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Welcome to the College

Congratulations on joining Imperial College London, the only university in the UK to focus exclusively on science, medicine, engineering and business.

From Fleming’s discovery of Penicillin to Gabor’s invention of holography, Imperial has been changing the world for well over 100 years. You’re now part of this prestigious community of discovery and we hope you will take this opportunity to make your own unique contribution.

We’re committed to providing you with the very best academic resources to enrich your experience. We also provide a dedicated support network and a range of specialist support services to make sure you have access to the appropriate help, whether that’s further training in an academic skill like note taking or simply having someone to talk to.

You’ll have access to an innovative range of professional development courses within our Graduate School throughout your time here, as well as opportunities to meet students from across the College at academic and social events.

We actively encourage you to seek out help when you need it and try to maintain a healthy work-life balance. Our choice of over 340 clubs, societies and projects is one of the largest of any UK university, making it easy to do something different with your downtime. You also have free access to gym (following a one-off orientation fee of £40 in 2017-18) and swimming facilities across our campuses.

As one of the best universities in the world, we are committed to inspiring the next generation of scientists, engineers, clinicians and business leaders by continuing to share the wonder of what we do through public engagement events. Postgraduate students, alongside our academics and undergraduate students, make a significant contribution to events such as our annual Imperial Festival and our term-time Imperial Fringe events – if you’re interested in getting involved then there will be opportunities for you to do so.
Our Principles

In 2012 the College and Imperial College Union agreed ‘Our Principles’ a series of commitments made between students and the College. The Principles are reviewed annually by the Quality Assurance and Enhancement Committee and changes recommended for Senate approval.

Imperial will provide through its staff:

• A world class education embedded in a research environment
• Advice, guidance and support
• The opportunity for students to contribute to the evaluation and development of programmes and services

Imperial will provide students with:

• Clear programme information and assessment criteria
• Clear and fair academic regulations, policies and procedures
• Details of full programme costs and financial support
• An appropriate and inclusive framework for study, learning and research

Imperial students should:

• Take responsibility for managing their own learning
• Engage with the College to review and enhance provision
• Respect, and contribute to, the Imperial community

The Imperial College Students’ Union will:

• Support all students through the provision of independent academic and welfare assistance
• Encourage student participation in all aspects of the College
• Provide a range of clubs, societies, student-led projects and social activities throughout the year
• Represent the interests of students at local, national and international level
Welcome from the Graduate School

Professor Sue Gibson, Director of the Graduate School

The Graduate School has several roles but our main functions are to provide a broad, effective and innovative range of professional development workshops and to facilitate interdisciplinary interactions by providing opportunity for students to meet at academic and social events. Whether you wish to pursue a career in academia, industry or something else, professional skills development training will improve your personal impact and will help you to become a productive and successful researcher.

Dr Janet De Wilde, Head of Postgraduate Professional Development

I would like to welcome you to the Graduate School’s programme of professional development for Master’s students.

Our team of tutors come from a wide variety of experiences and we understand just how important it is to develop professional skills whilst undertaking postgraduate studies. Not only does our programme help you to progress in your academic studies, it can also be part of your preparation for your future career. We provide the opportunity for you to practice your presentation skills, academic writing skills and other key skills. It will also give you the chance to meet students from a variety of subject disciplines building your network.

We offer a range of interactive courses including face-to-face workshops, interactive webinars and online self-paced courses. I encourage you to explore and engage with the diverse range of opportunities on offer from the Graduate School and I wish you well in your studies.

Professional development courses for Master’s students are called “Masterclasses” and they cover a range of themes, for example, presentation skills, academic writing and leadership skills (http://www.imperial.ac.uk/study/pg/graduate-school/professional-skills/masters/). All Masterclasses are free of charge to Imperial Master’s students and I would encourage you to take as many as you can to supplement your academic training. The Graduate School works closely with the Graduate Students’ Union (GSU) and is keen to respond to student needs so if there is an area of development training, or an activity that you would like us to offer, but which is not currently provided, please do get in touch (graduate.school@imperial.ac.uk).

The Graduate School also runs a number of exciting social events throughout the year which are an opportunity to broaden your knowledge as well as to meet other students and have fun. You should regularly check the Graduate School’s website and e-Newsletters to keep up to date with all the events and development opportunities available to you.

Finally, I hope that you enjoy your studies here at Imperial, and I wish you well.
The Graduate School

You automatically become a member of the Graduate School when you register as a postgraduate student at Imperial.

The Graduate School has been set up to support all postgraduate students at the College through:

- Training and development courses
- Networking activities, social and academic events to encourage cross-disciplinary interactions
- Forums to represent the views of postgraduate students throughout the College

‘Masterclass’ professional skills courses

You can see the full range of free professional skills courses for postgraduate students on the Graduate School website:

www.imperial.ac.uk/study/pg/graduate-school/professional-skills/masters

All courses can be booked online.

Contact us

Level 3, Sherfield Building, South Kensington Campus
020 7594 1383
graduate.school@imperial.ac.uk
www.imperial.ac.uk/graduate-school
Welcome from the Graduate Students’ Union (GSU)

I am delighted to welcome you to Imperial College! Let me introduce you to the Graduate Students’ Union (GSU). We are the representative body defending your interests as a post-graduate student in major decisions taken by the College. Beyond that, we work towards building a thriving post-graduate community that spans faculties and where students effectively communicate in an interdisciplinary way. Our committee is comprised by motivated post-graduate students like yourself, who have been appointed in university-wide elections and volunteer to make your experience at Imperial as fulfilling and enjoyable as possible.

So, what are we up to for this coming year 2018/19? We are going to focus on three major areas of action:

- Continue improving post-graduate well-being by increasing the quality of supervision and by creating strategies to tackle common mental health challenges in higher education.
- Develop the GSU to become central to the post-graduate community by improving the two-way flow of information, between the GSU and you.
- Organise exciting events around the topics of well-being, interdisciplinary research, and entrepreneurship.

As the GSU president, I would like to emphasise that Imperial College London is relying on its post-graduate students to maintain its position as a front-runner in world-class research and teaching. For us, the GSU, to be successful we need to receive as much of your input as possible. We want to work with you, for you!

Finally, I hope that you have a fantastic time here at Imperial and take advantage of the richness of opportunities that awaits you. If ever you have questions or ideas to share with us, please do not hesitate to get in touch with us and we are looking forward to seeing you at our events!

Ute Thiermann, GSU President 2018/19

gsu.president@imperial.ac.uk
www.imperialgsu.com
1. Introduction to the Department

Welcome from the Programme Directors

Welcome to the MRes in Chemical Biology! We hope you have a stimulating, productive and enjoyable time studying here in the Department.

The Handbook provides details that are common to all MRes courses within the Chemistry Department and provides information to help you make the most of your time at Imperial College and to know where to get help if needed.

Dr Laura Barter

The Department was the first in College to be awarded the prestigious Athena SWAN Gold award and one of the first departments in the UK. This recognises the work done by the Department towards the advancement of gender equality and diversity in academia.

We hope you find the information useful and please do let us know if there are any errors or omissions or if you have a suggestion of information to be included for future years.

Dr Rudiger Woscholski

Academic and Administrative staff

Dr James Wilton-Ely  Room TBC, MSRH Building, White City Campus  020 7594 9718  j.wilton-ely@imperial.ac.uk

Dr Mike Ray  Room G21, MSRH Building, White City Campus  020 7594 2678  michael.ray@imperial.ac.uk

Dr Nicolas Chabloz  Room G21, MSRH Building, White City Campus  020 7594 2678  n.chabloz14@imperial.ac.uk
**English language requirement**
If you are not a native English speaker you must meet the College’s English language requirements.

See the Admissions website for details:

[www.imperial.ac.uk/study/pg/apply/requirements/english](http://www.imperial.ac.uk/study/pg/apply/requirements/english)

For information on English language support available while you’re here, see page 59.

**Attendance and absence**
You must inform your Programme Director or the MRes admin team if you are absent from the College for more than three days during term. If the absence is due to illness you must produce a medical certificate after seven days. If you miss an examination through illness you must contact your Programme Director or Dr Mike Ray on the day and provide a medical certificate within five working days.

The Registry will be informed of all student non-attendances as the College is obliged to report the non-attendance of students on Tier 4 visas to the Home Office.

Attendance for all assessed components (e.g., exams, Journal Club, group presentations, oral exams, end of year presentations) is compulsory and your failure to attend could result in a mark of zero if you do not inform the Programme Director or MRes Programme Coordinator. During the research project, regular (usually daily) attendance is expected. Attendance will be recorded as required.

**Key College dates 2018-19**
Dates specific to your course can be found later in this document.

**Term dates**
- Autumn term: 29 September - 14 December 2018
- Spring term: 6 January - 23 March 2019
- Summer term: 28 April - 29 June 2019

**Closure dates**
- Christmas/New year: 22 December 2018 – 1 January 2019
  (College reopens on 2 January 2019)
- Easter holiday: 28 March – 3 April 2019
  (College reopens on 4 April 2019)
- Early May bank holiday: 7 May 2019
- Spring bank holiday: 28 May 2019
- Summer bank holiday: 27 August 2019

**Key events**
- Postgraduate Awards Ceremonies: May 2019 (exact date to be confirmed)
- Imperial Festival and Alumni Festival: May 2019 (exact date to be confirmed)
Key departmental dates 2018-19
Academic Year: 2nd October 2018 – 29th September 2019

Saturday 29th September 2018
17:30 – 19:00 PGT Welcome and Welfare Talk (The Great Hall, Sherfield Building)
19:00 – 20:00 PGT Network & Reception Event (Queen Tower Rooms, Level 1, Sherfield Building)
18:00- PG & UG – The lite mingle (Queen’s Lawn)

Sunday 30th September 2018
11:00 – 12:00 President’s welcome event for PG International Students, with the Director of the Graduate School (The Great Hall, Sherfield Building)
12:00 – 17:00 Student Hub open for all Student enquiries (Sherfield Building, level 3)

Tuesday 2nd October 2018
11:00 – 16:00 The Freshers Fair (Imperial College Union)
17:30 - 20:30 “We Love Wine” Tasting sessions (H-Bar, Sherfield Building)

Friday 5th October 2018
Departmental PG Welcome Event

Saturday 6th October 2018
20:00 PG mingle (Imperial College Union, Beit Quad)

From Monday 8th October 2018
Lecture Courses begin (See timetable for specific times and locations)

Early December 2018
MRes Staff-Student Committee meeting (Date and venue TBC)

Wednesday 12th December 2018
DEADLINE: 12.00 Submit:

1) One electronic copy of Literature Report by email to the MRes admin team (chemres@imperial.ac.uk)
2) One electronic copy of your Literature Report (as word or pdf format) on Blackboard Virtual Learning Environment

Monday 7th – Friday 11th January 2019
Exam Week – Exam dates and times to be confirmed.

April 2019
Mid-Term Project Progress Review
- Complete Mid-term Progress Report Form with supervisors
- Complete Student Evaluation Form

Friday 3rd May 2019
Deadline for returning both Mid-term Progress Report and Student Evaluation Forms to the MRes admin team (chemres@imperial.ac.uk)

May to June 2019
Contact supervisors and independent marker to organise MRes Viva.

Friday 28th June 2019
Deadline to confirm date/time of MRes viva with MRes admin team (chemres@imperial.ac.uk)

Thursday the 22nd August 2019
Deadline: 12.00 Submit:

1) One electronic copy of MRes Thesis by email to the MRes admin team (chemres@imperial.ac.uk)
2) One electronic copy of your thesis (as word or pdf format) on *Blackboard Virtual Learning Environment*

26th August – 6th September 2019
Viva on Research Project *(date, time and venue to be arranged by students)*

Monday 9th September 2019
All day MRes Conference – project presentations (Various Rooms in SAF Building)
*Attendance Compulsory*

Mid-late September 2019
External Examiner’s Meeting *(Date to be confirmed)*
*Attendance Compulsory*

Important note: All dates and times can be subject to change at short notice and you are thus well advised to check your college email account regularly (daily), as we will use this to notify you of any changes to the above arrangements.
Summary of Important Project and Assessment Deadlines

Friday 19th October 2018: Project Choices
DEADLINE: 12.00 Submission of project spreadsheet in order of preference to the MRes admin team (chemres@imperial.ac.uk)

Wednesday 12th December 2018: Literature Report submission
DEADLINE: 12.00 Submit:
1) One electronic copy of Literature Report by email to the MRes admin team (chemres@imperial.ac.uk)
2) One electronic copy of your Literature Report (as word or pdf format) on Blackboard Virtual Learning Environment

Thursday 22nd August 2019
DEADLINE: 12.00 Submit:
1) One electronic copy of MRes manuscript by email to the MRes admin team (chemres@imperial.ac.uk)
2) One electronic copy of your (as word or pdf format) on Blackboard Virtual Learning Environment

Monday 9th September 2019
All day MRes Conference – project presentations (Various Rooms in SAF Building) Attendance Compulsory
2. Programme Information

Imperial Mobile app

Don’t forget to download the free Imperial Mobile app for access to College information and services, including your programme timetable, College emails and a library catalogue search tool.

www.imperial.ac.uk/imperialmobile

Imperial Success Guide

The Imperial Success Guide is an online resource with advice and tips on the transition to Master’s level study. More than just a study guide, it is packed with advice created especially for Imperial Master’s students, including information on support, health and well-being and ideas to help you make the most of London.

www.imperial.ac.uk/success-guide
Course synopsis

**MRes in Chemical Biology**

Chemical Biology is the development and application of novel molecular tools and techniques for the study of biology, biomedical understanding and ultimately industrial or clinical benefit. Quantitatively describing and predicting the behaviour of biological processes at the molecular level will impact upon challenges limiting molecular medicine, personal care and the agri-sciences.

The Institute of Chemical Biology (ICB) largely focuses upon developing and applying new molecular tools and technologies to solve problems of known importance in the life sciences, connecting problem-led pull with physical sciences innovation push. These include measuring, modelling or manipulating, protein-protein, lipid-protein, protein-nucleic acid, lipid-drug, lipid-lipid, lipid-nucleic acid and lipid-metabolite interactions as targets for intervention in biological systems.

One of the major activities of the ICB is the training of physical sciences postgraduates towards a career at the interface between the physical and biological sciences, in academia, industry, the public sector and non-governmental organisations.

