(1) WELCOME & OVERVIEW

Welcome to Bart’s & The London School of Medicine & Dentistry (SMD), to the School of Biological & Chemical Sciences (SBCS), and specifically to the Neuroscience BSc degree programme (B140).

Neuroscience is an exciting and rapidly developing field, both in terms of understanding the functioning of the nervous system as it relates to normal cognition and behaviours and the development of medical treatments for neurological and psychiatric disorders. Academic staff employed at Bart’s and The London SMD and in SBCS have educational expertise and academic excellence in research in Neuroscience ranging from behavioural and cognitive neuroscience to abnormal psychology and translational neuroscience of traumatic brain and spinal cord injuries and neurodegenerative disease.

A BSc in Neuroscience requires a strong grounding in basic science provided by a suite of modules during the first 2 years, when you will study topics including neuroanatomy, physiology, biochemistry, molecular biology, genetics and pharmacology. Subject specific modules in Years 1 and 2 will foster your understanding of the interplay between genes and the environment that influences all neural functions spanning from development of the nervous system to its adaptation with learning and alteration in disease. In the second and third years of the course, you will have the opportunity to choose elective modules with a range of topics including stem cells and regeneration, translational neuroscience and psychology according to your own career goals and interests. The final year research-oriented project will enable you to develop team-working, analytical and practical skills and offers an opportunity to join an existing research group.

The BSc in Neuroscience offers excellent training for students wishing to pursue postgraduate study at the MSc or PhD level or in professional degree programmes. The degree provides excellent preparation for careers in neuroscience and pharmaceutical research, industry and the commercial or public sector. Recent graduates have gone on to medical and dental degrees at Bart’s and The London School of Medicine and Dentistry and other leading UK medical schools.
In closing, we’d like to reiterate our welcome to QMUL, to SMD, to SBCS, and specifically to the Neuroscience BSc degree programme. We hope that you find this programme handbook useful and that, over the next 3 years, you find your undergraduate degree to be as enjoyable as it is educational. I hope that you will make the most of the opportunities for personal and professional development offered by the wide range of compulsory and elective modules that each build on the breadth of expertise offered by academic colleagues in Bart’s & the London School of Medicine & Dentistry as well as in the SBCS Departments of Biochemistry & Chemistry, Cell & Molecular Biology, Organismal Biology and Psychology. All of the staff involved in your degree wish you good luck with your studies and look forward to supporting your personal and career aspirations over the course of your degree and, beyond that, when you graduate and become an alumnus of QMUL.

Dr Greg Michael and Dr Joanna Riddoch-Contreras

Programme Directors, Neuroscience BSc [B140]
September 2018

(2) KEY NAMES / CONTACTS

<table>
<thead>
<tr>
<th>ROLE</th>
<th>NAME</th>
<th>EMAIL ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Teaching &amp; Learning (DTL) [Biomedical Sciences]</td>
<td>Dr Mark Preece</td>
<td><a href="mailto:m.preece@qmul.ac.uk">m.preece@qmul.ac.uk</a></td>
</tr>
<tr>
<td>Programme Directors:</td>
<td>Dr Greg Michael</td>
<td><a href="mailto:g.j.michael@qmul.ac.uk">g.j.michael@qmul.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Dr Joanna Riddoch-Contreras</td>
<td><a href="mailto:j.riddoch-contreras@qmul.ac.uk">j.riddoch-contreras@qmul.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>(on maternity leave 2018-2019)</td>
<td></td>
</tr>
<tr>
<td>Programme Tutors:</td>
<td>Dr Richard Grose</td>
<td><a href="mailto:r.p.grose@qmul.ac.uk">r.p.grose@qmul.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Dr Rachel O’Callaghan</td>
<td><a href="mailto:r.o.callaghan@qmul.ac.uk">r.o.callaghan@qmul.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Professor Lucinda Hall</td>
<td><a href="mailto:lucinda.hall@qmul.ac.uk">lucinda.hall@qmul.ac.uk</a></td>
</tr>
</tbody>
</table>
### Academic Advisors
(assigned to students during induction week)

| Academic Advisors | Dr Dean Semmens  
(maternity cover for Dr Joanna Riddoch-Contreras)  
Dr Greg Michael  
Dr Ping Yip  
Dr Arturas Volianskis | d.semmens@qmul.ac.uk  
g.j.michael@qmul.ac.uk  
p.yip@qmul.ac.uk  
a.volianskis@qmul.ac.uk |
<table>
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<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Student Support Officer</td>
<td>Ms Shaheda Batha</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Head of Undergraduate Science Teaching, SMD</td>
<td>Professor Lucinda Hall</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Director of Taught Programmes (DTP)</td>
<td>Dr Chris Bray</td>
</tr>
<tr>
<td>-------------------</td>
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</tbody>
</table>

