MSc Cancer & Molecular and Cellular Biology

Programme Handbook 2017-18

Programme Director: Dr Richard Grose

Student Name:
This handbook should be used together with the Academic Regulations and arcs.qmul.ac.uk/students. This handbook provides information specific to Barts Cancer Institute, while arcs.qmul.ac.uk/students gives information common to all students at Queen Mary. The Academic Regulations provide detailed information on progression, award and classification requirements.

Nothing in this handbook overrides the Academic Regulations, which always take precedence.

The Academic Regulations are available online at:
www.arcs.qmul.ac.uk

This handbook is available in large print format. If you would like a large print copy, or if you have other requirements for the handbook, please contact the BCI Teaching Office, bci-cancercourses@qmul.ac.uk.

The information in this handbook is correct as of September 2017. In the unlikely event of substantial amendments to the material, Barts Cancer Institute will inform you of the changes.

QMUL cannot accept responsibility for the accuracy or reliability of information given in third party publications or websites referred to in this handbook.
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Programme Director’s Welcome

It is my pleasure to welcome you to the MSc Cancer & Molecular and Cellular Biology programme at Barts Cancer Institute. By enrolling in our MSc programme, you are now part of one the UK’s top Cancer Research Institutes. Formed in 2003, we have grown to 300 staff, split into 6 research centres, and have approximately 100 PhD students and 80 MSc students, so you are part of a large family of cancer researchers. We are a Cancer Research UK Centre of Excellence, with close links to Barts Cancer Centre. Furthermore, we are part of QMUL, a member of the prestigious Russell Group. All this means we can attract top clinicians and scientists to work together in translational research projects, and provides the expertise that allows us to run this course. Since our MSc courses began in 2007, our non-clinical graduates have gone on to undertake PhDs, read Medicine, work on clinical trials and many other things, while several clinical graduates have entered specialist training posts in Oncology.

As you will see from the course guide, the major access point to course materials is via our virtual learning environment, QMplus – and it is by logging on here that you will find all the information needed to help you through the course. The full MSc course is comprised of 180 credits, 120 coming from taught modules and 60 from a research project. Taught modules are worth different numbers of credits, based on their time commitment. Some are compulsory and others are optional. I encourage you to read the module guides in detail and contact the module leaders if you have questions before making your choices. 15 credits represents 150 hours of study – 30 hours contact time in lectures or practicals and 120 hours of self-directed study (reading/assignments/revision). This means you need to be well organised and disciplined throughout, as it is tough to catch up if you fall behind with deadlines.

Lectures run from September to December and January to March, with exams at the beginning of January and April. Modules are assessed in a variety of ways – both written and oral. For most modules, coursework counts for 40% of the overall module mark and exams count for 60%. To help you get an idea of the level we expect, we will set short pieces of written work early in the first couple of weeks. This is purely for formative feedback purposes – the marks do not count towards your MSc, but give you a chance to learn the standard that we expect you to reach. You will get other summative written assignments throughout the semesters. As well as that, you will need to design and present posters, give presentations and answer questions. These are all conducted via Skype for distance learning students.

The research project runs from May-July each year, either onsite in one of the BCI labs, or at your workplace if you are studying remotely. For many students, the chance to undertake a 12 week project in a state-of-the-art research environment is the highlight of the year. Having learned the essential laboratory techniques during the Research Methods and Research Lab Skills modules, you will be able to hit the ground running. Project assessment comprises a 5,000 word thesis, an oral presentation and a supervisor report. Part time students can discuss the most appropriate timing for their projects with me – we endeavour to make things as flexible as possible, while remaining aware of any progression hurdles that must be passed.
We have a staff student liaison committee, comprised of students from all our MSc courses, including a distance learning representative, and this is a key forum for raising concerns or asking questions. I would also encourage you to make use of the online discussion forum, which allows students to post questions, discuss problems and generally communicate with each other and with the academic staff. The teaching office monitors this regularly and will ensure that queries or concerns are passed on to the correct people. I am also happy to discuss things in person or by Skype, phone or email.

If you have any queries or problems then let us know as soon as possible. I hope you enjoy the course; work hard and I am sure you will do well.

Dr Richard Grose
Programme Director
Academic Calendar

2017

20 September          Induction and Enrolment
25 September – 15 December  Semester 1
6 – 10 November        Reading Week  
                        (not for Research Methods & Research Lab Skills)
22 December – 2 January  QMUL Christmas Closure period

2018

2 – 8 January            Semester 1 examinations
9 January – 16 March      Semester 2
30 March -2 April        QMUL Easter Closure Period
3 April – 13 April       Semester 2 examinations (provisional)
2 May – 10 August        Semester 3: Lab Project/Dissertation (provisional)
7 May                    Bank Holiday – University closed
28 May                   Bank Holiday – University closed
23 July                  Publication of Diploma classifications
1 – 10 August           Resit examinations
31 October              Publication of confirmed lab project/dissertation results  
                        and MSc classifications
December                Graduation ceremony (exact date TBC)
## Teaching Timetable

### Full Time 2017-18

<table>
<thead>
<tr>
<th>Semester</th>
<th>Day</th>
<th>Time</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wednesday</td>
<td>9:00 - 18:00</td>
<td>Research Methods &amp; Research Lab Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Check module guide for exact timetable)</td>
</tr>
<tr>
<td></td>
<td>Thursday</td>
<td>9:00 - 12:00</td>
<td>Cancer Biology (DWLT)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13:30 - 16:30</td>
<td>Cancer Pharmacology (DWLT)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16:30 - 18:00</td>
<td>Pathology of Cancer (DWLT)</td>
</tr>
<tr>
<td>2</td>
<td>Tuesday</td>
<td>12:00 - 13:30</td>
<td>Cancer Prevention &amp; Screening (elective)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(DWLT)</td>
</tr>
<tr>
<td></td>
<td>Wednesday</td>
<td>9:00 - 12:00</td>
<td>Molecular Diagnostic &amp; Therapeutics (G02)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13:00 - 14:30</td>
<td>Genomic Approaches to Cancer (G05)</td>
</tr>
<tr>
<td></td>
<td>Thursday</td>
<td>09:00 - 12:00</td>
<td>Biological Therapies (G05)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13:30 - 15:00</td>
<td>Drug Development (G06)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15:30 - 17:00</td>
<td>Paediatric &amp; Adolescent Oncology (elective)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(G06)</td>
</tr>
<tr>
<td>3</td>
<td>Full Time</td>
<td></td>
<td>Lab Project</td>
</tr>
</tbody>
</table>

### Notes
- Check the module guide for the exact timetable.
- DWLT: Dow Lab of Teaching.
- G02, G05, G06: Lectorate numbers.
### Part Time Year 1 (2017-18)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Day</th>
<th>Time</th>
<th>Module</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Thursday</td>
<td>9:00 - 12:00</td>
<td>Cancer Biology (DWLT)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13:30 - 16:30</td>
<td>Cancer Pharmacology (DWLT)</td>
</tr>
<tr>
<td></td>
<td>Tuesday</td>
<td>12:00 - 13:30</td>
<td>Cancer Prevention &amp; Screening (elective) (DWLT)</td>
</tr>
<tr>
<td></td>
<td>Wednesday</td>
<td>9:00 - 12:00</td>
<td>Molecular Diagnostics &amp; Therapeutics (G02)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13:00 - 14:30</td>
<td>Genomic Approaches to Cancer (G05)</td>
</tr>
<tr>
<td></td>
<td>Thursday</td>
<td>15:30 - 17:00</td>
<td>Paediatric &amp; Adolescent Oncology (elective) (G06)</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Part Time</td>
<td></td>
<td>Lab Project (With Programme Director’s Approval)</td>
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</table>

### Part Time Year 2 (2016-17)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Day</th>
<th>Time</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wednesday</td>
<td>9:00 - 18:00</td>
<td>Research Methods &amp; Research Lab Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Check module guide for timetable)</td>
</tr>
<tr>
<td></td>
<td>Thursday</td>
<td>16:30 - 18:00</td>
<td>Pathology of Cancer (DWLT)</td>
</tr>
<tr>
<td>2</td>
<td>Thursday</td>
<td>9:00 - 12:00</td>
<td>Biological Therapies (G05)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13:30 - 15:00</td>
<td>Drug Development (G06)</td>
</tr>
<tr>
<td>3</td>
<td>Part Time/Full Time</td>
<td></td>
<td>Lab Project</td>
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Contact Details

Barts Cancer Institute is located at QMUL’s Charterhouse Square campus. For all enquiries please contact the Teaching Office.

Address: BCI – Teaching Office
Joseph Rotblat Building
Charterhouse Square
London, EC1M 6BQ

Tel: +44 (0)20 7882 3847
+44 (0)20 7882 3491
+44 (0)20 7882 2081

Fax: +44 (0)20 7882 3888

E-mail: bci-cancercourses@qmul.ac.uk

Opening Hours: Mon – Fri, 09:00 – 17:00

Campus maps are available online at: http://www.qmul.ac.uk/about/howtofindus/

Please note, all QMUL sites are non-smoking areas.

