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Disclaimer

This Programme Handbook refers to the current academic session. Every effort has been made to ensure that the information contained in this Handbook is accurate at the time of going to press (September 2019). Changes to the information may need to be made due to unforeseen circumstances and students will be notified of this in advance of any changes. In the event of any inconsistency between the information in this handbook and any other document, the decision of the Academic Registrar shall be final.
INTRODUCTION AND WELCOME

Welcome to the London School of Hygiene and Tropical Medicine (the School) and congratulations on being accepted onto this Programme.

We hope that you enjoy studying with us and learning alongside your fellow-students. MSc Public Health for Development brings together students with public health experience from all corners of the world. We build on this to develop a stimulating and supportive learning environment in which you will develop your capacity to translate knowledge and skills into effective public health actions.

This Programme Handbook provides you with key information about your programme and modules. It should be read alongside the Student Handbook and the School’s Policies and Regulations, the Pre-Registration web pages and your Offer Letter. The School’s Student Handbook and Policies and Regulations can be found on the intranet at: https://lshtm.sharepoint.com/students

Further information about some of the services you may find useful during your time at LSHTM can be found here: https://www.lshtm.ac.uk/study/studentservices

The School also has a Student Charter which sets out the mutual responsibilities and aspirations of students and the School. The Student Charter can be found on the School’s website at the following link https://lshtm.sharepoint.com/Teaching-and-Support/Documents/student_charter.pdf#search=student%20charter.

If you have any queries about the Programme feel free to contact me at any time.

Best wishes

Programme Directors:

Krystyna Makowiecka
Sandra Mounier-Jack
Daniel Chandramohan
1. ADMINISTRATIVE ARRANGEMENTS

1.1 Key Contacts

MSc Programme Directors

Name: Krystyna Makowiecka
Room: Keppel Street, Room 111
Tel: 020 7927 2812
e-mail: Krystyna.Makowiecka@lshtm.ac.uk

Name: Sandra Mounier-Jack
Room: Tavisock Place, Room 309
Tel: 020 7927 2929
e-mail: Sandra.Mounier-Jack@lshtm.ac.uk

Name: Nora Mingle
Room: Keppel St, Room G90B
Tel: 020 7927 2030
E-mail: nora.mingle@lshtm.ac.uk

1.2 Taught Programme Directors

Each Faculty has a Taught Programme Director (TPD) who oversees the taught programmes for their respective Faculty. You may need to contact a TPD in another Faculty if you are following a module based in that Faculty.

Epidemiology and Population Health (EPH)
Mr Craig Higgins
Taught Programme Director
Room: 140a Keppel Street
Tel: 020 7927 2244
E-mail: craig.higgins@lshtm.ac.uk

Infectious and Tropical Diseases (ITD)
Professor Nick Dorrell
Taught Programme Director
Room: 304b Keppel Street
Tel: 020 7927 2838
E-mail: nick.dorrell@lshtm.ac.uk

Public Health and Policy (PHP)
Dr Hannah Babad
Taught Programme Director
Room: G18 Tavistock Place
Tel: 020 7927 2328
E-mail: hannah.babad@lshtm.ac.uk
1.3 Teaching Support Office (TSO)

The Teaching Support Office (TSO) is located in Room G90b, Keppel Street. There is a student helpdesk in the TSO, where staff will be able to help you with any teaching-related questions you may have. The office is normally open from 9:00am to 5:00pm, Monday to Thursday and 9:00am to 1:00pm on Fridays, throughout the year. The TSO provides a friendly, one-stop location for information and advice about the School’s face-to-face teaching programmes.

The TSO provides administrative support for the School's London-based taught programmes (MSc, Postgraduate Diploma, Postgraduate Certificate and Continuing Professional Development Short Courses, and the taught elements of the Doctorate of Public Health). Staff work in five teams, three of which support the MSc programmes offered by each of the School's three Faculties. The fourth team provides support to the School's Continuing Professional Development Short Courses and School-wide elements of Research Degrees. The fifth team provides support to timetabling and room booking.

TSO responsibilities include:
- provision of programme/module information, teaching materials, timetables etc.
- allocation of teaching rooms
- arrangements for examinations and assessments in collaboration with Registry and Student Support Services
- assisting with the organisation of programme, departmental and School activities
- supporting Faculty committees
- liaison with teaching staff, Registry and the Distance Learning Office

TSO contact details
Tel: 020 7299 4800 (general enquiries)
Email: tso@lshtm.ac.uk

1.4 Programme and Module Information

Information about your programme and modules will be posted on the relevant programme Moodle page or on specific module Moodle pages as appropriate.

1.5 Programme Committee

Each MSc Programme has a Programme Committee which oversees the development and operation of the MSc. It is chaired by the MSc Programme Director. Student representatives are expected to attend the Programme Committee for their MSc.

1.6 Programme Representatives

Each programme nominates up to three representatives to the Students’ Representative Council (SRC). These representatives also represent the class on the relevant Programme Committee and at Faculty Student Representatives meetings. Full details of the Constitution and Terms of Reference of the SRC can be found on the website here: https://www.lshtm.ac.uk/study/studentservices/students-representative-council
Class meetings with will take place regularly so Programme Directors are aware of students’ views of the programme. The class representatives should arrange these meetings and agree the form they are to take. They should endeavour to build up a working relationship with the MSc Programme Director(s) and other members of staff.

Class representatives are also key to organising additional activities within the cohort, such as social, cultural and educational occasions.

1.7 Laboratory Coats

All students whose programme or research involves laboratory work are required to have two white laboratory coats, which will be provided by the Faculty and laundered by the School (your Programme Director/s will provide information about this at the beginning of the year).

1.8 Programme Evaluation

Programmes and modules are constantly evolving and we depend upon feedback from students to help us to continually improve them. Evaluation is of several types:

Modules
This type of evaluation provides the School with feedback on the various parts of the programme and is completed for each module. There are normally open-ended as well as closed questions to allow full expression of your opinions. We would like to stress how important it is that everyone completes these questionnaires.

MSc Programme
Evaluations are also carried out at programme level, often at the end of Term 1 and/or at the end of the E slot. These discussions are coordinated by the MSc Programme Director(s) and the student representatives.

Specific surveys
Surveys are conducted each year on satisfaction with study at the School on specific aspects such as IT or Library facilities.

National surveys
The School participates in the Postgraduate Taught Experience Survey (PTES), which is run by the Advance HE. This is a sector-wide survey which aims to gain insights about all taught postgraduate students’ learning and teaching experience.
2. PROGRAMME OF STUDY

2.1 Term and Holiday Dates

Each Master’s programme is divided into three terms: autumn (term 1), spring (term 2) and summer (term 3). Most full-time taught Master’s programmes span a full academic year from September to September. The term and holiday dates can be found on the School’s website at the following link: https://www.lshtm.ac.uk/aboutus/term-and-holiday-dates.

2.2 MSc Programme Structure

The Master’s programme is organised on a modular basis so that students take a range of modules during the year. Each Master’s programme has an approved diet of compulsory and optional modules which students register for, as detailed in Section 3 of this Handbook.

The academic year starts with Welcome Week for all students. During this time, students are introduced to the School and its staff, given time to settle into London and to meet students and staff on their programme. Students are also introduced to some essential study skills, given guidance about module choices and are normally allocated a Personal Tutor.

Classes are scheduled throughout Terms 1 and 2, except during the Reading Weeks, which are periods intended for academic study, study skills and computer workshops. In Term 3, classes are held Wednesday to Friday in the first five weeks of the term. On Monday and Tuesday of those weeks, revision sessions and project preparation sessions will be scheduled.

After a short period of revision, the written examinations take place on 10th and 12th June. During the remainder of the academic year students undertake work on their Project Report for submission in early September.

All students are required to be available throughout the summer term in case an assessment needs to be rescheduled at short notice.

