UNIVERSITY OF CAMBRIDGE
Population Health Sciences

Population Health Sciences Partnership

Department of Public Health and Primary Care
MRC Epidemiology Unit
MRC Biostatistics Unit

MPhil in Population Health Sciences

COURSE HANDBOOK

Academic Year 2025 - 2026

Contents

Welcome Message from the MPhil PHS Course Team

We are very pleased to be able to welcome you to Cambridge and to our MPhil in Population Health Sciences (PHS), which is jointly run by the Department of Public Health and Primary Care (PHPC), the MRC Epidemiology Unit (MRC-Epi) and the MRC Biostatistics Unit (MRC-BSU). Everyone involved with organising and delivering the course hopes you enjoy your year with us and that it provides you with the knowledge, skills and experience you need to make the next step in your career.

Aim of This Handbook

The aim of this handbook is to provide students with an introductory reference point for many of the important pieces of information associated with being a postgraduate student at the University of Cambridge and on the MPhil in PHS.

Code of Practice for Master's Students

The Code of Practice for the Master of Philosophy by Advanced Study and the Master of Research sets out the University's guidelines for these courses. The Code of Practice outlines the expectations regarding teaching, support, and assessment during your studies, as well as the responsibilities required of you by the University. Together, these mutual commitments provide a framework to support your academic success. https://www.cambridgestudents.cam.ac.uk/grad-code-of-practice/code-practice-masters-students. This course handbook should be read in conjunction with this *Code of Practice*.

Please note, the term 'postgraduate' also refers to 'graduate' students and you may find both terms are used in the various websites and links that you encounter in this handbook.

Key Personnel on the MPhil in Population Health Sciences

Dr Kalman Winston is the course director for the MPhil PHS, and has overall responsibility for the academic leadership and course delivery.

Dr Meenakshi Gautham is MPhil PHS senior teaching associate, supporting design, delivery and development of the course, with particular focus on the global health, public health and primary care research themes.

Gillian Barclay is the education operations manager for the MPhil PHS, and has responsibility of the operational management of the course.

Rosemarie Bell is the MPhil course coordinator. She organises everything to do with the course. If you have a question that you can't find the answer to in this handbook, look at the communications table for who to ask. If that doesn't help, ask Rosemarie.

Paola Rochetti is MPhil admissions administrator. She helps with course administration and admissions to MPhil PHS.

Michelle Varley is the MPhil Course Administrator. She helps with organisation of module assessments, room bookings and timetabling.

Prof Jean Adams is the lead for the Public Health specialisation theme.

Dr William Astle is the lead for the Health Data Science specialisation theme.

Prof Daniela De Angelis is the lead for the Infectious Diseases specialisation theme.

Dr Nora Pashayan is the lead for the Epidemiology specialisation theme.

Dr Samuel Lambert is the deputy lead for the Epidemiology specialisation theme.

Prof Tolullah Oni is the lead for the Global Health specialisation theme.

Dr Shobhana Nagraj is the co-lead for the Global Health specialisation theme.

Dr Juliet Usher-Smith is the lead for the Primary Care Research specialisation theme. Juliet is also Director of Postgraduate Education in PHPC.

Dr Mohammad Razai is the deputy lead for the Primary Care Research specialisation theme.

MPhil PHS academic committee: Jean Adams, William Astle, Gillian Barclay, Daniela De Angelis, Meenakshi Gautham, Sam Lambert, Shobi Nagraj, Nora Pashayan, Tolu Oni, Mohammad Razai, Juliet Usher-Smith, and Kal Winston, plus two student representatives.

There are many, many other staff who contribute to the course as module leaders, teachers, teaching assistants, supervisors, and examiners. The great majority of them have web profiles online if you are interested in finding out more about them.

Induction

In order to ensure that new students are provided with all the information required to successfully complete their course of study, a number of induction events are arranged. The Student Registry's website for students, which contains comprehensive information for students at Cambridge, is at:
http://www.cambridgestudents.cam.ac.uk/

Clinical School Induction

An induction event is held twice a year in the Clinical School; in the Michaelmas and Lent Terms. This provides an opportunity to hear talks by academic representatives of the School of Clinical Medicine and other University members aimed at drawing your attention to some key aspects you should be aware of as a postgraduate student; such as Research Governance and Integrity, Medical Library, Equality and Diversity, Student Wellbeing, and Researcher development. It also provides an opportunity to meet other students and to discover more about the facilities available in the School building.

Departmental Induction

The first week of your course in October includes a number of departmental induction sessions. These are listed in the table below and marked on the course timetable. Further details about induction week are provided in the MPhil PHS Pre-Arrival Community.

	am	**pm**
Tuesday, 7th Oct	Welcome lecture: course intro and core modules	Welcome party Culture connect Intro to MPhil processes
Wednesday, 8th Oct	Submit statistics module choice form	
Thursday, 9th Oct	Conducting Research using R 1	Intro to Library Research and academic culture
Friday, 10th Oct	Conducting Research using R 2	Assessment, Feedback Literacy and Course Supervision

College Induction Events, Including Matriculation

You should be aware that your College may also expect or require you to attend induction events.

Course Overview, Content & Structure

The MPhil in Population Health Sciences is a one-year full-time master's degree (FHEQ level-7 equivalent) of the University of Cambridge. The MPhil PHS can also be taken part-time over 22 months (2 years).

In the first term of the MPhil, all students take five core modules in biostatistics, epidemiology, conducting research using R, public health, and research skills. Students subsequently select six additional modules, either following a designated pathway in one of the named specialisation themes (epidemiology, global health, health data science, infectious diseases, public health, and primary care research) or following a more personalised pathway (no theme). Students also complete a dissertation of no more than 15,000 words.

Course Aims

The overall aim of the programme is to provide course participants with the necessary knowledge and skills to serve as a foundation for a career in population health sciences in academic, practice or other settings. Students will receive basic training in the core research methods used in the related academic disciplines of epidemiology, global health, health data science, infectious diseases, public health, and primary care research, and will then be given the opportunity to further specialise in their chosen area of interest. The course will teach students how to critique and design population health studies, and will give them the opportunity to carry out focused research under close supervision. Ultimately, we expect our graduates to contribute to the study and improvement of population health.

Course Learning Outcomes

All graduates of the programme should be able to:

1. Critically appraise and evaluate the design, analysis and interpretation of population health studies
2. Identify and synthesise relevant published research literature
3. Select, devise and develop appropriate study designs and data collection methods for population health research
4. Select appropriate measures to describe and analyse the health status of populations and variations within populations
5. Collect, manage and conduct appropriate analyses of data relevant to population health using contemporary research tools
6. Apply relevant theories to practical settings
7. Assess risks to population health at a variety of levels
8. Design and evaluate the impact of interventions on population health
9. Understand the functioning of organizations and regulatory frameworks relevant to work in population health science
10. Appreciate the inherent uncertainty of research in population health disciplines and the challenges of working with conflicting viewpoints and complexity
11. Marshall and critically evaluate evidence from a wide range of sources to help advance population health
12. Identify a researchable problem and define an appropriate research question
13. Develop and implement a research protocol, critically interpret findings and identify implications for research, policy and practice

14. Effectively communicate population health principles and research to a range of stakeholders both verbally and in writing
15. Network and collaborate effectively with diverse members of interdisciplinary teams
16. Effectively use computational tools related to these learning outcomes
17. Develop competitive proposals to support population health research
18. Analyse and shape one's own practice to reflect and apply these learning objectives to sustainably improve population health

There are additional theme-specific aims and learning outcomes for students who choose to follow one of our six specialisation themes.