The ICB oversees the activities carried out in the “Centre for Doctoral Training” (CDT), which provides a 1-year standalone course leading to a Masters of Research (MRes) qualification or a 4-year programme leading to an MRes + PhD. Both options are aimed at producing physical scientists who are able to bridge these disparate fields and have the confidence to engage in multidisciplinary research. For those students registered on the 4 year programme, the MRes in Chemical Biology forms the first part of this training course. The second part consists of a 3-year PhD assignment that will be chaperoned by the Graduate School at Imperial College London leading to a degree from Imperial College London.

The MRes course consists of an 8-month interdisciplinary research project, taught courses in biochemistry, cutting edge physical science tools and technologies, specialist lectures in transferable skills and group discussion sessions. Students will be exposed to multidisciplinary research focussed on assisting and advancing fundamental biology as well as the translation of novel molecular tools and technologies towards industrial and clinical end-users. The latter will provide an opportunity to experience and address the current challenges of the healthcare, agrochemical and personal care sectors within this programme.
Educational aims of the provision

1- Learning outcomes

The programme aims to:
- Produce physical sciences postgraduates equipped to pursue careers at the interface between the physical and life sciences (imaging related areas), in industry, the public sector and non-governmental organisations;
- develop the ability to undertake research in multidisciplinary teams at this interface;
- develop a knowledge of a range of basic and advanced biomolecular concepts;
- develop research and analytical skills related to biomolecular research;
- develop oral and written scientific presentation skills;
- attract the most motivated physical sciences graduates, both from within the UK and from overseas;
- develop new areas of teaching in response to the advance of scholarship and the needs of vocational training.

Considering the above aims, the main outcome of the programme is to provide opportunities for postgraduate students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

a) Knowledge and understanding of:
- Core concepts in chemical biology – essential cell biology, physical techniques in biology, analytical tools and techniques, theoretical approaches to biology and imaging in chemistry and biology;
- research techniques, including information retrieval, experimental design and statistics, modelling, sampling, biomolecular techniques, molecular characterisation, and laboratory safety;
- detailed knowledge and understanding of the essential facts, concepts, principles and theories relevant to the student's project;
- management and communication skills, including problem definition, project design, decision processes, teamwork, written and oral reports, scientific publications.

b) Intellectual skills. To be able to:
- analyse and solve biomolecular problems using a multidisciplinary integrated approach;
- integrate and evaluate information;
- formulate and test hypothesis;
- plan, conduct and write up a programme of original research.

c) Practical skills
- plan and execute safely a series of experiments or computations;
- use laboratory methods or computer-based tools to generate data;
- analyse results, determine their strength and validity, and make recommendations;
- prepare technical reports;
- give technical presentations;
- use the scientific literature effectively.
- Use computer packages

d) Transferable skills
- communicate effectively through oral presentations, computer processing and presentations;
- management skills: decision processes, objective criteria, problem definition, project design and evaluation needs;
- integrate and evaluate information from a variety of sources;
- transfer techniques and solutions from one discipline to another;
- use Information and Communications Technology;
- manage resources and time;
- learn independently with open-mindedness and critical enquiry;
- learn effectively for the purpose of continuing professional development
2 - Curricula and assessment

Course Duration:
This course is a full-time, one-year Masters in Research, consisting of an 8-month long multidisciplinary research project, taught courses in physical and chemical technologies, training in biological research, advanced biochemistry, specialist lectures in transferable & professional skills and group discussion sessions.

1. Taught Component of Course (assessed):
The course begins in the first term (October-December) with a fixed lecture programme of core courses. Each core lecture module is compulsory and the material covered is examined in January. The core courses (outlined in the booklet) address the demand for the breadth of knowledge that we aim to cover by the course. The core lecture courses will be complemented by Group learning webinars, a biochemistry practical and a journal club, which together form the taught component of this course (see later for further details of the weighting of these elements).

Lecture courses (October and November)
The lectures modules (see page 21 for details on the content of the individual lectures) provide students with the opportunity to familiarise themselves with:
(i) Basic biology as well as specific scientific themes focussed on the agri-sciences, personal care and health & disease via a set of platform knowledge lectures,
(ii) A selection of tools and technologies that can be applied to chemical biology research
The knowledge gained through the lectures will be assessed by a written examination (see page 29 for details on the weighting of the exams on the overall degree marks).

Biochemistry Practical – Protein purification and characterisation (26th to 28th of November)
The practical will introduce students to protein production in bacteria, affinity purification from bacterial lysates and characterisation of the functionality of the purified protein. Students will perform individual experiments featuring colorimetric enzyme assays, which will be used to test inhibitors. The experimental skills acquired in this practical will be assessed.

Group Learning Webinars (November)
This is an assessed interactive module, which will facilitate student’s understanding of key/fundamental biochemistry topics.

Each student will be assigned to a group (minimum of 2 students per group) and will be tasked to present a particular topic to the remainder of the student cohort. Students will be given guidance about the material to be covered, and in particular a textbook chapter that they will build their presentation around. Groups will be mentored by a member of academic staff, who will have expertise in the subject area. Each group will create a webinar, which will be submitted for assessment by two members of academic staff (the mentor and an independent assessor).

The subject areas, which will be covered, include metabolism, molecular biology, protein structure, cellular signalling and organelle biology.

Journal Club (Spring Term)
Journal club meetings take place in the spring term. This is an assessed transferable skills course, which aims to develop presentation skills, whilst encouraging scientific debate, and providing the opportunity to broaden scientific knowledge. Students will work together in groups and make a presentation about a seminal high impact paper taken from the departmental Chemical Biology seminars. This will be followed by a chaired discussion/debate about the paper. Students are assessed on their ability to organise the presentation in a logical manner, the use of clear power-point slides, the clarity of the presentation and its scientific content.

2. Research Component of Course (assessed):
The major element of the research component of this course is an 8-month long multidisciplinary research project. A research proposal on the research topic will be submitted in December, a final research report/research manuscript in late August, a research talk at the MRes conference will be given shortly after this submission date, and this will be followed by an oral examination of the manuscript. All these assessed elements make up the research component of the course (see below for further details of the weighting of these elements)
Research Proposal (submission deadline: 12:00 (midday), Wednesday 12\textsuperscript{th} December 2018)

A proposal will be written on your chosen research project outlining the aims, background, objectives, impact and work plan for research that you will undertake from January 2018.

The proposal is based upon the format of an EPSRC research grant proposal, and is to be written throughout the first term of the course. It is expected to include a critical review of the literature on the subject matter chosen for the research project.

Your proposal will be marked by both supervisors as well as by one other independent marker. The purpose of the project proposal is to test independent work and planning. The written style, standard of presentation, completeness and analysis of the literature survey, and rationale for the proposed research will be assessed, to ensure an understanding of the aims and objectives of the proposed research.

The Department and College take plagiarism very seriously. Do not plagiarise. You must read and comply with the Chemistry Department Policy on Plagiarism:

http://www3.imperial.ac.uk/chemistry/teaching/undergraduateteaching/materials/plagiarism

A copy of the Plagiarism Form (included at the end of this booklet, page 76) should be submitted with your Research Proposal.

Students are required to submit the following by the specified deadline:

1) One electronic copy (pdf or word) of your Research Proposal by email to the MRes admin team (chemres@imperial.ac.uk)
2) One electronic copy of your Research Proposal (pdf or word) uploaded to Blackboard Virtual Learning Environment

Failure to do so will result in a penalty.

Research manuscript (submission deadline: 12:00 (Midday), Thursday 22\textsuperscript{nd} August 2019)

The research project will be written up in the form of a research article, using guidelines that can be found below. It should include a covering letter (explaining the impact of the research), a title, an abstract, introduction, methods, results, discussion and list of the cited literature. Each manuscript will be marked by three members of staff (two supervisors and an independent marker), who will take up the role of referees. Guidelines for marking the written work can be found in this booklet.

Students are required to submit the following by the specified deadline:

3) One electronic copy (pdf) of your manuscript by email to the MRes admin team (chemres@imperial.ac.uk)
1) One electronic copy of your manuscript (word format) uploaded to Blackboard Virtual Learning Environment (instructions on how to upload are given at the end of this booklet)

Failure to do so will result in a penalty.

Viva (27\textsuperscript{th} August – 7\textsuperscript{th} September 2019)

The oral examination will further test understanding of the research undertaken. Each student will be examined by an independent marker and at least one (but preferably two) of their supervisors.

It is the student’s responsibility to organise the viva date, time and venue with the supervisors and independent marker, and to inform the MRes admin team (chemres@imperial.ac.uk)

MRes Conference (Monday 9\textsuperscript{th} September 2019)

The MRes conference is a meeting for all students attending the MRes in Chemical Biology, MRes in Bioimaging Sciences, MRes in Plant Chemical Biology and MRes in Drug Discovery and Development courses. It provides an opportunity to showcase the work carried out during your research project (in the form of a short presentation followed by questions), and also the opportunity to hear about research carried out by your fellow cohort. This is an assessed component of the course.
3. Additional compulsory non-assessed components of the course:

**Introduction to PyMol: biomolecule visualisation and ligand interactions (TBC)**

**Objectives:**
- a) Equip students with a basic understanding of how to use PyMol to explore and present biomolecular structures for analysis and for reports.
- b) Provide a starting point for independent study of the more advanced features of PyMol.

**Advance study:** you will complete a short online tutorial prior to the workshop, to ensure you are up to speed on the basic controls.

**Learning outcomes:** You will learn how to acquire structural data from the PDB (Protein Data Bank), and to display and manipulate 3D structures for proteins/DNA, and complexes with ligands, in PyMol, one of the most widely used (freely available) tools for biomolecule visualisation. You will learn how to complete simple and useful tasks in PyMol, including structure alignment, mapping interacting residues, and generating high resolution images of different visual representations of biomolecular structure for reports and/or publication.

**MRes Project Summary Talks (14-17:00 Tuesday 22nd January 2019)**
This seminar is for all MRes students to give a brief 3 minute summary of their project to each other. This is not assessed, but attendance is compulsory.

**Teamwork training and Creativity Event (TBC)**
Creativity sandpit events are becoming common mechanisms chosen by research councils to create, select and award large research grants for multidisciplinary high impact science. This course is designed to simulate a mini “sandpit” event, and ideas generation workshop. Groups of students will work together to drive lateral thinking to address particular research challenges. The course will finish with groups pitching their ideas.

**Introduction to Imperial College Advanced Hackspace (TBC, Spring Term 2019)**
You will be introduced to the Imperial College Advanced Hackspace, which will allow you to gain hands on experience with technology development in the Fab (Fabrication-Prototyping) Lab. The exact time and date will be confirmed later.

[https://icah.org.uk/](https://icah.org.uk/)

**Research seminars and colloquia (TBC)**
Regular research seminars given by leaders in particular fields are organised by the Chemistry department, and attendance is expected. Details will be sent via email. The ICB also organises colloquia each year. These are afternoon meetings in which invited speakers give a variety of talks within the research area of the ICB remit.

**Industry Innovation Workshops (TBC)**
The workshops will provide insights into the process of product and technology development in different industrial sectors, pharma (eg. AZ), the agri-sciences (Syngenta) and personal care sectors (P&G) and the impact of chemical biology. Site visits to industrial partners will be a part of these workshops.

The following two transferable skills courses have been organised for all ICB MRes students. **Attendance is compulsory** however the courses are not examinable.

1. **ICB Research Ethics Courses** *(Wednesday 14th November 09.30-13.00, room G27, MSRH)*

2. **Bioethics** *(Tuesday 13th November 09.30-16.30pm, room G27, MSRH)* by Professor Marianne Talbot, Director of Studies in Philosophy, University of Oxford

These courses covers topics such as “Professional and Personal Integrity”, and Plagiarism and Collusion”. It will also introduce you to philosophical ethics, and enable you to defend your own positions on various ethical issues. You will have the opportunity to discuss topics such as “Do you think reproductive cloning is morally permissible?”; “Do you check food labels to exclude any with GM ingredients?”; “Would you worry if the government introduced compulsory depositing of DNA in the national DNA bank?”

**Three minutes Oral presentation Competition (May-June 2019)**
This is an informal (not assessed and mandatory) event where only your peers will be present. This is a chance for you to briefly talk about your project to your course and have an understanding of what the others are working on. In addition, this will give you an opportunity to test your presentation skills for the assessed MRes conference in September. During this presentation you will have only one static PowerPoint slide and exactly 3 minutes to describe your project and results. Please do remember not to be too specific during your presentation as it should be understandable for an intelligent but non-specialist audience.

During the session, your peers will vote for the best presentation and the winner will be awarded a prize and advance to the final, which will be composed of the best presentations from each MRes courses. The final will be an open event, meaning that undergraduate, PhD and supervisor are going to be invited to attend. There will be prizes for the winners.

**Bespoke Chemistry tutorial.**

Dr Rudiger Woscholski.

[r.woscholski@imperial.ac.uk](mailto:r.woscholski@imperial.ac.uk)

These tutorials are intended for non-chemistry graduates on the course and will give you guidance and point to resources to gain the necessary chemistry background to follow the lectures. They are not replacement lectures and will have to be requested by contacting Dr Woscholski (email: r.woscholski@imperial.ac.uk).

**Professional Skills Courses**

Students are encouraged to take transferable skills courses given by the Graduate School at Imperial College London. For more information on the courses available please see:

[http://www3.imperial.ac.uk/graduateschool/currentstudents/professionalskillsmasters](http://www3.imperial.ac.uk/graduateschool/currentstudents/professionalskillsmasters)

**Careers Day (TBC)**

A day of careers talks from a range of professions to take place in spring 2019. This is a good opportunity to seek careers advice from the speakers on the day and to explore various career opportunities available. Further details of the programme will be sent via email.
Course Synopsis

Core Bio lectures

Introduction to Biochemistry & Cell Biology:
Dr Rudiger Woscholski
Lectures: (4 hrs)

This 4-hour lecture course provides a brief overview of the basic concepts and facts of cell biology and biochemistry, with particular emphasis on the morphology and compartmentalisation of the cell; the difference between prokaryotic and eukaryotic cells, key metabolic pathways and their control as well as techniques to analyse cells and their compartments.

Learning Outcomes
- Description of cell compartments
- Difference between prokaryotic and eukaryotic cells
- Basic facts of cell biology morphology.
- Basic principles and facts on key metabolic pathways.
- Key analytical methods in biochemistry and cell biology
- Overview of cellular transport mechanisms

Biomolecular assays
Prof. Tony Cass
Lectures: (4 hrs)

Synopsis: In these 4 lectures you will learn to design, implement and analyze assays using biomolecules as reagents.

Detailed Content:
- Lecture 1: General Principles of Assay Design: Acquisition, presentation and analysis of assay data.
- Lecture 3: Catalytic Assays: Selected examples from the biomedical and agricultural fields.
- Lecture 4: Affinity Assays: Selected examples from the biomedical and agricultural fields.

