NUFFIELD DEPARTMENT OF
PRIMARY CARE
HEALTH SCIENCES

UNIVERSITY OF
OXFORD

MSc Applied Digital Health
Course Handbook 2022/23

Version 1.1 (Sept 2022)

1 Foreword

1.1 Contents

1.2 Statement of coverage

This handbook applies to students starting the MSc Applied Digital Health (MSc ADH) in Michaelmas Term 2022. The information in this handbook may be different for students starting in other years.

1.3 Version

Version 1.1 at Sept 2022

1.4 Disclaimer

The Examination Regulations relating to this course are available at MSc Applied Digital Health Exam Regulations. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations. If you have any concerns please contact adh@phc.ox.ac.uk.

The information in this handbook is accurate as of 29 September 2022, however it may be necessary for changes to be made in certain circumstances, as explained at www.graduate.ox.ac.uk/coursechanges. If such changes are made the department will publish a new version of this handbook together with a list of the changes and students will be informed.

1.5 Welcome and Introduction

Welcome to the MSc Applied Digital Health. This is a postgraduate course provided by the Nuffield Department of Primary Care Health Sciences (www.phc.ox.ac.uk), part of the Medical Sciences Division in the University of Oxford. The Department's mission is to deliver world-class research, engagement and training that advances primary care, influences health policy and develops professional skills for the delivery of better health care in the community.

This handbook is designed to assist you during your time with the Department and to answer questions about your course. Please read it carefully and feel free to contact appropriate staff if you have any questions. A list of contact names can be found in the next section.

Your course is at postgraduate level and is matriculated. You will attend a matriculation ceremony and become a member of a College and a full member of the University.

We hope you enjoy your course and find your time with the Department stimulating and rewarding.

Professor John Powell
Professor of Digital Health
Director, MSc Applied Digital Health

Professor Catherine Pope
Professor of Medical Sociology
Deputy Director, MSc Applied Digital Health

1.6 Important websites and contacts

The **department website** includes an intranet section with a lot of practical information about the department (https://www.phc.ox.ac.uk/intranet) as well as a section that details all of the research groups with contact details for group members (http://www.phc.ox.ac.uk/research).

The department also has an **online induction** available (https://www.phc.ox.ac.uk/about/work-with-us/online-induction/). Although principally aimed at new staff members, this module has a wealth of information about the department that you will find useful, so we recommend that you look this it before joining us.

The department has a **circulation list** for emailing information or queries to all members of the department; if you need to use this please send your message to Daniel Long in the first instance. There is also a weekly email newsletter that contains useful information about department matters.

The **Graduate Studies Committee** (GSC) has oversight of the graduate students in the department, to ensure continued improvement of the support the department provides. A student representative (see Section 6.1) for the MSc ADH will provide feedback to the Course Directors and the Director of Graduate Studies which will be reported at GSC meetings. The terms of reference for the committee can be found here: https://www.phc.ox.ac.uk/intranet/better-workplace-groups-committees-open-meetings/gsc

1.6.1 Key sources of information

Virtual Learning Environment (Canvas)	https://www.canvas.ox.ac.uk
Department Website	https://www.phc.ox.ac.uk/
Medical Sciences Division	https://www.medsci.ox.ac.uk/about/the-division
Oxford Students website	https://www.ox.ac.uk/students
Oxford Student Handbook	https://www.ox.ac.uk/students/academic/student-handbook
Guidance on Academic Matters	https://www.ox.ac.uk/students/academic
University Regulations and Policies	http://www.ox.ac.uk/students/academic/regulations
MSc ADH Examination Regulations	MSc Applied Digital Health Exam Regulations
MSc ADH Examination Conventions	MSc Applied Digital Health Exam Conventions

College Handbooks are available on College websites.

1.6.2 Useful department contacts

Professor Richard Hobbs **Head of Department**

Professor John Powell **MSc ADH Director**

John co-directs the academic content for the course.

Professor Catherine Pope **MSc ADH Deputy Director**

Catherine co-directs the academic content for the course.

Dr Nadja Leith **MSc ADH Programme Lead**

Nadja is responsible for the coordination of all academic aspects of the course.

Dr Andrew Soltan **MSc ADH Dissertation Lead**

Andrew is responsible for the coordination of the dissertation component of the course.

Fiona Eddleston **MSc ADH Programme Coordinator**

Fiona is administrator for the course and is the first port of call for all student and tutor queries regarding admissions, course administration and assessment. This includes queries about accessing your course VLE site or logging in with Single Sign-On (SSO). Fiona works part-time and is usually available on Tuesday and Thursday afternoons.

Daniel Long **Graduate Studies Officer**

Daniel is the Graduate Studies Officer in the department, supporting Professor Rafael Perera in his role as Director of Graduate Studies and Judy Irving in her role as Head of Programmes.