Course Timetable

The timetable for the course is available on the main course Moodle. As part of our expectations of professionalism, students are expected to attend all teaching sessions for the modules they are taking.

Course Structure

The course of study for the MPhil PHS consists of eleven taught modules and a dissertation. All students take five core modules, attending up to 24 hours of class over 4 days each week in term 1. Candidates then follow a pathway of six student-selected modules (SSM) in pursuit of one of the named specialisation themes, or select freely from the full list of additional modules (no theme). Note that module choices may be constrained by dependencies, pre-requisites and timetabling. SSM typically involve 24 hours of class time on 4 days spread over 2 to 4 weeks. Students also begin work on their dissertations during term 2, increasing focus on the dissertations in term 3.

Core Modules

Early in induction week candidates choose either *Principles of Biostatistics* or *Statistics for Health Data Science*. All students also take *Principles of Epidemiology*, *Conducting Research using R*, *Principles of Public Health*, and *Research Skills*. These core modules provide an essential foundation for the study of population health sciences. The course website has outlines of all the core modules. Further details are provided in the individual module handbooks posted on the Moodle course for each module. *(*Note: links to all forms (module choices, extensions, etc.) will be provided in the Moodle learning resources.)*

Specialisation Themes and Student-Selected Modules

Each theme has its own aims and learning outcomes, in addition to the overall course objectives, and offers a selection of specialised modules relevant to advanced practice in that discipline. Students typically follow a set of four or five modules from within their own theme, and then select one or two further modules.
You will need to complete a student-selected module choice form by January 9th 2026. Before making your choices, we strongly recommend that you read through all the information and instructions in the SSM section of the course Moodle, including the module handbooks*. You should check for timetable clashes, and carefully consider timing of assignment submission deadlines as you plan the feasibility of your chosen pathway.

**Modules selected by small numbers of students (typically five or fewer), may be cancelled after consultation with relevant stakeholders*.

Please note, you will have access to the learning materials for all modules via Moodle: for modules you are taking, you will have 'student' role, for modules you are not taking you will have 'observer' role on Moodle. However, you can only attend class for the modules you have selected. Classrooms are often matched to class size, and extra attendees at the last minute can be disruptive. Furthermore, the workload on all modules is high. If you think you have time to sit in on extra modules, you really should be working on your dissertation or doing reading for your own modules – there's always plenty to do. We have a duty of care to not help you make choices detrimental to your studies.

Epidemiology

Aims

Epidemiology is the study of the distribution and determinants of health-related states or events (including disease), and the application of this study to the control of diseases and other health problems. The Epidemiology theme aims to provide students with advanced knowledge and understanding of epidemiological principles and procedures, and their application to health and human population-based research, including training in critical appraisal, study design, protocol development and statistical analysis of epidemiological data.

Learning Outcomes

By the end of the course, students should be able to:
1. Describe and discuss the role and contribution of epidemiology to population health
2. Develop appropriate strategies for the statistical analysis of a wide range of epidemiological and other healthcare data
3. Conduct and interpret the statistical analysis of epidemiological data
4. Appreciate that different epidemiological domains may involve specific study designs, data types and techniques, and gain expertise in a selection of these more advanced skills

Theme modules

Required:
Advanced biostatistics for epidemiology (double module)
(students who take Statistics for HDS in term 1, can take the single module Advanced biostatistics for HDS instead, and take any additional student-selected module.)
Then choose at least three from the following:
Genetic epidemiology
Physical activity epidemiology and public health
Nutritional epidemiology and dietary public health
Non-communicable diseases
Causal inference
Quantitative Health Impact Assessment
Plus one more module, chosen from any theme (including those listed here under Epi theme), from the full list of student-selected modules.

Global Health

Aims

Global health is characterised by placing health as an intrinsic social goal, and by aiming to justly and equitably generate health within and across populations. It consists of the

international, transdisciplinary, and inter-sectoral research, knowledge, and policies for understanding health determinants and improving population health from a local to a planetary scale. It is an endeavour that requires the fostering of cross-country learning networks and communities of practice, including through building supportive institutions. The Global Health theme will provide students with the knowledge and analytical skills to understand global drivers of ill-health and inequity, and will enable them to contribute to sustainably improving health and reducing inequality worldwide. Students will be equipped to participate actively in the development of global health itself, while encouraging boundary-spanning practices.

Learning outcomes

By the end of the course, students should be able to:

1. Examine the distribution, trends, and determinants of the burden of disease globally, and within and between populations
2. Demonstrate the interrelationships between human and planetary health, including climate change, and explore the opportunities and challenges of sustainable development
3. Provide a critical account, historical and contemporary, of the transnational determinants, including political, commercial and economic, of health and health inequity at a global level
4. Discuss the complexity, achievements and shortcomings of current global health governance, and identify potential career opportunities within relevant institutions
5. Compare and contrast different types of health systems globally and discuss the challenges and opportunities for universal health coverage
6. Apply systems thinking to the analysis of global health problems and to strategies that address these problems
7. Provide a critical account of the emerging field of global health and detail debates over what it implies and endorses.

Theme modules

Required:

Globalisation and global health governance
Health systems for all
Health economics
Planetary and human health

Plus two more modules, chosen from any theme, from the full list of student-selected modules.

Health Data Science

Aims

Health Data Science is a discipline that combines mathematics, statistics and computing to answer questions in the biomedical sciences by the analysis of data. The Health Data Science theme aims to provide training in biostatistics, epidemiology, machine learning and health informatics, to equip students with the quantitative knowledge and skills for a career in health data science. The course offers a strong academic grounding in current and emerging knowledge and methods, and practical experience of analysing biomedical datasets.

Learning Outcomes

By the end of the course, students should be able to:

1. Understand the statistical foundations of approaches used to draw inferences and make predictions from health datasets.
2. Understand several study designs commonly used in health data science
3. Understand a range of statistical and machine learning methods commonly used for analysing health data.
4. Manage and manipulate complex biomedical datasets
5. Conduct appropriate analyses of health data using a range of quantitative methods.

Core modules: Students following the Health Data Science theme must follow the Statistics for HDS core module

Theme modules
Required:
Advanced biostatistics for health data science
Introduction to machine learning

Then choose 3 modules from the following list:
Bayesian statistics
Genetic epidemiology
Causal inference
Geostatistical modelling
Applied machine learning
Infectious disease modelling
Plus one more module, chosen from any theme (including those listed here under HDS theme), from the full list of student-selected modules.