A diagram showing the structure of the academic year can be found on the following page.
### Structure of the Academic Year MSc Public Health for Development

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 Modules</td>
<td>30 Sep – 1 Nov 2019</td>
</tr>
<tr>
<td>Reading Week</td>
<td>4 – 8 Nov 2019</td>
</tr>
<tr>
<td>Term 1 Modules</td>
<td>11 Nov – 13 Dec 2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM 2</th>
<th>DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon – Wed (12:30)</td>
<td>Wed (14:00) – Fri</td>
</tr>
<tr>
<td>C1 Module</td>
<td>C2 Module</td>
</tr>
<tr>
<td>Reading Week</td>
<td></td>
</tr>
<tr>
<td>D1 Module</td>
<td>D2 Module</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUMMER (TERM 3)</th>
<th>DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revision/Project</td>
<td>E Module</td>
</tr>
<tr>
<td>Examinations</td>
<td></td>
</tr>
<tr>
<td>Project Submission</td>
<td></td>
</tr>
<tr>
<td>Resit assessments for modules only</td>
<td></td>
</tr>
</tbody>
</table>

**NB** Resit assessment for examinations take place in June 2021
2.3 Timetable Overview

Students will be able to check the timetables and room information for each module they are enrolled on via their personalised eTimetable which can be accessed via Outlook or via a smartphone calendar. Full instructions on how to access your eTimetable will be provided.

Students must always check their timetable before taught sessions to ensure that no changes have taken place to the timing or location of the session.

2.4 MSc Programme Description

The MSc Public Health for Development programme is distinctive both in terms of its student body and the structure of the course. Students have at least two years' experience of working in public health, of public health teaching or of research in a low- or middle-income country. We see this experience as a rich resource and in Term 1 a series of seminars is organised in which students learn from one another through presentations and themed discussions on their professional experience. They reflect critically on public health achievements in light of material they study on the course and of the development context. In addition, we have introduced sessions in which we examine critically conceptual framings in public health.

The course is structured to accommodate the needs of students who come from diverse professional backgrounds and who intend to develop a range of professional skills. We offer an extensive choice of modules and students are guided through these by their personal tutors to build a coherent package to suit their career needs.

There are two ways in which students consolidate their learning from the course. First, at the end of the teaching year, students are encouraged to take the unifying module, Applying Public Health Principles in Developing Countries. Secondly, students write a research report in which they examine in depth a subject related to public health in Low-or middle-income countries, through primary research, the analysis of data, a literature review or a policy report.

Since the student body is a key resource on this course, we enhance group identity by organising two over-night stays away from London, one at the beginning and one at the end of the programme.
3. MODULES OF STUDY

3.1 Schedule of Modules

Term 1
Students take five compulsory modules over a 10-week period: Extended Epidemiology, Statistics for Epidemiology and Population Health, Introduction to Health Economics, Principles of Social Research and Health Policy, Process and Power. Module leaders offer formative assessment during Term 1 and the modules are formally assessed during the examination period in June.

Term 2
In Term 2 there are four module slots (C1, C2, D1, D2). Each Term 2 module runs for 2½ days a week during a 5-week period (see table below).

<table>
<thead>
<tr>
<th>Slot</th>
<th>Term</th>
<th>When</th>
<th>Period</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>2</td>
<td>Before Reading Week</td>
<td>Mon (am) to Wed (lunchtime)</td>
<td>5 weeks</td>
</tr>
<tr>
<td>C2</td>
<td>2</td>
<td>Before Reading Week</td>
<td>Wed (pm) to Fri (pm)</td>
<td>5 weeks</td>
</tr>
<tr>
<td>D1</td>
<td>2</td>
<td>After Reading Week</td>
<td>Mon (am) to Wed (lunchtime)</td>
<td>5 weeks</td>
</tr>
<tr>
<td>D2</td>
<td>2</td>
<td>After Reading Week</td>
<td>Wed (pm) to Fri (pm)</td>
<td>5 weeks</td>
</tr>
</tbody>
</table>

Some modules are linked and may not be studied separately; these are timetabled so that they run consecutively. Linked modules in slots C1 and C2 or D1 and D2 are studied for 5 full weeks. Linked modules in slots C1 and D1 or C2 and D2 will be studied over 10 half weeks. A summary of the C and D-slots is provided below.

Term 3
In Term 3 there is one module slot (E-slot), with sessions between Wednesday and Friday for a five-week period. A summary of the E-slot is provided below.

<table>
<thead>
<tr>
<th>Slot</th>
<th>Term</th>
<th>When</th>
<th>Period</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>3</td>
<td>Before Exams</td>
<td>Wed to Fri</td>
<td>5 weeks</td>
</tr>
</tbody>
</table>

Part-time study
There are two alternatives to full time study on MSc Public Health for Development:

Split Study: This format allows students to study in full-time blocks over two years. All split-study students must take the Term 1 modules in year 1 and may choose which module blocks they complete in year 1 and which in year 2, in consultation with one of the Course Directors.

Part time study: This format allows students to study part-time over two academic years. Normally, in the first year, part time students take two or three modules in term 1, followed by one module from the C block and one from the D block, and they make a start on their projects in the summer of their first year. In the second year of part time studies, students take the remaining term 1 modules, followed by a C-block module, a D block module and an E block module - this is normally the PHDC unifying module Applying Public Health Principles in Developing Countries.
### Module Information

#### Term 1 Module Title

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Code</th>
<th>Slot</th>
<th>Compulsory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended Epidemiology</td>
<td>2007</td>
<td>AB1</td>
<td>Compulsory</td>
</tr>
<tr>
<td>Health Policy, Process &amp; Power</td>
<td>1117</td>
<td>AB1</td>
<td>Compulsory</td>
</tr>
<tr>
<td>Introduction to Health Economics</td>
<td>1103</td>
<td>AB1</td>
<td>Compulsory</td>
</tr>
<tr>
<td>Principles of Social Research</td>
<td>1104</td>
<td>AB1</td>
<td>Compulsory</td>
</tr>
<tr>
<td>Statistics for EPH</td>
<td>2021</td>
<td>AB1</td>
<td>Compulsory</td>
</tr>
</tbody>
</table>

