



University
of
St Andrews

School of Medicine

MRes Medicine

Degree Programme Handbook

2015/16

Welcome from Degree Programme Director

Dear Student

As Degree Programme Director for the MRes in Medicine, I would like to extend a warm welcome to you from the School of Medicine at the University of St Andrews.

You have joined us at an exciting time. We have active research programmes in molecular medicine, health psychology and community health sciences. Following the move to the new Medical and Biological sciences building our facilities and opportunities for first class research in an interdisciplinary environment have dramatically increased.

This programme has been designed to provide basic and clinical scientists with an opportunity to develop advanced skills, conceptual understanding and knowledge in medical research. The programme is set up to develop high quality research active individuals who, potentially, will feed into PhD programmes, industrial and health service activities locally, nationally and internationally.

I hope that you will have an enjoyable and profitable time in St Andrews.

*Rachel Davies
Degree Programme Director*

Important Dates

Period 1: Monday 7th September 2015 - Friday 11th December 2015

Period 2: Monday 11th January 2016 - Friday 19th August 2016

Your course ends on: Friday 19th August 2016

1 INTRODUCTION

1.1 The School of Medicine

The School of Medicine is entering an exciting phase. The move to the new £45m Medical and Biological Sciences building provides us with new opportunities to expand our activities in both teaching and research. The position of the building, with a direct link to Physics, and adjacent to Chemistry and Biomolecular Sciences, will greatly facilitate interdisciplinary collaboration, which is already one of the strengths of research at St Andrews. Internationally recognised research programmes in molecular medicine, health psychology and community health sciences are expected to expand and flourish in this new setting.

The School of Medicine has a commitment to the delivery of postgraduate training of the highest possible quality. We attach considerable importance to the academic training and pastoral care of our postgraduate students. In addition to excellent laboratory facilities a quiet study space is available on the first floor of the Medical and Biological Sciences Building for postgraduate students.

1.2 Induction and Orientation

Induction takes place during the first week. There will be a meeting with the Degree Programme Director, Dr Rachel Davies on Monday 7th September at 9.30am in Tutorial Room 4 (ground floor of the Medical and Biological Sciences Building). There will be a general introduction to the course, you will meet others on the course and receive answers to any immediate questions you might have. Tours of the building and general orientation will also take place throughout the day. In the evening you will be able to join all new students in the medical school at a barbecue.

There will be an official welcome to the University by the Principal at 11.30am on Monday 7th September in the Younger Hall on North St.

1.3 Student Support

Student support is provided locally by the MRes team and personal tutors.

	Tel. Extn	email address
<i>Degree Programme Director</i>		
Dr Rachel Davies	1883	Rachel.Davies@st-andrews.ac.uk
MD5101 Training in Research Skills Module Organiser		
Dr Rachel Davies	1883	Rachel.Davies@st-andrews.ac.uk
MD5102 Recent Advances in Medical Research Module Organiser		
Dr Alan Stewart	3546	ajs21@st-andrews.ac.uk
MD5190 Research Project Organiser		
Dr Alan Stewart	3546	ajs21@st-andrews.ac.uk

Clinical Advisor

Dr Jen Burr

1894

jmb28@st-andrews.ac.uk

Personal Tutors: will be academic members of Medical School staff. These will be assigned in the first two weeks and tutors will contact students via email to arrange an initial meeting.

Director of PG studies: If there are serious issues affecting your studies which may result in your needing to take a leave of absence or terminate your studies then you need to make an appointment to see the director of PG studies.

Dr Paul Reynolds

3555

par10@st-andrews.ac.uk

2.1 Course overview

This programme has been designed to provide basic and clinical scientists with an opportunity to develop advanced skills, conceptual understanding and knowledge in medical research. The programme is set up to develop high quality research active individuals who, potentially, will feed into PhD programmes, industrial and health service activities locally, nationally and internationally.

The course has a modular structure and all modules are compulsory. 180 credits are required to complete the course. The taught modules are 30 credits, while the research project is 120 credits. These require 300 hours and 1200 hours study respectively.

2.2 Modules

Taught:

MD5101: Training in Research Skills	30 credits
MD5102: Recent Advances in Medical Research	30 credits

Research:

MD5190: Research Project in Medicine	120 credits
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2.3 Aims of the programme

The programme aims:

- To produce postgraduates who have advanced knowledge and comprehensive understanding of contemporary Medical Research.
- To develop students' cognitive and transferable (key) skills, including effective communication, use of information sources, planning and organisation, working independently and in a team, problem-solving and original thinking.
- To produce postgraduates who have experience of methodology, critical evaluation and management at the forefront of Medical Research.
- To encourage originality in the application and interpretation of current research in Medicine.
- To train students in those practical skills necessary to pursue a future career in Medical Research.
- To produce postgraduates capable of working in a wide variety of careers at senior levels in circumstances requiring judgement, personal responsibility and initiative.