Infectious Diseases

Aims
Infectious Diseases are essential to a full understanding of population health. The Infectious Disease theme aims to explore infectious disease epidemiology, infectious disease dynamics, models to approximate these dynamics, the use of genomic sequencing to investigate outbreaks and trends in both local and global diseases, and the use of appropriate tools to design and evaluate key control interventions. Through practical examples of endemic and epidemic infections, students will gain the knowledge and skills to understand how and why microbes might spread, and how best to control them, and will thus be prepared for a wide variety of careers in communicable disease control and prevention.

Learning Outcomes
By the end of the course, students should be able to:

1. Apply epidemiological principles to the control of infectious diseases, including disease surveillance and outbreak investigation
2. Develop and use models of infectious diseases to support policy decisions for the control of infectious diseases
3. Apply principles of microbial genomics to public health investigations and control of infectious diseases
4. Describe and examine the factors underlying the global trends in infectious diseases, and critically appraise key interventions, policies and programmes

Theme modules
Required:
Infectious diseases
Microbial genomics
Infectious disease modelling
Plus three more modules, chosen from any theme, from the full list of student-selected modules.

Primary Care Research

Aims
Primary Care Research is a discipline that provides evidence to support the essential components of primary care services, which provide the first point of contact in the healthcare system. The Primary Care Research theme aims to provide students with the theoretical knowledge and skills, as well as practical research experience, to launch an academic career in primary care research.

Learning Outcomes
By the end of the course, students should be able to:

1. Describe the primary care research context, including the distinctive nature and contribution of primary care research to population health, and the contribution of key underpinning methods
2. Appreciate the complex issues associated with conducting sound translational research in general practice and community settings
3. Apply contemporary research tools to clinically relevant areas of investigation in primary care
4. Appreciate how to implement research findings into primary care in order to improve population health

Theme modules
Required:
Research in primary care
Then choose 2 modules from the following list:
Qualitative and mixed methods
Changing behaviour
Health economics

Using routinely collected electronic health record data for health research
Plus three more modules, chosen from any theme (including those listed here under PCR theme), from the full list of student-selected modules.

Public Health

Aims
Public Health is the art and science of preventing disease, prolonging life and promoting health through the organized efforts of society. The Public Health theme aims to provide students with the theoretical knowledge and applied skills to launch a career in public health service, research, policy or advocacy.

Learning Outcomes
By the end of the course, students should be able to:

1. Critically appraise and apply knowledge from studies using qualitative methods to inform public health theory, research, policy, and practice.
2. Explore theories describing health, illness, health care and health policy as social processes and critically apply these to diverse case scenarios.
3. Identify social determinants of health and disease at individual, interpersonal, institutional, community, and policy level, and use these to analyse causes of public health problems and inform development of appropriate interventions.
4. Select appropriate methods for health improvement and disease control and prevention at individual, interpersonal, institutional, community, and policy levels
5. Design robust evaluations of interventions with the potential to improve health or prevent disease

Theme modules
Choose at least four from the following modules:
Qualitative and mixed methods
Social and spatial epidemiology
Changing behaviour
Health economics
Policy and public health
Theories of leadership and change for public health practice
Quantitative Health Impact Assessment
Plus two more modules, chosen from any theme (including other PH modules), from the full list of student-selected modules.

Note: Students on the Health Education England Public Health Training Programme must select the first six of the PH modules listed above, unless they have permission from their training programme supervisor to make different choices. Please discuss this directly with your training programme supervisor.

Teaching Approaches

A variety of teaching methods are employed, including lectures and extensive practical work. Some teachers opt for a flipped or blended learning approach, in which students are expected to engage with material ahead of class, in preparation for practical activities and discussions in class. We use a variety of individual and group activities, including problem solving activities, group discussions, presentations, critical appraisal, role play, and exercises with various data sets and computational tools.

Students are also expected to engage in a substantial amount of additional study time per module, to be spent on activities that include reading and formative and summative assignments. Students are assigned to a small course supervision group, under the guidance of a Course Supervisor. Dissertation Supervisors support student work on dissertations. These supervisions combine to form an integral part of student learning throughout the year.

Student Participation, Professionalism and Responsibility

One of the key learning outcomes of this course is the ability to network and collaborate effectively. Each student on the course has been selected because we value the contributions we think you are capable of making and we believe that this course provides you with important opportunities to learn with and from your peers. Indeed, the

success of the course depends upon student participation. Our teaching environment only works if you engage with teaching, teachers and each other; the more you put in, the more you will gain from the course, so please speak up!

We expect all students to attend **all** teaching sessions and to arrive on time. You are also expected to have completed any background reading or preparatory work indicated in the pre-arrival community, module handbooks, and before each teaching session. We also expect you to participate fully in all module and course supervision group activities.

Talks, meetings, and seminars

You are encouraged to attend any of the open talks, seminars and lectures taking place across the University and Hospital that of are interest to you and fit with your timetable. You may be particularly interested in the Bradford-Hill seminars (https://www.phs.group.cam.ac.uk/news/bradford-hill-seminars/), the principal seminar series of The Cambridge Population Health Sciences Partnership, with a programme of internationally recognised speakers covering topics of broad interest to those involved in population health research. These seminars are also advertised at https://talks.cam.ac.uk/show/index/14499 .
You can search for talks on any topic at https://talks.cam.ac.uk/search .
You may also want to explore the interdisciplinary work showcased by Cambridge Public Health, and sign up to the CPH newsletter to receive information about CPH news and events. https://www.cph.cam.ac.uk/http://www.iph.cam.ac.uk/news/seminars/

Assessment

Regulations

At Cambridge, the scheme of assessment for a course is known as 'the examination'. This includes all components of the course that contribute to your final mark. In the MPhil PHS, the formal requirements of the examination are set out in the University Statutes; these formal regulations are:

1. The scheme of examination for the one-year full-time or two-year part-time course of study in Population Health Sciences for the degree of Master of Philosophy shall consist of:
(*a*) a dissertation, of not more than 15,000 words in length, including footnotes, but excluding tables, appendices, and bibliography, on a subject approved by the Degree Committee for the Faculties of Clinical Medicine and Veterinary Medicine;
(*b*) assessments offered in a format prescribed under the Ordinance for Assessment Formats, relating to five core modules and , six student-selected modules.

2. At the discretion of the Examiners, the examination may include an oral examination on any or all of the work submitted by the candidate under Regulation 1 and on the general field of knowledge within which that work falls.