### (3) PROGRAMME AIMS

The Neuroscience BSc programme aims to provide:

- A thorough understanding of Neuroscience including its core principles and current theoretical frameworks based on a strong foundation in the medical sciences;
- An in-depth appreciation of specific topics relevant to current advances in medical research;
- Practical skills in research and an informed understanding of research approaches in Neuroscience.

The programme will address skills requirements for:

- Progression to medical and dental degree courses and professions allied to medicine;
- Academic and clinical research;
- Employment in biotechnology, pharmaceutical and neuroscience based companies;
- Graduate training programmes and employment in a range of sectors.

In addition to these specific programme aims, the BSc degree also aims to:

- Provide a rational, flexibly structured and coherent programme of study which is relevant to the needs of employers, facilitates your professional development and lays the foundations for a successful career which is to the benefit of the economy and society;
- Provide a sound knowledge base in the fields studied and develop key transferable skills in the areas of communication, numeracy, information technology, working with others, problem solving, time and task management;
• Foster the development of an enquiring, open-minded and creative attitude, tempered with scientific discipline and social awareness, which encourages lifelong learning.

(4) WHAT WILL YOU BE EXPECTED TO ACHIEVE?

| Academic Content | On successful completion of your BSc programme, you will have studied:
1. A systematic understanding of key concepts in Neuroscience including the development, anatomy and physiology of the nervous system as well as neurotransmitters, receptors and intracellular signalling systems.
2. Knowledge and insight of molecular and cellular mechanisms controlling neural function in both health and disease.
3. Conceptual understanding of the biological mechanisms underlying diseases of the nervous system and application of this knowledge to alternative therapeutic strategies.
4. Critical evaluation of experimental techniques and models used in neuroscience research considering ethical concerns and limitations. |

| Disciplinary Skills | On successful completion of your BSc programme, you will be able to:
1. Integrate information from a variety of sources to construct a coherent argument on a scientific topic.
2. Critically appraise and analyse scientific literature and interpret findings.
3. Construct hypotheses pertinent to the experimental exploration of topical questions in the field of Neuroscience.
4. Perform practical work efficiently and with due regard to health and safety.
5. Analyse and evaluate/interpret the results of controlled experiments.
6. Prepare scientific/technical reports. |

| Attributes | On successful completion of your BSc programme, you will be able to:
1. Communicate effectively by written and/or verbal means.
2. Capacity for independent learning, and to work independently.
3. Able to participate constructively as a member of a group/team, with skills to influence, negotiate and lead.
4. Evaluate the relevance, importance and reliability of the ideas of others and of different sources of information.
5. Competence in the use of computer-based technology, and in the manipulation and analysis of quantitative data.
6. Critical awareness of the role and impact of science in society, including the global perspective.
7. Use information for evidence-based decision-making and creative thinking. |

(5) HOW WILL YOU LEARN?

You will acquire knowledge and develop your understanding mainly through lectures and directed independent study (see Section 6). Your understanding will be reinforced through a combination of tutorial workshops, problem classes, laboratory classes and e-learning (depending upon the modules which you study), including regular feedback on submitted
work. Additional learning support is provided through Queen Mary's online learning environment, QMplus, and the facilities of the QMUL Student PC Service.

**Practical skills** will be taught as part of organised practical classes, during the early stages of the programme. Each **practical class** is likely to be repeated two or more times in the same week. You will be allocated (randomly) to a specific practical group to attend the practical class on a given date/time. If you are unable to attend on the assigned date/time (e.g. if you are allocated to a Wednesday afternoon, but have sports commitments, or if you are allocated to a Friday afternoon but need to attend jumah or to get home before shabbat), **you** are required to (a) **negotiate a swap** with a fellow student from a different group and then (b) **email the Module Organiser** with details of that swap (confirming who you will be swapping with). If you are unable to negotiate a swap for an assessed practical class, you may be able to submit a claim for **extenuating circumstances** provided the reason for non-attendance is (i) unforeseeable and (ii) beyond your control, and you can provide documentary evidence to support your application.

