Discussion &amp; critical analysis</b>	Demonstrates <b>limited</b> discussion or critique of reported results. Little evidence of generating own conclusions.	<b>Sufficient</b> discussion and critique of reported results. Some evidence of generating own conclusions.	<b>Good</b> discussion and critique of reported results, relating them to the wider field. Good reasoning and referencing of own conclusions.	<b>Excellent</b> discussion and critique of reported results, relating it to the wider field. Excellent reasoning and referencing of own conclusions. Limitations and next steps discussed.	<b>Outstanding</b> discussion and critique of reported results, relating them to the wider field. Outstanding reasoning and referencing of own conclusions. Limitations and future research direction considered.	----- / 20
<b>Quality of writing: Structure Use of discipline specific language Referencing</b>	Structure is <b>unclear</b> . Sentences difficult to understand with inaccurate terminologies. Inconsistent or inaccurate referencing.	<b>Sufficiently well</b> structured. Writing is largely coherent. Mostly correct use of terminologies. Sufficiently consistent and accurate referencing.	Work has <b>good</b> logical structure. Writing is coherent. Correct use of terminologies. Consistent and accurate referencing.	<b>Excellently</b> structured. Writing is coherent and engaging. Correct use of terminologies. Consistent and accurate referencing.	<b>Outstanding</b> quality of writing that goes beyond Distinction standard. Correct use of terminologies. Consistent and accurate referencing.	----- / 20
				<50% 50-59% 60-69% 70-79% 80%+	Fail Pass Merit Distinction Clear Distinction	<b>Total score: _____ / 100</b>
List at least two strengths in the assignment				List at least two key opportunities for improvement		

<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
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## 27.4 Research Project (Systematic Review)

Criteria	Fail [ 0 -9 Marks]	Pass [ 10-11 Marks]	Merit [ 12-13 Marks]	Distinction [ 14-15 Marks]	Clear Distinction [ 16-20 Marks]	Comments and score	
<b>Knowledge related to the topic</b>	Topic <b>not sufficiently</b> covered, with notable omissions or inaccuracies.	Demonstrates <b>sufficient</b> knowledge of the topic, but some omissions.	Demonstrates <b>good</b> knowledge of the topic.	Demonstrates an <b>excellent</b> and comprehensive knowledge of the topic.	Demonstrates an <b>outstanding</b> knowledge of the topic.	-----/ 20	
<b>Search Methods</b>	Research question not clearly stated. Methods for literature search, data reporting and quality assessment are unclear or inappropriate.	Research question clearly stated. Methods for literature search (e.g. PRISMA flow diagram), data reporting and quality assessment are mostly clear and appropriate.	Research question clearly stated. Methods for literature search (e.g. PRISMA flow diagram), data reporting and quality assessment are clear, appropriate and detailed.	Research question clearly stated. Methods for literature search (e.g. PRISMA flow diagram), data reporting and quality assessment are clear, appropriate, detailed and well-reasoned.	Research question clearly stated. Methods for literature search (e.g. PRISMA flow diagram), data reporting and quality assessment are clear, appropriate, detailed and well-reasoned. Limitations discussed.	----- / 20	
<b>Critical appraisal</b>	<b>Limited</b> critique and evaluation of evidence (e.g. states findings as facts).	<b>Sufficient</b> critique and evaluation of evidence and/or theories.	<b>Good</b> , relevant critique and systematic evaluation of evidence and/or theories.	<b>Excellent</b> , relevant critique and systematic evaluation of evidence and/or theories.	<b>Outstanding</b> critique and systematic evaluation of evidence and/or theories.	----- / 20	
<b>Synthesis</b>	Reports individual studies but shows <b>limited</b> synthesis of information and lacks evidence of own thought in the writing.	<b>Sufficient</b> synthesis of reported information and some evidence of attempts to demonstrate own thought in the writing.	<b>Good</b> synthesis of reported information, relating it to the wider field. <b>Good</b> reasoning and referencing of own conclusions.	<b>Excellent</b> synthesis of reported information, relating it to the wider field. <b>Excellent</b> reasoning and referencing of own conclusions.	<b>Outstanding</b> synthesis of reported information, relating to the wider field. <b>Outstanding</b> reasoning and referencing of own conclusions.	----- / 20	
<b>Quality of writing: Structure, use of discipline specific language and referencing</b>	Structure is <b>unclear</b> . Sentences difficult to understand with inaccurate terminologies. Inconsistent or inaccurate referencing.	<b>Sufficiently well</b> structured. Writing is largely coherent. Mostly correct use of terminologies. Sufficiently consistent and accurate referencing.	Work has <b>good</b> logical structure. Writing is coherent. Correct use of terminologies. Consistent and accurate referencing.	<b>Excellent</b> ly structured. Writing is coherent and engaging. Correct use of terminologies. Consistent and accurate referencing.	<b>Outstanding</b> quality of writing that goes beyond Distinction standard. Correct use of terminologies. Consistent and accurate referencing.	----- / 20	
					<50% 50-59% 60-69% 70-79% 80%+	Fail Pass Merit Distinction Clear Distinction	<b>Total score: _____ / 100</b>
List at least two strengths in the assignment			List at least two key opportunities for improvement				

<ul style="list-style-type: none"><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>
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