Key Staff Contacts

Administrative Staff

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>E-mail</th>
<th>Extension*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Administrator</td>
<td>Eleanor Smith</td>
<td><a href="mailto:eleanor.smith@qmul.ac.uk">eleanor.smith@qmul.ac.uk</a></td>
<td>3491</td>
</tr>
<tr>
<td>Teaching Office Administrator</td>
<td>Siobhan Grandis</td>
<td><a href="mailto:s.grandis@qmul.ac.uk">s.grandis@qmul.ac.uk</a></td>
<td>3847</td>
</tr>
<tr>
<td>Academic Co-ordinator</td>
<td>Olivia Cooper</td>
<td><a href="mailto:o.cooper@qmul.ac.uk">o.cooper@qmul.ac.uk</a></td>
<td>2081</td>
</tr>
</tbody>
</table>

Academic Staff

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>E-mail</th>
<th>Extension*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme Director</td>
<td>Dr Richard Grose</td>
<td><a href="mailto:r.p.grose@qmul.ac.uk">r.p.grose@qmul.ac.uk</a></td>
<td>3574</td>
</tr>
<tr>
<td>Director of Graduate Studies</td>
<td>Prof John Marshall</td>
<td><a href="mailto:j.f.marshall@qmul.ac.uk">j.f.marshall@qmul.ac.uk</a></td>
<td>3580</td>
</tr>
</tbody>
</table>

*All telephone numbers follow the format +44 (0)20 7882 ****(4-digit extension)

For a list of all Barts Cancer Institute staff members please see http://www.bci.qmul.ac.uk/staff
Facilities

Student Computer Room

G13 in the Joseph Rotblat Building is a computer lab specifically for BCI students. There are 11 PCs and a printer.

Lockers

There are a limited number of lockers available to BCI students. These are located in the corridor between the Joseph Rotblat Building and the computer lab.

Lockers are available for £10 (£5 of which is refundable on return of your locker key).

Online Materials

MySIS (https://mysis.qmul.ac.uk) is the University’s Student Information System. This contains your personal and programme details, including any confirmed results

QMplus (http://qmplus.qmul.ac.uk) is the University’s virtual learning platform. All teaching materials and recordings of lectures will be available to you here

my.qmul (http://my.qmul.ac.uk/) provides general QMUL wide information for students

ARCS (http://www.arcs.qmul.ac.uk/students) provides details of QMUL policies, guidelines and student support services available

BCI website (http://www.bci.qmul.ac.uk) is the Institute’s website and provides information about our research and opportunities

QMUL app (downloadable to your phone/tablet) provides links to MySIS, QMplus, your student e-mail, campus maps, relevant news feeds etc.

Printer credit (https://i-pay.library.qmul.ac.uk/webcentre/) Top up credit online
General Information

Communications

QMUL will communicate with you in a variety of ways. Formal correspondence will be sent to you by electronic letter, and it is important that you keep your personal details and address up to date on MySIS.

It is most common for BCI, QMUL and the Students' Union to contact you by your QMUL e-mail. You are assigned a university e-mail address when you enrol, and you are responsible for checking this account on a daily basis. All major notifications and updates will be sent to you by email first.

You can access your email account by logging onto a QMUL computer, or, if you are not on campus, at: http://mail.qmul.ac.uk.

Mentors and support staff

You will be provided with a list of MSc mentors. Personal tutors are not assigned as each tutor works in a different area and you may wish to approach multiple mentors dependent on your circumstances. Mentors are available to offer guidance and advice for non-course related issues.

For all questions relating to the content of a module or lecture please contact the module leader. Contact details are available in the relevant module guide.

Teaching Office staff and the Programme Director are also available to help with any course related queries or to discuss any problems that may impact on your studies.

Safety and Emergencies

You should familiarise yourself with emergency procedures for all areas in which you work, noting the location of emergency exits, assembly points and equipment. In case of a fire, immediately leave the building by the nearest exit point. Do not use the lifts. Fire action notices are displayed in corridors and by fire escapes.

In an emergency, dial 3333 from any internal phone and clearly state the nature and location of the problem, your name, and the number you are calling from (if known). If there is no internal phone available, call 999 and follow the normal procedure. You should ensure that corridors and doorways are not obstructed and that firefighting equipment is not removed from its station.

First aid assistance for minor accidents can be obtained by dialling 3333 from an internal phone, or 020 7882 3333 from any other telephone.

The fire evacuation meeting point at Charterhouse Square is the green in the centre of the campus.

Posters displaying information about First Aiders and Fire Marshals are located in all BCI areas.
Conduct

The Code of Student Discipline can be found here: http://www.arcs.qmul.ac.uk/students/student-appeals/Misconduct/110420.html

The Code of Student Discipline applies to any action of misconduct whether it takes place on or off QMUL premises. The Code also applies to actions that are electronic and occur via electronic means such as the internet, email, social media, or other communication technology such as mobile phones.

Personal Information and Data Protection

During application and at enrolment/re-enrolment you provide us with personal information about yourself such as relevant addresses and information about your background, which is held in systems such as MySIS and you give QMUL consent to process this. It’s important that you ensure this information is accurate and keep it up to date. Throughout your studies (or after you graduate) you may also provide, or we may collect, other personal information and you should be aware that this also includes any work you submit for assessment in the course of your studies. Tutors may occasionally use anonymised student essays (or portions from them) as part of the teaching process. We hope you will be willing to support your fellow students by allowing this, but you may opt out by contacting the BCI Teaching Office. Other markers of engagement are monitored to help support students.

We ensure that all personal data is held securely and not disclosed to third parties without your consent, unless we are obliged to do so by law - for example the annual student record that we submit to the Higher Education Statistics Agency - or other conditions allow. When you graduate, your details will be transferred to our Alumni database so that we can stay in touch with you in the future.

HESA requires us to collect details of our students’ ethnicities and disabilities as a means of monitoring the success of equal opportunities policies at a national level. This information is kept confidential and helps us to provide you with support and information on facilities and services that may be useful.

When you enrol or re-enrol online you will be asked to read a declaration about the purposes for which we use your personal data and to whom we may disclose it when required. You must read this declaration carefully. All personal data is maintained in accordance with the Data Protection Act 1998. For more information, visit: http://www.arcs.qmul.ac.uk/governance/information-governance/index.html

Updating your Personal Details

It is important that QMUL has up to date personal details for all students. You will be able to update your address and contact details online using MySIS, however a change in name must be done in person at the Mile End Student Enquiry Centre with accompanying identification. You can find out more information on the Student Enquiry Centre website: http://www.arcs.qmul.ac.uk/students/mysis-record/index.html
QMUL ID Card

You will receive a QMUL photo-identity (ID) card upon enrolment. This card is very important, and must be carried at all times on campus. If you do not produce this card upon request and satisfy staff that it is your card through comparison of your face and the photograph, you may be removed from the building, or from campus. Misuse of your card will normally lead to an investigation under the Code of Student Discipline (http://www.arcs.qmul.ac.uk/students/student-appeals/Misconduct/index.html).

The card shows your student number. You must take your card into all examinations, and display it on your table for inspection. You will also need to copy the student number onto your examination paper.

The card also serves as your library card, and as an access card for certain buildings. Many buildings have security points at which you must show your card, and others require you to scan your card to release the doors.

It is vital that you keep your card safe and with you at all times on campus. If you lose your card, or if your card is stolen, you should contact the Student Enquiry Centre (http://www.arcs.qmul.ac.uk/students/sec/student-card/index.html), who will be able to help you. A fee is charged to replace lost ID Cards.

QMUL Charter

The QMUL Charter contains a list of expectations for both staff and students to help create a community which is mutually supportive and works to further knowledge creation and dissemination.

You can find further information at http://www.qmul.ac.uk/ourcommunity/.
Student Services

Student Enquiry Centre

The Student Enquiry Centre provides support to all Undergraduate and Postgraduate Taught students and can help with a wide variety of queries including replacement ID Cards and official letters.

They are located on the ground floor of the Queens’ Building, CB01, Mile End.

Contact
Student Enquiry Centre Online (accessed via MySIS - www.arcs.qmul.ac.uk/students/sec/SEC-online )
Email: studentenquiry@qmul.ac.uk
Telephone: 020 7882 5005
Twitter @QMULSEC https://twitter.com/QMULSEC

Bursaries, Grants and Scholarships

Student Loans

If you have applied for funds from Student Finance then you will receive the first instalment once you have enrolled fully for the academic year. If your payments do not arrive and you cannot remedy the problem with Student Finance yourself, please contact the Advice and Counselling Service for specialist support.

QMUL Financial Assistance Fund

If you have exceptional or unforeseen costs or you are in financial hardship you could be eligible for help from the Financial Assistance Fund. The fund is there to help any eligible student who has a particular financial need but we cannot meet every application we receive and we cannot always meet all of the costs that you might apply for. Full details, guidance and an application form can be found on our website- http://www.arcs.qmul.ac.uk/students/finances/bursaries-grants-scholarships/financial-assistance-fund/

Advice and Counselling Service

The Advice and Counselling Service offers confidential, professional support services to students. We are located on the ground floor of the Geography Building on the Mile End campus, and are open on weekdays throughout the year, including most vacations. Detailed information and advice is available on our website www.welfare.qmul.ac.uk

Welfare, Financial and Immigration Advice

Our Welfare Advisers can advise you on solutions and options relating to financial, legal and welfare issues. We can advise you about your rights and entitlements to different sources of funding and welfare support, and also offer an advocacy service if you need professional representation to remedy your difficulties e.g. if you need help dealing with Student Finance England or the UK Home Office. We provide specialist advice and support on all aspects of student finance (loans, grants, bursaries), hardship funds, welfare benefits and dealing with debt. We also offer preventative advice, on issues such as planning a budget and
maximising your income from a range of sources, to help you avoid problems emerging during your studies.

We also provide confidential advice on all student and Tier 4 related immigration issues. The Welfare Advisers in the Advice and Counselling Service are the staff at QMUL who are authorised by the UK government to offer immigration advice to our students. See our website [www.welfare.qmul.ac.uk](http://www.welfare.qmul.ac.uk) for information about immigration advice.