**Workshops** will reinforce knowledge acquired in lectures and provide opportunities for application of such knowledge to the solution of real problems. Advanced practical skills and specialised analytical skills are then developed during the **project component** of the third year. The third year also includes **critical analysis** through project development and **tutorial led journal clubs** and **discussion forums**.

Queen Mary's **graduate attributes** are developed in a progressive fashion, but most notably in tutorial-based components of modules. The **Causes and Prevention of Disease** module will provide a forum in which students will learn and evaluate scientific advancement and medical application with a global context. The **project module** provides further opportunities for the development of **transferable skills** and other aspects of these attributes.

(6) WHAT IS “INDEPENDENT STUDY”?  

For **every hour of contact** with academic staff, you will be expected to devote **between 3 and 5 hours** to independent study. This may include **staff-directed** exercises (e.g. completion of coursework assignments) or **self-directed** independent study. There are various forms of independent study which include:

- **preparation** (in advance of a lecture/tutorial/practical class)
- **consolidation** of material introduced by the lecturer/tutor (e.g. writing up your lecture notes)
- **elaboration / extension** (e.g. reading around the topic after the lecture)
- **application** (i.e. reinforcing your understanding of a topic by applying any principles introduced in a lecture/tutorial/practical class to a new scenario)

You might be expecting to prepare and consolidate, since these activities most closely resemble the “homework” for Secondary/Further Education. However, to succeed in your
undergraduate degree at university, you will have to make time to elaborate/extend and apply new knowledge in order to develop the depth of understanding required if you are to be recommended for first or upper second class honours.

(7) HOW WILL YOU BE ASSESSED?

For each module that comprises your neuroscience degree, your knowledge and understanding will generally be tested through a combination of assessed coursework and unseen written examinations. For the majority of modules, the coursework: exam weighting will be as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Coursework</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>Year 2</td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>Year 3</td>
<td>20%</td>
<td>80%</td>
</tr>
</tbody>
</table>

For some modules, a higher proportion of marks will be derived from the coursework, and in extreme cases (e.g. the final year research projects), the module will be assessed by coursework only with no written exam. (Please check the module details on QMPlus to confirm the exact coursework: exam weighting for each module.)

The exact nature of the coursework varies from module to module and may include work in the form of laboratory experiment write-ups, essays and/or problem sheets. The coursework mark may also include a contribution from computer-based assessments and in-course tests. Specific modules (if taken) include assessed oral examinations, oral presentations and extended reports/dissertations.

Transferable skills are developed in a contextual manner throughout the teaching and learning programme, and are indirectly assessed as part of the normal assessment processes for the programme. For example, the assessment of the projects includes consideration of data-retrieval skills, report-writing skills and presentational skills.

Practical skills are assessed through in-class observation and through written laboratory reports, which often include attention to quantitative accuracy. The assessment of the final year practical research project also addresses the majority of the professional disciplinary skills that students of this programme are expected to acquire.

The weighting of marks available for a given component should be reflected in the amount of time that you will need to commit to working on each element. For example, where 25% of the module marks are available for coursework, you should expect to devote 25% of 150 hours (i.e. approximately 37 hours) to completing the coursework elements to the best of your ability. The remaining 75% of 150 hours (i.e. approximately 113 hours) should be devoted to attending lectures/tutorials and independent study to ensure you understand the module content well enough to achieve a high grade in the module exam.
The default exam durations and structures also differ between years, as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Default exam duration</th>
<th>Number of sections</th>
<th>Section A</th>
<th>Section B</th>
<th>Section C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>1.5 hours</td>
<td>2</td>
<td>Multiple Choice Questions</td>
<td>Short Answer Questions</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(50% of mark)</td>
<td>(choice of 1 from 2)</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>2.5 hours</td>
<td>3</td>
<td>Multiple Choice Questions</td>
<td>Short Answer Questions</td>
<td>Essay</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(30% of mark)</td>
<td>(choice of 1 from 2)</td>
<td>(choice of 1 from 3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(30% of mark)</td>
<td>(40% of mark)</td>
</tr>
<tr>
<td>Year 3</td>
<td>3 hours</td>
<td>3</td>
<td>Multiple Choice Questions</td>
<td>Essay</td>
<td>Essay</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(34% of mark)</td>
<td>(choice of 1 from 3)</td>
<td>(choice of 1 from 3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(33% of mark)</td>
<td>(33% of mark)</td>
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</tbody>
</table>