Marking and Classing Scheme

For each component, the 11 modules and the dissertation, marks will be awarded according to the following bands:

Grade band		***Descriptor***	**Percentage equivalent**
Refer		Work that is seriously deficient in understanding, breadth of reference, organisation, presentation and/or interpretation of evidence.	<60%
Pass	Pass	Competent work that shows a broad-based knowledge of the topic, presented in an organised way, reasonably argued and mainly focused on the subject, with some exemplification. Work is generally accurate in technical detail, with fair interpretation of the evidence from a limited range of previously published work. Tendency to state ideas or concepts rather than explain or justify them.	60 – 69%
	High pass	Work is carefully structured and organised, and shows a good broad-based knowledge of the topic that is well argued and focused on the subject, with appropriate exemplification. Work is generally accurate in technical detail, with good interpretation of the evidence from a range of	70 – 74%

		resources. Some tendency to state ideas or concepts rather than fully explain or justify them.	
Distinction		Work that is excellent both in the range and command of the material covered, and in argument and analysis. The work engages closely and critically with the subject, provides full supporting evidence and brings in relevant material from a wide range of sources. The candidate clearly demonstrates ability to treat evidence critically and to synthesise arguments insightfully.	≥75%

*Note that these percentages are for guidance only. The grades awarded for all modules and the dissertation are categorical grade bands, not numerical grades.

**All marks are provisional until reviewed by the Examination Committee at the end of the course and approved by the Degree Committee.

Criteria for recommending the degree

i) In order to pass the degree overall, a candidate must: pass 11 modules AND gain a pass in the dissertation

ii) In order to gain a distinction for the degree, a candidate must:
   a. pass 11 modules AND gain distinction in at least 4 modules AND gain distinction in the dissertation, or
   b. pass 11 modules AND gain distinction in at least 6 modules AND gain at least high pass in the dissertation

If a candidate does not pass up to 2 core modules, up to 2 student-selected modules, or if they do not pass the dissertation, oral examinations will be held. Oral examinations will cover all relevant components that were not passed. If a candidate does not pass more than 2 core modules or more than 2 student-selected modules, they are unlikely to pass the degree unless there are extenuating circumstances.

Module Assessments

Each module is assessed by an assignment of 1,500 words, or assignments deemed their equivalent. Some modules also include formative assessments. Assessment modalities include quizzes, presentations, reports, short projects, essays, data analyses, and a variety of tasks that reflect authentic practice in the field. While most assessments are based on individual work, some include group work. Full details of the assessment for each module can be found in the relevant module handbook within that module's Moodle site. All written module assessments will be submitted via Moodle, from within that module's specific Moodle site.

It is important to note that any interim marks you receive for module assessments are provisional and subject to change until they are approved by the Degree Committee (usually) in late September.

Word Limits

Assignments relating to modules typically take the form of written exercises of not more than 1,500 words each, or of alternative equivalent exercises. Accordingly, most module

assignment guidelines specify a word limit that is close to this. Likewise, there is a word limit specified for the dissertation. Students are expected to not exceed these word limits unless explicitly stated otherwise by the module leader. Please do not assume allowance of +10%.

Writing succinctly is an important skill if you want people to read what you have written, or have any work published. More specifically, students need to be aware that exceeding word limits on MPhil assignments may create an unfavourable impression on markers, which they themselves may or may not be aware of. Importantly, if you exceed the word limit, markers reserve the right to stop reading and marking at the word limit specified in the guidelines for that assignment. If you believe there is good reason why you cannot keep within the specified word count, you must discuss this with the relevant module leader before submission.

Dissertation

A dissertation not exceeding 15,000 words in length is required. This is to be submitted, via Moodle, by **20th July 2026**. This is usually on a topic of the candidate's choice, selected from a list of topics provided by (or negotiated with) available supervisors. Dissertations are normally related to the specialisation theme the candidate has chosen to follow. Full details and guidelines for the dissertation are provided in Appendix 1.

The oral examination

Note that the terms 'oral examination' and 'viva' are used interchangeably.
There will be one oral examination for the core modules (oral examination 1), one oral examination for the student-selected modules (oral examination 2), and one oral examination for the dissertation (oral examination 3).

In most cases, the requirement for each oral examination may be waived if students pass, respectively, all of the core modules (oral examination 1), all of the student-selected modules (oral examination 2) and the dissertation (oral examination 3).

If students do not pass up to 2 core modules (oral examination 1), up to 2 student-selected modules (oral examination 2) or if they do not pass the dissertation (oral examination 3), oral examinations (1, 2 and/or 3) will be held. Oral examinations will cover all relevant modules that were not passed.

If students do not pass 3 or more core modules, or 3 or more student-selected modules and they consider that they have mitigating circumstances, they should discuss with their college tutor how to make an application to the Exam Allowance and Mitigating Circumstances Committee (EAMC). Once the mitigating circumstances have been considered by the EAMC, the recommendations of the EAMC will be followed. If there are no mitigating circumstances, the final examination board are unlikely to recommend that the degree should be awarded.

When an oral examination is held, the following will apply:

- The oral examination will focus on any area of weakness demonstrated in the specific components to which it relates – that is weaknesses in either the core modules, the student-selected modules or the dissertation.

- The oral examination will be conducted by a member of the core course team plus relevant module or dissertation assessors. An external examiner may also be present.
- The candidate must satisfy the examiners that they have met the required standard to attain a pass mark in the specific component(s) under consideration.

If the examiners recommend a candidate passes an oral examination, the highest mark achievable for the modules under consideration (oral examinations 1 and 2) or the dissertation (oral examination 3) is a Pass. If the examiners recommend a candidate does not pass an oral examination and the candidate considers that they have mitigating circumstances, they should discuss with their college tutor whether there is a case to make an application to the Exam Allowance and Mitigating Circumstances Committee (EAMC). If the examiners recommend a candidate does not pass an oral examination and there are no mitigating circumstances the final examination board are unlikely to recommend that the degree should be awarded.

Reasonable Adjustments

Students with disabilities are expected to have made contact with the Disability Resource Centre to arrange for reasonable adjustments for assessments. If you feel you have any kind of relevant disability that may impact on your ability to complete any aspect of the course or its assessments , please do contact the Disability Resource Centre and your college tutor as soon as you can to make appropriate arrangements.

Good Academic Practice and Plagiarism

In line with the University's Rules of Behaviour, plagiarism is defined as submitting as one's own work, irrespective of intent to deceive, that which derives in part or in its entirety from the work of others without due acknowledgement. It is both poor scholarship and a breach of academic integrity. All students are expected to follow the university guidance on plagiarism and academic misconduct, and use of AI).

Examples of plagiarism include copying (using another person's or AI's language and/or ideas as if they are a candidate's own), by:

- quoting verbatim another's work without due acknowledgement of the source;
- paraphrasing another's work by changing some of the words, or the order of the words, without due acknowledgement of the source;
- using ideas taken from someone / somewhere else without reference to the originator;
- cutting and pasting from the Internet to make a pastiche of online sources;
- submitting another's work as part of a candidate's own without identifying clearly who did the work. For example, buying or commissioning work via professional agencies such as 'essay banks' or 'paper mills', or not attributing research contributed by others to a joint project;
- self-plagiarism, which involves submitting work previously submitted for formal assessment or for publication without acknowledgement, unless expressly permitted by the assignment;
- using any unacknowledged content generated by artificial intelligence within a summative assessment as though it is the student's own work, unless explicitly stated otherwise in the assessment brief;
- collusion, which involves working with others and using the ideas or words of this joint work ***without acknowledgment***, as though it is the student's own work, other than as permitted by the assignment.