Dr Judy Irving **Head of Programmes**

Judy is the department's Head of Programmes, responsible for the administrative leadership of the department's teaching programmes, which includes development of new course proposals and the smooth running of existing courses in the department. Judy works with Daniel Long to ensure the efficient running of the DPhil programme.

Professor Rafael Perera **Director of Graduate Studies**

Rafael provides additional advice and support if necessary, as advisor to the Course Directors on academic related matters for the department's postgraduate students.

Nicola Small **Head of Administration and Finance**

Nicola is the department's Head of Administration and Finance, responsible for the smooth running of the department. She and her team look after departmental finance; all personnel issues; all building related matters and other departmental administration.

1.6.3 Other contacts

Student representatives	see Section 6.1
Departmental disability contact	Daniel Long (as above), and see Section 7.2
IT Services	see Section 8.4
Libraries	see Section 8.3
Student life and support	see Section 7

1.7 Buildings, Location & Access

The majority of teaching will take place in the Applied Digital Health Seminar Room, Gibson Building, in the Radcliffe Observatory Quarter, Woodstock Road, OX2 6GG.

The Nuffield Department of Primary Care Health Sciences is based over two sites in the Radcliffe Observatory Quarter: the Radcliffe Primary Care Building (RPC) and the Gibson Building (some department members are also based in Eagle House which is a short walk away). The Gibson Building is the primary site for teaching. Course staff are mainly based in the RPC:

Radcliffe Observatory Quarter 554,
Woodstock Road,
Oxford,
OX2 6GG.

There is a single reception telephone number for the department: 01865 289300.

Your student card will allow you access to specific areas within the Gibson Building and the RPC Building. You can enter and exit the department's buildings at any time using your university card. However please ensure you follow the Lone Working Policy, available here: PHC facilities-and-buildings info, outside hours of 7:30am–6pm Monday to Friday.

For a map, see https://www.phc.ox.ac.uk/about/contact-us
See https://www.phc.ox.ac.uk/intranet/facilities-and-buildings for further information.

Day-to-day office services such as post, telephones, booking meeting rooms, reception etc are managed by the reception team in RPC. Building maintenance and security matters should also be referred to reception.

1.8 **Important dates**

You will find term dates for the 2022-23 academic year here: https://www.ox.ac.uk/about/facts-and-figures/dates-of-term. While the first day of the new academic year is listed as Monday 10 October you are required to attend an **induction week** before the start of term, from **03 - 07 October 2022**.

Oxford's year is divided into three terms and three vacations. The three terms are traditionally referred to as Michaelmas, Hilary and Trinity terms. Within each term there are eight weeks in the main teaching period. These weeks are known as week 1, week 2 etc. MT1 would mean the first week of the Michaelmas term.

The MSc in Applied Digital Health is comprised of eight compulsory taught modules and a dissertation. Modules will take place through **Michaelmas and Hilary terms**, with four modules per term**.** The modules run consecutively with each module covering a two-week period, as set out in the table below. The **summative assessment** for each module (i.e. the assessment that will dictate your mark for that module) will be released on the first Friday of the module. The deadline for submission will be the subsequent Friday at 4pm (i.e. the last day of the module).

Module	**Module Name**	**Weeks/ Term**	**Dates 22/23**	**Assessment Submission Deadline**
1	Foundations of Digital Health	Weeks 1 & 2 MT	Mon 10 October – Fri 21 October	Fri 21 October @ 16:00
2	Clinical Informatics for Trials and Health Surveillance	Weeks 3 & 4 MT	Mon 24 October – Fri 04 November	Fri 04 November @ 16:00
3	Harnessing Big Data to Improve Care	Weeks 5 & 6 MT	Mon 07 November – Fri 18 November	Fri 18 November @ 16:00
4	Remote Monitoring and Digital Diagnostics	Weeks 7 & 8 MT	Mon 21 November – Fri 02 December	Fri 02 December @ 16:00
5	Supporting Health Behaviour Change using Digital Tools	Weeks 1 & 2 HT	Mon 16 January – Fri 27 January	Fri 27 January @ 16:00
6	Digital Transformation of Primary Care	Weeks 3 & 4 HT	Mon 30 January – Fri 10 February	Fri 10 February @ 16:00
7	Economics of Digital Health	Weeks 5 & 6 HT	Mon 13 February – Fri 24 February	Fri 24 February @ 16:00

8	User Focused Design and the Lifecycle of Digital Health Innovation	Weeks 7 & 8 HT	Mon 27 February – Fri 10 March	Fri 10 March @ 16:00

Trinity Term, 23 April – 17 June 2023, is focused on the dissertation project. You will also be based in Oxford during that time. Please note that the deadline for dissertation submission is after the end of term, on **Thursday 29 June @ 11am**. There will be a dissertation presentation session later that same day, followed by a celebratory farewell dinner.

2 Course content and structure

2.1 Overview

The full title of the award is Master of Science in Applied Digital Health. This is a one year full-time course. Masters awards are located at Level 7 of the FHEQ.