#### Term 2 Module Title

<table>
<thead>
<tr>
<th>Module Title &amp; Options</th>
<th>Code</th>
<th>Slot</th>
<th>Module Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designing Disease Control Programmes in Developing Countries</td>
<td>3457</td>
<td>C1</td>
<td>Recommended</td>
</tr>
<tr>
<td>Alcohol Tobacco and Other Drugs</td>
<td>1457</td>
<td>C1</td>
<td>Recommended</td>
</tr>
<tr>
<td>Economic Evaluation</td>
<td>1501</td>
<td>C1</td>
<td>Recommended</td>
</tr>
<tr>
<td>Epidemiology &amp; Control of Malaria</td>
<td>3195</td>
<td>C1</td>
<td>Recommended</td>
</tr>
<tr>
<td>Health Care Evaluation</td>
<td>1400</td>
<td>C1</td>
<td>Recommended</td>
</tr>
<tr>
<td>Health Promotion Approaches and Methods</td>
<td>1807</td>
<td>C1</td>
<td>Recommended</td>
</tr>
<tr>
<td>Maternal &amp; Child Nutrition</td>
<td>2440</td>
<td>C1</td>
<td>Recommended</td>
</tr>
<tr>
<td>Research Design &amp; Analysis</td>
<td>2423</td>
<td>C1</td>
<td>Recommended</td>
</tr>
<tr>
<td>Sociological Approaches to Health</td>
<td>1803</td>
<td>C1</td>
<td>Recommended</td>
</tr>
<tr>
<td>Study Design: Writing a Study Proposal</td>
<td>2400</td>
<td>C1</td>
<td>Recommended</td>
</tr>
<tr>
<td>Conflict and Health</td>
<td>1402</td>
<td>C2</td>
<td>Recommended</td>
</tr>
<tr>
<td>Design &amp; Analysis of Epidemiological Studies</td>
<td>2417</td>
<td>C2</td>
<td>Recommended</td>
</tr>
<tr>
<td>Family Planning Programmes</td>
<td>2401</td>
<td>C2</td>
<td>Recommended</td>
</tr>
<tr>
<td>Health Systems</td>
<td>1808</td>
<td>C2</td>
<td>Recommended</td>
</tr>
<tr>
<td>History &amp; Health</td>
<td>1401</td>
<td>C2</td>
<td>Recommended</td>
</tr>
<tr>
<td>Population, Poverty and Environment</td>
<td>2436</td>
<td>C2</td>
<td>Recommended</td>
</tr>
<tr>
<td>Qualitative Methodologies</td>
<td>1700</td>
<td>C2</td>
<td>Recommended</td>
</tr>
<tr>
<td>Statistical Methods in Epidemiology</td>
<td>2402</td>
<td>C2</td>
<td>Recommended</td>
</tr>
<tr>
<td>Applied Communicable Disease Control</td>
<td>1454</td>
<td>D1</td>
<td>Recommended</td>
</tr>
<tr>
<td>Control of Sexually Transmitted Infections</td>
<td>3192</td>
<td>D1</td>
<td>Recommended</td>
</tr>
<tr>
<td>Current Issues in Maternal &amp; Perinatal Health</td>
<td>2459</td>
<td>D1</td>
<td>Recommended</td>
</tr>
<tr>
<td>Economic Analysis for Health Policy</td>
<td>1504</td>
<td>D1</td>
<td>Recommended</td>
</tr>
<tr>
<td>Epidemiology of Non-Communicable Diseases</td>
<td>2407</td>
<td>D1</td>
<td>Recommended</td>
</tr>
<tr>
<td>Evaluation of Public Health Interventions</td>
<td>1127</td>
<td>D1</td>
<td>Recommended</td>
</tr>
<tr>
<td>Medical Anthropology and Public Health</td>
<td>1802</td>
<td>D1</td>
<td>Recommended</td>
</tr>
<tr>
<td>Nutrition in Emergencies</td>
<td>2451</td>
<td>D1</td>
<td>Recommended</td>
</tr>
<tr>
<td>Organisational Management</td>
<td>1403</td>
<td>D1</td>
<td>Recommended</td>
</tr>
<tr>
<td>Social Epidemiology</td>
<td>2472</td>
<td>D1</td>
<td>Recommended</td>
</tr>
<tr>
<td>Spatial Epidemiology</td>
<td>3135</td>
<td>D1</td>
<td>Recommended</td>
</tr>
<tr>
<td>Tropical Environmental Health</td>
<td>3434</td>
<td>D1</td>
<td>Recommended</td>
</tr>
<tr>
<td>Analytical Models for Decision Making</td>
<td>1606</td>
<td>D2</td>
<td>Recommended</td>
</tr>
<tr>
<td>Design &amp; Evaluation of Mental Health Programmes</td>
<td>2342</td>
<td>D2</td>
<td>Recommended</td>
</tr>
<tr>
<td>Environmental Epidemiology</td>
<td>1301</td>
<td>D2</td>
<td>Recommended</td>
</tr>
<tr>
<td>Epidemiology &amp; Control of Communicable Diseases</td>
<td>2437</td>
<td>D2</td>
<td>Recommended</td>
</tr>
<tr>
<td>Ethics, Public Health &amp; Human Rights</td>
<td>3189</td>
<td>D2</td>
<td>Recommended</td>
</tr>
<tr>
<td>Global Disability and Health</td>
<td>3461</td>
<td>D2</td>
<td>Recommended</td>
</tr>
<tr>
<td>Globalisation &amp; Health</td>
<td>1503</td>
<td>D2</td>
<td>Recommended</td>
</tr>
<tr>
<td>Reviewing the Literature</td>
<td>1701</td>
<td>D2</td>
<td>Recommended</td>
</tr>
<tr>
<td>Sexual Health</td>
<td>1804</td>
<td>D2</td>
<td>Recommended</td>
</tr>
</tbody>
</table>

#### Term 3 Module

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Code</th>
<th>Slot</th>
<th>Module Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying Public Health Principles in Developing Countries</td>
<td>3198</td>
<td>E</td>
<td>Recommended</td>
</tr>
</tbody>
</table>
3.3 Module Specifications

The Module Specifications can be found at the following link:
https://www.lshtm.ac.uk/study/courses/masters-degrees/module-specifications

The Module Specifications contain the following information:

- **General Information** – Module code, credits, Module Organiser(s) etc.
- **Aims, Objectives and Audience** - the goals of the module, the intended learning outcomes each student should achieve by the end of the module, and which students it is principally aimed at.
- **Content** - an overview of sessions and themes/topics covered.
- **Teaching, Learning and Assessment** - describes the teaching methods used and method(s) of assessment contributing towards the final degree result (note – some Term 1 modules do not have an integrated assessment contributing to the final degree, but may carry out formative progress tests during the module).
- **Timing and Mode of Study** - indicates the dates, duration and timetable slot of the module, mode of study, and total learning time associated with the module. Learning time is divided into:
  - **Contact Time** spent in scheduled sessions such as lectures, seminars, practicals
  - **Directed Self-Study** such as directed readings, work in study groups
  - **Self-Directed Learning** such as background reading, researching topics
  - **Assessment, Review and Revision** time spent on the assessment and revision
- **Application and Admission** – indicates any prerequisites (background knowledge or experience that students must have to be able to enrol), as well as information on class numbers and how students are prioritised to enrol where module numbers are restricted.

**Mixed Mode**

Students who are **NOT on a Tier 4 visa** may take up to two modules in Distance Learning format to replace a C or a D block module


If you are taking DL module(s), in C1/C2, please be aware of multiple similar deadlines, and plan your work accordingly.

**Please note:** Students enrolled at the School on a **Tier 4 Student visa are not permitted to take Distance Learning modules as part of their MSc programme**. The Home Office guidance states that any study under Tier 4 must be classroom-based learning that takes places within the UK. Distance learning programmes or modules do not meet this definition and therefore are not accepted by the Home Office as leading to an approved qualification for overseas students on Tier 4 visas.
3.4 Module Choices

Students will be given information about module choice during Welcome Week at the start of the year. Module selection takes place via the School’s Online Module Registration System. On MSc Public Health for Development only the Term 1 modules are compulsory. Other modules are recommended and you choose one module from each block to create a programme that suits your professional needs. In Term 3 the module “Applying Public Health Principles in Developing Countries” is the only recommended module. Your Programme Directors and personal tutors will help you decide which modules to take. You may take one module outside the list of recommended modules. All module choices are subject to final approval by the MSc Programme Director.

Consider the following before making your choices:

(a) Read the MSc Programme Description provided in section 2.
(b) Consult the Module Availability Chart showing the modules available.
(c) Consider the Module Specifications.
(d) Seek the advice of MSc Programme Directors and Personal Tutors.
(e) Module Organisers can supply more information about particular modules.
(f) Further information on module choices will be given during Welcome Week.
(g) There will be a Module Fair in late October/early November for you to review your Term 2 and 3 choices.

Deadlines for module choices
The following deadlines have been set for you to make your module choices via the Online Module Registration system:

2.00 pm Friday 27 September 2019  Term 1 module choices to be made
2.00 pm Friday 15 November 2019  Term 2 and 3 module choices to be made

The School only allows changes to module choices after these deadlines in exceptional circumstances. In no circumstances will changes be allowed after the first week of the module commencing. An Application to Change Module Choice form must be completed. This can be found on the intranet here: https://lshtm.sharepoint.com/students/Pages/forms.aspx.

Failure to choose your modules in accordance with the process may mean that you are incorrectly registered for a module and will automatically receive a zero mark (fail) for any assessments associated with that module. Therefore, it is very important to make your choices carefully by the deadlines shown above. Staff in the Teaching Support Office and Registry are there to provide help and guidance if needed.

Module Fair
There will be a Module Fair during Term 1 where you can discuss your Term 2 and 3 module choices with the Module Organisers. You will then have around two weeks in which to choose your Term 2 and 3 module selections or to change them if you chose them at the start of the year. Further details will be provided nearer the time.
**Special Cases**
It is possible to take a module which is not part of your programme, if you can demonstrate a special case for doing this (i.e. the module is of particular relevance to your proposed project). Students will be allowed to make a maximum of one ‘special case’ module choice which must be formally approved by the MSc Programme Director and the relevant Module Organiser. Students wishing to make a special case module choice must complete the **Application for Special Approval of a Module Choice** which is available on the School’s website at the following location: https://lshtm.sharepoint.com/students/Pages/forms.aspx. The completed forms must be submitted to the Teaching Support Office by the published deadline for module choices.

**Module Limits**
There is a limit on the number of students permitted to take laboratory-based Term 2 and 3 modules due to safety regulations so this may mean students being required to make alternative choices. Please note, other modules may also be capped, if there are circumstances warranting this.
4. THE PROJECT REPORT

4.1 Project Handbook

A separate Project Handbook will be published on your MSc Moodle page. The key points are outlined below. The Project Handbook will provide details about the requirements for the Project Report and further guidance will be provided by MSc Programme Directors during Term 1. The Project Handbook has two sections: a generic section which applies to all students and a programme-specific section which is tailored to your Masters programme.