**Counselling**
Life inevitably has its ups and downs, and it is normal to sometimes feel a bit low or anxious. But at times, emotional and psychological issues can become more challenging, and may have a negative effect on your studies and well-being. Our Counsellors can help you to make sense of difficult experiences and feelings. If you are finding life difficult, the opportunity to think and talk reflectively about your difficulties can bring relief and meaningful changes.

The first step is meeting confidentially with one of our Counsellors to discuss what type of support might be most useful to you. This might be short term counselling, group therapy, cognitive behavioural therapy or a referral for longer term support or specialist services outside QMUL / in the NHS. For many students, just one or two sessions can really help. Our Counsellors are all highly experienced in working with students, and all types of issues.

**Contacting the Advice and Counselling Service**
We offer pre-booked appointments, as well as a limited number of same day first come first served appointments, Monday to Friday during the main university term times. For more information and contact details please visit the Advice and Counselling Service’s website. If you are on a placement, studying abroad, or find it difficult to get to Mile End, some services can be provided via telephone or email.

[www.welfare.qmul.ac.uk](http://www.welfare.qmul.ac.uk)
Telephone: 020 7882 8717
Email: via website online form

**Careers and Enterprise**
Looking for part-time work or an internship? Need help with your CV or a job interview? Want to find out about your options when you graduate? Thinking about starting a business?

The QM Careers and Enterprise Centre Team provides information, advice and employer events to help you get the best opportunities. We provide students with access to work experience, support with starting a business, employer networks and self-presentation skills for the recruitment process.

Students in every School are able to participate in a diverse careers programme. This might include in-curriculum lectures, lunchtime workshops, professional career options panels, 1-to-1 careers guidance, application feedback appointments and mock interviews. This is supported by a wealth of careers information online.

Get the latest news on social media, search jobs on our online jobs board, read our jobs blog or website for advice and insights and use our practice interviews and psychometric test software.
We host over 160 events per year, from alumni career option panels to CV and interview workshops and large scale recruitment fairs.

Our enterprise programme assists aspiring entrepreneurs and social entrepreneurs to set up their own businesses.

You can

- Book an appointment for one-to-one careers guidance. Book by phone (020 7 882 8533) or in person up to a week in advance, or drop by on the day – we may have appointments free.
- Find out more about the world of work from employers and former students at our careers events [http://www.careers.qmul.ac.uk/events/](http://www.careers.qmul.ac.uk/events/)
- Attend workshops on job applications, interviews, assessment centre techniques and a range of graduate skills – from leadership to commercial awareness.
- Find a range of part-time, and full time job vacancies on our website [www.careers.qmul.ac.uk/jobs](http://www.careers.qmul.ac.uk/jobs)

Use our work experience hub, where you can get placed into an internship, temporary work or local work experience placement [www.careers.qmul.ac.uk/qrecruit](http://www.careers.qmul.ac.uk/qrecruit)

**Disability and Dyslexia Service**

The university’s Disability and Dyslexia Service (DDS) offers advice, guidance and support for students with disabilities, including specific learning difficulties like dyslexia and dyspraxia, from application through to graduation. The range of support that the DDS is able to provide includes:

- Support and guidance in applying for the Disabled Student’s Allowance (DSA)
- Support for international disabled students
- Liaison with staff in QMUL’s Schools regarding ‘reasonable adjustments’
- Support in ensuring that course materials are fully accessible
- Screenings for students who think that they might have specific learning difficulties
- Referrals to assess whether or not a student has a specific learning difficulty
- Specialist one-to-one study skills support for students with dyslexia and other specific learning difficulties
- Specialist mentoring support for students with mental health difficulties and autism
- On-site DSA needs assessments
- Access to non-specialist human support, e.g. note-taking
- Access to assistive technology
- Guidance in accessing examination concessions such as additional time

**Faith at QMUL**

QMUL welcomes over 25,000 staff and students on its campuses in London and is committed to encouraging religious understanding, freedom of speech and open social interaction.

QMUL is proud of its diverse multicultural population. With a variety of faiths among staff and students, our facilities are designed to be places where people of all faiths are welcome to use the spaces for contemplation, reflection, meditation and worship.

Please, visit [Faith at QMUL](http://Faith at QMUL) for further information, including facilities and services, policies and guidelines and other useful information.
IT Services

Our services to support students range from email and internet access, to state-of-the-art teaching and learning facilities and high performance computing in support of research. There are a number of rooms around the campus that contain computers which students can use. You sign in using your QMUL username and password. In general, any computer you use will have all the applications that you need for your course available to you.

Your IT Account: Details of your QMUL username and password will be emailed to your personal address before you enrol.

The IT Service Desk is the first point of contact for all IT help, support and advice. You can call the Service Desk 24/7 on 020 7882 8888 or raise a ticket via the Self Service portal https://helpdesk.qmul.ac.uk/. Visit us in the Queens’ Building on the Mile End Campus. Our opening hours are Monday to Friday, 8am-6pm.

Find an available PC on campus: an interactive map showing which rooms have empty seats http://availability.stu.qmul.ac.uk/

Print, Copy, Scan: There are printers in the computer rooms and in the Library. The larger devices in the Library also offer copying and scanning facilities alongside printing. We also offer a wireless printing service. You are charged for printing and copying by clicks (one click = one side of paper). The cost of a single side is 4p but drops to 3.5p when you print double-sided.

The CopyShop: A quick, professional and cost-effective photocopying and printing service. We can print a range of items for you, including: Theses/Dissertations, Lecture notes, Posters and much more.

Wi-Fi: The wireless network you use to connect your devices is eduroam. Halls of residence are fully networked with Wi-Fi and a wired socket in each study bedroom. Access to e-mail, QMplus the online learning environment and other services relevant to your study at QMUL is available from the Internet as a whole.

Mobile app: QMUL’s mobile app is available as a native app for Android (version 2.3.3 or higher) and iOS (version 6.0 and above) devices. The app allows you to do a number of things on the move, including: check your course timetables, log into QMplus and your QMUL email, search for and renew library books directly from your phone.

Policies: The use of IT facilities is covered by College regulations prohibiting, among other things, software piracy and unauthorised computer use. IT Services policies are published here: http://www.its.qmul.ac.uk/governance/policies/index.html

The IT Services website contains information on a number of our services and includes a range of self-help guides http://www.its.qmul.ac.uk/support/index.html

Contact the IT Service Desk
Telephone: 020 7882 8888 (24/7)
Self Service: https://helpdesk.qmul.ac.uk/
IT Services on the web: www.its.qmul.ac.uk
Learning Development

Learning Development works in a number of ways with students at any level, undergraduate or postgraduate, from any subject discipline, to develop the skills and practices they need to become more effective in their academic work. Areas covered include writing for academic purposes, effective reading, presentation skills, time-management, critical thinking and avoiding plagiarism.

Writing & Study Guidance is offered by Learning Development Advisors in the form of one-to-one tutorials, workshops, drop-ins, retreats and downloadable resources. We also offer a programme of PhD writing development events. In addition, tutorials on writing are offered by the Royal Literary Fund (RLF) Fellows, who are hosted by Learning Development.

Writing & Study Guidance and RLF tutorials are based in the Library on the Mile End Campus. For more information on the range of services we offer, and to book a tutorial or workshop, check www.learningdevelopment.qmul.ac.uk.

Library

The Libraries at Queen Mary provide the study environments, resources and staff you need to support your learning during your time at the College. There are Libraries on each of the main Queen Mary campuses; at Mile End, Whitechapel and West Smithfield. The Mile End Library provides resources for all taught subjects, while the Whitechapel and West Smithfield Libraries are the specialist libraries for medicine and dentistry.

The Libraries contain wide-ranging collections of print books and journals and audio-visual resources. In addition, the Library provides access to over 16,000 online journals, 142 electronic databases and 12,000 e-books, all available on-line 24/7. These can be accessed from the networked PCs within the Library buildings, and also from your halls or home or anywhere else you have internet access. You will need to log-in with your Queen Mary Student Service account username and password, which you will get from IT Services when you enrol, to access our e-resources when off-campus.

There are dedicated help points across all our libraries, where trained staff can answer queries. However, our staff are also happy to help with any queries you may have at the point of need. For more complex enquiries about your subject or some of our services, you may be referred to a specialist in that area. In particular, the team of Liaison Librarians are most familiar with the resources for your subject – you will meet them during induction sessions and they can be contacted at any time during your studies.

Mile End

The ground floor of Mile End Library provides a modern environment where conversational learning is encouraged. There are clusters of networked PCs as well as wireless coverage and power points to every workspace, so you can use your laptop. The ground floor also houses the Teaching Collection, which contains the course reading list books most in demand by undergraduates, the Study Skills Collection, as well as the DVD collection and viewers. Also on the ground floor are the Learning Cafe, bookable study rooms, a seminar room and assistive technology room, as well as printing, scanning and photocopying facilities. The first and second floors of the building, containing the main book and journal collections, are silent study areas, mainly with individual study spaces. The first floor has additional bookable study rooms, a silent PC room and a range of training and consultation rooms, where tutorials and other training takes place. Finally, the second floor contains an Archives Reading Room, for consulting primary sources from the Archives, a Post Graduate
Taught Reading Room and a Research Reading Room. The East and West Hives, as well as Canalside provide an informal environment for group and social study, with more clusters of networked PCs.

Whitechapel
Whitechapel Library is based in the church of St Augustine with St Philip, just behind the Royal London Hospital. The Library has up to date course textbooks, as well as print journals, on the ground floor and in the basement. A large number of networked PCs are available throughout the Library, together with printing, photocopying and scanning facilities and wireless network access for laptops. The Library provides a range of study spaces from silent study to more informal areas, with group study facilities located in the recently refurbished basement area.