2.2 Course Aims

The interdisciplinary expertise and skills taught in this MSc programme all underlie one unifying concept: the use of digital tools to improve health outcomes in the real world. Students will learn how to critically evaluate, harness and advance the tools, practices and process of digital health care. Depending on a student's first degree and their interests they may go on to apply this knowledge as a policymaker, software engineer, product developer, health practitioner or any number of other roles. Whatever their background, our aim is that course graduates will be well placed to do pioneering work in the digital health sector.

2.3 Intended Learning Outcomes

The programme content takes a broad and interdisciplinary perspective on digital health, including both the technical and social aspects. By the end of the course students should be able to:

- assess and debate current issues for health systems seeking to harness digital health
- summarise the state-of-the-art in digital health tools - including digital therapeutics, digital diagnostics, learning health systems and those that facilitate automated care pathways or improved patient (self)management – and describe how they work
- identify and formulate a response to the ethical, policy, regulatory and practice challenges facing digital health
- identify and discuss the drivers, enablers, barriers and challenges to digital health innovation, both generally and for real-world examples
- explain the need for user-focused development, meaningful evaluation and successful implementation of digital health tools, and propose the actions and processes needed to meet these requirements
- understand the main qualitative and quantitative research methods used in the study of digital health, and identify the strengths and weaknesses of each
- use existing literature to explore a specific digital health topic and be able to contextualise that learning in terms of the wider digital health eco-system

2.4 **Course Overview**

This MSc takes a solution oriented approach to teaching the varied topics that make up the field of digital health. Each module, with the exception of the first and last modules, explores one of the ways that digital health can improve outcomes in the real world: clinical informatics for better surveillance of public health and to assess the real-world effectiveness of interventions (module 2); harnessing big data to improve diagnosis and prognosis (module 3); remote patient monitoring and digital diagnostics (module 4); facilitating health behaviour change (module 5); more efficient and effective models of primary care (module 6); reducing the cost of care (module 7).

There are a number of cross-cutting themes that are developed and consolidated throughout the course, including – among others – artificial intelligence and machine learning, behavioural science, challenges facing health systems, electronic health records, ethics, implementation, policy, programming for data analysis, regulation & law, statistics and study design for the evaluation of tools.

More information on each of the eight modules is provided below. Please note that these module descriptions are indicative and are not binding.

2.4.1 Module 1. Foundations of Digital Health

(Professor Catherine Pope & Dr Chrysanthi Papoutsi)

Digital health innovations promise to contribute to improved health outcomes by supporting patients to manage their health and care and/or by supporting health service delivery. However, their benefits are not always realised in the ways expected and there are significant challenges to implementation and sustained everyday use of many digital health technologies.

In this module we explore both the potential of, and limits to, digital technologies and digital data, examining how the technical (e.g. computers, data, algorithms) combine with the social (people, groups, organisations and societies) to help realise or thwart the use of digital health technologies. We will explore questions such as How do we create digital tools that people will actually use in their day-to-day lives? Why does the social context matter when we introduce digital innovations? What do we need to be alert to in terms of digital inequalities, exclusion and bias? What role does policy and regulation play in digital health?

This module provides foundational knowledge relevant to all subsequent modules in the MSc.

2.4.2 Module 2. Clinical Informatics for Trials and Health Surveillance

(Professor Simon de Lusignan and Dr Mark Joy)

Clinical informatics is the scientific study of data, information and knowledge and how they can be used to support health and medical care. The Clinical Informatics and Health Outcomes Research Group (CIHORG) is the home of national disease surveillance network,

one of Europe's oldest. This network has provided weekly data about influenza, and more recently COVID-19 and vaccine effectiveness, for over 55 years.

This module focuses on the use of routinely recorded computerised medical record (CMR) data to support disease surveillance and clinical trials. We consider the pitfalls and challenges of using routine health data for surveillance and research. This includes issues of data access and privacy; how to transform raw CMR data into meaningful information; and factors that bias the results of observational studies, and how to mitigate these biases. As a case study, we will undertake a deep-dive into how to design an observational study to assess vaccine effectiveness.

You will gain practical skills in the use of the programming language R.

2.4.3 Module 3. Harnessing Big Data to Improve Care

(Dr Clare Bankhead and Dr James Sheppard)

This module continues our exploration of routine healthcare data by considering its role in the development of computerised clinical prediction rules to support health care professionals. Such rules, when appropriately built and suitably validated, can aid evidence-based diagnosis and/or prognosis.

We examine some of the methods that underlie such tools, including both statistical models and machine learning techniques, and outline the benefits and limitations of each. We discuss differences between, and pitfalls when, modelling for prediction versus modelling for inferring causality. Again, we touch on the pros and cons of using routinely collected data, building on our learning from module 2.

We address some of the issues that arise when we translate data-driven models into computerised clinical prediction rules, including ethical issues and reporting guidelines.

You will gain practical skills in the use of the programming language R.