4.2 Objectives of the Project Report

The Project Report is the culmination of your MSc studies at the School. As an independent piece of research on a topic relevant to your programme, it should demonstrate the learning, understanding and skills you have developed in the subject. Projects are a vital element of MSc work; they are assessed and will contribute to your final degree result as outlined in the final MSc Awards Scheme. The Project Handbook gives details of the project marking scheme, as well as further guidance on the learning objectives your Project Report.

4.3 Project Types

Students select a type of project on a topic of their interest. The programme-specific section of the Project Handbook gives details of the types of project permitted for your MSc programme. Different types of Report may be undertaken, for example:

- primary research through qualitative or quantitative data collection
- a comprehensive and original review of the literature on a relevant subject
- a review of a policy issue using data from literature and/or from original sources to draw conclusions and make policy recommendations
- secondary data analysis

4.4 Project Length

The Project Handbook gives details of the recommended and maximum permitted length for Project Reports.

4.5 Project Supervision

Programme Directors will ensure that every student has a supervisor, to guide with the planning, undertaking and writing up of project work. Your project supervisor may be your personal tutor or another member of staff who has agreed to supervise your work. You should contact your Programme Director if you have difficulty identifying a suitable supervisor. Supervisors act as advisors, they will discuss your project and review one draft of the Report. They are not expected to correct your English. Under the guidance of your
supervisor, you are expected to undertake the work independently. The Project Handbook gives further guidance on what you can or cannot expect your supervisor or Personal Tutor to do to support you with your project.

4.6 Project Approval

You are required to get approval for your project before you begin work beyond the planning stage. The School has a rigorous processes to ensure that the proposed topic is academically suitable, that safety and risk considerations have been taken into account, and that any ethical implications are considered and ethical approval gained if required.

The Project Handbook gives full details of project approval procedures, including ethical approval.

4.7 Ethics Approval

For all MSc Projects any projects involving human participants, or human data, must be given formal ethical approval by the School before they can proceed.

The term ‘human data’ includes any documentary data (e.g. case studies, records from interviews etc.), datasets or biological samples. The only projects which will not require ethical approval by the School are those not involving human data or which only use human data involved in the public domain (i.e. available to any member of the public without having to register for use) and cannot directly or indirectly enable the identification of living people.

4.8 Timescales and Deadlines

Because of the need to gain approval in good time before beginning work, you should start planning towards the end of term 1. The programme directors will guide you in the process. In Term 2, you will develop your proposal more fully and get formal approval from your supervisor and Programme Director, and from the Ethics Committee if needed. The main work of the project should be undertaken over the summer, after the June exams. Your final Report must be submitted by the deadline in early September. The Project Handbook sets out all key project dates and deadlines.

4.9 Further Information

The Project Handbook contains further information and will direct you to topics such as fieldwork safety, ethical approval, and potential sources of funding. It will also guide you in requirements for the final Project Report such as writing up, recognising the contribution of others and submission procedures. Copies of past students’ projects are available in the Library.

4.10 Academic Writing

The Academic Writing handbook gives helpful guidance on writing up extended pieces of academic work, including how to cite and reference correctly. This is available at https://www.lshtm.ac.uk/sites/default/files/academicwritinghandbook.pdf
5. ASSESSMENT & CREDITS

5.1 Introduction

This section summarises the School's arrangements for assessment and examinations, leading to the award of credits, for Master's degree programmes. Further details can be found in the MSc Award Scheme and the Taught Postgraduate Degree Regulations on the School’s website at the following link: https://www.lshtm.ac.uk/study/new-students/starting-your-course-london/regulations-policies-and-procedures

5.2 Participation in a Programme

In order to be awarded a Master's degree, students must have participated fully in the WHOLE of the period of study specified for that degree. The learning experience for all students, in lectures, seminars, group work, practical exercises and field trips etc. are dependent on student participation. Therefore, students are expected to attend, be properly prepared, and actively participate in such activities. If a student persistently fails either to attend or willingly participate in such required activities, the MSc Programme Directors may judge that the student has not fulfilled the requirements for the award of the degree. Please see the School's Student Attendance Policy for guidance.

5.3 Credit Framework

All of the MSc programmes offered by the School, operate under the credit framework. Credits are gained for passing modules prescribed for the programme, associated exams, and the research project. These credits will be shown on final degree transcripts. Students must obtain 180 credits to be awarded a Master's degree.

At the School, all Masters modules are benchmarked at Masters level (in line with Level 7 of the Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland). Further information on this is available from the Quality Assurance Agency website at the following link: http://www.qaa.ac.uk/en/home

Major elements of the credit system
Each Masters programme has three major elements

- Term 1 modules assessed in the June exams
- Modules in Terms 2 and 3
- Research project
<table>
<thead>
<tr>
<th>When</th>
<th>Term 1 (Oct-Dec)</th>
<th>Terms 2 &amp; 3 (Jan-May)</th>
<th>Term 3 (Jun-Sept)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element</strong></td>
<td>Five taught modules</td>
<td>5 individual taught modules</td>
<td>Research project</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>60 credits</td>
<td>75 credits (15 credits per module)</td>
<td>45 credits</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Unseen written exams in the summer (Papers 1 &amp; 2)</td>
<td>Individual assessment for each module</td>
<td>Project report</td>
</tr>
<tr>
<td><strong>Grades required to be awarded credits</strong></td>
<td>A minimum mark of 2 is required for exam element. No paper &lt;1. Compensation can be applied to one paper with a mark between 1.00 and 1.99, provided the overall GPA for the element is ≥ 2</td>
<td>A minimum mark of 2 is required for the module element. Compensation can be applied to one module with a mark of 1.00 to 1.99, provided the overall GPA for the 5 modules is ≥ 2</td>
<td>A minimum mark of 2 is required for the project report.</td>
</tr>
</tbody>
</table>

**GPA = Grade Point Average. ≥ = more than or equal to**

### 5.4 Credits and Learning Time

The credits assigned to different elements are based on the amount of time students are expected to spend on them. Each credit corresponds to 10 notional learning hours, which will include:

- staff contact time (teaching, tutorials, seminars etc.)
- directed self-study (e.g. prescribed reading)
- self-directed learning (your own personal study, reading and research)
- assessment plus associated revision

An MSc worth 180 credits should entail 1,800 hours of learning time. A one-year MSc is 51 weeks long, so full-time students should expect to study for approximately 36 hours per week, normally more during term-time, and less during the periods between terms. Part-time students should expect to study for approximately 18 hours per week.

### 5.5 Award of Credits and Compensation

Assessment uses a Grade Point Average (GPA) scheme, running from 5 (excellent) to 0 (very poor fail) and with a pass threshold of 2 (satisfactory). Full credits are awarded for passing each individual credit-bearing element. Credits are not awarded for failing, unless this can be compensated in line with the MSc Award Scheme.

### 5.6 Resits

Any student who does not gain credits for a certain element of their degree because they have failed assessments, will have to resit the failed assessment(s). **Students may resit an assessment only once.** This means that students who need to resit any assessment must pass it in order to gain the credits necessary to pass the degree.

Failing one module will not necessarily require a resit if compensation can be applied. This is outlined in the MSc Award Scheme.
Students who fail a module assessment may resit it in September of the same year. Students who fail the examinations will have the opportunity to resit in the following June. Students who fail their project will resubmit on a basis prescribed by the Exam Board. Timing and requirements will depend on one of the following:

(a) Revise and resubmit within a two-month timescale
(b) Collect new data and update the project, for submission by the following year’s deadline
(c) Undertake an entirely new project, for submission by the following year’s deadline.

Please see the School’s Re-sit Policy for full guidance: [https://www.lshtm.ac.uk/sites/default/files/Resits_Policy_Policy_Procedure.pdf](https://www.lshtm.ac.uk/sites/default/files/Resits_Policy_Policy_Procedure.pdf)

5.7 Degree Classification

For students who have obtained sufficient credit and are hence due an award, degree classifications of Pass, Merit or Distinction are determined using the MSc Award Scheme which can be found on the School website at the following link: [https://www.lshtm.ac.uk/study/new-students/starting-your-course-london/regulations-policies-and-procedures](https://www.lshtm.ac.uk/study/new-students/starting-your-course-london/regulations-policies-and-procedures). Grades from modules, exams and the project are combined to calculate an overall degree GPA.