West Smithfield
West Smithfield Library, within the grounds of St Bartholomew's Hospital, is a traditional library, with the building and interior dating back to 1879. Course textbooks and journals are housed on the ground floor. There is silent study space, and a group study area. Networked Queen Mary PCs, Printing, photocopying, and scanning facilities are all available in the Library and study basement, as well as wireless network access for laptops.

Original primary resources are available in the Archives, which holds institutional and personal archives dating from the 18th Century to the present day. For more information, see the Archives website: http://www.library.qmul.ac.uk/archives. As an extension of the library collection, Queen Mary also funds access and borrowing rights for all students at Senate House Library, which has one of the largest arts, humanities and social science collections amongst UK university libraries.

Library opening hours
Mile End Library is usually open 24 hours a day, seven days a week before and during the main exam period. Details will be available on the library website.

Contacts
General:
Telephone: 020 7882 8800
Email: library@qmul.ac.uk
Website: www.library.qmul.ac.uk
Twitter: QMUL Library (@QMLibrary)

Medicine and Dentistry
Email: library-smd@qmul.ac.uk

Science and Engineering
Email: library-sande@qmul.ac.uk
Twitter: QMUL Lib Sci&Eng (@QMULLibSciEng)
Information about current research, developments and events within the disciplines of Science and Engineering.

S&E Library Update (@seqmullibupdate)
Sister feed to @QMULLibSciEng. Provides the latest news about your favourite databases and search tools.
Music at QMUL

Music is central to cultural provision at QMUL. Music at QMUL can help if you are interested in applying for music scholarships, joining an ensemble, taking up tuition or simply attending one of the many musical events organised by Dr Paul Edlin, Director of Music. Please, visit Music at QMUL for further information.

Residential Services

Residential Services incorporates:

Housing Services, based in the Housing Hub, Fielden House, Westfield Way at Mile End, deals with halls applications, room allocations, room transfer requests, summer accommodation, residential fees as well as providing a comprehensive alternative housing service.

There is a 24 hour Reception, based in France House, Westfield Way at Mile End, handling all enquiries relating to the management of residential accommodation, including reporting of repairs and cleaning issues.

Residential Support, also based in the Reception France House, provides support to halls residents, handles issues relating to discipline, pastoral care, social events and complaints.

If you are a resident in College accommodation you should consult the Residents’ Handbook for comprehensive information on all hall related issues, and contact details for the relevant section of Residential Services

Contact Housing Services
Telephone: 020 7882 6474
Email: residences@qmul.ac.uk

Contact Residential Support
Telephone: 020 7882 5064
Email: residential-support@qmul.ac.uk

www.residences.qmul.ac.uk

Student Health Service

The Student Health Service (SHS) is a free National Health Service (NHS) providing a wide range of services. Students living in QMUL accommodation at Mile End or Whitechapel and students living in the borough of Tower Hamlets (E1, E2, E3 and E14) are encouraged to register with the SHS (located on the Mile End campus in the Geography Building (number 28 on map). You can see a doctor or nurse there every weekday during term time. If you cannot register with the SHS, you can find your nearest doctor through the NHS website. QMUL students who are not registered patients may be able to use the service in certain circumstances. Please, visit SHS for further information.
Westfield Nursery

Westfield Nursery QMUL is based on the Mile End campus and provides full day care for up to 65 children per day aged three months to five years. The nursery prioritises students and staff at Queen Mary, but is also available to those outside QM. Practitioners are fully qualified and receive continuous professional training on early years practice.

It is open 48 weeks of the year, from 8.30 - 17.30 on weekdays. Early application is advised as demand is high and waiting time is usually six to twelve months. Please visit the Nursery webpage for more information and an application form.

Contact
Telephone: 020 7882 2782
Email: nursery@qmul.ac.uk
Web: www.nursery.qmul.ac.uk

Lost Property

If you have lost something at QM, please contact the Security Control Room at your campus. If the item has not been handed in, the Security Service will assist you in completing a lost property report that can be referred to by your insurance company if you need to make a claim. We will keep your contact details and a description of the lost property on file in case the item is handed in later. Please see www.security.qmul.ac.uk for more details. Your School/Institute may also have its own lost property store.

Parking on Campus

There are no parking facilities available for students unless you have special circumstances. Please contact Security Services if you think you have circumstances which require a permit at: www.security.qmul.ac.uk/Parking/ or at the Dawson Hall security office, Charterhouse Square

Smoking on Campus

Smoking is not allowed on QMUL campuses, other than in designated areas that are clearly signposted.
BCI Student Engagement Policy

Introduction

For the timely and effective administration of support, the Institute wishes to use the following markers of student engagement. This is to ensure that students are well supported and given every opportunity to progress with their studies and to achieve to their fullest potential whilst here.

Markers of Student Engagement

1.1 Attendance: All students are expected to attend scheduled taught sessions including lectures, practical classes, group work, workshops, tutorials, seminars, field work, computer lab sessions, problem-solving classes, exercise classes, lab sessions, project meetings, and other events which are associated with the modules for which they are registered as part of their programme of study. Registers will be taken for every class and it is the student’s responsibility to ensure they sign their name when they are present. Students who miss two lectures in a row will be asked to meet with their programme director to discuss this.

1.2 Coursework Submission: All students are expected to submit reports, exercises essays, and other pieces of coursework associated with each module for which they are registered as part of their programme of study, by the individually advertised deadlines and method of submission.

1.3 Participation in Formative Assessments: All students are expected to participate in a range of activities (with or without the allocation of marks) that help to inform teaching and learning during the learning process. Examples of such activities are subject related quizzes, or exercises linked to module materials on QMplus.

1.4 Marks from Summative Assessments: All students are expected to participate in a range of activities assessing the outcomes of a learning process. Provisional and/or confirmed marks allocated from such summative assessments e.g. weekly tests, coursework, and examinations, often contribute to the overall module grade and programme degree classification.

Action Following Identification of Students Who May Require Support

2.1 Actions by Schools are designed to support students to engage or re-engage with their study programme. The underpinning principles are that the School, once it has admitted a student to a programme of study, has a duty of care to that student, whilst in turn the student has a responsibility to engage with the available support. In such cases, support will be designed by the School around the needs of the individual student.

2.2 A student identified as approaching or falling below the minimum requirements of engagement set by their School will be contacted alerting them to this, outlining support mechanisms to deal with the issues that may be contributing to this.

2.3 Once a student is identified as in need of support in order to re-engage with their studies, they will be invited to a meeting with their Programme Director to discuss issues that might be affecting their studies, and for the provision of encouragement/ advice (with
possible referral to QMUL support services if necessary). The first port of call is the Teaching Office or Programme Director. In exceptional circumstances, a senior member of the School team, such as the Director of Graduate Studies, may be involved in this process.

2.4 The School will always try to help students who are experiencing problems, but we cannot do so if we are not kept informed of them. If there are factors making a student’s engagement with their programme difficult, it is essential that the student discusses these with their Programme Director, or an appropriate person in the School, at an early stage. This will give us the opportunity to intervene and provide the necessary support.

Absence Notification

If you are unable to attend a lecture or practical session you must inform the BCI Teaching Office as soon as possible. If you are absent for more than two lectures or practicals in a row you will be invited to meet with the Programme Director. Repeated absence of 5 lectures in a row without valid justification will result in withdrawal from the module.

Interruption and Withdrawal of Studies

Information on interruption & withdrawal of studies, including links to the relevant forms, can be found here:
http://www.arcs.qmul.ac.uk/students/study/interrupting/index.html
http://www.arcs.qmul.ac.uk/students/study/withdrawing/index.html

If you wish to interrupt or withdraw it is recommended that you discuss this with the BCI Teaching Office or your Programme Director in the first instance. All forms should be submitted via the BCI Teaching Office for Department signature.

Please note that the deadline for submission of both forms to Registry is 24 April 2018. Please allow time for department signature ahead of this deadline.

Religious observance and study

QMUL is a diverse community of over 25,000 students and staff. With a variety of faiths and beliefs represented on campus, we are committed to tolerance, understanding and co-operation, as well as to ensuring as far as possible that our policies are consistent across all needs. Many religions and beliefs require their members to pray at specific times during the day, or have special festivals or spiritual observance days. We recognise therefore that students at QMUL often strike a balance between their educational and religious commitments.

One of QMUL’s fundamental aims is to provide an education that is judged internationally to be of the highest quality. It would be both impractical and inconsistent with our aims as a university to suspend teaching for reasons of religious observance, but we will accommodate students’ religious commitments where we reasonably can do so. This may include providing learning materials (potentially including QReview recordings) online and permitting students to attend classes at different times where there is availability.

Students are expected to stay engaged and up-to-date with their studies throughout their time at QMUL. Schools and institutes should make their expectations for attendance and submission of coursework clear to students at the beginning of their studies, and students should inform themselves beforehand about the potential implications of missing learning
and teaching activities. Students must also inform their school or institute beforehand if they intend to miss any teaching. We will take religious commitments into reasonable account when reviewing students’ attendance, but we expect students to plan their studies so that they can submit coursework on time.

The following procedures apply in the event that a special festival or spiritual observance day would result in absence from a scheduled assessment.

• In the case of an in-class test, students may request permission in advance from their Head of School or Institute to be absent on that occasion. The Head of School or Institute will consider whether reasonable adjustments can be made, for example by permitting late submission or rearranging the test. It is important to submit requests well in advance, in case reasonable adjustments cannot be made.