2.4.4 Module 4. Remote Monitoring and Digital Diagnostics

(Dr Gail Hayward and Dr Jason Oke)

This module introduces digital tools capable of diagnosing medical conditions or remotely monitoring patients. These devices are a huge growth area in field of digital health.

We start with an overview of some of the remote surveillance and digital diagnostic tools currently used in practice. We explore the different techniques underpinning such tools, including machine learning.

This module also addresses the big question that any new potential digital diagnostic must answer: namely, how can we prove that it is of benefit to patient care? How do we demonstrate the effectiveness of such tools? In this context we will cover relevant aspects of study design and study analysis to evaluate diagnostic accuracy and clinical effectiveness. We address issues such as usability and acceptability of digital diagnostics

and remote monitoring; key aspects of regulation of hardware; and integrating tools with primary care records.

In this module we use the programming languages R and Python.

2.4.5 Module 5. Supporting Health Behaviour Change using Digital Tools
(Dr Sarah Tonkin-Crine and Dr Marta Wanat)

This module investigates how health behaviour change can be supported by digital tools. This is discussed in relation to a variety of topics, including mental health, the management of long-term conditions, health promotion and supporting healthcare professionals to deliver optimal care.

The module focuses on outlining a systematic approach to developing and evaluating digital behavior change interventions. As part of this we explore what drives behaviour change, behavioural theories relevant to digital health and how these can be used to guide intervention development.

We also address how to design studies that meaningfully evaluate digital behaviour change tools, thinking beyond just effectiveness. We subsequently focus on evaluation over the long term and in the real world, away from trial conditions and potentially in different populations. We conclude by considering the ethical issues related to behavior change.

2.4.6 Module 6. Digital Transformation of Primary Care
(Dr Marta Wanat and Dr Laura Armitage)

Primary care has a crucial role in healthcare delivery: it is in primary care that the majority of preventive and proactive care occurs; it is also the first point of patient contact for acute health problems; and a lifetime provider of care for chronic disease and gatekeeper to secondary care. Digital technologies are transforming delivery of primary care, creating both opportunities as well as challenges for patients and healthcare providers. Given the above, primary care provides a useful lens to explore many of the issues related to implementing digital health tools in general.

This module, building on content from module 1, focuses on exploring barriers and facilitators to implementing digital tools in primary care, taking into account patient, healthcare provider and system-related factors. Key concepts relating to translation of research and delivery of digital solutions are taught using principles of implementation science, including frameworks for planning implementation, and approaches for evaluating the success of implementation. We also explore the potential costs and benefits of implementing digital tools. By introducing these concepts with examples from primary care we simultaneously provide an overview of the changing landscape in the field.

2.4.7 Module 7. Economics of Digital Health

(Dr Catia Nicodemo and Dr Elizabeth-Ann Schroeder)

Reducing the cost of care, while maintaining quality, is a high priority for individuals and health care systems across the world and has long been seen as one of the potential benefits of the digitisation of healthcare. But how do we assess whether the adoption of a digital tool really does lead to value for money?

This module introduces the evaluation of digital health innovations from an economic perspective. We start with an overview of the principles of economics in general, before considering the economic consequences of novel digital health interventions both for health care systems and for society as a whole. A variety of approaches to estimate the costs and benefits of digital health interventions are considered, from the perspective of different stakeholders (e.g. patients, healthcare professionals). The types of data required for economic evaluation are discussed and we explore emerging challenges in the methods currently used.

2.4.8 Module 8. User focused design and the lifecycle of digital health innovation

(Dr Nicola Newhouse and Dr Max Van Kleek)

From the beginning of this MSc programme, we will ask you to consider the important question of how to create digital tools that people will actually use in their day-to-day lives. This final module brings this to life through a comprehensive, practical introduction to Interaction Design (IDE). IDE refers to the art and science of crafting people's use and experience of digital systems and tools. It is one of the fastest moving and important design disciplines of the modern age, due to the fact that digital systems are now everywhere and modulate many key and critical parts of society. Doing IDE well can have a huge effect on how accessible, pleasant, and safe digital systems and tools are to use, and changes the ways people perceive and think about digital infrastructure.

The aims of this module are to provide a broad conceptual overview of IDE and its sister academic discipline, Human-Computer Interaction (HCI), and to provide practical hands-on experience with real IDE problems and processes. IDE draws on concepts, theories, and activities from both academic research in HCI and industrial research and practice (UX design). We will balance theory and praxis, giving you hands-on practice with design activities in the process, and draw together content from previous modules to support your understanding of the full digital health innovation lifecycle.

2.4.9 Dissertation

The dissertation project is the final element of the course. It is an opportunity to apply theoretical and methodological learnings from taught modules to tackle a real-world healthcare problem or research question.

The final dissertation submission will be in the form of a 6,000 to 8,000 word thesis, in the format of a manuscript, report or briefing. It needs to be accompanied by a lay summary of up to 500 additional words. You will be assigned a Dissertation Supervisor, who will provide

guidance on the theoretical, methodological and empirical aspects of your work.