2.4 Learning Outcomes

A. Knowledge and Understanding of Medical Research

The programme provides opportunities to develop and demonstrate:

1. In-depth knowledge and understanding of medical research, including areas of public health, health psychology, community medicine and the scientific basis of health and disease.

2. Advanced knowledge and understanding of contemporary ethical issues in medical research
3. In-depth knowledge and understanding of research skills appropriate to medicine
4. Extensive detailed and critical knowledge and understanding of work at the forefront of one area of medical research
5. Critical awareness of current issues in medical research

B. Subject-specific/professional skills relevant to Medical Research

The programme provides opportunities to develop and demonstrate the ability to:

- 1 problem solve, at both practical and interpretational levels using original and creative responses
- 2 debate contemporary ethical issues relevant to medical research
- 3 critically appraise relevant literature at the cutting edge of medical research from a range of perspectives
- 4 critically evaluate own research

C Practical Skills relevant to Medical Research

The programme provides opportunities to:

- 1 gain experience of relevant experimental techniques at the forefront of medical research
- 2 gain experience in statistical and informatics techniques relevant to contemporary research in medicine
- 3 demonstrate an ability to critically appraise research evidence relevant to Medical research
- 4 develop and demonstrate awareness of ethical issues in Medical research
- 5 develop and demonstrate an awareness of safety issues in contemporary Medical research

D Key (transferable) skills

The programme provides opportunities to develop and demonstrate the ability to:

- 1 communicate effectively to a range of audiences using both written and oral skills
- 2 use library and other information sources skilfully and appropriately
- 3 plan and organise work effectively
- 4 work independently or as part of a team as appropriate
- 5 solve problems in creative and innovative ways
- 6 think originally

2.5 Course Summary

MD5101 Training in Research Skills

Credits 30

Description: This module introduces students to the core skills which underpin medical research. The emphasis will be on how to do research in a health service setting.

Teaching Hours: 10x3

Assessment: a brief 'grant proposal' including lay summary, ethics and commercialisation opportunities as well as an outline of the background information (50%), oral presentation to the class (25%) and poster presentation (25%).

MD5102 Recent advances in Medical Research

Credits 30

Description: This module will take the form of a series of 'masterclasses'. Research active investigators within the Medical School will give presentations on their specialist topics. This will be complemented by a series of journal clubs.

Teaching hours: 10x3

Assessment: Student portfolio. Students will complete 3 sections – a brief summary of the seminar, critical analysis of the methodology used, and finally to identify a new question or hypothesis arising from the work, indicating how to test it. 2-300 words would be required for each section.

MD5190 Research Project in Medicine

Credits 120

Description: In this module a research project will be undertaken on a single topic relevant to medical research. This will be supervised by a member of academic staff. There will be a formative meeting after three months with a research panel to discuss the aims and objectives of the work.

Teaching hours: as required

Assessment: Abstracts (10%), 12-15000 word research report (50%), supervisors' opinion of application/aptitude (10%), final oral examination with research panel (20%) and poster (10%).

3 **PROGRESS AND ASSESSMENT**

3.1 Assessment

Assessment is through a mixture of presentations, assignments, and an extended dissertation. A timetable of assessment deadlines are given in the appendix.

Marks

Where feasible staff will be blind to the identity of the student submitting the work. However with a small class and unique projects this is not always possible. Staff will aim to return marks and feedback to students within four weeks of the submission date. For each assessment there is a detailed marking scheme, usually with several sub-sections. For each sub-section marks will be awarded on the university 20 point scale according to the following table:

Grade	General Descriptor	Mark on the 20 point scale
Outstanding	Exceptional work	19 or 20
Distinction	Excellent work	17 or 18
Merit	Good work	16
Pass at masters level	Satisfactory work	14 or 15
Pass at diploma level	Moderate work with deficiencies	7-13
Fail	Poor work	0-6

The marks for each sub-section will be tallied and averaged to give an overall mark for that assessment. In most instances mark is worked by two academic members of staff and the marks averaged. Where the overall marks differ by more than two marks on the 20 point scale the work will be marked independently a third time and the marks averaged. The marks for each assessment will be averaged according to the relevant weighting to give an overall mark for a module.