• Students may notify QMUL of any special festivals or spiritual observance days that fall during formal examination periods by submitting the relevant form by the deadline specified in the Academic Calendar. We will accommodate such requests where we reasonably can do so. We are not able to make allowances for routine religious observance during formal examination periods.

Deregistration

Module Deregistration

Should you not meet module requirements for attendance or for submission of coursework, you may be deregistered from the module. You will be given warnings before deregistration occurs, and you will have the right to represent your case to BCI. Deregistration from modules may lead to deregistration from your programme of study.

Tuition Fee deregistration

When you enrol or re-enrol at the start of each academic year you agree to QMUL’s Tuition Fee Regulations, http://www.qmul.ac.uk/docs/tuitionfees/tuition-fee-regulations/191438.pdf, which set the deadlines for paying tuition fees. Failure to pay your tuition fees by these deadlines may lead to your deregistration from your programme of study, under College Ordinance C3 http://www.arcs.qmul.ac.uk/governance/council/Charter/index.html.
Your Programme

Programme Specification

<table>
<thead>
<tr>
<th>Awarding body/Institute</th>
<th>Queen Mary University of London</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Institute</td>
<td>Barts Cancer Institute, part of Barts and the London School of Medicine &amp; Dentistry</td>
</tr>
<tr>
<td>Name of final award</td>
<td>✔ Postgraduate Certificate (PGCert) – exit award only</td>
</tr>
<tr>
<td></td>
<td>✔ Postgraduate Diploma (PGDip)</td>
</tr>
<tr>
<td></td>
<td>✔ Master of Science (MSc)</td>
</tr>
<tr>
<td>Programme title</td>
<td>Cancer &amp; Molecular and Cellular Biology</td>
</tr>
<tr>
<td>Programme Director</td>
<td>Dr Richard Grose</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:r.p.grose@qmul.ac.uk">r.p.grose@qmul.ac.uk</a></td>
</tr>
</tbody>
</table>

Aims of the Programme

This programme aims to provide students with a clear understanding of the molecular and cellular biology fundamental to cancer biology and cancer research.

Students will learn how research in this area has advanced the treatment and diagnoses of cancer, and gain knowledge of how new therapies are developed, evaluated and implemented.

This will be underpinned by a thorough knowledge of research methodologies and laboratory techniques.

The laboratory based research project is an integral component of the course, which will provide students with valuable experience of the research process, including preparation of a thesis, thus forming a solid foundation upon which a future career in scientific research can be built.

Learning Outcomes

On completion of the programme you will:
- be able to explain how and why molecular and cellular biology are relevant to cancer progression, detection and treatment
- have a thorough understanding of the mechanisms involved and be able to synthesise this knowledge to show how our improved understanding has facilitated the development of more targeted therapies
- be able to explain the principles and practice of drug development at all stages of the development process
• alongside cytotoxic and targeted therapies, be able to evaluate and criticise different biological therapies for cancer and explain how the science is translated into clinical trials
• be able to explain how molecular diagnosis is used in the detection and management of diseases
• be able to identify and apply the most appropriate research techniques to gather, record, and critically appraise research data
• be able to present, explain and defend your research in a concise manner
• be able to design, plan and implement a research project, which will show originality in the application of knowledge, and will utilise a range of research and laboratory techniques
• be able to communicate your research and knowledge to different audiences through the use of posters, oral presentations, lab write ups and lab meetings
• be able to work as part of a research-active group, and interact with others in a professional laboratory research environment
• be able to combine your theoretical knowledge and practical skills to investigate a research problem and to critically appraise the results and findings in a project write up

Teaching Strategy

Module and project teaching will comprise the following;
• Whole-group seminars/lectures on specific topics. Tutors and students will be encouraged to develop a tutorial atmosphere in which dialogue and discussion can take place.
• Whole-group practical classes in small groups to address a specific practical method or topic. These will be recorded in your practical file.
• Whole-group demonstrations. These will take place in Institute laboratories or the classroom to address specific technologies (i.e. expression array technology) or methods (i.e. array data analysis).
• Student presentations on specific topics.
• Individual tuition will take place for all students during the 4-unit project, or for students who require additional input in a particular topic area.
• Key generic skills will be acquired from each of the above.
• Teaching material will be available on QMPlus. A computer room with 8 PCs is provided for the use of Barts Cancer Institute students only.
• The majority of the teaching rooms, the practical lab and the computer room are on the Charterhouse Square campus. Some teaching may take place at St Bartholomew’s Hospital, which is a 5 minute walk from Charterhouse Square.
• The provision of key skills in the Research Methods and Research Lab Skills modules will enable you to maximise your ability to understand and learn from other modules. Students will maintain a file of practical work carried out in these modules which will be useful during the project module.
Learning Strategy

As self-directed learning is the major component of each module students will be encouraged to identify their own learning needs as modules progress. All students will have access to named personal mentors on entry to the programme. These mentors will provide advice on issues arising from the programme itself, and on issues such as post course employment and further training opportunities.

Students will have full access to the College/Medical School library and student computing facilities, in addition to the computer room provided. The programme is delivered using a virtual learning environment provided by the college. This enables lecture notes and handout material to be available electronically, provides space for discussion and question boards and allows assessed work to be uploaded remotely. For Distance Learning students lectures and tutorials are captured and uploaded immediately onto the VLE. The captured lecture includes classroom audio, all projected slides or images and whiteboard annotations made by the lecturer.

Classroom teaching will also involve a real time assessment of the group understanding of the topic being covered using the Turning Point student response system. This involves questions embedded into presentations to which the students respond, using an individual unit that provides an anonymous response with a single click. This ensures that feedback is received from all students in the group, and provides students with a guide to their own understanding of a particular topic.

Programme Structure

The MSc programme comprises of:

- 9 compulsory modules (totalling 112.5 credits)
- 1 elective module (worth 7.5 credits)
- A lab project (worth 60 credits)
<table>
<thead>
<tr>
<th>Module Title</th>
<th>Credit Value</th>
<th>Module Description</th>
<th>Module Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>CANM937 Research Methods</td>
<td>15</td>
<td>The module contains both taught and practical elements in which students learn about the principles and application of data analysis, a range of statistical methods, and are made aware of the ethical framework in which research is undertaken. Assessment: 50% coursework  50% exam</td>
<td>Prof John Marshall &amp; Dr Shah-Jalal Sarker</td>
</tr>
<tr>
<td>CANM938 Research Lab Skills</td>
<td>15</td>
<td>The module contains both taught and practical elements in which students learn about the principles and applications of a range of laboratory techniques and gain experience in handling tissue samples. Assessment: 50% coursework  50% exam</td>
<td>Prof John Marshall</td>
</tr>
<tr>
<td>CANM902 Cancer Biology</td>
<td>15</td>
<td>This module covers cell and molecular biology relevant to cancer, including: - basic cellular and molecular biology - key proteins and pathways regulating cell proliferation and cell death - the processes of carcinogenesis and DNA damage - the key cellular and molecular processes affected in tumour development - a broader concept of malignancy and its environment processes involved in invasion and metastasis Assessment: 40% coursework  60% exam</td>
<td>Dr Richard Grose &amp; Dr Andrejs Braun</td>
</tr>
<tr>
<td>CANM903 Cancer Pharmacology</td>
<td>15</td>
<td>This module will provide teaching in Pharmacology relevant to the treatment of malignant disease, including: - the basic concepts of cancer chemotherapy - practical and theoretical aspects of pharmacokinetics and pharmacodynamics - the basic clinical and molecular pharmacology of the major classes of anticancer agents - novel cancer therapies using small molecules Assessment: 40% coursework  60% exam</td>
<td>Dr Richard Grose &amp; Dr Jane Sosabowski</td>
</tr>
<tr>
<td>Module Code</td>
<td>Title</td>
<td>Credit</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
<td>-------</td>
<td>--------</td>
<td>-------------</td>
</tr>
<tr>
<td>CANM909</td>
<td>Pathology of Cancer</td>
<td>7.5</td>
<td>This module will provide an understanding of cellular and clinical aspects of cancer pathology, focussing mainly on the histological features of neoplastic processes in common tumours. By the end of the module students will have a good understanding of; - normal tissue histology - tumour histology - the classification and staging of tumours - the effects of tumours on normal pathology</td>
</tr>
<tr>
<td>CANM906</td>
<td>Drug Development</td>
<td>7.5</td>
<td>On completion of this module you will have detailed knowledge of the principles and practice of drug development at all stages of the development process, including ethical and good practice issues</td>
</tr>
<tr>
<td>CANM907</td>
<td>Biological Therapies</td>
<td>15</td>
<td>This module will provide an understanding of the science behind the biological therapies of cancer and an up-to-date review of the current status of preclinical and clinical trials. The module will also provide an insight into the ways that laboratory research is translated into clinical trials</td>
</tr>
<tr>
<td>CANM921</td>
<td>Molecular Diagnostics and Therapeutics</td>
<td>15</td>
<td>This module will provide detailed teaching on the principles and practice of molecular diagnosis in the detection and management of disease; provide an understanding of quality assurance issues in the diagnostic setting; give examples of the use of current molecular techniques in the management of disease; provide practical experience of molecular techniques</td>
</tr>
<tr>
<td>CANM940</td>
<td>Genomic Approaches to Cancer</td>
<td>7.5</td>
<td>This module will provide detailed teaching on the principles, interpretation and applications of large scale ‘omics’ approaches to cancer, including: - working principles of different platforms for studying genome, epigenome, transcriptome, proteome and metabolome - critical assessment of the advantages and limitations of ‘omics’ approaches - the application of ‘omics’ technologies in personalised medicine</td>
</tr>
</tbody>
</table>
**Elective Modules (select one)**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>Credits</th>
<th>Description</th>
<th>Instructor</th>
</tr>
</thead>
</table>
| CANM911     | Paediatric & Adolescent Oncology*                | 7.5     | The module will provide an intense and comprehensive overview of Paediatric Oncology, from disease aetiology to novel treatments, and aims to equip the student with a fundamental understanding of the subject area. Topics covered include:  
- the aetiology of paediatric leukaemia and selected paediatric solid tumours  
- the molecular aspects of selected paediatric cancers, and how understanding the genetic basis of such cancers has improved molecular diagnostic techniques  
- the principles of paediatric cancer therapy, from past to present, including novel targeted therapies  
- the treatment of malignant disease in adolescence  
Assessment: 40% coursework  60% exam                                                                 | Dr Tony Ford        |
| CANM912     | Cancer Prevention and Screening                  | 7.5     | This module will provide an understanding of population based studies and methodology used in cancer epidemiology, focusing on the value of these approaches in cancer prevention and in the design and evaluation of screening programmes. Topics covered include:  
- the major environmental causes of cancer and their contribution to cancer worldwide  
- the potential for reducing cancer incidence  
- the role of screening in cancer control  
- the prospects for the chemoprevention of cancer in the next 10 years  
Assessment: 40% coursework  60% exam                                                                 | Prof Peter Sasieni & Prof Stephen Duffy |