5.8 Assessments and Exams during the Academic Year

Assessment of Term 1 compulsory modules (60 credits)

There is no formal assessment during Term 1 teaching. Term 1 modules may have formative assignments for monitoring purposes; these do not count towards the award of credit or the final degree.

Term 1 modules are assessed during the summer examination period. The assessment consists of two equally weighted 3-hour unseen written examination papers. Paper 1 tests the content of the teaching in Term 1, while Paper 2 tests students’ capacity to integrate the knowledge acquired during the whole programme throughout the year.

One individual Core component may have a GPA between 1.00 and 1.99 provided the overall Core element GPA is 2.00 or above.

Many Term 1 modules will have formative assignments to monitor student progress and support learning; these do not count towards the GPA, award of credit or the final degree.

Assessment of Term 2 and 3 elective modules (75 credits)

Each Term 2 and 3 elective module consists of assessment tasks for each module studied, used to determine the award of credits completed during the module period. You must obtain a GPA of 2 or more for the elective module component. One module may have a GPA between 1.00 and 1.99 provided the overall Core element GPA is 2.00 or above.
**Project Report (45 credits)**
The Project, is undertaken over the summer and written up as a Project Report and submitted in early September. Please see the Project Handbook for further details.

### 5.9 Regulations for Examinations and Timed Assessments

Students will be given a set of regulations with their Examinations Admissions Notice for the summer examinations. These regulations also apply to any timed module assessments. **You must read the regulations and abide by them.**

### 5.10 Extenuating Circumstances and Extensions

Extenuating Circumstances (ECs) are defined as **unforeseen, exceptional, short-term events, which are outside of a student’s control and have a negative impact on their ability to prepare for or take an assessment.** These events will normally occur shortly before or during an assessment. All requests must be accompanied by appropriate evidence and submitted by the deadline in the Extenuating Circumstances Policy. The potential impact on assessment can be:

- Attempted but performance has been affected
- Deferral of assessment to the next opportunity
- Extension to a module assessment and for projects

If extenuating circumstances are granted, you can be allowed a new attempt at the assessment at a later date if you fail the assessment or were unable to take the assessment. This will involve a different task or exam, which will not count as a resit. The extenuating circumstances policy and procedure and the form that needs to be completed can be found on the web at the following link: [https://www.lshtm.ac.uk/study/new-students/starting-your-course-london/regulations-policies-and-procedures](https://www.lshtm.ac.uk/study/new-students/starting-your-course-london/regulations-policies-and-procedures)

### 5.11 Special Assessment Arrangements

Special assessment arrangements can be made for students undertaking summative assessments in cases of:

- Disability ([as defined by the Equality Act 2010](https://www.equalityact2010.gov.uk/))
- Temporary medical condition or injury
- For students who are pregnant or breastfeeding where there is an adverse impact on their ability to take an assessment under standard conditions and where this would put them at a substantial disadvantage compared to other students.

Special assessment arrangements are agreed via a Learning Support Agreement (LSA) and must be accompanied by appropriate supporting evidence, as specified in the [Special Assessment Arrangements Policy](https://www.lshtm.ac.uk/study/new-students/starting-your-course-london/regulations-policies-and-procedures).

LSHTM publishes a deadline prior to each assessment period, by which students should submit a request for any special assessment arrangements. Students are expected to take responsibility for their own learning experience and to request special arrangements by the deadline.
Applications for special assessment arrangements should be made in discussion with the Student Advice team within Student Support Services. Students should book an appointment with a Student Adviser via the Student Support Services Moodle pages, by completing the relevant ‘appointment request form’. For any queries, students can contact Student Advice via studentadvice@lshtm.ac.uk.

Special arrangements for assessments will take into consideration the School’s Examination Regulations and will be in line with the Special Assessment Arrangements Policy. The Special Assessment Arrangements Policy can be found in the Assessment Handbook on the School’s website here: https://www.lshtm.ac.uk/aboutus/organisation/academic-quality-and-standards

Students who face unforeseen circumstances (including illness) immediately before or during an assessment should follow the procedure set out in the Extenuating Circumstances Policy. This includes students who may already have special assessment arrangements, who experience a change in condition or other new circumstances which are not reflected in their LSA.

5.12 Submission of Assessments

All module assessment tasks must be completed and submitted electronically via Moodle, unless advised otherwise, by the specified deadline for that module. For Term 2 and 3 modules, this date will be no later than the last day of the module (and may be earlier) - Wednesday for C1 and D1 modules and Friday for C2, D2 and E modules. Details of arrangements for assessment submission, including the deadline, will be provided on the Module Moodle page and must be adhered to.

Project Reports must be submitted by early September. The date will be published in the Project Handbook.

5.13 Penalties for Late Submission of Assessments and Projects

- Penalties for late submission apply to all summative assessments, both module assessments and projects.
- Penalties apply when published assessment deadlines and extended deadlines (e.g., as outlined in any learning support agreements) are missed.
- A penalty of one grade is imposed if the assessment is < 48 hours late.
- If an assessment is late by over 48 hours the assessment will not be marked and will be given an automatic zero grade. For modules, the student will be required to do a re-sit assessment while for projects the student will be required to resubmit the report by a new deadline. Both of these carry grade caps.

If there are exceptional personal or health reasons that mean you will find it difficult to meet a deadline, you may request an extension to the deadline in line with the Extenuating Circumstances Policy. Assessments submitted late without prior agreement will be penalised as described above.
5.14 Penalties for Exceeding the Word Count of Assessments and Projects

- Penalties for exceeding the word count apply to both module assessments and projects.
- The word count is a maximum number of words. There is no penalty for a word count that is below the maximum.
- Reference lists and appendices are excluded from the word count, but please note that in-text citations to both will be included in a word count.
- Assessments up to and including 10% over length will be deducted 1 grade point.
- Assessments more than 10% over length will not be marked and will be given an automatic zero grade. For modules, the student will be required to do a re-sit assessment while for projects the student will be required to revise and resubmit the report. Both of these carry grade caps.

5.15 Marking of Assessed Work

The School uses a standard assessment system, marking against six grade points:

- Grade points are integers from 0 to 5
- Grades 2 and above are pass grades (grade 5 can be seen as equivalent to distinction standard)
- Grades below 2 are fail grades

Single pieces of work, such as essays, will normally be assigned an integer grade in this way. Where multiple pieces of work are combined to give an overall module result, you will normally be given separate integer grades for the separate pieces of work; with your overall grade being a grade point average (GPA – in the range 0 to 5, and not necessarily an integer) which is based on averaging the individual grades against an agreed weighting.

Individual assessments have their own requirements and marking criteria. However, the table below gives examples of simple general criteria that apply for different types of assessments, such as multiple choice questions (quantitative) or essays (qualitative).

<table>
<thead>
<tr>
<th>Grade point</th>
<th>Qualitative work (e.g. essays or other written assignments)</th>
<th>Quantitative work (e.g. multiple-choice questions, mathematical questions, laboratory 'spot' tests)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>A comprehensive discussion of the topic giving all relevant information, showing in-depth critical understanding of the topic, going beyond conventional answers, and bringing in additional relevant ideas or material.</td>
<td>All correct.</td>
</tr>
<tr>
<td>4</td>
<td>A full discussion of the topic that includes all relevant information and critical evaluation.</td>
<td>Almost all correct</td>
</tr>
<tr>
<td>3</td>
<td>The major points are discussed, but relevant, though less important considerations, are omitted.</td>
<td>Most correct, a few incorrect allowed.</td>
</tr>
<tr>
<td>2</td>
<td>Sufficient relevant information is included but not all major points are discussed, and there may be some errors of interpretation.</td>
<td>Essential parts correct (to be defined), some incorrect.</td>
</tr>
<tr>
<td>1</td>
<td>A few points are included, but lack of understanding</td>
<td>Some correct but essential</td>
</tr>
</tbody>
</table>
is shown together with use of irrelevant points.

| 0 | None of the major points present; many irrelevant points included and a serious lack of understanding. or Not submitted. | Some may be correct, essential part incorrect. or Not attempted. |

### 5.16 Grading and Feedback Procedures

Assessed work which contributes to the final degree result is marked independently by two assessors. Where discrepancies in marks occur, the two assessors discuss and agree a final mark. In some cases, the work may be referred to a third assessor. Once the markers have agreed the provisional marks, these are moderated by a member of the Exam Board. A selection of assessed work is also reviewed by the external examiner. Marking of assessed work is done anonymously - which means the markers are not aware of which student’s work they are marking - except where the assessment method precludes anonymity. You will be assigned a candidate number for this purpose, which must be used for submission of assessed work.