Note that on the BSc Neuroscience Programme you may have variants to this structure. For example, some Year 3 module exams will replace the Section A multiple choice questions with a third essay (choice of 1 of 3; worth 1/3 of the exam equivalent to Sections B&C).

To progress beyond Year 1 of the degree, you must pass at least 6 modules x 15 credits (i.e. 90 credits in total). To progress beyond Year 2, you must pass at least 195 credits cumulatively from Year 1 and 2 modules. To graduate with a BSc degree, you must pass at least 315 credits across your 3 year programme. (An alternative way of considering these criteria is that you can fail no more than 3 x 15 credit modules across 3 years.)
(8) HOW IS THE PROGRAMME STRUCTURED?

In the programme outline provided on the following pages, **compulsory** modules are denoted in standard text whereas **elective** modules are denoted in *italicised* text. The credit value of each module is denoted in parentheses. In each academic year, you must study **120 credits** (such that you study a total of 360 credits over the course of your 3 year BSc). It is **strongly recommended** that where elective modules are available, you should select a total of **60 credits** to study in **Semester A** and a total of **60 credits** in **Semester B**. (If you wish to study more credits in one or other Semester, you should discuss this with your Academic Advisor and then with the Programme Director, Dr Greg Michael, before making your pre-selection. You may not enrol for more than 75 credits in any given semester.)

To assist your choice of electives most appropriate to your interests and career aspirations, we want you to have every opportunity to research the elective modules available to you prior to **module pre-selection** (which happens in the month of **May**). We will provide you with **published information** (or videocasts) that outline the module content and in Semester B, we will also organise a **“Module Elective Fair”** at which you can meet with Module Organisers and senior students who have studied each module to ask any questions about elective modules that you might wish to take in the next academic year.

Please note that some elective modules have to operate **caps** on the maximum number of students that the module can accommodate, *e.g.* field-based modules where a finite number of students can be accommodated in the field station. In this case, acceptance on to a module with capped numbers may be contingent on your academic performance prior to the point of module selection (typically your Year 1 academic performance).

The modules listed in the programme outline which follows are **indicative** only. Every effort will be made to run all of the modules advertised in the degree programme outline. However, to offer you the best educational experience while at QMUL, in any one year, a module advertised on the following pages may not be offered if:

- (a) the numbers of students eligible to select a particular module (either too many or too few) would provide you with a compromised student experience;
- (b) academic staff with the requisite experience are unavailable to teach a module (*e.g.* through ill health, injury or retirement)

Likewise, dependent on staff availability and appropriate quality assurance, we may be able to add new modules to subsequent years of your degree programme and improve even further your choice of elective modules (*italics* below).
### Year 1:

<table>
<thead>
<tr>
<th>SEMESTER A</th>
<th>SEMESTER B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BMD111 Chromosomes &amp; Gene Functions (15)</strong></td>
<td><strong>BMD121 Biomedical Physiology I (15)</strong></td>
</tr>
<tr>
<td><strong>BMD115 The Human Cell (15)</strong></td>
<td><strong>BMD123 Biomolecules of Life (15)</strong></td>
</tr>
<tr>
<td><strong>BMD153 Causes and Prevention of Disease (15)</strong></td>
<td><strong>BMD163 Functional Neuroanatomy (15)</strong></td>
</tr>
<tr>
<td><strong>BMD161 Exploring Neuroscience (15)</strong></td>
<td><strong>BMD181 Tissue Biology (15)</strong></td>
</tr>
</tbody>
</table>