**Core Modules**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>Credits</th>
<th>Description</th>
<th>Instructor</th>
</tr>
</thead>
</table>
| CANM939     | Lab Project  | 60      | For the laboratory-based projects, full-time students will be expected to attend 5 days per week. For part-time students, arrangements will be made on an individual basis depending on student circumstances.  
Assessment: 100% coursework                                                                 | Dr Richard Grose  |

**Module Registration**

To register for your elective module you will need to login to MySIS and make preliminary choices from a list. To aid your decision, you will receive a brief summary of each optional module during induction. Any core or compulsory modules will be preselected and you cannot change these.
Once you are happy with your choice, you will send it to your department for approval – you can send comments to them with the selection if you wish. All of your selections must be confirmed and approved by Friday 6 October 2017. The final outcome of your choices will be confirmed to you by email. Module registration has to be completed by the specified deadline.

All modules have a limited number of places, and priority is given to students who are required to take them for their programmes. Therefore it is important that you choose your electives and complete module registration as soon as possible.

**Changing modules**

If you wish to change your elective module you will have the opportunity to do so within the first 2 weeks of each semester. Please contact the BCI Teaching Office to request the change.

**Changing programmes or mode of study**

Should you wish to change your programme or mode of study please contact the BCI Teaching Office to discuss your options. You will need to have approval from the relevant Programme Director(s) and to complete the Change of Programme Form.

For more information see [http://www.arcs.qmul.ac.uk/students/study/changing-programme](http://www.arcs.qmul.ac.uk/students/study/changing-programme)
Assessment

Types of Assessment

Each of your modules will be assessed through coursework and examination. Coursework may take the form of written essays, presentations, posters, in-class tests or practical assignments.

You will be asked to complete both individual and group assignments as part of your programme.

All examinations will be made up of 2 sections – one formed of multiple choice questions, and the other of short answer questions. The short answer questions will carry a heavier weighting.

Assessment Criteria

The following is a guide to the assessment criteria used on the programme.

<table>
<thead>
<tr>
<th>%</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>70+</td>
<td><strong>Excellent Performance</strong></td>
</tr>
<tr>
<td></td>
<td>- Well written and presented</td>
</tr>
<tr>
<td></td>
<td>- Provides evidence of an extensive, first-hand reading of the relevant literature</td>
</tr>
<tr>
<td></td>
<td>- Is structured in a logical manner</td>
</tr>
<tr>
<td></td>
<td>- Is well reasoned with statements being fully supported with logical argument</td>
</tr>
<tr>
<td></td>
<td>- Backs arguments with good reference to the relevant literature</td>
</tr>
<tr>
<td></td>
<td>- Is carefully focused on the precise question asked</td>
</tr>
<tr>
<td></td>
<td>- Provides a balanced presentation of arguments (e.g. merits and demerits, advantages and disadvantages, costs and benefits, etc)</td>
</tr>
<tr>
<td></td>
<td>- Reaches conclusions that flow logically out of the arguments built up throughout the essay. Shows evidence of independent, original thought</td>
</tr>
<tr>
<td></td>
<td>- Demonstrates an ability to engage in critical appraisal and evaluation</td>
</tr>
<tr>
<td></td>
<td>- Shows reading and knowledge outside of that provided in lectures.</td>
</tr>
<tr>
<td>60-69</td>
<td><strong>Good performance</strong></td>
</tr>
<tr>
<td></td>
<td>- Is well written and presented</td>
</tr>
<tr>
<td></td>
<td>- Provides evidence of a broad, but mainly second-hand, reading of the relevant literature</td>
</tr>
<tr>
<td></td>
<td>- Is structured in a logical manner</td>
</tr>
<tr>
<td></td>
<td>- Contains some good, well-developed arguments relevant to the question asked</td>
</tr>
<tr>
<td></td>
<td>- Provides some support to arguments made by citing relevant sources</td>
</tr>
<tr>
<td></td>
<td>- Makes a genuine attempt to address the question asked</td>
</tr>
<tr>
<td></td>
<td>- But may not manage to adequately cover the full range of arguments on either side of the issue under consideration</td>
</tr>
<tr>
<td></td>
<td>- Comes to some good conclusions, but these may not have been fully developed in the main body of the essay</td>
</tr>
<tr>
<td></td>
<td>- Lacks evidence of any independent, original thinking</td>
</tr>
<tr>
<td></td>
<td>- Demonstrates only limited capacity to critically evaluate or appraise the received wisdom on the subject matter</td>
</tr>
<tr>
<td>50-59</td>
<td><strong>Satisfactory Performance</strong></td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td>• Some presentational deficiencies e.g. some spelling and grammar mistakes, typing errors, badly-drawn diagrams or tables, etc</td>
</tr>
<tr>
<td></td>
<td>• Provides little evidence of much in-depth reading beyond a few core texts</td>
</tr>
<tr>
<td></td>
<td>• Lacks good organisation or a coherent structure</td>
</tr>
<tr>
<td></td>
<td>• Some important arguments and explanations are missing</td>
</tr>
<tr>
<td></td>
<td>• Fails to support arguments with sufficient reference to other sources or empirical material</td>
</tr>
<tr>
<td></td>
<td>• Is lacking in balance, with a failure to adequately develop both sides of an argument</td>
</tr>
<tr>
<td></td>
<td>• Unduly subjective, showing poor ability to view the issue objectively</td>
</tr>
<tr>
<td></td>
<td>• Finishes with an inappropriate conclusion that is not sufficiently grounded in the arguments developed during the course of the essay and which lacks credibility</td>
</tr>
<tr>
<td></td>
<td>No evidence for any independent thinking or critical appraisal of the subject matter</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>40-49</th>
<th><strong>Unsatisfactory performance</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Is written in very poor English, is unclear and contains a large number of grammatical errors and spelling mistakes</td>
</tr>
<tr>
<td></td>
<td>• Little care has been taken to present the work in the required format</td>
</tr>
<tr>
<td></td>
<td>• Lacks a complete bibliography or list of references and fails to give complete details of all sources cited</td>
</tr>
<tr>
<td></td>
<td>• Is not properly structured with any introduction or conclusion of any kind</td>
</tr>
<tr>
<td></td>
<td>• Shows no evidence of any reading beyond the essential reading required for the topic</td>
</tr>
<tr>
<td></td>
<td>• Makes little or no attempt to address the question asked and contains a lot of irrelevant material</td>
</tr>
<tr>
<td></td>
<td>• Represents just the personal opinion of the student, with no evidence of having consulted the relevant literature</td>
</tr>
<tr>
<td></td>
<td>• Contains a number of erroneous arguments and lines of reasoning that are fundamentally flawed</td>
</tr>
<tr>
<td></td>
<td>• Displays a general ignorance of the subject matter and/or inadequate understanding of the topic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>0-39</th>
<th><strong>Very poor performance</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Well below the standard expected</td>
</tr>
</tbody>
</table>

**Coursework Submission**

All assignments must be uploaded electronically to QMplus by the coursework deadline. The electronic copy is your formal submission by the deadline.

Please submit an identical hard copy to the BCI Teaching Office (or to the box outside the office) the next time you are on campus.

All hard copy submissions must include a coursework coversheet (available on QMplus and outside the BCI Teaching Office).

If you are registered as a Distance Learner a hard copy is not required – you will only need to upload an electronic copy to QMplus by the deadline.

If you have registered with the Disability & Dyslexia Service please attach a copy of your cover note to both the electronic and hard copy submissions.
Submission of Lab Projects/Dissertations

Guidelines for the completion and submission of your lab project or dissertation will be outlined in the relevant module guide.

Late Submission

Where an assignment is submitted late 5% of the total marks available (i.e. five marks for an assignment marked out of one hundred) will be deducted for each 24 hour period, or part thereof, after the submission date and time, including weekends and bank holidays. An assignment submitted more than 120 hours (5 days) late shall be awarded a mark of zero (0FL).

Where a student fails a module as a consequence of these penalties in an assessment, normal resit provisions shall apply (where attempts remain).

Word Count Policy and Penalties

Each individual module guide will indicate the word limit for an assignment and any penalties associated with exceeding this.

Style Guide

Unless stated otherwise in the relevant module guide, please ensure all assignments are submitted in type font Calibri size 11 with 1.5 line spacing. For all referencing please use the Harvard style.