Overall module marks will be awarded on the university scale:

16.5-20	Distinction
13.5-20	Right of Progression to MRes
7-13.4	Postgraduate Certificate or Diploma may be awarded
0-6.9	Fail

All modules are compulsory and students shall be deemed to have passed the degree if they have passed all modules with a minimum of 13.5 in each module. Note that in MD5190 a grade of at least 13.5 must be achieved in the dissertation (50% of the module), in addition to an average of at least 13.5 in the other components of the module (supervisors report 10%, abstracts 10%, poster 10%, oral examination 20%) must be achieved for the award of a degree at masters level. No compensation is allowed between the dissertation and other components of the module.

Distinctions will be awarded where a student has achieved a minimum of 16.5 in each module.

Please note all marks are provisional pending ratification by the final examination board at the end of the course.

Failing a taught module

If a student fails a taught module, achieving 0-6.9, a reassessment may be permitted following discussion with the external examiners. Reassessed work will be marked either pass or fail. Students who fail a taught module at the first attempt cannot proceed to the MRes but may obtain a Postgraduate certificate (60 credits) or diploma (120 credits). In this later case the students will transfer to a shorter 60 credit project module, MD5191.

Achieving between 7 and 13.4 for a taught module

No reassessment is permitted if students achieve 7-13.4 but students may obtain a postgraduate certificate (60 credits) or diploma (120 credits). In this later case the students will transfer to a shorter 60 credit project module, MD5191.

Failing the research module

No re-assessment of the research module is permitted. If a student fails the research module, achieving 0-6.9, a post-graduate certificate may be awarded. If a student achieves a grade between 7 and 13.4 a postgraduate diploma may be awarded.

3.2 Attendance

You are required to attend regularly the programme of study for your degree. Your attendance at all teaching and learning sessions is **compulsory**.

Please note that late arrival for any teaching and learning session is discourteous to both the teaching staff and to your colleagues. It is important that you contact the MRes Office on 01334 461883 or e-mail Rachel Davies (rcd21@st-andrews.ac.uk) if you know you will be arriving late or are unable to attend a taught session.

3.3 Absence from the University

a) Sickness: A student who is absent from classes must self-certify via e-Vision. https://e-vision.st-andrews.ac.uk/urd/sits.urd/run/siw_lgn

b) For any other reason: Student absence from classes for a reason other than sickness is at the sole discretion of the degree programme director (DPD). It is recommended that you make an appointment to see the DPD as soon as possible and preferably well in advance of the requested period of absence.

Anyone accruing more than 2 self-certified absences or absent for more than 15 consecutive working days will be called for an interview.

3.4 Holidays

University Holidays: Monday 14th December 2015 – Friday 8th January 2016
Monday May 2nd 2016

In addition to any holiday taken during the University Holiday periods, students may be permitted to take additional holiday up to a maximum of 2 weeks - to be taken between April and August, following consultation and agreements with their Project Supervisor and the degree programme director. A 'Holiday Request' form should be completed well in advance to ensure consent to your request. Students are reminded that it is their responsibility entirely to ensure that they will have considered and made

arrangements/plans to have carried out sufficient depth and quality of work for the project to be completed satisfactorily.

3.5 Student Progress

Extracts from the 'code of practice for supervisors and student in taught postgraduate programmes'

'Attendance at all required classes and other training courses or events specified by the School is compulsory; failure to attend may lead to loss of permission to proceed. Students on taught postgraduate masters programme taking 5000 level modules can have modules S coded, where there are substantial and documented issues affecting performance in modules. The Dissertation may not be S coded. The proportion of S coded credits at masters level should never exceed 50% of the taught component. Where a taught postgraduate student is affected by adverse circumstances, there should be an early consultation with the Pro Dean who will be able to consider options such as leave of absence.'

If serious problems with a student progress are identified, it may prove necessary to terminate that students studies after due warnings have been issued.

3.6 Submitted Work

Students are expected to submit work for assessment on time and appropriately formatted and presented.

Penalties for late work

If work (including the project dissertation) is not submitted by the deadline and no extension has been previously agreed with the person setting the assessment, 1 mark out of 20 will be deducted from the grade for each 24 hour period, or part thereof. If you are unable to attend any in-course assessment sessions you are expected to inform Rachel Davies immediately and provide an explanation. There may be a penalty of 1 mark out of 20 deducted for that in-course assessment.