Learning Objectives:
1. An understanding of the principles behind the design and execution of biomolecular assays.
2. The ability to design a bioassay to meet a particular research or application need.
3. The ability to analyze, quantitatively, bioassay data

Molecular Biology
Dr Rudiger Woscholski
Lectures: (4 hrs)

These introductory lectures will cover the principles of DNA replication, transcription and translation as well as protein structure and function. The main focus will be on the DNA/RNA based information transfer to the proteins responsible for providing the scaffold and functionality for the cell.

Learning outcome:
Students will understand the concepts governing the information flow from genes to proteins. They will have a basic insight into the molecular mechanisms and its relevance to cellular function and will have a basic knowledge of the structure and function of DNA, RNA and proteins.

**Platform Knowledge - Theme Specific Applied Lectures**

**Signalling – Molecular mechanisms of Health & Disease**

Dr Rudiger Woscholski  
Lectures: (4 hrs)  
✉️ [r.woscholski@imperial.ac.uk](mailto:r.woscholski@imperial.ac.uk)

This lecture series will introduce the molecular causes and concepts of disease development. This will include a range of diseases covering genetic change, metabolic and proteomic changes and targets, cellular function and the physiological consequences of all these mechanisms. The interplay between disease mechanisms and therapeutics will also be discussed.

**Learning Outcome**

Students will be able to compare and contrast the characteristics of healthy and un-healthy cells. They will have a basic understanding of the molecular mechanisms and its relevance to diseases and health, as well as some basic principles of therapeutics and associated problems.

**Signalling – Plant**

Dr. Colin Turnbull  
Lectures: (4 hrs)  
✉️ [c.turnbull@imperial.ac.uk](mailto:c.turnbull@imperial.ac.uk)

We will examine two major concepts in plant signalling. First, we discuss how plants sense and respond to a diverse array of environmental signals such as light, nutrient starvation, salinity and drought. Second, we analyse the internal molecular signalling mechanisms that plants use to convert these environmental inputs into altered growth, development and defence. In a final workshop exercise, we will integrate this knowledge using climate change scenarios to consider how modern agriculture and biotechnology might generate the necessary increases in sustainable crop production to meet global food security targets.

**Learning Outcome**

Students will be able to predict likely plant molecular responses to environmental inputs and stresses. They will have a basic understanding of some classes of plant receptors and downstream signalling events. They will be able to discuss how knowledge of plant signalling might be applied to address global problems.

**Surfactants – Phase Behaviour**

Prof Oscar Ces  
Lectures: (4 hrs)  
✉️ [o.ces@imperial.ac.uk](mailto:o.ces@imperial.ac.uk)

This 4-hour lecture provides an introduction to the complex aggregation behaviour of surfactant systems. It will give students a peek of the invisible world of nano-sized surfactant aggregates that are ubiquitous in consumer products that defines their properties like appearance, product feel during application, dispersing properties (emulsions, encapsulation of actives), stability on storage and flow (processability). It will provide basic knowledge on how consumer products are assembled and formulated.
Learning Outcome
Students will be able to:
1. Learn the different types and application of surfactants used in industry.
2. Learn what happens to a surfactant as it dissolves in a solvent and the different phases it forms as it aggregates.
3. Predict the type of aggregate simply by looking at the molecular structure of the surfactant.
4. Predict the impact of formulation (electrolyte, co-surfactant, organic solvents, perfume) on the shape and size of such aggregates.
5. Understand how typical consumer products (shampoo, liquid detergents, hair/fabric conditioner, etc) are formulated and their basic underlying microstructure.

Plant disease and immunity
Prof Pietro Spanu
Lectures: (1 hr introduction + 3 hrs tutorial)

These sessions will examine aspects of plant disease and how plants defend themselves against microbial pathogens. I will introduce basic aspects of plant pathology and immunology in the first one hour session. You will then be assigned a specific topic to prepare as a presentation to the group which we will discuss extensively in a half-day round table tutorial style session.

Learning Outcomes

- Description of main plant diseases and their impact on food security
- Understanding principles of plant defence and immunity
- Knowledge of how plant immunity is exploited in agriculture
- Appreciation of the challenges and aims of agricultural biotechnology with regard to pathogen control and crop protection

Tools & Technologies in the Physical Sciences

Novel Microfluidic Technologies for Manufacturing Biomembranes and Artificial Cells
Prof Oscar Ces
Lectures: (2 hrs)

Surfactants play a variety of functions in consumer products like soil removal, emulsification/dispersion, viscosity modification, triggered-release, encapsulation and surface modification. These attributes require a suite of tools to fully characterise how surfactants can deliver these. This lecture highlights a few of these techniques that measure how surfactants lower the interfacial tension (L/L for emulsions, L/G for foams, L/S for deposition), determine the size and shape of micelles, identify the different types of liquid crystals and the physical and thermal properties of such aggregates. This includes tensiometry, scattering, microscopy, rheology, calorimetry and spectroscopy.

Optical molecular imaging
Prof. Mark Neil
Lectures: (2 hrs)
The key processes of life occur in the noisy, far from equilibrium cellular environment, which is characterised by heterogeneity and stochastic fluctuation. To unravel this complexity, biology requires new physical concepts and methodologies. Studying biological processes at the single molecule level can offer us an improved understanding of the not only physical structures within the cell but also underlying molecular mechanisms.

This course will concentrate on optical methods for imaging at the molecular level using fluorescence as its main contrast mechanism. Fluorescence is in many ways the ultimate single molecule process as it is directly dependent on molecular level electronic transitions. Techniques such as spectral, polarisation or lifetime contrast imaging can elucidate molecular environment such as viscosity, pH, temperature and refractive index, or the interaction between molecules via FRET (Forster Resonant Energy Transfer). Measurement of the diffusion and movement of molecules can be visualised by FRAP (fluorescence recovery after photo-bleaching) and FCS (fluorescence correlation spectroscopy). Direct visualisation of intracellular structures at resolutions beyond the classical diffraction limit can be achieved using either single molecule localisation techniques such as PALM (photo-activated localisation microscopy) and STORM (stochastic optical reconstruction microscopy), or by STED (stimulated emission depletion microscopy).

Learning outcomes
At the end of this course students will have developed and understanding of both the underlying physical principles behind the processes in and the technology required for a range of optical molecular imaging techniques.

**Fundamentals and Applications of Micro & Nanofluidics**  
Prof Joshua Edel  
Lectures: (2 hrs)  
✉️ joshua.edel@imperial.ac.uk

Analytical Sensors plays a crucial role in today’s highly demanding exploration and development of new detection strategies. Whether it be medicine, biochemistry, bioengineering, or analytical chemistry the goals are essentially the same: 1) improve sensitivity, 2) maximize throughput, 3) and reduce the instrumental footprint. In order to address these key challenges, the analytical community has borrowed technologies and design philosophies which has been used by the semiconductor industry over the past 20 years. By doing so, key technological advances have been made which include the miniaturization of sensors and signal processing components which allows for the efficient detection of nanoscale object. One can imagine that by decreasing the dimensions of a sensor to a scale similar to that of a nanoscale object, the ultimate in sensitivity can potentially be achieved - the detection of single molecules. This talk highlights novel strategies for the detection of single molecules using nanoporous membranes.

**Dr Phil Miller**  
Lectures (2 hrs)  
✉️ n.long@imperial.ac.uk

New Methodologies in Positron Emission Tomography (PET) Radiolabelling: the lecture will examine some recent advances in the radiolabelling of biomedically-relevant molecules, with 11C and 18F radionuclides. Specific examples will include the use of microfluidic reactors, trapping/release of 11CO by transition metals and new metal-mediated 18F electrophilic and aromatic fluorinations.

**Chemical biology: a multifaceted tool in drug discovery**  
Prof. Ed Tate
My group works in the emerging multidisciplinary fields of chemical proteomics and chemical biology, where we design and apply chemistry-driven approaches to explore posttranslational modification (PTM) and protein-protein interactions (PPIs) in living systems. A constant theme in our work is the exploration of biological pathways as potential drug targets, and discovery of novel PTM and PPI inhibitors using tools including peptide and protein synthesis, fragment-based inhibitor design, activity-based enzyme profiling, and proteomics. In this lecture I will highlight some of our recent progress in probing and inhibiting PTM and PPIs using chemical biology approaches, and describe how we have applied this technology to understand and exploit novel drug targets in infectious diseases and cancer.

Utility of Molecular Mechanics and Dynamics in investigating biological systems  
Prof Ian Gould  
Lectures: (2 hrs)  
✉️ i.gould@imperial.ac.uk  

The lecture will use a series of exemplars to demonstrate how “molecular modelling” can be used to aid in understanding of proteins, nucleic acids, lipids and drug interactions. Techniques which will be discussed will include docking, minimisation, Molecular Dynamics (MD) and free energy calculations.

Protein NMR - Structural Elucidation of Protein by NMR Spectroscopy  
Prof Rob Law  
Lectures: (2 hrs)  
✉️ r.law@imperial.ac.uk  

Nuclear magnetic resonance spectroscopy is an extremely powerful technique that enables the structural determination of a vast variety of different molecules. A variant of this is solid state NMR spectroscopy that deals with anisotropic or solid state materials. In biology, examples of these are transmembrane proteins e.g. bacteriorhodopsin or inorganic matrices e.g. apatites. This course will focus on an introduction to this area.

X-Ray Diffraction Studies of Biological Systems  
Dr. Nick Brooks  
Lectures: (2 hrs)  
✉️ n.brooks@imperial.ac.uk  

This section of the course will begin by covering the principles and practicalities of small angle X-ray diffraction (SAXS), and its application to soft-materials and biological lipid assemblies. We will then give an introduction to synchrotron based SAXS and time resolved experiments, this will include the use of temperature changes, rapid mixing and pressure-jump technology to trigger structural transitions in lipid systems.

Quantification In Biological and Biomedical Research  
Prof. David Klug  
Lectures: (2 hrs)  
✉️ d.klug@imperial.ac.uk  

Synopsis to follow

Intervention in Biosynthetic Pathways as a Strategy for Pharmaceutical and Agrochemical Target Selection  
Prof. Alan Spivey
This course will overview some of the main biosynthetic pathways by which secondary metabolites are produced in animals and plants. A selection of case studies will then be presented which highlight how a knowledge of these pathways and their specificity to particular species can allow for the identification of useful targets for the development of pharmaceuticals and agrochemicals.
3. Assessment

Instruction to Candidates for Examinations

Students who are candidates for examinations are asked to note that all examinations are conducted in accordance with the College’s Academic Regulations, the Regulations for Programmes of Study and the Examination Regulations.

Instructions for exam candidates can be found here:


Student responsibilities

The MRes course is a postgraduate assignment and as such is not following undergraduate timing. There is no term free time in this course. Any holidays or sick-leave should be taken at the discretion of the supervisors, but should under no circumstances be taken in the examination periods of January 2019 and September 2019.

It is mandatory to attend all scheduled lectures, seminars and courses. Missing an exam without any support by a doctor’s notice for the day of the exam will count as failure. It is the responsibility of the student to ensure that sufficient time is allocated for the exam and write-up preparation.

The MRes admin team (Drs Mike Ray and Nicolas Chabloz) should be the first contact in all matters concerning problems with the supervision of the projects, pastoral difficulties and all administrative or logistic issues. Once these channels have been exhausted matters should be raised with the MRes course directors, Drs. Rudiger Woscholski and Laura Barter.

Students are expected to organise, conduct and present their research project in an independent fashion. The supervisory role is to guide and advise the student intellectually as well as technically, but it is not the supervisor’s responsibility to do the thinking or the work for the student. All projects will have at least two supervisors, with differing research expertise. Both supervisors should be approached for guidance. It is the students’ responsibility to make an effort and seek contact with their supervisors on a regular basis.

In order to pass the course successfully students have to pass all assessed components of the course. This includes the written exams, the literature/proposal report, the final report and the viva. Failing in one of the components will normally lead to a failure of the whole course.

At the end of the course an external examiner will assess the examination process. All students have to be present for this day. Students that are either at boundaries between marks (i.e. pass/failure or pass/merit, merit/distinction) or have failed one or more component of the course are likely to get an additional oral examination (viva) that will determine their final mark.

Students should seek guidance with respect to their project write-up and literature report from their corresponding supervisors, since they will be involved in the marking. After the literature report they should seek feedback from their corresponding supervisors to foster the improvement of their final report.

Students are required to submit an electronic version of the final report to their supervisors. Additionally, they must hand over all notes, lab-books, results, computer programmes etc. to their supervisors.

Final Thesis/Literature Report
These must be submitted on Blackboard and emailed to the MRes admin team (chemres@imperial.ac.uk). Failure to do so will result in a penalty.

Viva
Students are responsible for contacting their supervisors and independent marker to arrange a viva date. The MRes admin team will send further details nearer the time.
**Late submission will be penalised:** All students must submit coursework assessment by the published deadline (date and time). Work submitted more than one day (24+ hours) late will not be accepted as a valid attempt and a mark of zero will be recorded. If you need an extension, you must contact the Course Director in advance of the deadline, stating your reasons for the request. This policy means that planning your time to ensure that your coursework is submitted on time is vital and this is an extremely important transferable skill.

**Plagiarism**

Plagiarism is the presentation of another person’s thoughts, words, images or diagrams as though they were your own. Another form of plagiarism is self-plagiarism, which involves using your own prior work without acknowledging its reuse.

Plagiarism is considered a cheating offence and must be avoided, with particular care on coursework, essays, reports and projects written in your own time and also in open and closed book written examinations.

Where plagiarism is detected in group work, members of that group may be deemed to have collective responsibility for the integrity of work submitted by that group and may be liable for any penalty imposed, proportionate to their contribution.

For further information, please refer to the Academic Misconduct Policy and Procedures section on page 54 of this handbook.

The Department and College take plagiarism very seriously. Do not plagiarise. You must read and comply with the Chemistry Department Policy on Plagiarism:

[http://www3.imperial.ac.uk/chemistry/teaching/undergraduate/teaching/materials/plagiarism](http://www3.imperial.ac.uk/chemistry/teaching/undergraduate/teaching/materials/plagiarism)

A copy of the Plagiarism Form (included at the end of this booklet, page 76) should be submitted with your Research Proposal and research manuscript.
Assessment Method

The different teaching outcomes will be assessed in the following way:

- The knowledge base will be assessed through a combination of unseen written examinations for the taught component of the course, (i.e. the compulsory core courses given during the first term) and assessed project work (the project proposal, research project manuscript, MRes conference presentation and viva).