**Year 2:**

<table>
<thead>
<tr>
<th>SEMESTER A</th>
<th>SEMESTER B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BMD211 Human Molecular Biology (15)</strong></td>
<td><strong>BIO263 Membrane &amp; Cellular Biochemistry (15)</strong></td>
</tr>
<tr>
<td><strong>BMD221 Biomedical Physiology II (15)</strong></td>
<td><strong>BMD225 Biomedical Pharmacology (15)</strong></td>
</tr>
<tr>
<td><strong>BMD261 Cellular &amp; Molecular Neuroscience (15)</strong></td>
<td><strong>BMD265 Systems Neuroscience (15)</strong></td>
</tr>
<tr>
<td><strong>BIO213 Cell Biology &amp; Developmental Genetics (15)</strong></td>
<td><strong>BMD269 Infection, Immunology &amp; Inflammation (15)</strong></td>
</tr>
<tr>
<td><strong>BIO215 Comparative &amp; Integrative Physiology (15)</strong></td>
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<tr>
<td><strong>PSY124 Exploring Psychology (15)</strong></td>
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</tbody>
</table>

*(one elective must be from the following QM Model choices)*

- **SBC5211 Grand Challenges in the Natural Sciences**
- **SBC5221 Philosophy and Business of Science**
- **SBC5291 Intro to Scientific Programming**
- **SBC5215 Health and Wellbeing**
- **SMD5251 Engaging the Public in Science**

**Year 3:**

<table>
<thead>
<tr>
<th>SEMESTER A</th>
<th>SEMESTER B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BMD361 Repair &amp; Regeneration in the Nervous System (15)</strong></td>
<td><strong>BMD369 Perspectives on Brain Disorders (15)</strong></td>
</tr>
<tr>
<td><strong>BIO323 Human Genetics &amp; Genomics (15)</strong></td>
<td><strong>BIO333 Neuroscience: From Molecules to Behaviour (15)</strong></td>
</tr>
<tr>
<td><strong>BIO363 Molecular Basis of Disease (15)</strong></td>
<td><strong>BMD365 Biomarkers in Neuroscience (15)</strong></td>
</tr>
<tr>
<td><strong>BMD363 Stem Cells &amp; Regenerative Medicine (15)</strong></td>
<td><strong>BMD371 Drug Discovery &amp; Design (15)</strong></td>
</tr>
<tr>
<td><strong>PSY211 Cognitive Psychology (15)</strong></td>
<td></td>
</tr>
</tbody>
</table>

| Year 1: All Year 1 modules are compulsory to ensure that all students on the degree programme have the requisite understanding to prepare them for Years 2 and 3 of the degree programme. |
| Year 2: Six of the Year 2 modules (90 credits) are compulsory: BIO263 (Membrane & Cellular Biochemistry), BMD211 (Human Molecular Biology); BMD221 (Biomedical Physiology II), BMD225 (Biomedical Pharmacology), BMD261 (Cellular & Molecular Neuroscience), and BMD265 (Systems Neuroscience). This will leave you with a choice of 2 elective modules (30 credits). One of these electives should be from one of the 5 QM Model choices. |

| BIO603 Project Skills in the Life Sciences (30) OR BMD650 Research Project in Neuroscience (30) |   |
Year 3: There are only 2 compulsory, 15 credit Year 3 modules: BMD361 (Repair & Regeneration in the Nervous System) and BMD369 (Perspectives on Brain Disorders). In addition, you must select one of the two 30 credit modules: either BMD650 (Research Project in Neuroscience) or BIO603 (Project Skills in the Life Sciences). In order to have a free choice between these two 30 credit options, you will need to perform well in Year 1 of your degree, typically scoring in excess of 65% (if not 70%) in each of your Year 1 modules. If you are not above the 70th centile for Year 1 average marks, you will have to study BIO603 in Year 3. This leaves you with a choice of 4 elective modules (60 credits) from 7 potential electives.

(9) HOW DO WE LISTEN AND ACT ON YOUR FEEDBACK?

You are strongly encouraged to provide informal feedback to Module Organisers and/or to the Programme Director where you can see a way that your teaching could be significantly improved or you have cause for complaint. If you feel uncomfortable approaching a Module Organiser and/or Programme Director, you can also make any suggestions/raise any concerns by email to: sbcs-studentvoice@qmul.ac.uk. This email address is monitored daily by several colleagues so you can reasonably expect a response within 3 working days if you use the “student voice” email account.