Extensions

Extensions will only be awarded in extenuating circumstances and should be requested via Rachel Davies and will be agreed with the module organiser. Extensions should be requested well in advance of the deadline.

Retention of Assessed Work

It is University policy that all original in-course assessed work be available for inspection and consideration by external examiners and that representative samples should be retained for quality assessment and audit purposes.

3.7 Extenuating circumstances

It may be that you find yourself in a situation, medical or personal, which though not causing you to miss any classes, assignment deadlines or examinations, may affect your work in some way. You may wish to consider S-coding. More details can be found at <http://www.st-andrews.ac.uk/students/advice/academic/appealss-coding/>

4 Good Academic Conduct

The University of St Andrews expects all students to use good academic practices, and to avoid plagiarism and collusion. Your attention is drawn to the advice at <http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/gap.pdf>

4.1 Plagiarism

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

Why do we have this requirement?

Good academic work is expected to draw on other sources, but these must be acknowledged. This enables others to see where the ideas you use have come from, which actually lends added authority to your work. It also allows readers to follow up these sources directly, if they wish. It involves being honest about what is your work and what is the work of others. Think how you would feel if someone used your work without acknowledging it. Furthermore students who plagiarise are gaining an unfair advantage over their honest colleagues.

How to avoid problems

- ensure that you provide in-text references for all the ideas and facts you have taken from elsewhere and reference them using the Harvard method.
- where you quote verbatim (word for word), you must show that this is a quotation (usually by using inverted commas ".....") and indicate the source document of the quote after it in the main text.
- don't paraphrase or slightly modify work from another source and pass it off as your own. It is generally better to either include a direct quotation or to put things into your own words, but even then you must reference the source of the idea.
- don't cut and paste from other sources without acknowledging them, and only do this to the extent that a direct quotation is required. It is usually better to put things in your own words.
- don't submit other's work as if it was your own e.g. borrowing an essay from another student; taking an essay from the web; paying someone else to write work for you.
- don't submit work you have prepared for one assignment for another.
- remember that listing a source in a list of references at the end of the work is not sufficient acknowledgement; there must also be an in-text reference.

On the other hand you don't need to reference material which is common knowledge or facts widely available from a range of sources, although it is recommended that you always reference statistical data.

4.2 Collusion

Collusion is defined as *the submission by two or more students of the same or similar pieces of work (or parts of pieces of work) which are presented as the individual's own solely authored work*. This could arise from students working together to complete the

work, or by one student allowing another to copy his/her work. Copying without the author's permission is not collusion, but taking another student's work without permission is theft and constitutes a disciplinary offence.

Why do we have this requirement?

Apart from formal group work, any work you submit is expected to be your own. It is your degree and it is clearly dishonest to submit work which is not your own.

How to avoid problems

Students can of course help and support each other and this is to be encouraged. It is a question of knowing where to draw the line.

The following list provides examples of forms of co-operation with fellow students which are to be encouraged:

- notifying them of useful references
- directing someone to a source for an idea
- shared discussion and development of ideas
- jointly identifying ideas from a third party
- discussing what the assessment requirements involve
- discussing the techniques used in calculations
- sharing books and articles

To avoid collusion though, you should:

- write the assignment on your own in your own words (except to the extent you cite references)
- not copy verbatim or in substance part or all of the work of other students
- take care to keep your work secure

4.3 Proof reading

As the work you submit should be your own work, there are limits to the extent to which you should use a proof reader. Please read the guidance at <http://www.st-andrews.ac.uk/students/advice/academic/languagecorrection>

Why do we have this requirement?

The key issue here is to what extent the ideas within the work are truly your own work. If proof reading becomes rewriting, then the work is no longer completely your own.

How to avoid problems

The use of proof-reading to highlight deficiencies such as spelling and grammatical errors is normally legitimate, as the work is still demonstrably your own. The proof reading identifies deficiencies, but it is your job to correct these. Occasionally a specific assignment may rule out proof reading, as it seeks to test the student's skill of proof reading their own work. The use of proof reading to rewrite the text, correct citation errors and alter the content is not acceptable.

Any language correction assistance must be explicitly acknowledged in the following signed declaration at the front of the submitted work:

'I, [INSERT MATRICULATION NUMBER], received particular assistance in the writing of this work in respect of matters of grammar, style, vocabulary, spelling or punctuation.