More information on referencing can be found here:
http://www.library.qmul.ac.uk/referencing
http://qmplus.qmul.ac.uk/course/view.php?id=4370

Plagiarism and Referencing

QMUL defines plagiarism as: “Presenting someone else’s work as your own, whether you meant to or not. Close paraphrasing, copying from the work of another person, including another student, using the ideas of another person, without proper acknowledgement or repeating work you have previously submitted without properly referencing yourself (known as ‘self-plagiarism’) also constitute plagiarism.” Regulations on Assessment Offences http://www.arcs.qmul.ac.uk/students/student-appeals/assessment-offences/index.html.

Plagiarism is a serious offence and all students suspected of plagiarism will be subject to an investigation. If found guilty, penalties can include failure of the module to suspension or permanent withdrawal from Queen Mary University of London.

It is your responsibility to ensure that you understand plagiarism and how to avoid it. The recommendations below can help you in avoiding plagiarism.

- Be sure to record your sources when taking notes, and to cite these if you use ideas or, especially, quotations from the original source. Be particularly careful if you are
cutting and pasting information between two documents, and ensure that references are not lost in the process.

- Be sensible in referencing ideas – commonly held views that are generally accepted do not always require acknowledgment to particular sources. However, it is best to be safe to avoid plagiarism.
- Be particularly careful with quotations and paraphrasing.
- Be aware that technology, such as Turnitin, is now available at Queen Mary University of London and elsewhere that can automatically indicate plagiarism.
- Ensure that all works used are referenced appropriately in the text of your work and fully credited in your bibliography.
- If in doubt, ask for further guidance from your adviser or module tutor.

Turnitin

Introduction

Turnitin is a web-based plagiarism prevention system used by most universities in the UK. This statement describes how Turnitin is used within the School and the data it creates about your work.

1 How Turnitin works

1.1 A Turnitin assignment is set up by a member of staff on QMplus. You then access this assignment online and upload your work before the due date. Turnitin will analyse the submitted work to identify text matches with other sources and will compare the work against:
   - the current and archived web;
   - previously submitted work;
   - books and journals.

1.2 For each piece of submitted work Turnitin provides two things:
   - A similarity index, which indicates the percentage of the submitted paper that Turnitin has identified as matching other sources.
   - An originality report, which shows each of these matches in more detail, including the source(s) that Turnitin has found.

2 How Turnitin is used within the School

2.1 Turnitin is used on the majority of assignments that contribute towards your final grade. Turnitin will not normally be used on the following assignments:
   - short assignments (under 500 words)
   - contributions to online discussions
   - exercises submitted on paper
   - exams
   - computer programs

2.2 For those assignments where Turnitin is used, all submissions to that assignment will be submitted to Turnitin.
2.3 How we use the information provided by Turnitin

2.3.1 Only academic staff will make a judgement on whether plagiarism has occurred in a piece of work. An academic may interpret the originality report to help but Turnitin itself does not make this judgement.

2.3.2 We do not use a threshold percentage to identify whether plagiarism has occurred and may review any originality report in detail.

2.3.3 Turnitin will highlight matching text such as references, quotations, common phrases and data tables within work that has no plagiarism issues at all. Those interpreting Turnitin reports will discount such matches and so initial percentages are often irrelevant.

2.3.4 Where it is suspected that plagiarism has occurred in a piece of work, the originality report may be submitted to the Head of School and possibly to an Assessment Offences Panel for further investigation.

2.4 How you can use the information provided by Turnitin

2.4.1 There will be an opportunity for you to see a Turnitin report on your work before Turnitin is used on your assessed work. You will be required to submit a formative assignment for Cancer Biology using Turnitin.

2.4.2 No other student will be able to see an originality report on your work.

2.4.3 To help you understand what the report is telling you, please ensure you have followed the guidance on the E-Learning Unit’s website (http://www.elearning.capd.qmul.ac.uk/guide/interpreting-your-originality-report/).

2.4.4 You may find it helpful to resubmit your work after reviewing the originality report and you will generally be given one opportunity to do this. Where this is the case, the idea is to use the report to help you identify any potential issues you may not have spotted before, and not to change individual words to avoid a match. Be aware of the referencing and plagiarism guidance available at http://www.library.qmul.ac.uk/referencing.

2.4.5 If you have a question about your originality report that is not answered by the material linked to in 2.4.3 above, please direct these to your module convenor or the BCI Teaching Office in the first instance.

2.5 Other things you should know

2.5.1 Turnitin stores a copy of most work submitted to it in its repository. This does not affect the ownership of or any copyright in the original work.

2.5.2 Staff may configure a Turnitin assignment such that copies of submissions are not stored in its database. This will be done for all test-runs or any ‘dummy’ assignments used for training or demonstration purposes.

2.5.3 Staff on your course will ensure that no commercially or otherwise sensitive documents are stored in Turnitin’s repository.

2.5.4 You cannot opt out of having your work scanned by Turnitin, but if you believe that your work should be deleted after it is scanned you should contact your lecturer.
Extenuating Circumstances

Extenuating circumstances are defined by Queen Mary University of London as circumstances that are outside a student’s control which may have a negative impact on a student’s ability to undertake or complete any assessment so as to cast doubt on the likely validity of the assessment as a measure of the student’s achievement.

Extenuating circumstances are usually personal or health problems. Health problems include your emotional wellbeing and mental health, as well as your physical health. Extenuating circumstances do not include computer problems, misreading your exam timetable, planned holidays or events, or local transport delays.

Queen Mary University of London operates a fit to sit policy, which covers all assessments including coursework and exams. If you sit an exam or submit a piece of coursework you are deemed to be fit to do so. In such instances a request for extenuating circumstances will not normally be considered. If you do not feel you are well enough to attend an invigilated exam then you should not attend and should submit a claim for extenuating circumstances instead. You will need to attend a medical consultation within three days of the date of your exam that you missed. Similarly if you get sick during an exam and have to leave you will need to attend a medical consultation within three days.

To submit an extenuating circumstance request you must fill out the relevant form which can be obtained from the BCI Teaching Office or the programme area of QMplus. The form should be completed and returned to The BCI Teaching Office by:

- Friday 26 January 2018 for semester 1
- Friday 18 April 2018 for semester 2
- Friday 24 August 2018 for semester 3

Your form must be accompanied by original copies of relevant supporting evidence (for example medical certification, death certificate, police report and crime number, or other written evidence from a person in authority). Please note that although accompanying documentation can be submitted after the form, claims without any evidence cannot be considered. It is in your best interest to provide evidence and supporting documentation that is as comprehensive as possible.

When you submit an extenuating circumstance form you will be given a receipt, you must keep the receipt safe for the duration of your studies. All claims must be received by the dates indicated otherwise they cannot be considered. If there is any change to the dates given above, these will be published on your programme area of QMplus.

All extenuating circumstances claims are kept confidential until they are considered by a subcommittee of the Institute’s Subject Examination Board. All proceedings of the subcommittee are strictly confidential, and will not normally be discussed at the full examination board meeting.

It is your own responsibility to submit any claims for extenuating circumstances, not that of your tutor. Please ensure that if you have what you believe is a valid case, you complete the submission process in accordance with the Institute guidelines and deadlines.

It is not possible to make a retrospective claim for extenuating circumstances, specifically once you know your results. Therefore claims submitted after the deadline will not be considered by the examination board. Please refer to the full guidance notes on extenuating circumstances from the Advice and Counselling service or online at https://www.welfare.qmul.ac.uk/guides-and-forms/student-advice-guides
Confirmation of Assessment marks

All elements of assessment undergo a process of double-marking. Marks are then approved at a Subject Exam Board (SEB), where they are also approved by External Examiners.

These marks remain provisional until they are further confirmed by a Degree Examination Board (DEB).
Progression and Award

Passing a module

The pass mark for a module and the lab project/dissertation is 50.0, with the minimum acceptable mark for each element of assessment being 40.0.

A maximum of 2 attempts are permitted to pass a module - a first sit and a resit.

Failure in a module

If the overall module mark is less than 50.0, or if an element of assessment is less than 40.0 (even if the module mark is 50.0 or more) then that module has been failed. The failure may be condoned if it meets the below requirements, or you may be required to resit the failed element(s) of assessment at the next available opportunity.

Elements of assessment refers to the coursework and examination (each of these may be made up of multiple components)

Resits

If you fail a module you are entitled to one resit opportunity in which you will resit the failed assessment component(s). Students will be automatically registered for resits, however you will be given the opportunity to opt out of these. Resits are free of charge.

Resits will take place at the next available opportunity, usually in August.

If you successfully pass a resit the module mark will be capped at the minimum pass mark of 50.0. If the resit mark is still less than 50.0 the “best fail” mark will be used.

You will not be permitted to resit elements of assessment that have been passed. Where the module has been passed but some elements of assessment have failed, you will not be permitted to resit any element of assessment.

First Sits

First Sit refers to the repeat of all or part of a module assessment following a certified absence at the first attempt due to extenuating circumstances acceptable to the Examination Board. A first sit replaces the first attempt. First sit module marks are not capped and if you fail you would be eligible for a resit/retake.
Retakes

The MSc Examination Board may require a candidate to retake instead of resit a module. A retake involves attendance at classes and completion of all elements of assessment, whether previously failed or not. Students will be charged a pro-rata fee for retakes.

The mark for a module that has been retaken following failure is capped at the minimum pass mark (50%).

Condoning a module

Examination boards may normally condone failure in the taught component of modules up to the value of 30 credits (or 15, for PGCert) where:

i. the achieved module mark is 40.0 or more; and,
ii. the average achieved across all modules is 50.0 or greater.