The Student-Staff Liaison Committee (SSLC), Chaired by the Director for Student Experience, Dr Dennis, provides a formal means of communication and discussion between the School and its students. The committee consists of elected student representatives from each year of each SBCS and SMD undergraduate degree programme, together with appropriate representation from staff within both SBCS and SMD. SSLC is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. The SSLC meets regularly throughout the year.

The SMD Science & Undergraduate Teaching & Learning (SUTL) Committee advises the Head of Undergraduate Science Education for SMD, Professor Hall, on all matters relating to the delivery of taught programmes at school level, including monitoring the application of relevant QM policies and reviewing proposals for module and programme approval and amendment before submission to Taught Programmes Board (TPB). The SBCS Teaching & Learning Committee (TLC) performs equivalent roles, advising the Director of Taught Programmes (DTP) in SBCS, Dr Tony Michael, who works very closely with Professor Hall and with the Programme Directors, Dr Greg Michael and Dr Joanna Riddoch-Contreras, to ensure that all student concerns are identified, shared, and acted upon, as appropriate. Student views are incorporated into the work of both SUTL and TLC in a number of ways, such as through consideration of student surveys and input from the SSLC.

All schools/institutes operate an Annual Programme Review (APR) of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main
document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the National Student Survey (NSS), Queen Mary Student Survey (QMSS) and module evaluations.

(10) ACADEMIC SUPPORT

You will be provided with a personal tutor, referred to as an "Academic Advisor, who will serve as your main point of contact for advice regarding academic matters and for assistance with pastoral concerns, throughout your whole programme. Advisors in SMD no longer operate the system of “office hours” since all advisees may have very different patterns of availability dependent on their choice of elective modules. Instead you can schedule an appointment to meet with your Advisor via email. Moreover, if and when your Advisor is unavailable or cannot help with a specific problem, SMD and SBCS have several experienced Programme Tutors and a Student Support Officer plus Student Support Assistant who can address any concerns that you might have. (The Head of Undergraduate Science Education and the DTP are always happy to schedule meetings with individual students and/or small groups of students, but only where they have not been able to resolve issues with their Academic Advisors/Programme Tutors or the Student Support Officer/Assistant.)

The Schools also operate a Peer Assisted Study Support (PASS) programme for peer guidance.
(11) SPECIFIC SUPPORT FOR DISABLED STUDENTS

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

(12) ADVICE AND COUNSELLING

Queen Mary has an Advice and Counselling Service (ACS), based in Geography Square, that offers support for all students at all stages of their degree studies. The full range of services offered by the ACS is detailed on their website (www.welfare.qmul.ac.uk). On this website, you will find a series of self-help and guidance booklets covering such diverse issues as adapting to life as a student at university through making a claim for extenuating circumstances to requesting an interruption of studies or withdrawing.

(13) SUPPORTING “THE STUDENT TRANSITION” AND IMPROVING YOUR PREPARATION FOR POSTGRADUATE STUDY AND/OR EMPLOYMENT

Alongside studying compulsory and elective modules covering a range of biological and/or genetic topics, there will also be opportunities for your personal growth and to develop ‘graduate attributes’ alongside your BSc degree. To support your transition into and through Higher Education, colleagues in SBCS have devised online materials and exercises in the Personal & Professional Development (PPD) pages of QMPlus at:

- https://qmplus.qmul.ac.uk/course/view.php?id=6200

In addition, the QMUL Teaching & Learning Initiative, referred to more commonly as the “QM Model”, supports the development of students’ social capital and transferable skills with a view to improving your preparation for postgraduate study and/or employment. These objectives will be achieved through a series of 10 or 15 credit modules in each
academic year, designed to identify and address which of your personal competencies and skills which would benefit from further development.

In Year 1, the objectives of the QM Model will be addressed through the tutorial elements of the module BMD153 (Causes and Prevention of Disease). In Years 2 and 3, your QM Model modules may entail interdisciplinary study, team projects or community-based activities. This further increases the personalisation of your degree programme (over and above your ability to select a unique combination of elective modules in Years 2 and 3 of your degree).