Full details, including the process for selection of projects and the dissertation timeline, are provided in the Dissertation Handbook .

3 Teaching and Learning

3.1 Organisation of Teaching and Learning

The intended learning outcomes are achieved using the following education and learning strategies:

3.1.1 Lectures

- Present and explore core content

3.1.2 Seminars

- Promote discussion and sharing of ideas

3.1.3 Practical sessions & workshops

- Provide a structured opportunity for students to practice techniques and methods of analysis for issues in digital health
- Encourage peer leadership and peer-to-peer learning via discussion and group problem solving exercises.

3.1.4 Course assignments & summative assessments

- Enable students to take a critical, in-depth approach to issues in digital health
- Allow students to reflect on their learning in the context of the wider curriculum
- Provide an opportunity for self-guided study

3.1.5 Expert (guest) lectures – minimum one per module on a related subject

- Provide an opportunity to learn from the experience and knowledge of experts both internal and external to the University

3.1.6 Journal club – once per module on a related subject

- Provides an opportunity for students to debate and defend opinions after critically examining a journal article
- Builds understanding of the style of writing required for the dissertation

3.1.7 Dissertation

- Provides an opportunity to apply learnings from the taught modules and a chance to delve deeper into one particular area of the digital health field. Please refer to section 2.4.9 of this Handbook and also the Dissertation Handbook.

If you have any issues with teaching or supervision please raise these as soon as possible so that they can be addressed promptly. Details of who to contact are provided in section 7.3, Student Complaints and Appeals.

3.2 Expectations of study and student workload

3.2.1 Student expectations

You are responsible for their own academic progress and are **expected** to:

- Attend all face-to-face classes and events. In the case of illness, or other reasons prohibiting attendance, this must be discussed with the Programme Lead or Programme Coordinator, in advance if at all possible. Attendance of less than 80% will be passed on to the Course Directors to ensure that you are given appropriate guidance. If you miss lectures due to illness, or unforeseen circumstances that would understandably impact their attendance (e.g. bereavement), you will be pointed to self-directed learning materials.

- Contribute constructively to discussions and group-work throughout the programme.

- Fully engage with and submit all **ungraded** class assignments. Feedback on such assignments will generally be provided verbally and in a group setting. Note that if you miss the deadline for an ungraded class assignment (and you have not previously discussed this with teaching staff) the Module Leads or Programme Lead will raise it with you. Please note that if you miss the deadline for an ungraded class assignment, you will not have your work reviewed and feedback given, unless there was a good reason for missing the deadline such as illness or other unforeseen circumstances (e.g. bereavement).

- Attend and participate in the dissertation presentation session, at which each student in the cohort will give a short (e.g. two or three minutes) talk summarising their project.

3.2.2 Student workload

Each module covers a two week period. The first week of each module will be an intensive week, with a full programme of lectures and activities. You should be available for taught sessions from 9am to 5pm, Monday to Friday. Some additional events may fall outside of these hours.

The second week allows time for the module's summative assessment (including related self-study), as well as journal club and a guest lecture. Some modules may include additional events or sessions. You should commit approximately 8 hours per day, in total, to these various aspects of the course in week 2 of each module.

Due to the intensive nature of the course, we recommend that, if at all possible, you do not take on any work during term time. This is a full time course so the terms will be very busy. Please refer to *Paid work guidelines for Oxford graduate students* (academic.admin.ox.ac.uk/policies/paid-word-guidelines-graduate-students).

The vacations are a better time to schedule paid work. However, please note that you are expected to do preparatory reading in the vacations.

For students with a visa, this will also restrict the time you are allowed to work https://www.ox.ac.uk/students/visa/during/work.

3.3 Resources

3.3.1 Virtual Learning Environment (Canvas) https://www.canvas.ox.ac.uk

We use a Virtual Learning Environment (VLE), called **Canvas,** to support you in your studies. This is a portal through which we, among other things, share learning materials; pre-, on-course and post-course tasks; and notifications and updates. It also provides access to the Department's portal for online submission of assessed work. You can access the course specific Canvas site using your Single Sign-On.

3.3.2 Timetable

Dates and times of lectures for each module will be released via Canvas on the Friday before the module begins. This information will be shared via the Canvas Calendar, which you can directly sync to your own calendar. The timetables are also provided as PDFs within each Canvas module.

3.3.3 Reading List

A reading list for each module, which is carefully curated and reviewed annually, is provided for each module via Canvas. Each list is divided into a short list of core material that is key to meeting learning objectives, and a longer list of optional extension reading. The core reading must be completed in advance of the relevant module (https://canvas.ox.ac.uk/courses/169499). Preparatory work for modules 1 through 4 is made available in advance of Michaelmas Term (i.e. during the summer break), while preparatory work for modules 5 through 8 is made available in advance of Hilary Term (i.e. during the Christmas break). Due to the intense nature of the course during term time we highly recommend that you do your preparatory reading in the vacations. Please note that further reading to support summative assessments will most likely also be recommended.