- The intellectual (thinking) skills will be evaluated through the project proposal, unseen written examinations, individual research projects, group learning seminars and journal club.

- Practical skills will be assessed through the biochemistry practical, research project (both the written component and the ability of the student to carry out the research, i.e. experimental work, learning specific techniques, etc.) manuscript, MRes conference presentation and oral examination.

- Transferable skills are assessed in the student’s research project, literature survey and during journal club and the group learning seminars. Students’ ability to communicate their research will also be assessed during the oral examination and the MRes conference presentation.

The assessment rules & degree classification for the programme are:

- Minimum standards (i.e. 50%) in each element and assessed component will be required.

- To qualify for the award of MRes, students must complete and pass all the course requirements and must achieve an overall pass mark (50%) in each assessed component. This includes the combined taught element (Written Examinations and Journal Club) and combined research element (Literature Report, MRes Manuscript, Oral viva and MRes Conference Presentation) of the course.

- The percentage weighting of marks contributing to the degree are given in the following table:

<table>
<thead>
<tr>
<th>Assessed Component</th>
<th>Taught Element (25 %)</th>
<th>Research Element (75 %)</th>
<th>Percentage weighting of marks contributing to degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Examinations</td>
<td>10 %</td>
<td>Research Proposal</td>
<td>10 %</td>
</tr>
<tr>
<td>Group Learning Seminars</td>
<td>5 %</td>
<td>MRes manuscript</td>
<td>50 %</td>
</tr>
<tr>
<td>Biochemistry Practical</td>
<td>5 %</td>
<td>MRes conference Presentation</td>
<td>5 %</td>
</tr>
<tr>
<td>Journal Club</td>
<td>5 %</td>
<td>Oral Viva</td>
<td>10 %</td>
</tr>
</tbody>
</table>

Summary of grades, marks and their interpretation for the MRes degree classification
<table>
<thead>
<tr>
<th>GRADE</th>
<th>MARKS</th>
<th>INTERPRETATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>70% - 100%</td>
<td>Marks represent a distinction performance</td>
</tr>
<tr>
<td>Merit</td>
<td>60% - 69.9%</td>
<td>Marks represent a merit performance</td>
</tr>
<tr>
<td>Pass</td>
<td>50% - 59.9%</td>
<td>Marks represent a pass</td>
</tr>
<tr>
<td>Fail</td>
<td>0% - 49.9%</td>
<td>Marks represent a fail performance at MRes level</td>
</tr>
</tbody>
</table>

- **Distinction**: to be awarded where a candidate has achieved:
  - either: an aggregate mark of 70 per cent or greater across the programme as a whole, comprising a mark of 70 per cent or greater in each element;
  - or: a mark of 70 per cent or greater across the programme as a whole, with a mark of 70 per cent or greater in each element with the exception of one element, for which a mark of 60 per cent or greater must have been obtained.

- **Merit**: to be awarded where a candidate has achieved:
  - either: an aggregate mark of 60 per cent or greater across a programme as a whole, comprising a mark of 60 per cent or greater in each element;
  - or: has obtained a mark of 60 per cent or greater across a programme as a whole, with a mark of 60 per cent or greater in each element with the exception of one element, for which a mark of 50 per cent or greater has been obtained.

- **Pass**: to be awarded where a candidate has achieved an aggregate mark of 50 per cent or greater across a programme as a whole, comprising a mark of 50 per cent or greater in each element.

- **Fail**: to be awarded where a candidate has achieved an aggregate mark of 49.9 per cent or less across a programme as a whole, comprising a mark of 49.9 per cent or less in each element.

At the end of the course an external examiner will assess the examination process. This meeting is TBC and all students will have to be present for this day. Students that are either at boundaries between marks (i.e. pass/failure or merit/distinction) or have failed one or more components of the course are likely to get an additional oral examination (viva).
Criteria for Assessment of Exam answers

The assessment will take into consideration the teaching of the subject and the type of problems and tasks set. Allowance is made for what is reasonably achievable under examination conditions.

<table>
<thead>
<tr>
<th>Percentage Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>85-100</td>
<td><strong>Excellent.</strong> Originality and critical/analytical ability ** is expected. The presentation of the subject combines conciseness and exemplary understanding of all relevant concepts and facts.</td>
</tr>
<tr>
<td>70-84</td>
<td><strong>Very Good.</strong> As for Excellent, but not fully achieving one of them.</td>
</tr>
<tr>
<td>60-69</td>
<td><strong>Good.</strong> Provides a clear and accurate account of the relevant knowledge, concepts and facts, with only minor omissions. Evidence of critical/analytical ability **.</td>
</tr>
<tr>
<td>55-59</td>
<td><strong>Adequate.</strong> Provides a mainly accurate account of the basic concepts covering at least half of the relevant taught material, but is marred by significant errors and/or omissions.</td>
</tr>
<tr>
<td>50-54</td>
<td><strong>Pass.</strong> Provides only a minimal account of the basic concepts covering at least a third of the relevant taught material, but is marred by major errors and/or omissions. <strong>PASS MARK is 50%</strong></td>
</tr>
<tr>
<td>35-49</td>
<td><strong>Unsatisfactory.</strong> Provides only a vague account covering less than a third of the relevant taught material and indicates a confused understanding of the subject.</td>
</tr>
<tr>
<td>20-34</td>
<td>Provides only a vague understanding of some concepts and facts covering about a quarter of the expected material. Presentation is dominated by inaccurate or irrelevant material.</td>
</tr>
<tr>
<td>10-19</td>
<td>A maximum of three relevant facts (sentences) are presented.</td>
</tr>
<tr>
<td>1-9</td>
<td>Answer includes at most one relevant fact (sentence)</td>
</tr>
<tr>
<td>0</td>
<td>Answer contains nothing correct that is relevant to question. Mark to be given where the work is discovered not to be that of the candidate (plagiarised). Further disciplinary action is usually taken in cases of plagiarism.</td>
</tr>
</tbody>
</table>

** Analytical = assessing a hypothesis or statement by breaking it down into its elements and examining their inter-relationships and contribution to the whole; cf. Critical = judging a hypothesis or conclusion by examining the validity of the evidence adduced for it.
Guidelines for MRes Research proposal

The following should be submitted on or before 12.00 Wednesday 12th December 2018

1) One electronic copy of Literature Report by email to the MRes admin team (chemres@imperial.ac.uk)
2) One electronic copy of your Literature Report (as word or pdf format) on Blackboard Virtual Learning Environment

Reports will be marked independently by both supervisors and one other member of staff. The report will then be moderated.

The purpose of the project proposal is largely to test the students’ ability to conceive and design the necessary steps for their research project, which will be undertaken throughout the second half of the MRes course. It is essential that a good understanding of relevant state-of-the-art research is demonstrated, and the aims and objectives of the proposed research programme should be defined.

Your MRes proposal (maximum 8 pages including figures, references, etc) must adhere to the following format:

**Background (maximum 4 pages):** Introduce the topic of research and explain its academic and industrial context; review the literature necessary for the understanding of the project aims and methodology employed. Demonstrate a knowledge and understanding of past and current work in the subject area in the UK and abroad. Include any preliminary work here, if it is necessary for formulating the aims and objectives of the programme of work covered in the following section

**Programme and Methodology (2 pages maximum):** State the overall aims of the project and the individual measurable objectives against which you would wish the outcome of the work to be assessed. Detail the methodology to be used in pursuit of the research and justify the choice. Explain why the proposed project is of timeliness and novelty. Describe the programme of work, indicating the research to be undertaken and the milestones that can be used to measure its progress (relate to diagrammatic workplan).

**Relevance to Beneficiaries; potential impact (0.5 page maximum):** Identify the potential impact of the proposed work. Indicate who is likely to benefit from the proposed research. If the benefits do not directly relate to wealth creation and/or to improving the quality of life, give details of other beneficiaries and explain their importance; (note that other research workers are legitimate beneficiaries).

**Diagrammatic work plan (maximum 0.5 page).** This should be a diagrammatic indication of the project plan, for example, a PERT or Gantt chart.

**Standard Operating Procedure (SOP, maximum 1 page).** This section should outline any safety concerns in the methodology proposed, and what precautions may need to be implemented to safely conduct the outlined experiments. Focus on major safety issues rather than minor ones and consult with your supervisors on potential actions to safeguard your proposed work.

Proposals should have a minimum of 2,000 words and not exceed 8 word-processed pages including figures and references. The proposal must be written using the font Arial (11pt), 1.5 lines spacing, with document margins of 1.5 cm at the top, bottom, left and right. The report should include the title, your name and your supervisors name in the header of the word document. It is advisable to maximise the use of space by being selective about the figures needed for the proposal as well as listing publications as footnotes. The font size for header and footer must be 10pt or higher.
**Assessment of MRes proposals**

Proposals will be marked independently by the biological supervisor, the physical supervisor and the independent marker. The proposal will then be moderated.

When writing the following marking criteria should be borne in mind.

**Written style/Presentation**
- Is the proposal well written and presented (typewritten, bound, organisational figures, formatting etc) and clearly explained?
- The proposal should be concise and complete (thorough and informative)
- Are the references listed actually referred to or discussed in the text? Is the project the candidate’s own work, written in their own words?
- Is the format up to the standards expected from grant proposals to research councils?

**Background information**
- Is the literature survey thorough and complete?
- Are important references missing?
- Are all relevant subjects (biological context & physical/technical aspects) sufficiently covered?
- A mechanical copy of existing material is not acceptable.

**Programme and methodology.**
- The programme should be concise and logical.
- Is the proposed work’s relationship to other work in the literature clear?
- Aims and methodology should be clearly justified.
- Is the choice of methodology clear and is it justified?
- Is the diagrammatic workplan aligned with the text, and is it showing realistic timelines.

**Relevance to Beneficiaries**
- Are the main beneficiaries of the proposed work being identified?
- Are the mechanisms and pathways to create impact appropriate?

The Department and College take plagiarism very seriously. Do not plagiarise. You must read and comply with the Chemistry Department Policy on Plagiarism:

[http://www3.imperial.ac.uk/chemistry/teaching/undergraduateteaching/materials/plagiarism](http://www3.imperial.ac.uk/chemistry/teaching/undergraduateteaching/materials/plagiarism)

A copy of the Plagiarism Form should be submitted with your Literature Report. **Any evidence of plagiarism will have serious consequences according to College rules.**
MRes Proposal Assessment Form
Imperial College London – The Institute of Chemical Biology
MRes in Chemical Biology

Student:

Supervisors:

Title:

Marker:

<table>
<thead>
<tr>
<th>Written style and Presentation</th>
<th>Joint Supervisor Mark</th>
<th>Independent Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conciseness</td>
<td>/30</td>
<td></td>
</tr>
<tr>
<td>Clarity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Background information       | /30                   |                  |
| Command/completeness of literature |             |                  |
| Critical evaluation          |                       |                  |

| Programme and methodology    | /25                   |                  |
| Choice of methods            |                       |                  |
| Justified objectives         |                       |                  |
| Realistic time lines         |                       |                  |

| Relevance to Beneficiaries   | /15                   |                  |
| Appropriate mechanism        |                       |                  |
| Realistic impacts            |                       |                  |

**Total** /100

Comments on research proposal - Please provide a minimum of 100 words of each marking criterion. If the total mark given lies outside the 50%-75% range then a 200-word justification clearly stating the reasons (with specific examples from the proposal) for why the proposal is exceptionally good, or why it deserves a fail grade is required. (This text will be shared with the student as feedback)
Imperial College London – The Institute of Chemical Biology

MRes in Chemical Biology

Criteria for Assessment of MRes Research Proposal

Account is taken of the nature of the work proposed, critical analysis of the relevant literature, the proposed work and what is reasonably achievable in the timescale of the course.

<table>
<thead>
<tr>
<th>Percentage Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>85-100</td>
<td><strong>Excellent.</strong> Outstanding analysis of the relevant literature and methodology showing a standard equal to successful research council grants in depth and content. Evidence of originality, high critical/analytical ability.** Competent assessment of the limitations of the proposed research and the relevance and impact of the proposed research (putting the work in context).</td>
</tr>
<tr>
<td>70-84</td>
<td><strong>Very Good.</strong> As for Excellent, but not fully achieving one of them.</td>
</tr>
<tr>
<td>60-69</td>
<td><strong>Good.</strong> Accurate presentation of the relevant literature, experimental procedures and proposed work, showing a clear understanding of the methodology with minor errors and/or omissions. Demonstrates critical/analytical ability** including an assessment of the limitations of the proposed work and the relevance of the research.</td>
</tr>
<tr>
<td>55-59</td>
<td><strong>Adequate.</strong> Accurate account and presentation of most of the background, experimental procedures and proposed work. Demonstrates critical/analytical ability** including an assessment of the potential limitations of the proposed work and the relevance of the research, but has significant errors and/or omissions.</td>
</tr>
<tr>
<td>50-54</td>
<td><strong>Pass.</strong> Basic account and presentation of the background, experimental procedures and proposed research. Demonstrates some critical/analytical ability** including an assessment of the significance of the research, but has major errors or omissions.</td>
</tr>
<tr>
<td>35-49</td>
<td><strong>Unsatisfactory.</strong> Confused and incomplete account of the background, experimental procedures and proposed work. Presence of major errors of interpretation or factual mistakes and/or omissions.</td>
</tr>
<tr>
<td>20-34</td>
<td>Vague and seriously inadequate account and presentation of the proposed work with substantial omissions and errors. Very poor review of relevant literature.</td>
</tr>
<tr>
<td>10-19</td>
<td>Mainly incorrect and incompetent background information and research proposal demonstrating only few relevant thoughts.</td>
</tr>
<tr>
<td>1-9</td>
<td>Incorrect and incompetent literature survey and research proposal containing nothing of relevance.</td>
</tr>
<tr>
<td>0</td>
<td>Work not handed in. Mark given where the work presented is discovered not to be that of the candidate (plagiarised). Further disciplinary action is usually taken in cases of plagiarism.</td>
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</tbody>
</table>

** Analytical = assessing a hypothesis or statement by breaking it down into its elements and examining their inter-relationships and contribution to the whole; cf. Critical = judging a hypothesis or conclusion by examining the validity of the evidence adduced for it. **
Student name: 
Project Title: 
Supervisors: 
Date: 

**Evaluation to be completed by the Supervisor** (please circle as appropriate, if starred response please give details/agreed action in space provided)

- Attendance: Excellent / good / satisfactory / unsatisfactory*
- Commitment: Excellent / good / satisfactory / unsatisfactory*
- Awareness of Literature: Excellent / good / satisfactory / unsatisfactory*
- Presentation skills (written and oral): Excellent / good / satisfactory / unsatisfactory*
- Overall Progress: Excellent / good / satisfactory / unsatisfactory*

Supervisor’s comments on project progress to date. Please highlight any successes and problems and comment on the agreed targets for the second half of the project (please continue overleaf if required).