The assistance was provided by (delete as appropriate):

- A member of the Academic Staff
- A non-academic member of Staff
- A fellow Student
- Other Source (please specify)

Some disabled/dyslexic students receive proof reading support where the Disability Support Service identifies this as necessary. The dyslexia tutor may guide them to clarify their arguments, but they will still be identifying their own deficiencies and correcting these themselves. Students who are registered with Student Services as having a disability or learning difficulty for which proof-reading or language correction is recommended are not required to acknowledge this assistance but may wish to do so.

4.4 Examinations

In relation to University examinations, including oral examinations, you should not:

- breach the University's rules for examinations (<http://www.st-andrews.ac.uk/students/academic/examinations/rules/>)
- copy from or confer with other candidates in the examination
- confer with others outside the examination room whilst an examination is in progress
- use unauthorised material (e.g. notes) or equipment (e.g. text stored in a non-approved calculator; mobile phone) in an examination room
- present yourself as another student or allow anyone else to present themselves as you in the examination room
- disturb other candidates during the examination

Why do we have these requirements?

It is important that assessment is fair and that students are rewarded for their own achievement. Otherwise it is unfair on the overwhelming majority of honest students.

4.5 Other aspects of good academic conduct

You are also expected to be honest in submitting research results, which should not be falsified. This could happen through including fictitious or false data, or by suppressing results, perhaps because they don't match prior expectations.

Why do we have this requirement?

In universities we rely on researchers being totally honest about their results, otherwise their conclusions and any action taken in consequence of their findings will be flawed. How would you feel if one of the sources you were using had been dishonest about research results, when you are relying on them?

4.6 Study Support

Lots of study support is available to students. This ranges from booklets and self study resources to one on one appointments for specialist help in English, Maths and study skills. <http://www.st-andrews.ac.uk/students/academic/advice/studyskillsandadvice/>

4.7 Disciplinary Procedures

Breaches of the rules with regards to academic practice constitute what the University calls academic misconduct and anyone breaking the rules is liable to suffer an academic penalty (loss of marks) and disciplinary action. Your work may be run through detection software, but this is not the only way in which plagiarism and or collusion may be detected. No credit can be given for plagiarised work, so at the least you will lose marks. Indeed the penalties can also include a zero mark for that piece of work or for the module as a whole. In most cases a disciplinary warning will also be given, and occasionally students have been expelled for serious offences. The procedures can be viewed on-line at: <http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/gap.pdf>

The procedures give students suspected of offences the chance to put their side of the case and to submit supporting evidence, as the process is designed to be fair.

However, it is clearly better to follow the rules of good practice and avoid any such problems in the first place. Remember too that any academic reference is likely to refer to any offences where issues of honesty and integrity are important.

5 Referencing and citations

All statements, opinions, conclusions etc. taken from another writer's work should be acknowledged, whether the work is directly quoted, paraphrased or summarised.

A bibliographical reference should contain sufficient information for someone else or yourself to trace the item in a library. We require that you use the **Harvard Method**. It is very important to be consistent and accurate when citing references. The same set of rules should be followed every time you cite a reference. Citations in the text should give the author's name with the year of publication and then all references should be listed in alphabetical order at the end of the paper/dissertation.

In the **Harvard Method** cited publications are referred to in one of the following forms:

5.1 Harvard Method of citation in the text:

Single author:-

In a study by Seedhouse (1997) coping with illness was investigated

In a study (Seedhouse, 1997) coping with illness was investigated

When an author has published more than one cited document in the same year these are distinguished by adding lower case letters after the year within the brackets.

Burnard (1992a) wrote about communication for health professionals that

Two authors :-

In the book by Basford and Slevin (1995)

More than 2 authors:-

"The levels of claspin oscillate during the cell cycle (Mailand et al., 2006)

Websites:-

Citing a website in the text follows the same principle. For example:

The BBC web pages (BBC 2006) contain a range of support materials which aim to improve basic skills.

A further example is:

The use of children in imagery has always been a tactic for universal appeal. This has extended beyond cards and posters to the use of online imagery (Boy with spiky hair 2005).

Harvard method of quoting in the text:

Use your own words as much as you can. Only quote where it is absolutely necessary. When quoting directly in the text **use quotation marks as well as acknowledging the author's name**, year of publication and page number of the quote in brackets.

Short quotations eg up to 2 lines can be included in the body of the text:-

Weir (1995) states that "defining roles and their remits is not simple"(p.10).

Longer quotations should be indented in a separate paragraph:-

Thomas and Ingham (1995) in discussing staff development state that:

"Development is infectious, and staff who previously have recoiled from undertaking a degree or conversion course have been encouraged by the success of others"(p.33).