Note that this does not prevent students discussing assignments, brainstorming ideas, and offering feedback on each other's work, which we strongly encourage as an important part of learning on this course. The essential point is to ensure, through appropriate citation of sources and collaborators (human or otherwise), that examiners are in no doubt as to which parts of your work are your own original work and which are the work of others. A candidate should include a general acknowledgement where he or she has received substantial help, for example with proofreading of a piece of written work, e.g. with wording such as "I am grateful to (name) for their help with (specific aspect of the work)".

It is every student's responsibility to:

- Read, and ensure that you understand, the University-wide Rules of Behaviour (see http://www.plagiarism.admin.cam.ac.uk) which defines plagiarism and the forms that it can take. The statement follows the Regulations for discipline in Statutes and Ordinances.
- Familiarise yourself with guidance included in the pre-arrival community and induction materials, which outlines the referencing techniques and other academic conventions that you will be expected to adhere to. If you are in doubt, ask your course supervisor, a module leader, or a member of the course team.
- Ensure that you always follow these conventions, and ask for clarification or support if you need it from your course supervisor. If in doubt about any aspect of academic integrity it is always best to seek clarification at an early stage.

In the MPhil PHS, the basis of our approach to academic integrity is the promotion of good academic practice, and to trust our students to act professionally and responsibly. In rare cases, the marker of an assignment may raise concerns about good academic practice. In such cases, the marker of the assignment may refer the case to the course team, who may make use of Turnitin UK text-matching software to guide assessment of whether there has been a breach of academic integrity rules. The course team, following the university Student Disciplinary Procedure, may decide that:

- there is no evidence of academic misconduct, and take no further action;
- there is evidence of academic misconduct. In such cases the course team may refer the case to the Chair of the Examinations Committee, following university guidance on academic misconduct, for further investigation.

Supervision

A unique aspect of the Cambridge MPhil in PHS is access to leading academics in the field and the opportunity to build a supportive network with colleagues from diverse backgrounds. In order to capitalise on this, each student is allocated to a small *course supervision group*, consisting of three to five students, and a C*ourse Supervisor*. Each student will also have a *Dissertation Supervisor*, a researcher who provides one-to-one support for the dissertation project. In addition, students may schedule a meeting with the course director, senior teaching associate, or theme lead to review progress or discuss ad hoc issues or questions.

It should be noted that Supervisors' and peers' comments are of an advisory nature and that responsibility for the form and content of the final submission of all coursework lies with the individual student.

COURSE SUPERVISION

The course supervision groups are designed to provide support and guidance throughout the course, to help students take responsibility for their own and each other's learning, and to help them meet MPhil PHS course learning outcomes related to communication, collaboration, and reflective practice.

Who are MPhil Course Supervisors?

Course Supervisors will typically be an academic or researcher whose role is to facilitate the work of the supervision group. The course supervisors all receive appropriate training and ongoing support for this role.

The goals of course supervisions

The work of the course supervision groups begins with student induction in the first week of October. Supervisions provide a forum for in-depth discussion and clarification of issues raised during the course. With the guidance of their supervisor, ***the group members*** will carry out the following specific tasks related to module assignments and course objectives:

- Develop ground rules for the group, and a clear plan for tackling the following group tasks:
- Work together on formative assignments in core modules, and provide each other feedback on drafts of the written assignments for these core modules
- Work together to produce the *Principles of Public Health* module assignment
- Provide feedback and guidance on the *Research Skills* module assignment (dissertation research proposal)
- Offer feedback on each other's dissertation writing
- Engage in reflection on group members' progress toward the course aims and learning outcomes, and discuss learning plans for each term

The supervision groups also provide opportunities for:

- Support and advice in the choice of specialisation theme and student-selected modules
- Sharing ideas on approaches to learning and module assessments, and how to make best use of the feedback from all module assessments
- Support in the choice and preparation of dissertations and the choice of dissertation supervisors, including discussion of possible options for dissertation projects and advice on key contacts in specialist areas

- Discussion and clarification of issues raised in teaching, with referral to appropriate individuals and resources
- Sharing useful resources
- Advice and support for students required to attend oral examinations
- Discussion and advice on future career pathways, including advice on graduate research at PhD level.

What students can expect of their course supervisors

- Regular meetings with all group members (students and supervisor), on approximately a fortnightly basis, during term, at a time convenient to both supervisor and supervisees. The frequency of meetings may vary during the year depending on the demands of the course. However, it is important to establish a supervision schedule as soon as possible.
- The needs of individual students will vary, and some students may require, or request, additional support. Supervisor responses will depend on the circumstances, and might include providing comments and advice via e-mail, one-to-one meetings, or directing students to specific sources of support most relevant to their needs. Nevertheless, most issues are expected to be raised and resolved within the group setting (whether face-to-face or remotely).
- Course supervisors will facilitate student discussion, offering advice and suggestions where possible. They are not expected to answer all questions related to course content, although they will help students frame questions for independent study or to ask module teachers.
- Course supervisors will facilitate preparation for oral examinations.
- Course Supervisions play a role in assessing student progress and identifying student difficulties. Students are encouraged to discuss their progress and concerns within their supervision group, where they may receive feedback on progress; course supervisors may refer struggling students to the appropriate source of support.
- Course supervisors will provide guidance on how students should give feedback on each other's work and reflect on their own progress.
- In general, College Tutors provide pastoral care for the students. However, Course Supervisors may be in a position to identify students with 'pastoral problems', including cultural difficulties, and refer such issues to the appropriate individual or organisation. Nevertheless, all supervisions have an element of pastoral care.

What course supervisors will expect of students

- It is the students' responsibility to arrange supervision meetings at mutually convenient times and to prepare an agenda for each meeting in advance.
- Students are expected to attend supervisions at the time agreed with the group.
- Students should create, follow, and review the group's ground rules, agree timings and agendas of meetings, and prepare accordingly. If students share material to read, this material must be provided sufficiently early to allow the group members adequate time to comment.
- Students are expected to raise any issues or problems relating to the course with their course supervisor.
- Both students and course supervisors are advised to keep a record of their supervisions.
- In addition to the meetings with course supervisors, students should arrange weekly meetings with their course supervision group peers to work on group tasks, provide mutual support and share ideas.
- Group members are expected to respect each other at all times, work collaboratively, and to give and receive constructive feedback.
- Group members are expected to maintain confidentiality of any information shared within the group

DISSERTATION SUPERVISION

Note: this information should be read in conjunction with the Dissertation Guidelines for the course.

Each student will work with a dissertation supervisor, who will support their work on the dissertation. It is students' responsibility to identify a Dissertation Supervisor and project. Students will need to confirm their Dissertation Supervisor as part of the Research Skills module by the end of Michaelmas term.