You will receive comments on your coursework assessment task to aid learning. If there is a delay in providing feedback, e.g. due to staff illness, you will be notified in advance.

<table>
<thead>
<tr>
<th>Term/Slot</th>
<th>Feedback provided by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Formative, in-module. See individual modules</td>
</tr>
<tr>
<td>Term 2 (C1/C2)</td>
<td>Monday 16 March 2020</td>
</tr>
<tr>
<td>Term 2 (D1/D2)</td>
<td>Monday 4 May 2020</td>
</tr>
<tr>
<td>Term 3</td>
<td>Monday 22 June 2020</td>
</tr>
</tbody>
</table>

All marks reported to students during the year are strictly provisional until confirmed by the Board of Examiners.

### 5.17 Preparation for Assessments and Examinations

Some guidance on preparation for assessment tasks and the summer examinations is given in Appendix 1.
6. ACADEMIC MISCONDUCT

6.1 Introduction

You are expected to comply with the School’s standards and expectations in all your scholarly activity – assessments, examinations and research. The following notes cover key points you should be aware of when undertaking assessed work, including:

- The School’s definitions of assessment irregularities – things you must not do in your work. Please be aware that breaches of these rules, whether intentional or unintentional, will be treated very seriously and may result in penalties which affect your degree.
- Guidance about how to ensure your work follows the rules – the main principle is to cite and reference the work of others in an appropriate way, so as to avoid plagiarism. A worked example is given in Appendix 2.

If you are unfamiliar with concepts like correct referencing or avoiding plagiarism, then you are strongly encouraged to read through the Academic Writing handbook available at https://www.lshtm.ac.uk/sites/default/files/academicwritinghandbook.pdf. This gives more detailed guidance and is designed as a resource you can dip back into when you want to find out more about something specific, e.g. how to reference different sources like journal articles, books, web pages, etc.

Otherwise, please consult your Personal Tutor, Programme Director(s) or Project Supervisor if you are having any difficulties with assessed work, need clarification, or are in any doubt about what is permissible.

6.2 Assessment Irregularities Procedure

The School’s Assessment Irregularity Policy, as established under the Regulations, is available via the School’s website at the following link: https://lshtm.sharepoint.com/students/Pages/student-regulations.aspx. The procedure sets out how any allegations will be investigated, and the potential penalties that may be applied. In the event that an allegation or case arises which affects you, anything you are required to do will be clearly communicated and explained. Your Personal Tutor, your Programme Director(s) or the Registry can be asked for further advice.

6.3 Declaration on Plagiarism and Cheating

By submitting work for assessment you are confirming that:

- You understand the School’s definitions of plagiarism and cheating (which follow); and that failure to comply with the School’s policies may be penalised
- That all work submitted is your own
- You give consent for the School to upload relevant documents and information to external services or third parties, in order to identify potential plagiarism or irregularities.
6.4 **Plagiarism**

Plagiarism is the copying or use of the work of others, whether intentionally or unintentionally, as if it were your own. Such work may come from any source whether published or unpublished, in print or online – including words, images, audio recordings, diagrams, formulae, computer code, performances, ideas, judgements, discoveries and results.

6.5 **Cheating**

Cheating is a deliberate attempt to deceive in order to gain advantage in an assessed piece of work, including coursework, in-module assessments and examinations. This covers a range of offences, from significant instances of plagiarism to exam misconduct.

Key points you should be aware of include:

- That you must not engage in any deliberate deception in order to gain advantage in formal assessment or evaluation
- This applies to all forms of assessment – e.g. coursework assignments, presentations, group work, module tests, formal examinations, or research project reports
- Submitting someone else's work, knowledge or ideas, while pretending that they are your own, constitutes cheating
- Serious forms of plagiarism, fraud, collusion or personation, or any deliberate failure to comply with assessment regulations, are all liable to constitute cheating
- The use of commercial essay banks, essay-writing services or any similar ‘cheat sites’ is highly likely to constitute cheating
- Any inappropriate activities under exam conditions, e.g. bringing unauthorised materials into an exam room, will also constitute cheating

6.6 **Other Assessment Irregularities**

The School’s policies also define other types of assessment irregularities which you must avoid, such as self-plagiarism, collusion, impersonation or fraud. More detailed explanations are given in the Academic Writing handbook. You should also be aware that strict rules govern what is or is not permissible under formal exam conditions. Any examination offences or misconduct will be treated extremely seriously.

6.7 **How to Avoid Plagiarism**

Please note that failure to observe the rules, even unintentionally, may constitute plagiarism and be penalised accordingly. Most cases of plagiarism are not due to students deliberately copying the work of others and trying to pass it off as their own, but because information they used was not appropriately acknowledged or referenced. It can be easy to copy text but forget to add the appropriate reference; but you must make every effort to avoid doing so, or else you run the risk of committing plagiarism.

In order to avoid plagiarism, you must follow the guidelines below:
• Where any use or mention is made of the work of others, it must be acknowledged.
• A recognised citation system must be used
• Quotations must accurately refer to and acknowledge the originator(s) of the work
• Direct quotations, whether extended or short, must always be clearly identified
• Paraphrasing – using other words to express the ideas or judgements of others – must be clearly acknowledged
• Work done in collaboration with others must appropriately refer to their involvement and input
• Use of your own past work should be referenced as clearly as the work of others

Key points you should be aware of include:

• **Sources:** You must acknowledge all sources from which you have drawn – whether published works such as journal articles or books; grey literature (such as conference proceedings or reports from organisations and government agencies); material from the internet, whether or not it has a named author; or unpublished materials such as lecture/tutorial notes or other students’ work. If re-using any of your own previous work, e.g. elements of essays done for other assessments, you should clearly indicate this
• **Quotations:** You must always clearly identify any directly copied quotations (such as sentences, phrases or even striking expressions), e.g. by placing them inside quotation marks, followed by a clear citation
• **Paraphrasing:** You must equally clearly indicate where you have paraphrased or summarised another person’s words, ideas or judgments – by referring to that person in your text (e.g. by giving a reference in a bracket after the paraphrasing, or in a footnote) and including the work referred to in your reference list
• **Referencing:** You should use a recognised citation system throughout your work – the two most common are Harvard and Vancouver – and provide a full reference list at the end. Precise requirements will vary depending on the assessment you have been asked to carry out. Comprehensive guidance about how to cite and reference correctly is given in the Academic Writing Handbook

A worked example of how to avoid plagiarism can be found in Appendix 2.

6.8 **Detecting Plagiarism through Turnitin**

Markers have a responsibility to ensure that all students’ assessed work is marked fairly and equitably – this includes checking for plagiarism, to ensure that no-one gains an unfair advantage. Staff have considerable expertise in identifying plagiarism, and all markers look out for assessment irregularities and have access to a variety of tools to assist them.

The School uses the plagiarism detection service Turnitin UK, which is widely used by universities across the country. **Any work you submit for assessment may be cross-checked using Turnitin.** This is done anonymously, by candidate number, and this material cannot be seen by others unless permission is given by School staff.
6.9 Penalties

Where an assessment irregularity is identified and confirmed, a range of penalties may be invoked, e.g. a reduction of the grade, or an outright fail for the piece of work with a requirement to resubmit. The nature and extent of each case will differ, so there is no standard set of prescribed penalties in relation to specific offences. However, severe offences may result in students having their registration on a programme terminated, or even being excluded from entry to any further School examinations or future degree awards from the School. Students have the right to appeal such decisions via the School’s Appeals Policy and Procedure available on the School website.
7. PERSONAL TUTORS & TUTORIALS

Early in Term 1 you will be allocated a Personal Tutor. The role of the Personal Tutor is to support you throughout your time at the School, assisting you to gain maximum benefit from the programme. The Personal Tutor can help you with problems you are having during the programme and/or refer you to other people or services that can help. Your Personal Tutor is the main person with particular interest in your progress, so do make use of them and keep them informed of any difficulties you might be having. These are some suggestions as to how your Personal Tutor might assist you.