If part of the quotation is omitted then this can be indicated using three dots:-

Weir and Kendrick (1995) state that "networking is no longer solely within the male domain . . ."(p.88).

Secondary referencing

Secondary referencing is when one author is referring to the work of another and the primary source is not available. You should cite the primary source and the source you have read eg (*Fiedler and Chemers, 1974, cited in Douglass, 1996*).

Secondary referencing should be avoided if at all possible. Sources such as Wikipedia are NOT permitted.

5.2 Harvard method of listing references at the end of the text

References should be listed in alphabetical order by author's name and then by date (earliest first), and then if more than one item has been published during a specific year by letter (1995a, 1995b etc).

Whenever possible details should be taken from the title page of a publication and not from the front cover, which may be different. Each reference should include the elements and punctuation given in the examples below.

Authors' forenames can be included if given on the title page but they are not required to be. The title of the publication should either be in italics or underlined. The examples given are in italics:

A book by a single author:

Seedhouse, D. (1997) *Health promotion: philosophy, prejudice and practice*. Chichester, John Wiley.

A book by two or more authors: (ensure all authors are listed)

Burns, Nancy and Grove, Susan K. (1997) *The practice of nursing research: conduct, critique & utilization*. 3rd edition. London, Saunders.

A book by a corporate author (eg a government department or other organisation):

Health Visitors' Association (1992) *Principles into practice : an HVA position statement on health visiting and school nursing*. London, Health Visitors' Association.

An edited book:

Basford, Lynn and Slevin, Oliver (eds) (1995) *Theory and practice of nursing: an integrated approach to patient care*. Edinburgh, Campion.

A chapter in a book:

Weir, Pauline (1995) Clinical practice development role: a personal reflection. *In*: K. Kendrick *et al.* (eds) *Innovations in nursing practice*. London, Edward Arnold. p. 5- 22.

An article in a journal:

Allen, A. (1993) Changing theory in nursing practice. *Senior Nurse*, 13(1), 43-5.

An article in a newspaper:

White, M. (1998) £68m to cut NHS waiting lists. *Guardian*, Monday May 18 1998, p.8.

If no author name is given then anon should be used instead.

Anon (1998) Schemes to boost dental care. *Guardian*, Monday May 18 1998, p.8.

Government publications

In broad terms White Papers contain statements of Government policy while Green Papers put forward proposals for consideration and public discussion. They are cited in the same way.

A White paper:

Department of Health (1996) *Choice and opportunity: primary care: the future*. Cm.3390. London, Stationery Office.

A Green paper:

Department of Health (1998) *Our Healthier Nation: a contract for health*. Cm 3854. London, Stationery Office.

An Act of Parliament:

Great Britain (1990) *National Health Service and Community Care Act 1990. Chapter 19*. London, HMSO.

Web based resources:

Boy with spiky hair sitting in a bathtub. 2005. [online image] Available from: <<http://www.inmagine.com/all-kids,-all-fun-photos/photodisc-pvdv205>> pdv205.jpg [Accessed July 15 2005].

BBC. 2006. *Skillswise*. [online] Available from: <<http://www.bbc.co.uk/skillswise/>> [Accessed April 10 2006].

(Note the sequence of month day and year.)

6 GENERAL INFORMATION

6.1 Communication

The method of official communication for the course will be by email. Please note that although you may have other e-mail accounts, **you must use the Student Service** because your email address “@st-andrews.ac.uk” is the one which the university will use for official and academic communications. Students are expected to check their email at least every 48 hours.

E-mail is a convenient way of communicating important messages. However, please bear in mind that you are not the only person who will be contacting your supervisor, personal tutor or module organiser and, although they are available and willing to help you, they, like you, have a lot of demands on their time. Please remember that e-mail is an alternative means of communication to writing a letter or telephoning and the way your e-mail is written should reflect this. The use of clear and appropriate language is more likely to result in you receiving the information that you need.

6.2 Student Feedback

Students will be invited to complete feedback forms relating to each of the taught modules and also the overall programme. In addition a class representative will attend the post graduate student-staff consultative committee which provides an opportunity to pass on views/ideas etc regarding the course. The degree programme director has an open door policy and would welcome students who wish to discuss any aspect of the course at any point. As this is a relatively new course we will welcome your input into development of the course.

6.3 Safety

Postgraduate students must be fully aware of the safety, ethical and legal issues relating to their studies. To this aim, postgraduates will be expected to be aware of the University policies on safety and to attend appropriate safety courses provided by the University. Postgraduates must adhere to all legal requirements governing experimental procedures. It is **YOUR RESPONSIBILITY** to read any safety information that is provided.