Students are recommended to select a dissertation project from those presented in the proposal collection released prior to the dissertation fair, or to develop a project with an internal supervisor that builds on the content of the course modules or is relevant to their chosen specialisation theme. When choosing a topic, it is important to remember that while there are lots of options, we cannot guarantee supervisor availability for all possible research interests, so students' topic choice should be guided by the research interests of the people available.

Dissertation Supervisors

The Dissertation Supervisor takes primary responsibility for supervising the student's research project and dissertation.

- All students must work with an internal supervisor – someone who is a member of one of the three population health sciences departments (PHPC, MRC-Epi, MRC-BSU) or who teaches on the MPhil PHS modules. Students may in addition, in exceptional cases, identify a co-supervisor (either internal or external). In such cases, the student must seek permission from their primary internal supervisor, and from a theme lead. Students must also ensure that both supervisors have discussed the project with each other prior to submission of the Dissertation Supervisor Agreement.
- The Dissertation Supervisor's role is to give advice, encouragement and constructive criticism on the student's dissertation project, from development of the research protocol during the Research Skills module until submission in July.
- There will be a call for dissertation project proposals in the summer. A book of project proposals will be shared with students in October, ahead of the dissertation fair in November, where students can discuss with staff any projects they are interested in.
- Between the dissertation fair and mid-December, students should reach out to talk to potential supervisors. By the end of Michaelmas term (December), a match needs to be confirmed, and a Dissertation Supervision Agreement form needs to be signed by student and supervisor(s), and submitted. At this stage, the dissertation topic also needs to be finalised, and timing of access to necessary data confirmed.
- The Dissertation Supervisor will offer feedback on one draft of the student's research protocol for the Research Skills module which is submitted in January.
- While it is the student's responsibility to obtain access to appropriate data sources in good time to complete their project, the dissertation supervisor should facilitate this process.
- The dissertation supervisor should encourage the student to keep systematic records of the research, including back-up copies of electronically stored material.
- Students should meet with their Dissertation Supervisor around monthly to discuss the research and to consider constructive comments and criticism on methodology, findings and interpretation. Frequency of meetings will vary depending on student need throughout the year, but students should expect no more than 8 one-hour meetings with their dissertation supervisor.

- Where a student has two supervisors, the co-supervisors must both be involved in at least two meetings to ensure alignment on direction and academic progress.
- The dissertation supervisor should provide written comments on one draft of each chapter, and one draft of the full dissertation.
- Supervision meetings also provide opportunities to monitor student's progress and time management. Dissertation supervisors should regularly provide students with indications of their progress, and inform the course director regarding concerns about student progress.

Importantly, while the Dissertation Supervisor should provide guidance and help the student keep the work focused, deliverable and within the scope outlined in the dissertation guidelines, the student takes primary responsibility for the dissertation. Dissertation supervisors are reminded that the submitted dissertation is not a reflection of the supervisor's capabilities, and that students are expected to take advantage of other available resources, including their course supervision group, the material provided in the Research Skills module, and support offered through the course director's office. Please remember that the course aims to encourage peer teaching and independent learning, so dissertation supervisors should also encourage students to make use of their course supervision groups while working on their dissertations. Dissertation supervisors are ***not*** expected to:

- Correct poor English, poor presentation, or reference lists, or to make substantial changes to the text (instead, supervisors might correct a single paragraph and expect students to apply this learning to the whole text, or seek support elsewhere)
- Re-teach material learned during the modules (although supervisors might recommend students revisit specific module material, or provide links to other appropriate resources)
- Clean or manage students' data
- Comment on or help write student's computer code, or help with use of computer systems or running of software
- Help perform statistical analyses
- Take on projects outside their area of expertise/comfort zone

Please remember that dissertation supervisors who over-support are generating an inequity for other students whose supervisor is sticking to this guidance. It's important that all supervisors try to stick to the guidance even when they feel they want to or should give more. Nevertheless, after submission of the dissertation, the dissertation supervisor may choose to advise the student on the possibility of co-writing a publishable paper based on the dissertation, at which point close copy editing would be appropriate.

Course Supervision group dissertation responsibilities

- Students are expected to continue working with their course supervision group during the dissertation process to share ideas, concerns, and feedback with their group.
- The supervision group should meet at least fortnightly in term 3 to discuss members' progress on the dissertation. By term 3, supervision groups should be working largely independently of their Course Supervisor.
- Supervision group members should assist each other to draw up viable research timetables, and members should share any valuable information shared by their own supervisors.
- The course supervision group should serve as a dissertation writing group, in which members are expected to offer feedback on drafts of each other's dissertations.

If things are going wrong

If either the Course or Dissertation Supervisor or supervisee feels that the supervisions or progress on the course are not meeting their expectations, concerns should ideally be discussed directly with the supervisor / student involved to see if the problems can be addressed and resolved within the supervisions. If this is not possible or appropriate, concerns should be taken to the MPhil Course Director or Senior Teaching Associate as soon as possible, who will work with those involved to help resolve any issues.

Policies and Procedures

Attendance

The success of the course, and your performance on it, depends on you attending all staff and student-led teaching, and participating in it. Regular and punctual attendance is an integral part of the learning process. All students are expected to attend all teaching sessions and supervisions on time and should only be absent for unavoidable and valid reasons. Students are also expected to have undertaken background reading and other relevant work as required in preparation for each teaching session. Engaging in the course in this way helps you get the most from the course and shows your respect for your fellow students and teachers.

Students should inform the course administrative team by emailing to mphilphs.admin@medschl.cam.ac.uk and the relevant Module Leader(s)/lecturers of any unavoidable absences in advance of the teaching session and complete all work missed due to absence. You should also refer to the Board of Graduate Studies "Terms of Residence and Terms of Study". Students who consistently miss teaching sessions may be invited to discuss their attendance on the course with the Course Director or Senior Teaching Associate.

Students are expected to be in Cambridge for the duration of the course, and to follow the university rules on residence in Cambridge. In certain circumstances, students may need to work away from Cambridge. Guidance on how to apply for leave to work away from Cambridge is available here.

Change to student Status

The University postgraduate study web pages provide full details and guidance concerning any changes to student status.

This includes such things as:

- **Intermission - Medical or non-medical:** If you are not able to attend teaching for a prolonged period, you may want to consider taking a break in studies, or 'intermitting'. You can intermit for a period when you are unable to work on your research or study, but not for periods where you have studied and undertaken an assessment but have not performed well
  Non-medical reasons might include parental leave or family circumstances. As we only run the MPhil course once a year, if you intermit before your modules have completed you will re-join the course in a subsequent academic year, at a similar point in the calendar to when you left. Any aspects of the examination that you completed before intermission will count towards your final mark and be consolidated with aspects of the examination that you complete after re-joining the course following intermission.
- **Extending your dissertation submission date:** the website includes acceptable and non-acceptable reasons for extending and the procedure and potential consequences.
- **Other changes -** such as withdrawal from study, permission to work away etc.