Student’s General Comments, including identification of any issues which need to be addressed (please continue overleaf if required).

Student’s signature .................................. Date .........................

Supervisor’s signature .............................. Date .........................

Please return completed form to Dr. Mike Ray, Rm 249b, Chemistry, South Kensington campus, Imperial College London
Name: 
Project Title: 
Supervisors: 
Date: 

Evaluation to be completed by the Student (please circle as appropriate, if starred response please give details/agreed action in space provided)

Quality of Supervision: Excellent / good / satisfactory / unsatisfactory*
Overall Project Progress to date: Excellent / good / satisfactory / unsatisfactory*

Please highlight successes/problems encountered during the project to date, and detail any changes made to the research plan in light of these. Use this opportunity to identify any issues which need to be addressed in the coming weeks/months.

Student’s signature …………………………… Date ………………………

Please return completed form to Dr. Mike Ray, Rm 249b, Chemistry, South Kensington campus, Imperial College London
Research Manuscript Guidelines

Please read all the following guidelines carefully.
The following should be submitted on or before 12:00 Thursday 22nd August 2019.
- An electronic copy of your manuscript (PDF, including the supplementary information) sent via email to the MRes admin team (chemres@imperial.ac.uk)
- A covering letter, including a justification of the importance of the work.
- An electronic copy of your manuscript (in Word format) uploaded onto Blackboard virtual learning environment.

Manuscript format
The manuscript should report your MRes project research achievements (both positive and negative). It should be written using a template that will be emailed to you separately. The template defines the font sizes and styles as well as the line spacing. Please do not alter this.

The manuscript should have a minimum word count of 6000 words and should not exceed 12000. Supplementary information may be included, and should not exceed a word count of 6000 words. Supplementary information may be provided in a free form format that you consider best suited to the data presented.

You should include a covering letter that gives a justification of the importance and impact of the work. This should not exceed one page in length.

Note that you are expected to consult your supervisors for advice on preparing your research manuscript; your supervisors and their groups have long experience of preparing papers for publication, so take advantage of their expertise early in the process. You have read many papers during your MRes to date, so you should be very familiar with the overall format and style expected in a good paper.

The manuscript should include the following sections (further divided into subheadings wherever needed to enhance readability):

**Title**
The manuscript should have a concise title directed at the general reader. Please note that abbreviations in the title should be avoided.

**Author names**
As author of this manuscript, you should be the first author listed. Full names should be given. Please also list your supervisors as the co-authors.

**Abstract**
The paper must include an abstract which is a summary (50-350 words) setting out briefly and clearly the main objects and results of the work; it should give the reader a clear idea of what has been achieved. The summary should be essentially independent of the main text; however, names, partial names or linear formulae of compounds may be accompanied by the numbers referring to the corresponding displayed formulae in the body of the text. Please do not cite references in the abstract.

**Keywords**
You should list three to ten keywords representing the main content of the article.

**Introduction**
This should give clearly and briefly, with relevant references, both the nature of the problem under investigation and its background.
Results and Discussion
It is usual for the results to be presented first, followed by a discussion of their significance. You are marked both on the clarity and conciseness of your report. Therefore only relevant results should be presented and figures, tables, and equations should be used for purposes of clarity. This can include the use of flow diagrams and reaction schemes. Supporting information and data should be included in the supplementary section of your submission.

Conclusion
This section should state the main conclusions of your research project, and give a clear explanation of their importance and relevance. It should be used to highlight the novelty and significance of the work and how it sits relative to the state of the art in the field.

Experimental
Descriptions of experiments should be given in detail sufficient to enable experienced experimental workers to repeat them. Descriptions of established procedures are unnecessary. Standard techniques and methods used throughout the work should be stated at the beginning of the section. Apparatus should be described only if it is non-standard; commercially available instruments are referred to by their stock numbers (e.g. Perkin-Elmer 457 or Varian HA-100 spectrometers). The accuracy of primary measurements should be stated.

Acknowledgements
Contributors other than co-authors (i.e. supervisors) may be acknowledged in a separate paragraph at the end of the paper; acknowledgements should be as brief as possible. All sources of funding should be declared.

Bibliographic references and notes
These should be listed at the end of the manuscript in numerical order. Details regarding the format of the bibliography are given below. Note that the names of journals or their abbreviations should be written in italics.

Style and presentation
Brevity
Your manuscript should be written clearly and concisely. Repetition or embellishment with unnecessary words or phrases should be avoided. Excessive use of diagrams and duplication of data in text, tables and figures is discouraged.

Grammar and spelling
Standard English or American spelling may be used but consistency should be maintained throughout the document.

Abbreviations
The use of common or standard abbreviations is encouraged. If non-standard abbreviations must be used these should be defined at the first use.

Illustration and figures
Preparation of graphics
Graphics to be embedded in the manuscript should fit within either single column (8.3 cm) or double column (17.1 cm) width, and must be no longer than one page.

- Schemes and structures should be drawn to make best use of single and double column widths. Lettering used in graphics should be legible at the required size (e.g. 7 point Arial font or Helvetica if Arial is unavailable)
- The format of units in graphics should conform to IUPAC convention and be consistent with those used in the paper
Insets in images should be avoided where possible. However, if insets are used there is no need to shrink down the size of the text, axes labels and symbols in the inset. These should be the same size as in the main graph so that they are readable.

**Chemical Structures**
Structural formulae should ideally be prepared with chemistry drawing software (e.g. ChemDraw, ChemWindows, ISIS/DRAW).

**Figure Legends**
Figure legends should be included underneath each figure. Each legend should include a figure number (in sequence using Arabic numerals i.e. Figure 1, 2, 3 etc); short title of the figure (maximum 15 words); detailed legend, up to 300 words.

**Tables and Table legends**
Each table should be numbered and cited in sequence using Arabic numerals (i.e. Table 1, 2, 3 etc). Tables should have a title (above the table) that summarises the whole table; it should be no longer than 15 words). Detailed legends may then follow, but should be concise.

**Bibliographic references**
You are assessed on your command of the literature. Therefore you should ensure that you adequately cite the relevant literature throughout your manuscript. Around 50 references might be expected for a manuscript of this length, with further references included in the supplemental data.
You are required to make use of reference managing software (e.g. EndNote) to standardise your bibliography. All references must be numbered consecutively, in brackets, in the order in which they are cited in the text (including those in tables and figure captions, which should be numbered according to where the table or figure is designated to appear).
The references themselves should be listed at the end of the text, as indicated in the template. The names and initials of all authors are always given in the reference; they must not be replaced by the phrase *et al.* Examples of the manuscript reference style are given below, and must be adhered to.

**Journals**
The style of journal abbreviations to be used here is as defined in Chemical Abstracts Service Source Index (CASSI). See http://www.cas.org/expertise/cascontent/caplus/corejournals.html If you cannot locate an authoritative abbreviation for a journal, and if it is not obvious how the title should be abbreviated, please cite the full title.
Bibliographic details should be cited in the order: year, volume, page. Where page numbers are not yet known, articles should be cited by DOI (Digital Object Identifier), e.g. A. R. Jones, *Dalton Trans.*, 2005, DOI: 10.1039/B503459J.

**Article within a journal**

**Books**

**Patents**

**Reports and bulletins, etc.**
Material presented at meetings

Theses

Reference to unpublished material
For material presented at a meeting, congress or before a society, etc. but not published, the following form is used: A. R. Jones, presented in part at the 28th Congress of the International Union of Pure and Applied Chemistry, Vancouver, August 2001.
For material accepted for publication, but not yet published, the following form is used: A. R. Jones, Angew. Chem., in press.
For material submitted for publication but not yet accepted the following form is used: A. R. Jones, Angew. Chem., submitted.
For personal communications the following is used: G. B. Ball, personal communication.

Footnotes
Footnotes may be used to present material which, if included in the body of the text, would disrupt the flow of the argument but which is, nevertheless, of importance in qualifying or amplifying the textual material. Footnotes are referred to with the following symbols: †, ‡, §, ¶, ‖ etc.
Please note that any material exceeding the conciseness of a footnote, but which is relevant to the manuscript conclusions should be placed in the supplementary material.

Supplementary Data
The Supplementary Information should be included to enhance and increase the impact of your manuscript. Additional material, such as repetitive experimental details and bulky data, may be included. Note that there is a word limit for this section which should not exceed 6000 words (this includes text in the figure captions). The supplementary data can be presented using the manuscript style set by the template (two column format) or any other format that is suitable to accommodate the data that you wish to present.

Any evidence of plagiarism will have serious consequences according to College rules.
### Comments on manuscript -

Please provide a minimum of 100 words of your justification for your marks, making sure to cover each marking criterion. If the total mark given lies outside the 50%-75% range then a 200-word justification clearly stating the reasons (with specific examples from the manuscript) for why the proposal is exceptionally good, or why it deserves a fail grade is required. (This text will be shared with the student as feedback).

<table>
<thead>
<tr>
<th></th>
<th>Joint Supervisor Mark</th>
<th>Independent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>/20</td>
</tr>
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<td>Experiments support claims</td>
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<td></td>
</tr>
<tr>
<td>Methods are appropriate</td>
<td></td>
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</tr>
<tr>
<td>Methods well explained</td>
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<td></td>
</tr>
<tr>
<td><strong>Scientific Understanding</strong></td>
<td>/30</td>
<td>/30</td>
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<td>Command of literature</td>
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<tr>
<td>Critical discussion</td>
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<td></td>
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<tr>
<td><strong>Written Style</strong></td>
<td></td>
<td>/50</td>
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<tr>
<td>Presentation</td>
<td>Not required</td>
<td></td>
</tr>
<tr>
<td>Conciseness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarity</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Endeavour and Evidence of independent working</strong></td>
<td>/50</td>
<td>Not required</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>/100</td>
<td>/100</td>
</tr>
</tbody>
</table>
**Criteria for Assessment of Research Manuscript**

Account is taken of the nature of the work, endeavour in the laboratory, the instructions provided and what is reasonably achievable.

<table>
<thead>
<tr>
<th>Percentage Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>85-100</td>
<td><strong>Excellent.</strong> Outstanding presentation of results showing publishing standard in quality and quantity. Evidence of originality, high critical/analytical ability**, substantial outside reading and independent work effort. Competent assessment of the limitations of the experimental procedures and the significance of results.</td>
</tr>
<tr>
<td>70-84</td>
<td><strong>Very Good.</strong> As for Excellent, but not fully achieving one of them.</td>
</tr>
<tr>
<td>60-69</td>
<td><strong>Good.</strong> Accurate account and presentation of results and experimental procedures showing a clear understanding of the background by providing evidence of sufficient outside reading. Demonstrates critical/analytical ability** including an assessment of the limitations of the experimental procedures and the significance of results. Good effort and some evidence of independent working.</td>
</tr>
<tr>
<td>55-59</td>
<td><strong>Adequate.</strong> Accurate account and presentation of most of the background, experimental procedures and results. Demonstrates critical/analytical ability** including an assessment of the limitations of the experimental procedures and the significance of results, but has significant errors of interpretation. Significant work effort.</td>
</tr>
<tr>
<td>50-54</td>
<td><strong>Pass.</strong> Basic account and presentation of the background, experimental procedures and results. Demonstrates some critical/analytical ability** including an assessment of the significance of results, but has major errors or omissions.</td>
</tr>
<tr>
<td>35-49</td>
<td><strong>Unsatisfactory.</strong> Confused and incomplete account of the background, experimental procedures and results marred by substantial errors or omissions.</td>
</tr>
<tr>
<td>20-34</td>
<td>Vague and seriously inadequate account of the experiments with substantial omissions and errors.</td>
</tr>
<tr>
<td>10-19</td>
<td>Mainly incorrect and incompetent account and presentation of experimental work demonstrating only few relevant thoughts.</td>
</tr>
<tr>
<td>1-9</td>
<td>Incorrect and incompetent account of experimental work containing nothing of relevance</td>
</tr>
<tr>
<td>0</td>
<td>Experiment not attempted or work not handed in. Mark given where the work presented is discovered not to be that of the candidate (plagiarised). Further disciplinary action is usually taken in cases of plagiarism.</td>
</tr>
</tbody>
</table>

**Analytical** = assessing a hypothesis or statement by breaking it down into its elements and examining their inter-relationships and contribution to the whole; cf. **Critical** = judging a hypothesis or conclusion by examining the validity of the evidence adduced for it.
# Project Oral Examination Assessment Form

Imperial College London – The Institute of Chemical Biology

MRes in Chemical Biology

<table>
<thead>
<tr>
<th>Student:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisors:</td>
<td></td>
</tr>
<tr>
<td>Independent marker:</td>
<td></td>
</tr>
<tr>
<td>Title:</td>
<td></td>
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</table>

### Examiners present at viva:

<table>
<thead>
<tr>
<th>Supervisors:</th>
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</thead>
<tbody>
<tr>
<td>Print name</td>
<td>signature</td>
</tr>
<tr>
<td>Print name</td>
<td>signature</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independent marker:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Print name</td>
<td></td>
</tr>
</tbody>
</table>

**Agreed Mark**

### Comments on viva performance (justify your mark taking into account the attached marking criteria):

Please provide a minimum of 100 words of your justification for your marks. If the total mark given lies outside the 50%-75% range then a 200-word justification clearly stating the reasoning for why the viva is exceptionally good, or why it deserves a fail grade is required.
**Imperial College London – The Institute of Chemical Biology**

**MRes in Chemical Biology**

*Criteria for Assessment of oral examination performance*

Account is taken of the nature of the work, endeavour in the laboratory, the instructions provided and what is reasonably achievable.

The independent marker should take the lead in the oral examination.