PLEASE NOTE: you must **NOT** proceed with any work involving radioactivity, carcinogens, toxic chemicals, microbiological hazards, genetic modification, animals, human subjects or human-derived materials **without appropriate risk assessment**, training and authorisation. Immunisation (and in some cases allergy screening) is recommended before certain types of work with animals (e.g. tetanus immunisation) and human biological material (e.g. hepatitis B). Your supervisor should be able to advise you on all these aspects, but in addition the Medical School has designated safety officers available to consult:

Safety Coordinator

First Aid

COSHH

Biological Safety (Genetic Modification)

Radiation Protection Supervision

Laser Safety

Gordon Cramb

Henry Rae

Gordon Cramb

Paul Reynolds

Alan Stewart

Maciej Antkowiak

Any hazards or safety-related incidents should be reported to the School Safety Officer, Gordon Cramb, immediately and an accident report form completed (available at <http://www.st-andrews.ac.uk/staff/policy/Healthandsafety/Publications/>).

Students are reminded that the misuse of any Safety, Fire or First Aid equipment will result in disciplinary action.

6.4 Smoking

Smoking is NOT permitted in the Medical and Biological Sciences Building nor in its immediate vicinity. The nearest places where smoking is permitted are at the back of the physics building or in the Gateway car park.

6.5 Fire

ON DISCOVERING A FIRE

1. Activate the building fire alarm system immediately.
Locate the nearest call point (small wall mounted red box with glass front) and break glass by pressing or hitting with an appropriate object.

If there is no fire alarm shout 'FIRE' as often as is necessary to alert any other occupants.
2. Call the Fire Brigade Dial 9999
3. If possible, tackle the fire using the appliances provided. (Do not endanger yourself or others in doing so).

ON HEARING THE FIRE ALARM

4. If possible, leave equipment in a safe condition.
5. Leave the building immediately by the nearest safe exit.
6. Close doors as you leave.
7. Go to the designated assembly point for the building outside the Gateway.
8. DO NOT - Take unnecessary risks with your own safety.
Stop to collect personal belongings.
Use a lift.
Re-enter the building unless authorised to do so.

NB Fire bell is often tested at 4pm on Wednesdays.

6.6 Ethical approval

The School of Medicine has an Ethics Committee (Convenor: Dr Morven Shearer) consisting of a mixture of members from within and outside the University. All research work involving human subjects, human tissues, animals or other samples will be

scrutinised by the School Ethics Committee. Some applications will be referred to the University's Teaching and Research Ethics Committee (UTREC, <http://www.st-andrews.ac.uk/utrec/>). Research involving children will require special oversight by the Children's Panel. In cases that involve subjects from other institutions, ethical approval may be required from the ethical committees of these institutions. This is the case in studies involving NHS patients or staff or taking place on NHS premises. If you are unsure about which committee to apply to, then consult the School Ethics Committee. The necessary approvals MUST be in place BEFORE the start of the project.

6.7 Research Life within the School of Medicine

Students are expected to participate fully in the research life of the Medical School. Students are encouraged to attend the research seminar series which occurs on many Thursdays at 4pm in Seminar Room 1. A wide range of invited speakers participate in this series and it is a good way of extending your knowledge of a wide range of research areas.

Students also should participate in the 'work in progress' (WiP) talks. These are on Tuesdays at 1.15pm in the lecture theatre. In general there are two presentations, one from Population and Behavioural Health Sciences and one from Molecular Medicine. These are an opportunity to hear first hand about research going on in the Medical School and to practice asking questions in a supportive environment.

6.8 Study Facilities

School of Medicine

A quiet study area is available on the first floor of the Medical and Biological Sciences Building. Please note this is a hot desk area and shared with the MSc health psychology students so please be considerate towards your fellow users. If there is insufficient space here students may also use the anatomy resource centre.

Computing

IT services (based at the Library) provide initial support and advice regarding computing matters. Students may use networked computers provided in the library, halls of residences, the Gateway and computer classrooms (when not required for teaching). If you require local assistance with a computer based in the Medical and Biological Sciences Building please contact medhelpdesk@st-andrews.ac.uk in the first instance.

6.9 Lockers

Lockers are provided for PG students and may be arranged through the school office on the second floor. A £5 deposit is required. The key must be returned by the end of August, otherwise the deposit will be forfeited. Food and soiled lab coats must NOT be stored in lockers.