- **Academic Problems:** If you are having any problems with the programme (you do not understand, cannot keep up, etc.), see your Personal Tutor as soon as possible. Do not leave it until you have fallen behind. They will be able to help you clarify the nature of the problem and suggest ways to solve it (for example, knowing someone who will be able to help you).

- **Personal Problems:** If you have personal problems, you may wish to discuss these with your Personal Tutor. If they are unable to help you, they will be able to advise you on where to go for help. Please note that you can seek advice and counselling support from the teams within Student Support Services.

- **Project Report:** Begin to think about your Project Report early in the year, in consultation with your Personal Tutor who can help you decide what sort of project you would like to do. They will be able to give you general advice about the process and may or may not end up being your supervisor. If not, they will be able to guide you towards resources (e.g. other staff members who may be more appropriate to act as a supervisor).

- **Results:** A copy of your results on the assessed parts of the programme will be sent to your Personal Tutor. You should arrange to meet with them to discuss your progress.

- **Module Choices:** Your Personal Tutor will assist you in your choice of modules.

- **Programme Questions:** Your Personal Tutor is not expected to be able to answer technical questions on the content of all aspects of your programme. Where they have the technical expertise themselves, they will share it with you; where they do not, they will advise you where to look for it.

- **Meetings:** It is your responsibility to arrange to see your Personal Tutor, so please make an effort to arrange a mutually suitable time.

- **Frequency of Meetings:** During Term 1 you should see your tutor about once a fortnight. During Terms 2 and 3 you are likely to meet your tutor once during each teaching block, unless they are your project supervisor in which case it would be more frequent than this.

- **Tutor Absence:** When your Personal Tutor is absent for more than two weeks they will arrange for a substitute tutor and inform you who this is - contact the MSc Programme Director if such arrangements have not been made.

8. STUDY GUIDANCE

8.1 Studying at the School

The School’s taught Master’s degrees are intensive - there is a lot to cover in a short time and we expect a high standard. Remember also that while knowledge of the basic facts in your area is essential, at this level we expect to see from you evidence of independent critical thought and real understanding.

To help you study, we provide several sources of advice:

- Some introductory talks during the Welcome Week at the start of your studies.
- Your Personal Tutor is the first person you should contact if you are struggling to cope with the return to learning - or with anything else. Look in the section of this Handbook on Personal Tutors and Tutorials for more detailed information.
- Other staff – including Student Support Services and your MSc Programme Director(s).
- Online resources to support specific skills – linked from the School’s Study Skills page at https://ishtm.sharepoint.com/Teaching-and-Support/Pages/study-skills-links.aspx

The Library has a wide range of books that provide guidance and support for studying. Study Skills and Academic Writing books are shelved under the classmarks AR.AT and AHAZ. These include:

- Getting Ahead as an International Student, by Dave Burnapp (Open University Press, 2009).
- Study skills for international postgraduates, by M. Davies (Open University Press, 2011).
- Cite them right: the essential referencing guide, by Richard Pears and Graham Shields (Northumbria University Press, 2013).
- Complete guide to referencing and avoiding plagiarism, by Colin Neville (Open University Press, 2010).
- Writing your dissertation, by Derek Swetnam (How To Books, 2004).

The Library Staff offer a range of support for finding information, including online training and guidance, training courses and personalised one-to-one support. Further information is available via the Library & Archives pages of Service Desk https://servicedesk.lshtm.ac.uk
8.2 What is the Workload?

Students spend about 36 hours per week on work related to their programme of study. This means that you are likely to study in the evenings and at week-ends. Not all this time is spent in contact with members of staff: reading, thinking and preparing assessed coursework are all important. Module Specifications contain a section setting out the approximate breakdown of the time you are expected to spend on the components of the module.

8.3 Reading

Every programme and module will provide you with a reading list, although the content of these vary. In some cases, you will be expected to have read a paper or book chapter before coming to class. This essential reading is important and you will gain little from the session if you have not done it. Other articles or books are important in a more general way. Reading this material will deepen your understanding and fill in gaps - things that you may have missed or not understood during a lecture. Finally, many programmes will provide supplementary lists of material that you may wish to read if you want to investigate a particular topic in depth.

Reading as part of your programme is not a passive activity (it is often described as focused reading or focused study) and you should think about the material and about the author's arguments as you read. Making notes or highlighting text is helpful and these notes and highlights will be useful when you revise material.

8.4 Programme Materials

You will be provided with teaching materials and information through your programme and module Moodle pages. The Moodle pages will contain information about the module and a copy of the timetable, together with copies of essential readings, where applicable. Some modules also have an online reading list, which can be accessed via Moodle and which gives you links to relevant books and journal articles.

For many of the lectures you attend, copies of lecture slides or other materials will be published via Moodle. As far as is practicable these materials will be made available in advance of the lectures, although this is not always possible, particularly where individual lecturers are external to the School. However, whilst Module Organisers are encouraged to put lecture slides or other materials on Moodle, you should be aware this is not a requirement nor always appropriate and practices will vary between individual modules.

8.5 Lecture Capture

The School has an automatic lecture capture system fitted in the John Snow and Manson Lecture Theatres and all of the classrooms at Keppel Street and Tavistock Place. This allows us to audio record lectures and to publish the recordings on the relevant module pages on Moodle for students to review and download. This can be particularly useful for revision and for students who miss lectures due to illness but is NOT intended to be a substitute for attendance.
Please be aware of the following:

- Whilst the vast majority of lectures are captured, some are not recorded. This may be due to the confidential nature of the lecture material or due to individual speakers not consenting to being recorded.
- We aim to record all lectures that take place in external venues but cannot guarantee this as it depends on available resources at those locations.
- Whilst we do our best to publish recordings as soon as possible after the teaching session, the speed of publication depends on a number of factors so please be patient.

8.6 Lectures and Other Teaching Methods

Almost all of your modules will include some lectures. Lectures are not meant to convey detailed information but to set the scene, explain general concepts and excite you about the relevance and importance of the topic. Many lecturers provide lecture notes on Moodle or references to key reviews, which will provide a permanent record of the subject matter. You do not need to write down everything that is said in the lecture. Instead, concentrate on listening and understanding the arguments; note down key concepts, exciting insights and anything that you do not understand. Always try to speak to the lecturer immediately afterwards if you have a query.

You will experience many other teaching methods during your time at the School including practical/seminar sessions, small group work, laboratory sessions, and computer-based sessions. Many of these are used to extend the material presented in lectures. In all cases, you will derive most benefit from teaching sessions by preparing well in advance and spending time afterwards on extra work and reading.

8.7 Essays and Project Reports

The ability to produce good written work is vital not only to obtaining your degree but also in your subsequent professional life. Academic writing has to follow certain rules and conventions. Comprehensive guidance about this, including how to cite and reference correctly and avoid the risks of plagiarism and cheating, is given in the Academic Writing handbook.

Further useful information about writing skills is given on the Study Skills pages at: https://www.lshtm.ac.uk/study/new-students/starting-your-course-distance-learning/study-skills-links

The Project Handbook also gives comprehensive guidance and requirements for writing up your project.

8.8 Developing Independent and Critical Thinking

All School assessments will require you to demonstrate knowledge of the basic facts in the area under discussion by making use of the literature, and citing the work of relevant authorities. Over and above this, at postgraduate level you are expected to demonstrate
evidence of independent critical thought and real understanding. As well as summaries of what other researchers have found, you should give details of what you think of their findings and their interpretations. Do not be afraid to be critical of other people’s ideas, however eminent the author (academic life is based on criticism); but always give the reasons why you disagree. Your point of view should come across to the reader as a justified judgement or reasoned argument, and not simply as an opinion.

8.9 Computers and Learning

It is very important that students learn to use the School’s system as a lot of information is distributed by email and many modules make some use of computers. The School also uses Moodle where information about modules is stored, including extra lecture notes and other resources. IT Services provide a lot of help and you should refer to their web site here: https://ishtm.sharepoint.com/Services/IT-Services/.
# Appendix 1 – Preparation for assessments

## What we look for in good assessments

When reading or listening to your work, examiners look for several different things. The main dimensions are listed below. Note that, where appropriate, you are expected to give your own opinion of the material you read and the main debates in an area. We want to hear your own view, not just a simple description. If you are uncertain about what is needed, you should discuss these criteria with your tutor or member of the module teaching team.