4 Assessment

Students are **required** to submit all summative assessments. There is one summative assessment per module, plus the dissertation which requires the submission of a manuscript. See Exam Conventions for information on resits in the case of late or non-submission.

4.1 Assessment Structure

4.1.1 Summative assessment: Modules

The summative assessments for the 8 modules are equally weighted for credit and together comprise 70% of the final mark (8 x 8.75% = 70%). The differing nature of the modules means that the style of the assessment will vary according to content.

Module leads will distribute generic written feedback at most 5 days after the assessment deadline. This written feedback will be the same for all students and should be used to review your own work: it will not explicitly provide the answers to the assessment.

4.1.2 Summative assessment: Dissertation

The dissertation accounts for 30% of total marks. For further information please refer to Dissertation Handbook.

4.2 Examination Conventions

Examination conventions are the formal record of the specific assessment standards for the course. They set out how your examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of your award. They include information on: marking and classification criteria, resits, penalties for late submission, and penalties for over-length work.

The Examination Conventions for this course are linked here.

4.3 Avoiding plagiarism

The University defines plagiarism as follows:

> *Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition.*
> *Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence.*

The Department does not condone any form of plagiarism, and will make every effort to

detect it and to prevent it. Any alleged case of deliberate plagiarism will be reported to the Proctors. Cases judged to be inadvertent will be dealt with differently. Situations in which plagiarism is considered deliberate or inadvertent are defined in the Policy and Guidelines documents, which can be found at:
https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism

4.4 Good academic practice

You'll find specific guidance on academic good practice and topics such as time management, note-taking, research and library skills and information literacy here on the Oxford Students skills webpage (www.ox.ac.uk/students/academic/guidance/skills)

Please note that a consistent referencing system must be used throughout your work. For document clarity, we *recommend* the Harvard or APA referencing styles however other popular styles (e.g. Vancouver, BMJ, Chicago) are also acceptable if used consistently.

4.5 Submitting Assessments

The deadlines for submission are set out in the table below.

	Summative assessment release	**Deadline for submission**
Module 1	Friday 14 October 2022	4pm Friday 21 October 2022
Module 2	Friday 28 October 2022	4pm Friday 4 November 2022
Module 3	Friday 11 November 2022	4pm Friday 18 November 2022
Module 4	Friday 25 November 2022	4pm Friday 2 December 2022
Module 5	Friday 20 January 2023	4pm Friday 27 January 2023
Module 6	Friday 3 February 2023	4pm Friday 10 February 2023
Module 7	Friday 17 February 2023	4pm Friday 24 February 2023
Module 8	Friday 3 March 2023	4pm Friday 10 March 2023
	Project proposal deadline	**Deadline for submission**
Dissertation	11am Thursday 9 March 2023	11am Thursday 29 June 2023

All summative assessments must be submitted online via Inspera. Make sure you are familiar with the online submission process well in advance of any deadline so as to ensure help is available.

Full information is provided on the Oxford students' website:
www.ox.ac.uk/students/academic/exams/submission

See also the Inspera guidance here:
https://www.ox.ac.uk/students/academic/exams/online-coursework-submissions-inspera

4.6 Problems completing assessments

There are a number of University processes in place to help you if you find that illness or

other personal circumstances are affecting your work or if you experience technical difficulties with a submission.

Full information is available on the Oxford students' website:
www.ox.ac.uk/students/academic/exams/problems-completing-your-assessment/

Please make sure you're familiar with this information, which includes detail of what to do:

- to apply for an extension before the deadline;
- to apply for an extension after the deadline;
- to submit a mitigating circumstances notice (e.g. if serious personal circumstances may have had an impact on your performance).

You should also inform the Programme Lead and Programme Co-ordinator of any problems and action you have taken.

4.7 External examiner and examiners' reports

The external examiner for this course is Professor Claudia Pagliari at the University of Edinburgh.

Students are strictly prohibited from contacting external examiners directly. If you are unhappy with an aspect of your assessment you may make a complaint or appeal (see Section 7.2).

As this is the first year of the course, no Examiners' report (including the external examiner's reports) are available at this time. A link will be provided on Canvas, and students alerted, when a report is available.

5 Skills and learning development

5.1 Induction

Details of the induction programme for new students are available here: https://canvas.ox.ac.uk

The main induction to the department and the course will be provided at the start of your first term. You will be notified about arrangements by email in advance. Divisional and College Inductions will also take place during the first few weeks of term.

You need to register online using the Student Self Service system (https://www.ox.ac.uk/students/registration/) at the beginning of each academic year. Please ensure that the contact details you provide, including your primary email address, are up to date. If your contact details change during your programme of study, please update them.

5.2 Academic Progress

The Course Directors have overall responsibility for monitoring and reporting on student progress (including the use of Graduate Supervision Reporting (GSR), GSR support here

You will access the GSR though the Student Self-Service website. This is where you and your Academic Adviser will record and review your progress.

Please note that it is not appropriate for students to seek advice by email or in person from members of the department who are not directly involved in their teaching or supervision. If you would like to speak to a member of staff who isn't involved in your teaching or supervision please let your Academic Advisor know.

5.3 Opportunities for skills training and development

A wide range of information and training materials are available to help you develop your academic skills – including time management, research and library skills, referencing, revision skills and academic writing - through the Oxford Students website http://www.ox.ac.uk/students/academic/guidance/skills

You should also review skills training available through the Medical Sciences Division https://www.medsci.ox.ac.uk/study/skillstraining. Although these courses are mainly for research students, there will be some relevant to this course.

5.4 Opportunities to engage in the department's research community

Department events

The department hosts seminars/workshops etc throughout the year, run by members of the department as well as external speakers. The full details of upcoming events can be found on the department intranet https://www.phc.ox.ac.uk/events.

Department Open Meetings
Department open meetings provide an opportunity to share and talk about research and teaching, highlight the work of our Better Workplace Groups and facilitate termly Q&As with senior members of the department.

Held twice-per-term, there are two different types of meeting:

- Research and Better Workplace Group: includes talks from three research teams and one Better Workplace Group
- Panel Q&A with leadership talk: Questions will be collected in advance of these meetings. Leadership talks will cover a range of topics from 'creating a research group' to 'working with policy makers.'

5.5 Employability and careers information and advice

Find more information here on the Oxford Student website (www.ox.ac.uk/students/life/experience) and/or the University Careers Service (www.careers.ox.ac.uk).

6 Student representation, evaluation and feedback

6.1 Departmental representation

We strongly encourage students to take an active role in the design and delivery of the course. One of the mechanisms for this is through student representation on relevant course committees. A student representative for the MSc ADH will provide feedback to the Course Directors and the Director of Graduate Studies which will be reported at GSC meetings. The terms of reference for the committee can be found here https://www.phc.ox.ac.uk/gsc
No special qualifications are needed, only a willingness to put forward the views of your fellow students, take part in discussions and report on the outcomes.

The student representative will be elected by their fellow graduate students. Interested students should put themselves forward, with a brief description of why they would like to be a rep and how they would meet the role requirements, max 200 words, via email to adh@phc.ox.ac.uk The deadline is Thursday of week 2, Michaelmas Term, at 11am. These will be published on the Overview on Canvas (https://canvas.ox.ac.uk/courses/166315). Each student may vote for one person; votes to be emailed in confidence to the adh@phc.ox.ac.uk address, by Thursday of week 3 at 11am. The representative will be announced during week 4 of Michaelmas Term.

6.2 Division and University representation

Student representatives sitting on the Divisional Board are selected through a process organised by the Oxford University Student Union (https://www.oxfordsu.org/). Details can be found on the website along with information about student representation at the University level.

The MSc ADH student representative will be invited to attend the Divisional Graduate Joint Consultative Committee.

6.3 Opportunities to provide evaluation and feedback

Students are invited to give comments and feedback through the course Virtual Learning Environment (Canvas) and evaluation questionnaires. Student feedback is regularly considered through course committee meetings via the Student Representative, and reviewed and discussed at Graduate Studies Committee.

Students are also surveyed once per year on all aspects of their course (learning, living, pastoral support, college) through the Student Barometer in late November each year. Please do complete this survey - the results are carefully analysed and can help us to improve the student experience. Previous results can be viewed by students, staff and thegeneral public at: https://www.ox.ac.uk/students/life/student-engagement.

7 Student Life and Support

7.1 Academic Advisor

You will be appointed an Academic Advisor for the entirety of the course. Your Academic Advisor will meet with you twice a term to discuss your academic progress, individual learning needs and any problems you may be experiencing with the course material. Your Academic Advisor can also, if you wish, support you in ranking the available dissertation projects, see Dissertation Handbook. Your Academic Advisor will also read and comment on one draft of your dissertation.

7.2 Who to contact for help

If you are ill or otherwise unable to attend classes, you should contact the Programme Co-ordinator and Programme Lead, as well as the relevant Module Lead, by email. You should also check Section 4.6 of this Handbook if submission of an assessment is going to be impacted.

Disability Advisory Service
Details of the wide range of sources of support available more widely in the University are available from the Oxford Students website (www.ox.ac.uk/students/welfare), including in relation to mental and physical health and disability. Guidance and advice from the Disability Advisory Service can be found here: https://www.ox.ac.uk/students/welfare/disability. Our departmental representative is Daniel Long.

Pastoral and Welfare Support
Within the department, your Academic Advisor, the Programme Lead and the Course Directors are available to offer support. Students' views and concerns can be communicated to the departmental graduate committee or to the Medical Sciences Divisional Graduate Joint Consultative Committee via the department's student representative.

The university has a professionally staffed confidential Student Counselling Service which offers assistance with personal, emotional, social and academic problems. Their website can be found here: https://www.ox.ac.uk/students/welfare/counselling/

Your college
There is an extensive framework for support of graduates within each college. Your college will allocate you to a college advisor from among its senior members, who will arrange to see you from time to time and whom you may contact for additional advice on academic or other matters. In college you may also obtain advice from the Tutor for Graduates/Senior Tutor. The Tutor for Graduates/Senior Tutor is a fellow of the college with particular responsibility for the interests and welfare of graduate students.

7.3 Student Complaints and Appeals

The University, the Medical Sciences Division and the Nuffield Department of Primary Care Health Sciences all hope that provision made for students at all stages of their course of study will result in no need for complaints (about that provision) or appeals (against the outcomes of any form of assessment).

Where such a need arises, an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below) is often the simplest way to achieve a satisfactory resolution.

Many sources of advice are available from colleges, faculties/departments and bodies like the Counselling Service or the Oxford SU Student Advice Service, which have extensive experience in advising students. You may wish to take advice from one of those sources before pursuing your complaint.

General areas of concern about provision affecting students as a whole should be raised through Joint Consultative Committees or via student representation on the faculty/department's committees.

Complaints

If your concern or complaint relates to teaching or other provision made by the faculty/department, then you should raise it with Professor Rafael Perera. Complaints about departmental facilities should be made to the Departmental Office Manager, Jessy Morton. If you feel unable to approach one of those individuals, you may contact Professor Richard Hobbs. The officer concerned will attempt to resolve your concern/complaint informally.

If you are dissatisfied with the outcome, you may take your concern further by making a formal complaint to the Proctors under the University Student Complaints Procedure (https://www.ox.ac.uk/students/academic/complaints).

If your concern or complaint relates to teaching or other provision made by your college, you should raise it either with your tutor or with one of the college officers, Senior Tutor, Tutor for Graduates (as appropriate). Your college will also be able to explain how to take your complaint further if you are dissatisfied with the outcome of its consideration.

Academic appeals

An academic appeal is an appeal against the decision of an academic body (e.g. boards of examiners, transfer and confirmation decisions etc.), on grounds such as procedural error or evidence of bias. There is no right of appeal against academic judgement.

If you have any concerns about your assessment process or outcome it is advisable to discuss these first informally with your subject or college tutor, Senior Tutor, course director, director of studies, supervisor or college or departmental administrator as appropriate. They will be able to explain the assessment process that was undertaken and

may be able to address your concerns. Queries must not be raised directly with the examiners.

If you still have concerns you can make a formal appeal to the Proctors who will consider appeals under the University Academic Appeals Procedure (https://www.ox.ac.uk/students/academic/complaints).

7.4 **Policies and Regulations**

The University has a wide range of policies and regulations that apply to students. These are easily accessible through the A-Z of University regulations, codes of conduct and policies available on the Oxford Students website:

www.ox.ac.uk/students/academic/regulations/a-z.

Please make sure you have reviewed these and are familiar with them. Your attention is particularly drawn to the Policy on recording lectures by students, see Policy on recording lectures and other teaching sessions

8 Facilities

8.1 Social Spaces and facilities

Our Common Room, just opposite the small kitchen along from our ADH Seminar room, is for our own use only. You may also like to use the Maths Dept café or the Blavatnik café, both of which are open to you (access with your student card). There are many more cafes and pubs on the Walton Road, in Jericho, just along from the Gibson Building.

There is a secure bike shed behind the Radcliffe Primary Care building adjacent to Somerville College accessible using your university card; and various areas of cycle racks around the Radcliffe Observatory Quarter. The department has 10 bicycles (in varying frame sizes) that can be used by any member of the department. Please speak to RPC reception if you are interested in borrowing a bicycle. Safety equipment is also available from reception and it is strongly advised that you wear a helmet at all times when riding a bicycle.

8.2 Workspaces

In general, you would be expected to use PCs and printing facilities at your college. The Applied Digital Health Common Room is available to students to work using their own laptops.

8.3 Libraries

You will have access to the University Library services such as the Cairns Library at the John Radcliffe Hospital and the Knowledge Centre at Old Road Campus (shared website for both: https://www.bodleian.ox.ac.uk/medicine), as well as the Radcliffe Science Library on Parks Road, which is temporarily closed for refurbishment but due to reopen in 2021. While the Radcliffe Science Library is undergoing refurbishment, its staff and books are based in the nearby Vere Harmsworth Library on South Parks Road.

Our outreach librarian is Nia Roberts, an information specialist, based in the Knowledge Centre (nia.roberts@bodleian.ox.ac.uk).

8.4 IT

You can access IT support via ithelp@medsci.ox.ac.uk or on 01865 (2)71371. The department's IT support is jointly provided by Medical Sciences Division IT Services (https://www.medsci.ox.ac.uk/divisional-services/support-services-1/information-technology) as well as a small team within the department.