6.10 Library Facilities

The University Library is based in North Street and has a large resource of books and hard copy journals relevant to Medical Research. Students may also use the JF Allen Library within the Physics building, accessed via the link corridor. The majority of current journals can be accessed electronically. If you require access to something which is not

available from the library, either electronically or in hard copy, you may need to request access to ATHENS or an interlibrary loan. Both of these can easily be arranged through the library. There is a small charge for inter-library loans. This money can be refunded – ask Dr Davies.

6.11 Out of Hours Access

Students may work in the building outside core hours, eg in the evenings and at weekends, BUT they must NOT perform laboratory work without the express permission of their supervisor and must ONLY use equipment/chemicals that they are trained to use. Anyone found to be breaching these regulations will have their out of hours access terminated.

6.12 Sources of Help

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

Module Organisers and Research Project Supervisor/s

Often the first port of call for a range of problems.

MRes Degree Programme Director

Dr Rachel Davies is available to meet with you. Her office is situated on the 2nd floor of the Medical School, Room 319, Tel. Ext. 1883, e-mail: Rachel.Davies@st-andrews.ac.uk

If you want to talk to someone less involved with your studies:

Personal Tutor

A Personal Tutor will be assigned to you soon after the beginning of the course.

Director of PG studies

Dr Paul Reynolds. He can be contacted by phone (3555) and e-mail (par10@st-andrews.ac.uk). He should be informed of any major difficulties likely to affect your progress.

Student Services

Student services can assist with a wide variety of problems. The advice and support centre (ASC) can be found at 79 North St or by phoning extension 2020 or email theasc@st-andrews.ac.uk.

Importantly, the following may also be able to help:

CAPOD

CAPOD is the university's central point for assistance with teaching and learning. It aims to promote excellence and innovation in teaching and learning for staff and students. See <http://www.st-andrews.ac.uk/capod/students/pgresearch/>

English Language Teaching

If English is not your first language and you require additional support see <http://www.st-andrews.ac.uk/elt/iels/>

Maths support

If you are struggling with the mathematical aspects of the course you may wish to visit <http://www.st-andrews.ac.uk/students/academic/advice/studyskillsandadvice/mathsandstatisticssupport/>

Support for Disabled Students

If you have a disability, learning difficulty or ongoing medical condition then there is support and help available. The Disability Team at student support offers information, support and advice. They can assist with many issues such as organising teaching and examination arrangements, assisting with applications for Disabled Student Allowance and help you identify the equipment or technology you may require. There are two full time officers and one part-time dyslexia advisor. See <http://www.st-andrews.ac.uk/students/advice/disabilities/>

To contact them phone (46)2720 or email disability@st-andrews.ac.uk

Within the School of Medicine Dr Jo Cecil is the disability coordinator and has responsibility for looking after the requirements of disabled students. She is happy to meet with students to discuss any concerns they might have.

Support for International Students

International students may have questions relating to visas, studying, working and living in the UK. The Student support service has an advisor with specific responsibility for International and Cultural Affairs. Contact Student Services (46)2020 or email advint@st-andrews.ac.uk to access this resource.

The Careers Service

The Careers Service provides the support you may need to gain skills and experience, to make informed decisions about careers and to find jobs or further research opportunities. <http://www.st-andrews.ac.uk/careers/>

The Chaplaincy

Situated in Mansefield, opposite the Student's Association, the Chaplaincy is used by a variety of students and staff for quiet and reflection, for various meetings, for meeting with friends and for social activities. There is a meeting and worship place for various major faiths. It is used in particular by Christian, Muslim and Jewish societies, and has a Muslim prayer room. An Orthodox rabbi from Glasgow visits on occasion. <http://www.st-andrews.ac.uk/chaplaincy/>

Nightline

Nightline is a confidential listening and information service run by students for students. <http://www.st-andrews.ac.uk/nightline/> Tel (46)2266 8pm -7am.

APPENDIX

Dates of assessments:

MD5101 (skills) 30 credits

Poster (25%) – Nov 2nd
Oral to classmates (25%) – Nov 16th
Grant Proposal (50%) – Dec 7th

MD5102 (masterclasses) 30 credits

Portfolio (100%)- weekly Jan 11th- April 4th

Final Submission – May 1st

MD5190 (project) 120 credits

Formative interview – week starting Dec 7th
Poster (10%) – Aug 5th
Dissertation (50%) – August 19th (and poster/farewell party)
Oral Exam (20%) – week starting August 15th
Technical and Lay summaries (10%) – August 19th
Supervisors report (10%) – August 19th