If you are considering any changes to your student status, such as intermission, you should discuss this with the Senior Teaching Associate/Course Director, your Course

Supervisor and your College Tutor. Your College Tutor will help you complete the required paperwork.

Importantly, you should ensure that you understand possible implications for your course funding and visa status.

Facilities

Academic Facilities

Libraries

There are numerous university libraries which you can access. The University Library (on West Road), the Medical Library (in the Clinical School building) and your own College library will be particularly useful. Further details are at: https://www.libraries.cam.ac.uk/libraries-directory/search-for-libraries

Cambridge University Library

From the home page you can follow links to the Library Catalogue, the Cambridge Digital Library, e-journals and other e-resources. The homepage can be found at http://www.lib.cam.ac.uk .

It is also possible to book an orientation tour: http://www.training.cam.ac.uk/cul/theme/orient?providerId=119246

The Library Study Skills Catalogue is a collection of available resources and workshops available to students.

Medical Library

The Medical Library collections support all aspects of medicine and healthcare. The book collection, over 50,000 volumes, contains core text books and specialty titles many of which are available electronically and in print. The journal collection is increasingly weighted towards electronic access, with over 104,000 e-titles. The Library also facilitates access to the NHS Core Content collection of electronic resources. Further details can be found at http://library.medschl.cam.ac.uk/

The Medical Library provides full text access to all core course texts, most of which are available online, via our course reading list link.

As part of the course you will have sessions on the use of library resources and related research skills during induction week and the Research Skills module in the first term. This includes an introduction to structured, advanced systematic searching techniques.

The Medical Library also runs monthly training sessions on literature searching. These are open to all students and researchers at the University of Cambridge, and you are welcome to attend these classes as a refresher or reminder of the techniques covered in the timetabled seminar.

To attend this training session you will need to book a place on the bookings website.

This is a full list of library training topics available for you.

The library has also put together a number of self-directed learning materials on systematic searching for you to work through in your own time. These include

- Video tutorials demonstrating how to search specific databases
- Top tips guides and videos on databases and referencing software
- Guide to systematic review methodology

The librarians ask that any student with questions about literature searching techniques and any assessed coursework involving literature searching should first make use of the above resources before contacting the library directly – it is likely that any difficulties will be resolved by doing so. If – having already attended training or made use of the self-directed materials – you have further questions, you are welcome to contact the library directly for individual help.

The library will also run some scheduled drop-in sessions to troubleshoot any problems you may be having with your literature search. These will take place in January, and will require you to book a slot. These sessions are optional, and should only be attended if you have outstanding questions after having attended the timetabled seminar, general library training sessions, or made use of the self-directed materials discussed above.

The library is able to arrange one-to-one meetings with students who have remaining questions or difficulties with systematic literature searching. They can provide support with the following:

- Suggest improvements to search strategies in order to improve the quality of your literature search
- Demonstrate how to search specific databases or use specific referencing software
- Troubleshoot problems you may be having when conducting your search (e.g. error messages, finding 'too many' search results, finding only irrelevant search results)

The library cannot conduct literature searches on your behalf, nor create your entire search strategy. Literature searching for dissertations or assessed coursework needs to be the student's own work, so a librarian is not allowed to do this work for you. They can provide the help you need to do this work yourself.

Before booking a place on the drop-in sessions or contacting the library for an individual meeting, the library will require specific information about your needs. Please include the following:

- Short description of your research topic (no more than two or three sentences)
- Short description of the problems you are having
- If you are having difficulties using a specific database or referencing software, please name the database/software, and, if necessary, include screenshots of any error messages you are getting
- If you want help improving your search strategy, please include the exact search strategy with full search terms – preferably as text copy-pasted into an email or document, rather than as a screenshot

The more information you can provide, the better the help they will be able to give.

IT & Computing

The Medical Library provides a number of computers for student use. These are equipped with common Office applications, and the EndNote referencing tool. Printing facilities and a scanner are also available. Students can also bring their own devices.

University Information Services [UIS] provide IT services and support for students. The full UIS services are described at https://help.uis.cam.ac.uk/new-starters/it-for-students/student-it-services.

They manage a wide range of services, including; email access and support, password & Raven authentication, connecting to wifi & eduroam, how to obtain free copies of MS Office, virus software & other software for students to install on their personal devices.

They also provide a wide range online resources to support you in your study and training courses, face-to-face and online, which are free to access for students.

You should also have IT support through your college.

Students are expected to have their own laptops and bring to all teaching sessions, ideally with the following specifications (or equivalent):

Either of:

- IBM compatible laptop with Intel Core i5 Ice Lake or newer processor (students planning to follow the HDS theme may wish to consider an i7 processor), with an x86-64 version of Windows 11 or Windows 10 (ideally Pro versions) or an up to date x86-64 Linux distribution (ideally Ubuntu x86-64) installed, or
- MacBook Pro or MacBook Air model, dated 2020 or later with macOS Sonoma or later installed.

- 8GB of RAM (16GB of RAM recommended for HDS)
- Disk capacity of 512GB or more
- Built-in gigabit ethernet port or supported ethernet adapter
- Built in wireless network controller or supported wireless network adapter
- Built in web cam, microphone and speakers or supported external devices

For students experiencing financial hardship and unable to access their own computer, the department has some, very limited, capacity to be able to lend out a laptop. If you are accepted on to the course and you believe that lack of a suitable laptop would be a barrier to your attendance, please contact the course coordinator. Similarly, if your own laptop breaks down during the course, it may be possible to borrow a laptop temporarily while your own is being repaired. For such a short-term loan, please contact the course coordinator to check availability.

Biomedical Campus - MPhil Teaching Rooms & Facilities

A useful map of the Campus where you can see these locations can be found here: Finding your way around | CUH

MPhil Teaching/Seminar Rooms

The teaching for the MPhil takes place on the Biomedical Campus in the locations below:

The East Forvie Building: The entrance to the teaching/seminar rooms (on both floors) is via a door to the right of the main building/entrance. Access is gained by using

your university card. You should always have your card with you, as you will need it to both access and move around the building.

On first access you should go to the main entrance to have your card programmed for side access and thereafter use the student side door (on the right side of the EFB building)

The room for each teaching session is indicated in the timetable (available in the MPhil main course moodle). The teaching takes place in the seminar room(s) upstairs or the teaching rooms downstairs.

Whilst you may bring drinks into the room (*they should be in a water bottle or closed travel/keep cup only*) and you may eat during break times, we ask you to ensure that you leave the rooms as you find them, clean and tidy, ready for the next teaching session. Please do not leave any possessions or litter in the rooms.

The rooms are usually in constant use for teaching, but you may enquire at the MPhil office or reception to see if any rooms are free for study. You can also enquire with your college who may also provide study spaces.