(14) CHANGE OF PROGRAMME

Should you wish to be considered for a Change of Programme (CoP), either within SMD/SBCS or out of the Schools, you will need to complete a CoP form, available from the SBCS reception. Before signing and submitting your form you should meet with your Academic Advisor or a Programme Tutor to discuss the pros and cons of switching programmes. You should then return the completed and signed form to the SBCS reception to be considered and, if possible, approved by Dr Bray as the SBCS DTP. As soon as a decision has been reached, you will be emailed and advised of the outcome of your application by the SBCS SSO.

You may request a single CoP during your degree. In each academic year, there are four deadlines for requesting a CoP, these being:

- **01 December 2018** where there are implications for the Semester B modules required on the new programme;
- **01 February 2019** where you would like your CoP to be approved before entry to the exams;
- **01 April 2019** approval of the CoP will be considered at the June Exam Board meeting, contingent on passing the requisite number of credits;
- **01 August 2019** approval of the CoP will be considered at the September Exam Board meeting, contingent on passing the requisite number of credits.

Approval will be contingent on (a) there being places available on the programme onto which you would like to transfer, and (b) meeting the admissions criteria for the new programme.

(15) OPPORTUNITIES FOR POSTGRADUATE STUDY IN THE SCHOOL OF BIOLOGICAL & CHEMICAL SCIENCES

On completion of your BSc degree, you might wish to embark on a postgraduate research degree to become a Doctor of Philosophy (PhD). Increasingly, competitive applicants for PhD opportunities have not only a high class honours degree (first or upper second class
honours), but they will also have completed a **postgraduate taught** Master of Science (MSc) or Masters by Research (MRes) degree (commonly with a Merit or Distinction).

An MSc degree in Neuroscience and Translational Medicine is offered by the School of Medicine and Dentistry and may be of interest to graduates from the Neuroscience BSc. If you are interested in this programme, you may contact its director Professor Adina Michael-Titus a.t.michael@qmul.ac.uk.

Other QMUL MSc post-graduate degree programmes that may be of interest, to name only a few include:

- **MSc Regenerative Medicine** (Dr John Connelly j.connelly@qmul.ac.uk or Dr Kristin Braun k.braun@qmul.ac.uk)
- **MSc Global Public Health and Policy** msc-enquiry-globalhealth@qmul.ac.uk
- **MSc Genomic Medicine** and other courses run by the William Harvey Research Institute n.ravic@qmul.ac.uk
- **MSc offerings** from the Wolfson Institute of Preventative Medicine’s Centre for Psychiatry [https://www.qmul.ac.uk/wolfson/centres/cfp/](https://www.qmul.ac.uk/wolfson/centres/cfp/) mha-admin@qmul.ac.uk
- **Physician Associate Studies** msc-pa-studies@qmul.ac.uk

(16) **LINKS WITH EMPLOYERS, PLACEMENT OPPORTUNITIES AND TRANSFERABLE SKILLS**

This degree will allow graduates to apply to study medicine or a PhD, to pursue a career in research or to teach, or to gain employment in the pharmaceutical and biotechnology industries, or other fields allied to science, technology and medicine.

The top 19 ranked candidates from the Biomedical Science programme, Neuroscience and Pharmacology and Innovative Therapeutics (based on their cumulative academic performance after the first 2 years of the BSc programme and UKCAT score) will automatically be offered an interview to study medicine at Bart’s and The London School of Medicine and Dentistry.

Under QMUL’s International Exchange Programme (‘Global Opportunities’), students on most BSc and MSci programmes may have the opportunity to ‘study abroad’ at one of QMUL’s partner universities for a full year between Years 1 and 2 of their BSc degree. If you wish to take advantage of this opportunity, you would have to request a CoP onto Neuroscience with a Year Abroad. While the year overseas would not count towards your S3 College Mark and hence to your BSc classification, any Year Abroad should include relevant modules and you would need to meet the pass standards of the overseas university in order to graduate with the title “Neuroscience with a Year Abroad”. As you will appreciate, positions on such international exchanges are subject to a successful application and are awarded on a competitive basis. (If you wish to apply to transfer on to a Year Abroad programme, in the first instance, you should discuss the pros and cons with your
Academic Advisor and a Programme Tutor, as appropriate.) SMD and SBCS offer several degrees “with a Year Abroad” because we appreciate the opportunities that this can provide for personal and professional growth, and for the acquisition of transferable skills that will enrich your CV and bolster your prospects for a graduate career.