Failure in the lab project/dissertation cannot be condoned.

Progression to the Lab Project/Dissertation

In order to progress to the lab project/dissertation in semester 3 you must meet the following criteria:

- take modules to the value of 120 credits; and,
- pass modules to the value of at least 90 credits; and,
- achieve an average mark of at least 50.0 across all taught modules; and,
- achieve module marks of at least 40.0 in all modules.

If you have not passed sufficient modules to progress to the lab project/dissertation you will be required to resit or retake failed modules at the next available opportunity (usually in August). If requirements are met following resits/retakes you can proceed to the lab project/dissertation.

Failure in the Lab Project/Dissertation

If you fail your lab project/dissertation and have not met the requirements for an award you are entitled to either resit or retake the project/dissertation as determined by the Examination Board.

Resitting requires you to re-work and improve the same project/dissertation to a passing standard. You will receive minimum support and the mark achieved will be capped at 50%.

Retaking involves you undertaking a new project/dissertation with full supervision and full access to facilities. You will be required to pay a pro-rata fee for this. The decision to permit a retake must be made through the Examination Board structure as a recommendation from the SEB to be agreed at the DEB, following discussion with you.
Requirements for award

MSc
To be eligible for the award of MSc you are required to take and pass 180 credits. The overall College Mark must be 50.0 or more. The Examination Board may condone failure in modules up to the value of 30 credits (see information for condoning failure above).

PG Diploma
To be eligible for the award of PG Diploma you are required to take and pass 120 credits. The overall College Mark must be 50.0 or more. The Examination Board may condone failure in modules up to the value of 30 credits (see information for condoning failure above).

PG Certificate
To be eligible for the aware of PG Certificate you are required to take and pass 60 credits. The overall College Mark must be 50.0 or more. The Examination Board may condone failure in modules up to the value of 15 credits (see information for condoning failure above).

Award classification

MSc classifications are awarded according to the following scale:

<table>
<thead>
<tr>
<th>College Mark</th>
<th>Dissertation/Lab Project Mark</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>70.0 – 100.0</td>
<td>65.0 or higher</td>
<td>Distinction</td>
</tr>
<tr>
<td>60.0 or higher</td>
<td>60.0 or higher</td>
<td>Merit</td>
</tr>
<tr>
<td>50.0 or higher</td>
<td>N/A</td>
<td>Pass</td>
</tr>
</tbody>
</table>

Postgraduate Diploma and Postgraduate Certificate classifications are awarded according to the following scale:

<table>
<thead>
<tr>
<th>College Mark</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>70.0 – 100.0</td>
<td>Distinction</td>
</tr>
<tr>
<td>60.0 – 69.9</td>
<td>Merit</td>
</tr>
<tr>
<td>50.0 – 59.9</td>
<td>Pass</td>
</tr>
</tbody>
</table>

The College Mark provides a weighted average across all modules taken by a student up to the maximum number of modules for the programme. The College Mark shall always be calculated as though the required value of academic credit was taken.
Borderline Policy

Examination boards may use a borderline policy when making recommendations for final degree classifications. The following criteria are used:

1. Students with College Marks within one per cent of a borderline (except at the pass/fail border) shall be determined to fall within the ‘zone of consideration’;

2. Students with College Marks within 1.5 per cent of a borderline and with significant extenuating circumstances in the final year not taken into account elsewhere may be determined to fall within the zone of consideration. However, if this approach is taken then the extenuating circumstances may not also be used as a reason to raise the classification itself;

3. All students falling within a zone of consideration shall be considered as possible cases for application of the borderline policy;

4. Students falling within the zone of consideration and with at least half of their final year credits (half of all credits at PG level) with marks at the level of the upper classification (or higher), shall be raised to the higher classification. The dissertation/project does not have to be among the credits at the higher level;

5. Students falling within the one per cent zone of consideration and not meeting the requirements of point 4, but with significant extenuating circumstances in the final year not taken into account elsewhere shall be raised to the higher classification provided the SEB is confident that – without the effect of the extenuating circumstances – the student would have achieved the higher classification.

For further information please see:
http://www.arcs.qmul.ac.uk/students/study/Progression/index.html
Student Feedback

Your views are important to both Barts Cancer Institute and Queen Mary University of London. There are a variety of ways in which you can tell us what you think and share your ideas for improvements. Student representatives who are elected by fellow students also speak on behalf of the student body at School, Faculty and QMUL-wide level via various committees, groups and meetings. More information can be found at http://www.qmul.ac.uk/yousaidwedid/howtotellus/index.html

Student Staff Liaison Committee (SSLC)

The Student Staff Liaison Committee meets once a semester. Each programme elects 1-2 student representatives at the start of the academic year. Student representatives work in partnership with staff to improve their course and to resolve any course-related issues as they arise throughout the year. The Student Staff Liaison Committee is one of the main forums in which these matters are discussed. Student representatives are responsible for attending these meetings and providing feedback on behalf their cohort.

Module Evaluations

At the end of each module you will have the opportunity to complete a module specific evaluation form. All feedback is treated anonymously and offers you the opportunity to contribute to the development of teaching.

Postgraduate Taught Experience Survey (PTES)

The Postgraduate Taught Experience Survey (PTES) is conducted every year. It gives you, as a postgraduate taught student, an opportunity to give your opinions on what you liked about your time at QMUL, as well as those aspects that you feel could be improved. Please do consider completing the survey; your feedback really is invaluable and will help us make a difference for future generations of QMUL students.
http://my.qmul.ac.uk/surveys/postgrads/

Appeals

Before submitting an appeal please speak to your Programme Director or the BCI Teaching Office about the decision you wish to appeal as many issues can be resolved without the need for an appeal. You should be able to request feedback on your marks or your degree classification from your School/ Institute. If you wish to submit an appeal then you must complete the appeal form within 14 days of the notification of the decision you want to challenge.

Information about how to appeal and the appeal form can be found on the QMUL website:
http://www.arcs.qmul.ac.uk/students/student-appeals/appeals/index.html

Appeals can be made on two grounds but appeals against academic judgment are not permitted:
- procedural error: Where the process leading to the decision being appealed against was not conducted in accordance with QMUL’s procedure, such that there is reasonable doubt as to whether the outcome might have been different had the error not occurred. Procedural error shall include alleged administrative or clerical error, and bias in the operation of the procedure.

- that exceptional circumstances, illness, or other relevant factors were not made known at the time for good reason, or were not properly taken into account.

The best way to submit an appeal is via your QMUL email address to appeals@qmul.ac.uk.

If you are not satisfied with the outcome of your appeal you may submit a Final Review to the Principal’s nominee. Once a Final Review is complete you will receive a Completion of Procedures letter explaining that Queen Mary’s internal procedures are complete. The Completion of Procedures letter represents the final decision of Queen Mary and the reasons for that decision.

Complaints

Before submitting a complaint you are advised to speak to your Programme Director or the BCI Teaching Office as most issues can be resolved informally without the need for a formal complaint.

If your issue it not resolved through the informal process then you will need to complete the Stage 1 complaint form and submit this to the relevant School/Institute/Professional Services Head for investigation under the Student Complaints Policy: http://www.arcs.qmul.ac.uk/students/student-appeals/complaints/index.html

Most complaints are resolved at Stage 1 but if your matter is still not resolved then there are two further stages to the policy, which are the institutional level and review stage.

When the complaint process is finished you will be issued with a Completion of Procedures letter explaining the final decision and the reasons for it.

Office of the Independent Adjudicator (OIA)

If you are unhappy with the outcome of an appeal or complaint then you may submit a complaint to the OIA within three months of receiving your Completion of Procedures letter. The OIA is the independent body set up to review student complaints and is free to students. For further information regarding the OIA please visit their website: http://www.oiaha.org.uk/
# Glossary of Terms

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ARCS</td>
<td>Academic Registry and Council Secretariat</td>
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<tr>
<td>BCI</td>
<td>Barts Cancer Institute</td>
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<td>CHSQ</td>
<td>Charterhouse Square</td>
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<td>DEB</td>
<td>Department Examination Board</td>
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<tr>
<td>DL</td>
<td>Distance Learning</td>
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<tr>
<td>DWLT</td>
<td>Derek Willoughby Lecture Theatre</td>
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<td>ECs</td>
<td>Extenuating Circumstances</td>
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<td>FT</td>
<td>Full Time</td>
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<tr>
<td>JVSC</td>
<td>John Vane Science Centre</td>
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<tr>
<td>MCQ</td>
<td>Multiple Choice Question</td>
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<tr>
<td>MySIS</td>
<td>The University’s student information system</td>
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<tr>
<td>PGT</td>
<td>Postgraduate Taught</td>
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<td>PGR</td>
<td>Postgraduate Research</td>
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<tr>
<td>PT</td>
<td>Part Time</td>
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<tr>
<td>PTES</td>
<td>Postgraduate Taught Experience Survey</td>
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<tr>
<td>QMplus</td>
<td>The University’s Online Learning Platform</td>
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<tr>
<td>QMUL</td>
<td>Queen Mary University of London</td>
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<tr>
<td>QReview</td>
<td>The University’s lecture capture system</td>
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<tr>
<td>RBC</td>
<td>Robin Brook Centre (on the West Smithfield campus)</td>
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<tr>
<td>SAQ</td>
<td>Short Answer Question</td>
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<tr>
<td>SEB</td>
<td>Subject Examination Board</td>
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<tr>
<td>SMD</td>
<td>School of Medicine and Dentistry</td>
</tr>
<tr>
<td>SSLC</td>
<td>Student Staff Liaison Committee</td>
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