<table>
<thead>
<tr>
<th>Percentage Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>85-100</td>
<td><strong>Excellent.</strong> Evidence of originality, high critical/analytical ability ** and substantial outside reading. Competent assessment of the limitations of the experimental procedures and the significance of results, as well as their wider impact.</td>
</tr>
<tr>
<td>70-84</td>
<td><strong>Very Good.</strong> As for Excellent, but not fully achieving one of them.</td>
</tr>
<tr>
<td>60-69</td>
<td><strong>Good.</strong> Clear understanding of the background, data and impact, as well as evidence of sufficient outside reading, with minor errors and/or omissions. Demonstrates good critical/analytical ability** including an assessment of the limitations of the experimental procedures and the significance of results.</td>
</tr>
<tr>
<td>55-59</td>
<td><strong>Adequate.</strong> Accurate account of the background, data and impact with significant errors and/or omissions. Demonstrates some critical/analytical ability** including an assessment of the limitations of the experimental procedures and the significance of results.</td>
</tr>
<tr>
<td>50-54</td>
<td><strong>Pass.</strong> Basic account of the background, data and impact with major errors and/or omissions. Demonstrates evidence of critical/analytical ability** including an assessment of the significance of results.</td>
</tr>
<tr>
<td>35-49</td>
<td><strong>Unsatisfactory.</strong> Confused and incomplete account of the background, experimental procedures and results marred by substantial errors or omissions.</td>
</tr>
<tr>
<td>20-34</td>
<td>Vague and seriously inadequate account of the experiments with substantial omissions and errors.</td>
</tr>
<tr>
<td>10-19</td>
<td>Mainly incorrect and incompetent account of experimental work demonstrating only few relevant thoughts.</td>
</tr>
<tr>
<td>1-9</td>
<td>Incorrect and incompetent account of experimental work containing nothing of relevance</td>
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<tr>
<td>0</td>
<td>Experiment not attempted or work not handed in. Mark given where the work presented is discovered not to be that of the candidate (plagiarised). Further disciplinary action is usually taken in cases of plagiarism.</td>
</tr>
</tbody>
</table>

---

**Analytical** = assessing a hypothesis or statement by breaking it down into its elements and examining their inter-relationships and contribution to the whole; **Critical** = judging a hypothesis or conclusion by examining the validity of the evidence adduced for it.
# MRes Conference Presentation Assessment Form

**Imperial College London – The Institute of Chemical Biology**

**MRes in Chemical Biology**

- **Student:**
- **Supervisors:**
- **External Examiner:**
- **Title:**

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<table>
<thead>
<tr>
<th>ASSESSMENT CRITERIA</th>
<th>MARKS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Impact and organisation</td>
<td>/20</td>
<td></td>
</tr>
<tr>
<td>clarity of message</td>
<td>/20</td>
<td></td>
</tr>
<tr>
<td>scientific understanding</td>
<td>/30</td>
<td></td>
</tr>
<tr>
<td>verbal presentation</td>
<td>/30</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>/100</td>
<td></td>
</tr>
<tr>
<td>Percentage Grade</td>
<td>Criteria</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>85-100</td>
<td><strong>Excellent.</strong> Presentation is comprehensive and well structured, displays an excellent understanding of the relevant concepts and facts and contains exceptional detail in an engaging style</td>
<td></td>
</tr>
<tr>
<td>70-84</td>
<td><strong>Very Good.</strong> Presentation gives an accurate account of all the main points, displays a clear that could benefit from improving in either clarity, scientific understanding, organisation or verbal delivery.</td>
<td></td>
</tr>
<tr>
<td>60-69</td>
<td><strong>Good.</strong> Presentation gives an accurate account of all the main points and displays a clear understanding of the material, but is having minor flaws in clarity, scientific understanding, organisation and/or verbal delivery.</td>
<td></td>
</tr>
<tr>
<td>55-59</td>
<td><strong>Adequate.</strong> Presentation shows a clear grasp of relevant concepts and facts and gives a mainly accurate account of the main points and their significance, but lacks detail and is having significant flaws in clarity, scientific understanding, organisation and/or verbal delivery.</td>
<td></td>
</tr>
<tr>
<td>50-54</td>
<td><strong>Pass.</strong> Presentation shows a grasp of the basic concepts and facts and includes the major points, but does not go beyond that, or goes beyond that but is then marred by major errors or omissions in clarity, scientific understanding, organisation and/or verbal delivery.</td>
<td></td>
</tr>
<tr>
<td>35-49</td>
<td><strong>Fail.</strong> Presentation shows a relatively weak grasp of the subject and is marred by major errors and brevity, but by presenting at least a third of the material expected,</td>
<td></td>
</tr>
<tr>
<td>20-34</td>
<td>Shows a confused understanding of the science, and presents less than a third of a material expected.</td>
<td></td>
</tr>
<tr>
<td>10-19</td>
<td>Presentation is too inaccurate, too irrelevant, or too brief to indicate more than a vague understanding of the science and presents, at most, only about a quarter of the material expected</td>
<td></td>
</tr>
<tr>
<td>1-9</td>
<td>Presentation contains only two or three concepts or facts that are correct and relevant.</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>Presentation contains nothing correct that is relevant. Mark given where the work presented is discovered not to be that of the candidate (plagiarised). Further disciplinary action is usually taken in cases of plagiarism.</td>
<td></td>
</tr>
</tbody>
</table>
4. Board of Examiners

Board of Examiners

- Dr Laura Barter (Programme Director)
- Dr Rudiger Woscholski (Programme Director)

External Examiners

- Prof. Helen Hailes (University College London)
- Dr Annela Seddon (University of Bristol)

It is common for Master’s level students to have some form of academic interaction with their external examiners at the end of their studies. However, it is inappropriate for you to submit complaints or representations direct to external examiners or to seek to influence your external examiners. Inappropriate communication towards an examiner would make you liable for disciplinary action.

A summary of External examiners reports from the previous academic year can be found here:

www.imperial.ac.uk/staff/tools-and-reference/quality-assurance-enhancement/external-examining/information-for-staff

5. Location and Facilities

Imperial has a number of campuses in London and the South East. All have excellent travel links and are easily accessible via public transport.

Your main location(s) of study will be:

- South Kensington Campus
  Imperial College Road, London SW7 2AZ

- White City Campus
  Wood Lane, London W12 0BZ

Facilities

Computer access is available on any machine available to students at either campus, using your College log in details. Printing is available at the Imperial College Library, South Kensington Campus and in the Molecular Sciences Research Hub.

Shuttle bus

A free shuttle bus runs between our South Kensington, White City and Hammersmith Campuses on weekdays. Seats are available on a first-come, first-served basis. You need to show your College ID card to board. Download the timetable at:

www.imperial.ac.uk/estates-facilities/travel/shuttle-bus
Maps

Campus maps and travel directions are available at:

www.imperial.ac.uk/visit/campuses

Accessibility

Information about the accessibility of our South Kensington Campus is available online through the DisabledGo access guides:

www.disabledgo.com/organisations/imperial-college-london-2

Smoke-Free Policy

All Imperial campuses and properties are smoke-free. This means that smoking by staff and students is not permitted on or within 20 metres of College land. The policy covers all College properties, including student accommodation and sports grounds.

www.imperial.ac.uk/smoke-free
6. Placements

The College defines a placement as:

"work experience, assessed project work, a period of course-based study or a period of research (for which academic credit is awarded and/or where the student remains subject to College student regulations during the relevant period) and where there is a transfer of direct supervision of the student to a third party (i.e. where a member of staff at the third party acts as the day-to-day supervisor/manager) for a period of two weeks or more."

Academic departments are responsible for managing any study or work placement which forms part of your degree programme. It is expected that you will contribute to the process of planning your placement.

For guidance on this, see the College’s Placement and Learning Policy and associated good practice:

www.imperial.ac.uk/about/governance/academic-governance/academic-policy/placement-learning

For more information on placements visit the Placements website:

www.imperial.ac.uk/placements

If you are considering/planning a placement outside the UK you should also refer to the Placement Abroad Handbook:

www.imperial.ac.uk/placements/information-for-imperial-college-students

7. Working While Studying

If you are studying full time, the College recommends that you do not work part-time during term time. If this is unavoidable we advise you to work no more than 10–15 hours per week, which should be principally at weekends and not within normal College working hours.

Working in excess of these hours could impact adversely on your studies or health.

If you are here on a Tier 4 visa you can work no more than 20 hours a week during term time. Some sponsors may not permit you to take up work outside your studies and others may specify a limit.

If you are considering part-time work during term time you are strongly advised to discuss this issue with your supervisor or Personal/Senior Personal Postgraduate Tutor. If you are on a Tier 4 visa you should also seek advice from the International Student Support team regarding visa limitations on employment.
8. Health and Safety

You are responsible for looking after your own health and safety and that of others affected by your College-related work and leisure activities. You must:

- comply with all local and College policies, procedures and codes of practice and with the arrangements which the College has in place to control health and safety risks.
- ensure that your activities do not present unnecessary or uncontrolled risks to yourself or to others.
- attend appropriate induction and training.
- report any accidents, unsafe circumstances or work-related ill health of which you become aware to the appropriate person.
- not interfere with any equipment provided for Health and Safety.
- inform your supervisor or the person in charge of the activity in cases where you are not confident that you are competent to carry out a work or leisure activity safely, rather than compromise your own safety or the safety of others.

The College’s Health and Safety Statement can be found at:


Your Departmental safety contact is:

Stefan Hoyle
Room 518, Sir Alexander Fleming (SAF) Building, South Kensington Campus
07872 850 018
s.hoyle@imperial.ac.uk

You may be required to complete inductions and attend training sessions to safely complete this course. These include:

- Laboratory Safety Training course (in October for all new starters)
- Fire Safety Training
- Local Area Lab Induction (carried out by your research group)
- Other courses as required for your research (Laser Safety etc.)

The College Safety Department

The Safety Department offers a range of specialist advice on all aspects of safety. This includes anything which you feel might affect you directly, or which may be associated with teaching, research or support service activities.

The College’s activities range from the use of hazardous materials (biological, chemical and radiological substances) to field work, heavy or awkward lifting, driving, and working alone or late.

All College activities are covered by general health and safety regulations, but higher risk activities will have additional requirements.

The Safety Department helps departments and individuals ensure effective safety management systems are in place throughout the College to comply with specific legal requirements.
Sometimes the management systems fail, and an accident or a near-miss incident arises; it is important that we learn lessons from such situations to prevent recurrence and the Safety Department can support such investigations. All accidents and incidents should be reported online at:

- www.imperial.ac.uk/safety

To report concerns or to ask for advice you should contact your programme director, academic supervisor or departmental safety officer in the first instance. You may also contact the Safety Department directly (Stefan Hoyle, details above).

**Occupational Health requirements**

The College Occupational Health Service provides services to:

- protect health at work
- assess and advise on fitness for work
- ensure that health issues are effectively managed

The Service promotes and supports a culture where the physical and psychological health of staff, students and others involved in the College is respected, protected and improved whilst at work.

- www.imperial.ac.uk/occupational-health

**Disclosure of vulnerability**

If you have any health condition or are taking treatment that could cause you to lose consciousness, affect your alertness or for which you might require emergency assistance, you should let your senior tutor or your supervisor know so that they can be in a position to organise help for you if ever needed and ensure appropriate precautions are put in place if necessary to ensure your safety.

For health conditions for which you might require emergency help it is also worth letting a couple of friends know as well, so they can know what to do if you needed help away from the Department.

**All students should register with a doctor in London as soon as possible.** This is particularly important if you have any health problems that require regular treatment. All students living in central London Halls can and should register with the College Health Centre. Students living outside halls may also be able to register. Check the Health Centre website for information.

- www.imperialcollegehealthcentre.co.uk

**Safety**

The department, in conjunction with the Graduate School runs induction activities for all new MRes students in October each year. These include the mandatory Primary Induction session and the Basic Lab Safety Lecture (which details the department’s requirements for safe practice in your research). Details of this induction programme will be given to you by the MRes Programme Coordinator, Dr Mike Ray.

Further details of departmental safety procedures and waste disposal can be found on our website or by contacting the faculty safety manager, Stefan Hoyle.

- http://www.imperial.ac.uk/chemistry/about/safety/
- s.hoyle@imperial.ac.uk
Mandatory courses

There are 3 other courses that are mandatory for all new PG students;

1. **Risk Assessment Foundation Training (RAFT)** - This is run as a Blackboard course and test for PG students. RAFT is a realistic and practical way to learn about the College’s risk assessment process via video scenarios based on one’s own work environment. After an introduction on why risk assessments are required, the learner is taken through the process of risk assessment before engaging with a series of video scenarios representative of their own work environments.

2. **Fire Prevention and Fire Safety at Work** – This course will be organised for you and should be completed in the first term prior to you starting in the lab for your research projects. The course is aimed at reducing the likelihood of fires starting and what action to take in the event of a fire. The course covers; How fires start and spread, Steps to take to prevent fires, Methods of extinguishing fires, Types of fire fighting equipment and their uses, Smoke and gas hazards produced by fires, What to do in the event of discovering a fire and When not to tackle a fire.

3. **Plagiarism Awareness Online Course** – In light of the College’s requirement for all theses to be submitted electronically, the Graduate School, in conjunction with the Library, has developed an online course entitled Plagiarism Awareness. The course is designed to provide you with guidance and information about proper citation and attribution in writing. After completing the course you should be able to explain what plagiarism is, be familiar with the concept of academic integrity, be able to explain how to avoid plagiarism and learn what the College’s policy concerning plagiarism is

You must undertake your research in accordance with safety regulations and procedures, as agreed with your supervisor (who is responsible for your health and safety). If you have any doubts about any safety aspects of your work or work environment, you should discuss these with your supervisor.