<table>
<thead>
<tr>
<th>GOOD ANSWERS</th>
<th>POOR ANSWERS</th>
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</thead>
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<td>Rigorous, relevant to question</td>
<td>ARGUMENTS</td>
</tr>
<tr>
<td>Clear, logical</td>
<td>STRUCTURE</td>
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<tr>
<td>Relevant, selective</td>
<td>USE OF SOURCES</td>
</tr>
<tr>
<td>Imaginative interpretation</td>
<td>UNDERSTANDING</td>
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<tr>
<td>Critical approach to both theory and methods used in sources</td>
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<tr>
<td>Deep, developing own ideas</td>
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<td>Fluent, clear</td>
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<tr>
<td>Legible, correct length</td>
<td>PRESENTATION</td>
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</table>

**GOOD ANSWERS**

- Rigorous, relevant to question
- Clear, logical
- Relevant, selective
- Imaginative interpretation
- Critical approach to both theory and methods used in sources
- Deep, developing own ideas
- Fluent, clear
- Correctly cited
- Legible, correct length

**POOR ANSWERS**

- Weak and off the point
- Muddled
- Irrelevant, unselective
- Purely descriptive
- Purely descriptive
- Superficial
- Repetitive, unclear
- Lacking or incorrect
- Hard to read

*(Students will not be penalised for imperfect use of English, as long as the level is reasonably adequate and comprehensible.)*

The Academic Writing handbook gives further guidance on the above areas – including tips about answering questions appropriately, structuring and presenting your work, language skills and standards, citing and referencing, etc.
Preparation for examinations

For those programmes that have June exams, the term 3 timetable is arranged to allow you substantial revision time – in the first half of the first five weeks of the term, and in the period between the end of teaching and the exams in June. Your programme will usually schedule some specific classes or revision sessions during this period to help you prepare, but you will still need to plan and structure your time so that you cover everything that you want to. You are strongly encouraged to spend as much time on intensive revision in this period as you have done when studying modules earlier in the year. Many people find the following helpful:

- Make yourself a revision timetable. Plan to do the same amount of revision for each of the main subjects on which you will be examined. Do not spend a lot more time revising the subjects you like best or find easiest nor spend all your time on the subjects you find most difficult
- Look at past papers or specimen papers (available via Moodle) to see the types of question that are being set and how much choice you will have. But check with your MSc Programme Director that the examination format has not recently been changed
- Do not try revising absolutely everything you have been taught in each subject. Choose a smaller set of topics which you know most about or are most relevant to you. However, you must also make sure that these will give you enough choice in the examination itself. Then concentrate your revision efforts on these
- Finally, do make sure that you don't spend every minute on revision. Your mind needs a rest and your body needs exercise

Exam techniques

How well you do in unseen written examinations is mainly determined by how well you have learned and understood the material covered in your programme. Examination technique, however, is also important and you may find the following helpful:

- Read your questions carefully from beginning to end.
- One of the easiest ways to lose marks is by not answering the question. Read the question carefully, particularly if it looks similar to one that you have seen in a past paper - it might contain small changes that completely alter what is wanted. Think carefully about the meaning of key words such as list, describe, compare, contrast, discuss, explain.
- In any written examination you should spend perhaps a sixth of your time just thinking and planning and not writing answers at all. In a three-hour examination, spend the first 10 minutes studying the whole paper carefully, reading the instructions and selecting the questions you are going to answer.
- Before you answer each of the questions you have chosen, spend 5 -10 minutes developing a plan. Decide which facts and arguments you are going to present and draw up an outline of a logical, coherent and well-argued answer. Once you start writing you can if necessary add any additional thoughts to your plan, but you should have a firm structure in place before you start. Remember that a good answer is not a list of everything you know about the subject!
• **Remember that some questions contain several parts** and you will be marked down heavily if you only answer some of them. Study the question carefully, identify its main components and plan an answer to each of them.

• **If English is not your first language**, you may worry that you will both read and write more slowly than your colleagues do. Even if this is the case, remember that you can always get good grades for writing clear, critical and well-organised answers containing all the key facts and arguments even if they are expressed briefly. It is easy to write at great length and actually say very little.

• **If you write anything that you do not wish the examiners to mark, cross it out clearly.** In particular, if you start a question and then, after a few minutes, realise that you cannot answer it, make sure that it is crossed out. Otherwise these few lines may be marked and your final, brilliant answer ignored.

Finally, get the practical things right. Find out where and when the examination is to be held and allow **more than enough time to get there** - even if the Underground is closed or the bus breaks down. Bring several pens that write and a calculator that works (if you need and are allowed one). Do not take anything into the examination room that could possibly lead to you being accused of cheating. Ignore what everyone else is doing, think and plan before you write and, above all, **don't panic!**
Appendix 2 – Avoiding Plagiarism

This section runs through some examples of how to cite and reference the work of others in your own work, to demonstrate what is and is not permissible. The author-date (Harvard) style has been used throughout, but the same basic principles will apply if using alternative referencing styles.

Original material to be quoted

Let’s say you want to refer to a paper by El-Sadr concerning the treatment of tuberculosis. This is the original version, as written in her article:

“One of the most important issues that remain controversial is whether 6 months of treatment with regimens that include rifampin can effectively and safely treat HIV-related tuberculosis. The ability to use this short-course regimen for HIV-infected patients could allow programs to provide DOT to a larger number of patients, and it also would allow programmatic efficiency in the treatment of patients both with and without HIV infection with the same duration of therapy.”


An acceptable approach – direct quotation with citation

If you want to quote exactly what an author has said, you must include the quotation inside inverted commas followed by a citation. The most usual way to do this is as an embedded quotation:

As El-Sadr notes, “One of the most important issues that remain controversial is whether 6 months of treatment with regimens that include rifampin can effectively and safely treat HIV-related tuberculosis.” (El-Sadr et al. 2001, p.630).

Note that the section quoted word for word is inside inverted commas and the citation includes the page number.

An alternative way to present a word-for-word quotation (particularly a lengthy one) is as a separated indented paragraph:

“One of the most important issues that remain controversial is whether 6 months of treatment with regimens that include rifampin can effectively and safely treat HIV-related tuberculosis. The ability to use this short-course regimen for HIV-infected patients could allow programs to provide DOT to a larger number of patients, and it also would allow programmatic efficiency in the treatment of patients both with and without HIV infection with the same duration of therapy.” (El-Sadr et al. 2001, p.630).
Other alternative forms of presentation use italics to indicate quoted text. This is also fine but the quotation should still be inside inverted commas and include a citation.

**An acceptable approach – paraphrasing with citation**

If you want to refer to El-Sadr’s idea but not to quote her entire sentence or paragraph then you can paraphrase (rewrite the text in your own words), but **must also cite the source**. When paraphrasing, you should always check your wording against the original idea – to ensure that the author’s original meaning is conveyed accurately and unambiguously. For example, this would be acceptable:

> There is debate concerning the use of short-course regimens to treat tuberculosis in people with HIV infection (El-Sadr et al. 2001).

**An unacceptable approach – direct quotation without indication**

If you quote a sentence word-for-word from another author, then you must make it clear that it is a quotation. The following would **not** be acceptable, because the word-for-word quotation is not indicated by inverted commas:

> One of the most important issues that remain controversial is whether 6 months of treatment with regimens that include rifampin can effectively and safely treat HIV-related tuberculosis. (El-Sadr et al. 2001).

Note that even though a citation has been given, the lack of quotation marks is misleading and makes it appear as if you have paraphrased rather than quoted. This counts as plagiarism.

The following would likewise **not** be acceptable:

> One of the key issues that remain controversial is whether 6 months of treatment with drugs including rifampin can effectively and safely treat HIV-related tuberculosis. Use of this short-course regimen for HIV-infected patients could allow programs to provide DOT to more patients, and it also would allow programmatic efficiency in the treatment

**An unacceptable approach – editing without indication or citation**

It is also not sufficient just to change a few words. The following would still be regarded as inappropriate:

> One of the key issues that remain controversial is whether 6 months of treatment with drugs including rifampin can effectively and safely treat HIV-related tuberculosis. