

The evaluation process is a detailed version of the study plan. The information provided in the study plan takes precedence. The information could be completed by the teachers in various forms (e-mails, course materials, Moodle platform, etc.).

MODULE 1				
Course	Responsible teacher	Type of evaluation		Final marks
		Exam	Validation	
All Common courses 1	All professors	-	written 4h	3/10 written evaluation 1/10 article presentation 3/10 oral exam 3/10 written exam
All Common courses 1 and 2	All professors	-	Presentation of an article	
All Common courses 2	All professors	oral 30 min	-	
All Common courses 2	All professors	written 2h	-	

MODULE 2	
<b>First Step Project</b>	1/3 written report 1/3 oral defence 1/3 practical work

MODULE 3				
Theoretical part				
Study Path	Responsible teacher	Type of evaluation		Final marks
		Exam	Validation	
Immunology and Cancer	Luther S.	-	Yes	2/3 written evaluation 1/3 oral evaluation
Neuroscience	Cardinaux J.-R.	-	Yes	1/2 written evaluation 1/2 oral evaluation
Pharmacology and Toxicology	Broillet M.-C.	-	Yes	1/2 written evaluation 1/2 oral evaluation
Practical part				
Study Path	Responsible teacher	Final mean		
Immunology and Cancer	Luther S.	1/5 Journal club presentation 1/5 Report 'peptide-based assays' 1/5 Report 'antigen discovery by mass spectrometry' 1/5 Report 'flow cytometric analysis of lymphoid organs' 1/5 Report 'histology' (1/10) and oral presentation 'histology' (1/10)		
Neuroscience	Cardinaux J.-R.	1/3 Paper presentation 1/3 Problem based learning 1 1/3 Problem based learning 2		
Pharmacology and Toxicology	Broillet M.-C.	1/4 Paper presentation 1/4 Problem based learning 1/4 E-learning exercises 1/4 Case study in Toxicology		

MODULE 4	
<b>Master Thesis</b>	1/3 written report (1/4 Grant proposal written report, 3/4 final thesis report) 1/3 oral defence (1/4 Grant oral defence, 3/4 final thesis defence) 1/3 practical research work

Due to the sanitary evolution related to COVID-19, the study plans may be adapted during the semester as follows:

- possibility to switch from one mode of teaching to another (face-to-face <-> distance, synchronous <-> asynchronous, switch to co-modal teaching where it was not initially planned).
- adaptation of evaluation modalities, without inducing derogations from the Study Regulations (oral <-> written, exam <-> validation, individual work <-> group work, practical work <-> theoretical work, face-to-face evaluation <-> online evaluation, etc.).
- alternative or time-shifted modalities for teachings, internships, practical work, fieldworks and camps that could not take place or teachings that could no longer take place in the form initially planned.

**Students are invited to consult this document regularly (Study Plan & Evaluation Procedure)**