**There are a number of individuals in the Dept. you can contact about specific health and safety issues, they are listed below:**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemical Safety Officer</td>
<td>David Mountford</td>
<td><a href="mailto:d.mountford@imperial.ac.uk">d.mountford@imperial.ac.uk</a></td>
<td>020 7594 7177</td>
</tr>
<tr>
<td>Laser Safety Officer</td>
<td>Alastair McIntosh</td>
<td><a href="mailto:a.mcintosh@imperial.ac.uk">a.mcintosh@imperial.ac.uk</a></td>
<td>020 7594 5447</td>
</tr>
<tr>
<td>Biological Safety</td>
<td>Stefan Hoyle</td>
<td><a href="mailto:s.hoyle@imperial.ac.uk">s.hoyle@imperial.ac.uk</a></td>
<td>078 7285 0018</td>
</tr>
<tr>
<td>X-Ray Radiation Protection Supervisor C1/C2</td>
<td>Nick Brooks</td>
<td><a href="mailto:nicholas.brooks@imperial.ac.uk">nicholas.brooks@imperial.ac.uk</a></td>
<td>020 7594 2677</td>
</tr>
<tr>
<td>X-Ray Crystallography Radiation Protection Supervisor</td>
<td>Andrew White</td>
<td><a href="mailto:a.white@imperial.ac.uk">a.white@imperial.ac.uk</a></td>
<td>020 7594 2015</td>
</tr>
<tr>
<td>Heavy &amp; Mechanical Lifting assessor/Advisor</td>
<td>Lee Tooley</td>
<td><a href="mailto:l.tooley@imperial.ac.uk">l.tooley@imperial.ac.uk</a></td>
<td>020 7594 7877</td>
</tr>
<tr>
<td>Electrical Safety Technician</td>
<td>Stefanos Karapanagiotidis</td>
<td><a href="mailto:s.kapa@imperial.ac.uk">s.kapa@imperial.ac.uk</a></td>
<td>020 7594 5746</td>
</tr>
<tr>
<td>Chemical Control, Disposal &amp; Technical Systems Specialist</td>
<td>Dianna Nguyen</td>
<td><a href="mailto:d.nguyen@imperial.ac.uk">d.nguyen@imperial.ac.uk</a></td>
<td>020 7594 5746</td>
</tr>
<tr>
<td>First Aid Co-ordinator</td>
<td>Simon Mann</td>
<td><a href="mailto:s.mann@imperial.ac.uk">s.mann@imperial.ac.uk</a></td>
<td>020 7594 5814</td>
</tr>
<tr>
<td>Display Screen Equipment (DSE) Assessor</td>
<td>Sara Thayamal</td>
<td><a href="mailto:j.saradambal@imperial.ac.uk">j.saradambal@imperial.ac.uk</a></td>
<td>020 7594 5814</td>
</tr>
<tr>
<td>Ladder &amp; steps Inspector</td>
<td>Chris Wood</td>
<td><a href="mailto:c.wood@imperial.ac.uk">c.wood@imperial.ac.uk</a></td>
<td>020 7594 5814</td>
</tr>
<tr>
<td>Role</td>
<td>Name</td>
<td>Email</td>
<td>Phone</td>
</tr>
<tr>
<td>-----------------------------</td>
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<td>---------------</td>
</tr>
<tr>
<td>Centrifuges coordinator</td>
<td>Andrew Coulson</td>
<td><a href="mailto:andrew.coulson@imperial.ac.uk">andrew.coulson@imperial.ac.uk</a></td>
<td>020 7594 5746</td>
</tr>
<tr>
<td>Faculty Safety Team</td>
<td>Stefan Hoyle</td>
<td><a href="mailto:s.hoyle@imperial.ac.uk">s.hoyle@imperial.ac.uk</a></td>
<td>078 7285 0018</td>
</tr>
<tr>
<td>Faculty Safety Team</td>
<td></td>
<td><a href="http://www.imperial.ac.uk/natural-sciences/staff/health-and-safety/">http://www.imperial.ac.uk/natural-sciences/staff/health-and-safety/</a></td>
<td>Chemistry Office 242</td>
</tr>
</tbody>
</table>
When in laboratories you are expected to apply **Safe Lab Practice** as described below:

### Preparation for lab work

<table>
<thead>
<tr>
<th><strong>DO:</strong></th>
<th><strong>DON'T:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wear clothing which minimises potential for skin exposure</td>
<td>Wear clothing that is loose enough to drag over bench or floor surfaces</td>
</tr>
<tr>
<td>Remove dangling jewellery and items that can get contaminated or caught in equipment</td>
<td>Wear clothing you care about</td>
</tr>
<tr>
<td>Wear sensible shoes which cover your feet completely</td>
<td>Wear expensive jewellery as it may get tarnished if it comes into contact with chemicals</td>
</tr>
<tr>
<td>Tie back long or loose hair</td>
<td>Wear sandals or lip flops or similar in the lab</td>
</tr>
<tr>
<td></td>
<td>Wear contact lenses, use prescription glasses with safety glasses or prescription safety glasses</td>
</tr>
</tbody>
</table>

### General rules when working in the lab

<table>
<thead>
<tr>
<th><strong>DO:</strong></th>
<th><strong>DON'T:</strong></th>
<th>**</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure personal items are stored outside of the laboratory or in the containers provided</td>
<td>Leave any personal items on lab benches or outside of the containers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check the safety signs on lab entry doors to identify the personal protective equipment required</td>
<td>Eat, drink, smoke or apply cosmetics in the laboratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cover cuts or abrasions on the hands with suitable water resistant covering</td>
<td>Wear lab coats and gloves in any “clean areas” such as offices, toilets, seminar room/lecture theatres, or for handling items such as phones and door handles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change your lab coat if it gets contaminated or dirty</td>
<td>Chew pens or pencils, rub the eyes or face with gloved hands.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wash your hands before leaving the laboratory</td>
<td>Use mobile phones in the laboratory.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintain clear passages to lab exits</td>
<td>Wear any equipment that will interfere with hearing audible alarms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure waste bins are emptied regularly</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Housekeeping

<table>
<thead>
<tr>
<th><strong>DO:</strong></th>
<th><strong>DON'T:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep your lab workspace in a tidy state and wipe down lab benches and other work surfaces after use.</td>
<td>Leave any sharps (needles, scalpels etc) exposed on work surfaces</td>
</tr>
<tr>
<td>Clear up spillages in the lab and inform others working in the area of the spill.</td>
<td>Reuse disposable lab gloves</td>
</tr>
<tr>
<td>Know the locations of the emergency showers and exits.</td>
<td>Leave experiments unattended without suitable label including name, date, hazards and your emergency contact number</td>
</tr>
<tr>
<td>Dispose of used consumables and waste in the appropriate waste bin.</td>
<td>Ignore warning alarms associated with equipment</td>
</tr>
</tbody>
</table>
Accidents

Generic emergency procedures will be explained on induction. Specific emergency procedures are detailed in risk assessments. Accidents and near misses must be reported, this is done via the College on line incident reporting system, Salus:

http://www3.imperial.ac.uk/safety/subjects/reportingaccidents/reportinganincident.

Salus can be accessed via the Department safety web pages;

http://www3.imperial.ac.uk/chemistry/safety

or via the college Safety Dept. Web pages:

http://www3.imperial.ac.uk/safety
9. College Policies and Procedures

Regulations for Students
All registered students of the College are subject to the Regulations for Students, the College Academic and Examination Regulations and such other regulations that the College may approve from time to time.

www.imperial.ac.uk/about/governance/academic-governance/regulations
www.imperial.ac.uk/students/terms-and-conditions

Academic Feedback Policy
We are committed in providing you with timely and appropriate feedback on your academic progress and achievement, enabling you to reflect on your academic progress. During your study you will receive different methods of feedback according to assessment type, discipline, level of study and your individual need. Further guidance on the Policy of Academic Feedback can be found on the Academic Governance website:

http://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/registry/academic-governance/public/academic-policy/academic-feedback/Academic-feedback-policy-for-taught-programmes.pdf

Feedback will be provided within two weeks for small pieces of coursework (journal clubs, poster project) and within three weeks for larger assessments (research proposal, bespoke courses). For lectures courses attended alongside final year UG (MSci) students, feedback will be provided at the same time as for the MSci students. In all cases, you will be provided with information on when you can expect the feedback to be provided. If there is any delay, you will be informed. For further information on submission and feedback deadlines, see the Departmental Section below.

Provisional Marks Guidance
Provisional marks are agreed marks that have yet to be ratified by the Board of Examiners. These results are provisional and are subject to change by the Board of Examiners. The release of provisional marks is permitted except in certain circumstances. Further information can be found in the Guidelines for Issuing Provisional Marks to Students on Taught Programmes:


Late Submission Policy
You are responsible for ensuring that you submit your coursework assessments on time and by the published deadline. Any piece of assessed work which is submitted beyond the published deadline (date and time) would be classed as a late submission. Further guidance on Late Submission of Assessments can be found on the Academic Governance website:

http://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/registry/academic-governance/public/academic-policy/marking-and-moderation/Late-submission-Policy.pdf

All students must submit coursework assessment by the published deadline (date and time). The College policy is that work submitted up to one day (24 hours) after the assessment deadline (date and time) will be marked but capped at the pass mark (50%). Work submitted more than one day (24+ hours) late will not be accepted as a valid attempt and mark of zero will be recorded. If you need an extension, you must contact the Course Director in advance of the deadline, stating your reasons for the request. This policy means that planning your time to ensure that your coursework is submitted on time is vital and this is an extremely important transferable skill.
Academic Integrity
You are expected to conduct all aspects of your academic life in a professional manner. A full explanation of academic integrity, including information on the College’s approach to plagiarism is available on the College website:


Academic Misconduct Policy and Procedures
It is important that you learn how to properly attribute and acknowledge the work, data and ideas of others. Plagiarism is scientific misconduct, and students whose assessments can be shown to contain plagiarism are subject to penalties as outlined in the College’s Misconduct Policy and Procedures.

www.imperial.ac.uk/about/governance/academic-governance/academic-policy/complaints-appeals-and-discipline

MRes Code of Practice
The Code of Practice for MRes programmes is available here:


Appeal and Complaints Procedures
We have rigorous regulations in place to ensure assessments are conducted with fairness and consistency. In the event that you believe that you have grounds for complaint about academic or administrative services, or wish to appeal the outcome of an assessment or final degree, we have laid out clear and consistent procedures through which complaints and appeals can be investigated and considered:

www.imperial.ac.uk/about/governance/academic-governance/academic-policy/complaints-appeals-and-discipline

Student Disciplinary Procedure
The College has the right to investigate any allegation of misconduct against a student and may take disciplinary action where it decides, on the balance of probabilities, that a breach of discipline has been committed. The general principles of the Student Disciplinary Procedure are available on the College website:

www.imperial.ac.uk/admin-services/secretariat/college-governance/charters/ordinances/students/

Intellectual Property Rights Policy
For further guidance on the College’s Intellectual Property Rights Policy is available on the College website:

www.imperial.ac.uk/students/enterprising-students/intellectual-property/

Use of IT Facilities
View the Conditions of Use of IT Facilities:

http://www.imperial.ac.uk/admin-services/ict/self-service/computers-printing/staff-computers/conditions-of-use-for-it-facilities/
10. Well-being and Advice

Student Space
The Student Space website is the central point for information on health and well-being.

www.imperial.ac.uk/student-space

Departmental support and College tutors
Your Department has a system of academic and pastoral care in place to make sure you have access to the appropriate support throughout your time here. This includes:

Postgraduate Tutors
In addition to your Programme Director(s) and the MRes Programme Coordinator, the Department's Postgraduate Tutor can offer pastoral support and advice. You can arrange to have a meeting with them at any time during your studies – what you discuss will be completely confidential.

If necessary the Postgraduate Tutors below will direct you to an appropriate source of support:

Dr Rob Davies
E-mail: r.davies@imperial.ac.uk
601J, 6th Floor, MSRH
Tel.: 020 7594 5754

Professor Keith Willison
E-mail: keith.willison@imperial.ac.uk
301F, 3rd Floor, MSRH
Tel.: 020 7594 5807

Advice services
The tutor system is complemented by a College-wide network of advice and support. This includes a number of specialist services.

Careers Service
The Careers Service has strong links to your Department and you will have a named Careers Consultant and Placement and Internship Adviser who will run both group sessions and individual meetings within your Department. You can arrange to meet with your linked Careers Consultant or Placement and Internship Adviser either in your Department or centrally on Level 5 Sherfield where the Careers Service is based. Visit the Career Service's website to:
Book a careers appointment
Find resources and advice on successful career planning

www.imperial.ac.uk/careers

Counselling and Mental Health

The Student Counselling and Mental Health Advice Service offers short-term counselling to all registered students. The service is free and confidential. Counsellors are available at the South Kensington, Hammersmith and Silwood Park Campuses.

www.imperial.ac.uk/counselling

Financial support and tuition fees

If you’ve got any questions about student financial support (loans, scholarships and research council studentships, US and Canadian loans) then contact the Student Financial Support team:

020 7594 9014
student.funding@imperial.ac.uk

If you suddenly find yourself in financial difficulties or experience an unexpected change in circumstances, you may be eligible to apply for emergency financial help through the Student Support Fund. The Fund offers a one-off payment of up to £2,000 to cover such emergencies as last minute accommodation and travel necessities, equipment and childcare. It does not have to be repaid.

http://www.imperial.ac.uk/students/fees-and-funding/financial-assistance/student-support-fund/

For tuition fees queries, contact the Tuition Fees team:

020 7594 8011
tuition.fees@imperial.ac.uk

Imperial College Union (ICU) Advice Centre

Imperial College Union runs the Advice Centre independently of the College with advisers on hand to provide free, confidential, independent advice on a wide range of welfare issues including housing, money and debt, employment and consumer rights, and personal safety.

www.imperialcollegeunion.org/advice

Student Hub

The Student Hub represents a single point of contact for all key administrative information and support. The Student Hub team can help you with enquiries about:

- Accommodation (including checking contracts for private accommodation)
- Admissions
- International student enquiries
- Research degrees
- Student financial support
- Student records
- Tuition fees
Health Services

National Health Service (NHS) Health Centre and finding a doctor
Even if you’re fit and healthy we recommend that you register with a local doctor (GP) as soon as you arrive in London. For help finding your nearest GP see the Student Space website:

www.imperial.ac.uk/student-space/here-for-you/find-a-doctor

There is the Imperial College Health Centre on our South Kensington Campus which you may visit during clinic hours if you’re feeling unwell. Students living within the practice catchment area are encouraged to register with the Centre.

www.imperialcollegehealthcentre.co.uk

NHS Dentist (based in the Imperial College Health Centre)
Imperial College Dental Centre offers a full range of NHS and private treatment options.

www.imperial.ac.uk/student-space/here-for-you/dentist

Mental Health and Counselling
The Student Counselling and Mental Health Advice Service offers short-term counselling to all registered students. The service is free and confidential. Counsellors are available at the South Kensington, Hammersmith and Silwood Park Campuses.

www.imperial.ac.uk/counselling

Disability Support

Disability Advisory Service
The Disability Advisory Service provides confidential advice and support for all disabled students and students with specific learning difficulties.

If you think you may have dyslexia or another specific learning difficulty but have never been formally assessed, the Disability Advisory Service offers initial screening appointments.

Room 566, Level 5, Sherfield Building, South Kensington Campus
020 7594 9755
disabilities@imperial.ac.uk
www.imperial.ac.uk/disability-advisory-service
Departmental Disability Officers

Departmental Disability Officers are the first point of contact within your department. They can apply for additional exam arrangements on your behalf, and will facilitate support within your Department. For the Department of Chemistry, the contact is:

Prof. Mike Bearpark  Building C1 265
E-mail: m.bearpark@imperial.ac.uk  Tel.: 020 7594 5727

More information on Departmental Disability Officers is available at:

www.imperial.ac.uk/disability-advisory-service/support/ddos

More information on procedures for the consideration of additional exam arrangements in respect of disability is available at:

Library and IT

Information and Communications Technologies (ICT)
If you’re having problems with technology (including computers, laptops and mobile devices), you can get help from ICT’s Service Desk.