The Clinical Schools: Teaching may take place in the seminar rooms or E-Learning Suite. The room will be indicated in the timetable and displayed on the large screen in the entrance lobby.

The Clifford Allbutt Building: Some lecture sessions are delivered in the lecture theatre in this building.

The Biomedical Campus also has a range of facilities for catering, leisure and fitness.

Student Support & Welfare

There are a number of mechanisms to provide formal and informal support to postgraduate students on both academic and pastoral matters. Whether you have serious personal or scientific problems or are simply unsure how best to proceed, we encourage you to use the knowledge and experience of those around you to find a solution.

Student Welfare & Pastoral Support

While it is hoped that your time at Cambridge will be an untroubled one, there may be occasions when you need additional help and support.

College Tutors
All students in Cambridge have a College Tutor who has general oversight of student welfare, with regard to academic, administrative and pastoral care, see:
https://www.studentwellbeing.admin.cam.ac.uk/college-pastoral-support/tutors

Postgraduate Wellbeing Service

The Student Wellbeing Service specialises in psychological wellbeing support for taught and research postgraduates. The service offers online and in-person appointments and is available through the academic year, including the summer months. Postgraduates can

self-refer for an initial appointment. This new service is located within the University's Student Support Department, at the Student Services Centre.
They work collaboratively with postgraduates on mental health and wellbeing areas including:

- exploring support options and resources with a consultation appointment
- support with challenges which may be impacting on their life, studies or research
- applying evidence-based strategies for maintaining or improving mental health and wellbeing
- managing low mood, stress and anxiety, overcoming perfectionism or procrastination

University Counselling Service
The University of Cambridge Counselling Service, https://www.counselling.cam.ac.uk/, exists to provide a professional service to students and staff of the College and University communities. The Service supports the mission of the University by offering:

- Counselling and mental health support - to students and staff, both individually and in groups, and, with strict regard to clients' confidentiality, working in collaboration with Colleges, the University and NHS provision.
- Educational work - to help students and staff make the best personal use of the opportunities offered by the Colleges and University.
- Preventive work - consultation, guidance and training to those with a pastoral role in the Colleges and University, and provision of general feedback and recommendations to help promote a healthy working environment for both students and staff.

There is also mental health support on the Student Wellbeing page: https://www.studentwellbeing.admin.cam.ac.uk/support-particular-issues/mental-health-support
This guide to the college role in mental health services may be helpful too: College Role in Student Mental Health

The Cambridge Students' Union has also compiled a helpful document signposting to a wide range of resources: Cambridge SU Welfare Signposting.

Students' Unions' Advice Service
The Students' Unions' Advice Service offers free, confidential and independent support to all Cambridge University students, and employs two professional advisors. Contact and service details are available at http://www.studentadvice.cam.ac.uk.

University of Cambridge's Report and Support tool. Students and staff can find support services and report inappropriate behaviour they have experienced from other students and staff using the links on this page. https://reportandsupport.cam.ac.uk/

University Occupational Health
Occupational Health assists in ensuring that the work environment is safe and that a person's health is not adversely affected by their work activities. The occupational health team comprises a small number of occupational health specialist doctors and nurses and administrative personnel who:

- Devise preventative strategies for identifying and controlling hazards to health arising from work.
- Advise on fitness for work, vocational placement, return to work after illness, ill health retirement, work-related illness and the control of occupational hazards.
- Assist in fulfilling statutory (e.g. health surveillance) and regulatory requirements (e.g. guidance on food safety, the application of the Equality Act) to ensure that the health of staff and others is not adversely affected by their work.
- Ensure that work health issues are appropriately managed.
- Promote health and wellbeing at work.

More details can be found at https://www.oh.admin.cam.ac.uk/

Fitness to Study
The phrase 'fitness to study' refers to a student's capacity to fully engage with University life, both academically and otherwise, without unreasonable detriment to their wellbeing and whilst maintaining appropriate standards of behaviour. Where there are concerns regarding a student's fitness to study, the University acts within a particular procedure, detailed at http://www.admin.cam.ac.uk/univ/so/2018/chapter02-section28.html
If you are a matriculated student, your College may use its own Fitness to Study Procedure. However, the University's Procedure can be used where the College Procedure is not appropriate, or a student does not have a College.

General Information

Terms of Study

University statutes require all students to complete a minimum of three terms of study for an MPhil degree (different requirements apply to part-time students). Details of these requirements can be found at www.cambridgestudents.cam.ac.uk/new-students/manage-your-student-information/graduate-students/terms-study

Student Conduct

The University's core values encompass freedom of thought and expression, and freedom from discrimination. As a place of learning, teaching and research, the University provides an environment in which to exchange ideas, opinions and views. The University is committed to maintaining a learning and working environment in which the rights and dignity of all members of the University community are respected.

The University expects all members of its community to treat each other with respect, courtesy and consideration at all times. All members of the University community have the right to expect professional behaviour from others, and have a corresponding responsibility to behave professionally towards others.
Guidance, intended primarily for students who have complaints concerning the behaviour of others (e.g. a member of University staff, another student), is available at:
https://reportandsupport.cam.ac.uk/
https://www.breakingthesilence.cam.ac.uk/
https://www.studentwellbeing.admin.cam.ac.uk/support-particular-issues/complaints

Colleges are legally independent of the University and as such have established their own complaints and review procedures. Complaints, including allegations of harassment

or bullying, which arise within the college teaching, learning and working environment will normally be dealt with under the appropriate college procedure.

Travel within Cambridge

Cambridge is a flat and relatively compact city, and most journeys within the city can easily be completed on foot or by bicycle. There is information at www.camcycle.org.uk/resources/training/ regarding training for adults who are new or nervous cyclists.

A frequent bus service, 'U', runs from the North-West Cambridge (Eddington) Madingley Road Park and Ride to the Biomedical Campus via the West Cambridge site, town centre and the station. Tickets are half-price for staff and students on production of a University card.

Car Parking

There is no dedicated car parking facility for students on the Cambridge Biomedical Campus. Students should note that the University prohibits students from keeping cars in Cambridge without written permission. Refer to your College tutor or to www.proctors.cam.ac.uk/motor-proctor for further information.

Healthcare in the UK

The National Health Service (NHS) is the UK's state healthcare system providing a wide range of health care services including appointments with a doctor, hospital treatment and dental care. You should register with a doctor as soon as possible after your arrival in Cambridge; your College will give advice on this.

International and EEA students should read the information on the University's International Students' website at:
https://www.internationalstudents.cam.ac.uk/arriving/healthcare-uk

International students on a Tier 4 visa will be subject to an immigration health surcharge, which will enable them to access NHS healthcare free of charge.

European Economic Area (EEA) and Swiss nationals should check online for up-to-date guidance: https://www.gov.uk/guidance/healthcare-for-eu-and-efta-citizens-visiting-the-uk

Data Protection

Please see the following webpages for information about how the University will use your personal information whilst you are a student at the University of Cambridge:

https://www.information-compliance.admin.cam.ac.uk/data-protection/general-data