📞 020 7594 9000
🌐 www.imperial.ac.uk/ict/service-desk

Software shop
The Software shop offers a variety of general and subject specific software programs and packages for free or at a discounted price for Imperial students.

🌐 www.imperial.ac.uk/admin-services/ict/shop/software

Library services
The Central Library at South Kensington is open around the clock pretty much all year. Make sure you find out who your departmental librarian is as they’ll be able to help you find resources for your subject area. Also, don’t forget to check out the Library’s range of training workshops and our other campus libraries for access to specialist medicine and life sciences resources. Alongside these physical spaces and resources, the Library provides over 170,000 electronic books, journals and databases available both on and off campus and a free document delivery service to help you source books and articles from around the UK and the rest of the world:

🌐 www.imperial.ac.uk/library

Religious support
The Chaplaincy Multi-faith Centre has chaplains from many different religions, as well as prayer rooms and information on places of worship. In addition, it runs meditation classes and mindfulness workshops for stress management. There is a student-run Islamic prayer room on campus and separate areas available for male and female Muslims.

🌐 www.imperial.ac.uk/chaplaincy

Support for International Students

English language support
The Centre for Academic English provides free in-sessional English courses for international students while they are studying. These include classes and workshops on academic language, social language, the four skills of reading, writing, listening and speaking, 1-1 consultations with a tutor to work on a piece of academic writing or an oral presentation, self-study resources in the VLE Blackboard, and the Conversation Project, which partners students with a native-speaker volunteer to practise social and conversational English.

🌐 www.imperial.ac.uk/academic-english
International Student Support team

Students from outside the UK make up around half of our student population, so our International student Support team offers year-round support to help our international students settle into Imperial life. This includes UK visa and immigration advice and trips to different places of interest.

www.imperial.ac.uk/study/international-students

11. Student Records and Data

The Student Records and Data Team are responsible for the administration and maintenance of the student records for all students studying at the College. This includes enrolments, programme transfers, interruption of studies, withdrawals and processing of examination entry for research degree students. The team also use this information to fulfil reporting duties to the Student Loans Company, Transport for London and the UKVI, as well as other external bodies.

The Team is responsible for the processing of student results and awards on the student record system as well as the production and distribution of academic transcripts and certificates of award.

The Student Records and Data Team produce a variety of standard document requests for both current and previous students including council tax letters, standard statements of attendance and confirmation of degree letters.

Student records and examinations

📞 +44 (0)20 7594 7268
✉️ records@imperial.ac.uk

Degree certificates

📞 +44 (0)20 7594 8037
✉️ certificates@imperial.ac.uk
12. **Work-life Balance**

The pace and intensity of postgraduate study at Imperial can be demanding so it's important to find time for outside interests.

**Imperial College Union**

The Union's range of 375+ student-led clubs, societies and projects is one of the largest of any UK university, opening up lots of ways for you to enjoy your downtime.

[www.imperialcollegeunion.org/about-us](http://www.imperialcollegeunion.org/about-us)

**Graduate Students' Union**

The Graduate Students' Union is the postgraduate arm of Imperial College Union. The GSU works alongside the Imperial College Union President to ensure that the requirements of postgraduate students are catered for. It also organises a number of academic and social events during the year.

[www.imperialgsu.com](http://www.imperialgsu.com)

**Physical Activity Sport**

Imperial College has a wide range of sports and activities on offer that cater for all standards and abilities. We have a recreational activity offer, competitive sports teams and an elite sport programme. We are dedicated to ensuring we have a diverse, inclusive and exciting offer for all.

After a one off induction fee of £40 you will get free use of the gym and swimming facilities on our campuses.

[www.imperial.ac.uk/sport](http://www.imperial.ac.uk/sport)
13. Student feedback and representation

Feedback from Students

The College and Union is committed to continually improving your education and wider experience and a key part of this is your feedback. The MRes Programme Directors meet the students on their courses regularly throughout the year and can be contacted as required. In addition, at the start of the year, Student Representatives will be chosen for each MRes course and they will represent the other students on their course at Departmental and Faculty Staff-Student Committee meetings (held each term). The Director of MRes studies will be present at these meetings and can coordinate the response to feedback in conjunction with the Programme Directors. The minutes of these meetings will be recorded on the Department’s Sharepoint site.

Student Representation

Student Representatives are recruited from every department to gather feedback from students to discuss with staff. More information about the role, and instructions on how to become an academic representative, are available on the Imperial College Union (ICU) website.

www.imperialcollegeunion.org/your-union/your-representatives/academic-representatives/overview

The selection process for the MRes courses in Chemistry is usually done in the first few meetings at the beginning of the academic year. If you are interested in being a Student Representative for your course, please contact your Programme Director.

Staff-Student Committee

Staff-Student Committees are designed to strengthen understanding and improve the flow of communication between staff and students and, through open dialogue, promote high standards of education and training, in a co-operative and constructive atmosphere. College good practice guidelines for staff-student committees are available here:

www.imperial.ac.uk/about/governance/academic-governance/academic-policy/student-feedback

14. Student Surveys

Your feedback is important to your department, the College and Imperial College Union.

Whilst there are a variety of ways to give your feedback on your Imperial experience, the following College-wide surveys give you regular opportunities to make your voice heard:

- PG SOLE lecturer/module Survey or departmental equivalent
- Student Experience Survey (SES)
- Postgraduate Taught Experience Survey (PTES) – Spring 2018

The PG SOLE lecturer/module survey or equivalent runs at the end of the autumn and spring term(s). This survey is your chance to tell us about the modules you have attended and the lecturers who taught them.

For PG SOLE (or equivalent survey) your lecturers will receive their individual numerical results and comments shortly after the survey closes. To make the most of your opportunity to give your feedback, please do not use offensive language or make personal, discriminatory or abusive remarks as these may
cause offence and may be removed from the results. Whilst this survey is anonymous, please avoid self-identification by referring to personal or other identifying information in your free text comments.

The Student Experience Survey (SES) is another opportunity to leave your views on your experience. This survey will cover your induction, welfare, pastoral and support services experience.

The Postgraduate Taught Experience Survey (PTES) is the only national survey of Master’s level (MSc, MRes, MBA and MPH) students we take part in. This is the only way for us to compare how we are doing against the national average and to make changes that will improve our Master’s students’ experience in future. PTES covers topics such as motivations for taking the programme, depth of learning, organisation, dissertation and professional development. PTES last ran in spring term 2016 and will run in spring 2018.

All these surveys are anonymous and the more students that take part the more representative the results so please take a few minutes to give your views.

As a result of feedback to previous surveys, we have modified or removed lecture courses, changed assessment methods and adjusted timetabling and deadlines so as to avoid clashes.

The Union’s “You Said, We Did” campaign shows you some of the changes made as a result of survey feedback:

www.imperialcollegeunion.org/you-said-we-did

If you would like to know more about any of these surveys or see the results from previous surveys, please visit:

www.imperial.ac.uk/students/academic-support/student-surveys/pg-student-surveys

For further information on surveys, please contact the Registry’s Surveys Team at:

surveys.registysupport@imperial.ac.uk

15. **Alumni Services**

When you graduate you will be part of a lifelong community of over 190,000 alumni, with access to a range of alumni benefits including:

- discounts on further study at the College and at Imperial College Business School
- alumni email service
- networking events
- access to the Library and online resources
- access to the full range of careers support offered to current students for up to three years after you graduate
- access to our Alumni Visitor Centre at the South Kensington Campus, with free Wifi, complimentary drinks, newspapers and magazines, and daytime left luggage facility

Visit the Alumni website to find out more about your new community, including case studies of other alumni and a directory of local alumni groups in countries across the world.

www.imperial.ac.uk/alumni
16. DEPARTMENTAL Information

Useful Websites

- www.chemicalbiology.ac.uk
- http://vip.doc.ic.ac.uk/isc (imaging sciences centre)
Instructions on submitting your Literature Report or MRes Manuscript on Blackboard Learn

1. Go to Blackboard Virtual Learning Environment homepage https://bb.imperial.ac.uk and log in using your College username/password

2. Select your MRes course, i.e. Chemical Biology of Heath & Disease from the Course List shown.
3. Select **Course Content** and left click the **view/complete** link (circled) for the report you need to submit, in this example **MRes final manuscript 2014**. This will take you to ‘Turnitin UK’.

4. Ensure ‘**single file upload**’ is selected under “Choose a paper submission method”. Enter your ‘**first and last name**’
Enter the ‘**submission title**’ – this is your Literature Report or Manuscript Title
Select ‘**Browse**’ and locate your Manuscript and select it
Press ‘**Upload**’
5. Press ‘submit’ once your report has been uploaded onto the system.

6. You will receive a notification if the document has been successfully submitted.

7. You can now log out of Blackboard.
Please read this carefully. You will be required to submit a signed copy of this form along with your Literature report and Research Manuscript.

The Institute of Chemical Biology, Department of Chemistry, Imperial College – Plagiarism Policy

The Institute of Chemical Biology, Department of Chemistry, and College take plagiarism very seriously. All work submitted as part of the requirements for any examination (including coursework) of Imperial College London must be expressed in your own words and incorporate your own ideas and judgments.

Plagiarism is the presentation of another person’s thoughts, words or graphics/art work as though they were your own. This includes e.g. copying text, figures, schemes and graphs from another source such as a book, an academic article/paper or the internet without acknowledging it explicitly. Plagiarism must be avoided, with particular care in coursework, essays and reports written in your own time. Note that you are encouraged to read and criticise the work of others as much as possible. You are expected to incorporate this in your thinking and in your coursework and assessments. But you must acknowledge and label/cite your sources.

Direct quotations (i.e. anything that is “copy-pasted”) from the published or unpublished work of others, from the internet, or from any other source must always be clearly identified as such. A full reference to their source must be provided in the proper form and quotation marks used. This means you must provide the reference directly after information is given and, in the case of figures/schemes/graphs indicate explicitly in the caption that this has been taken from the literature: e.g. “Figure taken from ref. X” or “Scheme adapted from ref. Y”. Remember that a series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as a single unacknowledged long quotation from a single source. Equally, if you summarise another person’s ideas or judgments, figures, diagrams or software, you must refer to that person in your text (and in the case of figures/schemes/graphs in the caption of the corresponding graphic), and include the work referred to in your bibliography/reference list. Please see ‘addendum 3’ (below, ‘How to correctly reference material’) for examples of how to correctly reference material. If in doubt, ask for advice from academic staff in the Department about the appropriate use and correct acknowledgement of other sources in your own work.

The direct and unacknowledged repetition of your own work which has already been submitted for assessment can constitute self-plagiarism (see also ‘addendum 1’: ‘Plagiarism in the context of MSci Research Reports’, below). Where group work is submitted, this should be presented in an approved manner. You should therefore consult the supervisor of the group assignment, your tutor or another member of academic staff if you are in any doubt about what is permissible. You should be aware that you have a collective responsibility for the integrity of group work submitted for assessment.

The use of the work of another student, past or present, constitutes plagiarism. Where work is used without the consent of that student, this will normally be regarded as a major offence of plagiarism.

Plagiarism will not be tolerated in the Department and if it is detected in a student’s work presented for assessment, it will be reported, together with the evidence, to the course supervisor, Head of Teaching Section and the Director of Undergraduate Studies who will take appropriate action which may result in an allegation of plagiarism/cheating. Cases of suspected plagiarism/cheating will be dealt with by the College Registry under the College’s Examination Offences Policy. The penalty for proven cases can vary from loss of marks to expulsion from the College.

NB. This policy is adapted from the Imperial College Student Handbook: http://www3.imperial.ac.uk/studenthandbook/advice/plagiarism/ (accessed 15.07.2010).
We recognise that your Introduction and Aims and Objectives sections may have substantial overlap in terms of content with your Research Proposal. Consequently, for these sections, a reasonably lenient threshold for self-plagiarism (which will be picked up by the electronic plagiarism scans that we perform on both documents, see later) will be allowed (e.g. some identical sentences and paragraph constructions). However, wholesale verbatim transcription of multiple paragraphs should be avoided. If you think this is necessary then place the relevant text in inverted commas and insert a reference to your Research Proposal. In general, it is expected that your understanding of the project will have matured substantially during the course of the year and that such verbatim transcription will not be appropriate.

**ADDENDUM 2: How to Correctly Reference Material**

In a research publication or reference work you will almost always find a bibliography/reference section included. The aim of this is three fold, to act as a source of background information for the interested reader, to provide original sources for specific pieces of information vital to your scientific case, and to acknowledge the efforts of others on whom you have drawn for ideas and inspiration. The most usual way of referencing a paper, book, figure or quotation in the text is to use a superscript number,1 or number in parenthesis [1], or an author name in parenthesis (Spivey, 2001), clearly associated with the item you want to reference. The first mentioned convention (i.e. using superscripted numbers) is employed in most chemistry journals and is illustrated below, but this is varies with academic discipline. If you select ‘RSC style’ within the reference manager Endnote then the superscripted number style of referencing will be implemented automatically. In the bibliography/reference section you must then give the full source. The source should be completely specified such that it can be located without ambiguity by the reader. Therefore, the bibliography should generally contain static references such as journal papers and books; citing dynamic reference sources such as websites is discouraged as they may disappear.

If you need to cite material from a website and you cannot trace the primary source, then you should quote text directly from the website, using quotation marks around the text in question. The text must then be referenced, in the manner indicated above, to the full website URL with the date on which you viewed it indicated in parenthesis. Similarly, if you copy figures from the web, you must clearly state so in the figure caption and this should also be referenced, in the manner indicated above, to the full website URL with the date on which you viewed it indicated in parenthesis.

Examples of correct citation practice are presented on the following page – always ensure that you make it clear where your work stops, and copied material starts, and that you give a sufficiently detailed reference to allow the source to be identified clearly and uniquely.

Useful additional College sources of information re-Plagiarism see:

Department of Physics:
http://www3.imperial.ac.uk/physics/students/ug/info/guidance/

I have read and understood the above and am willing for the Course Directors to submit any piece of my work to the TurnitinUK Plagiarism Detection Service.

Signed……………………………………………………..Date…………………………

Print Name……………………………………………………………….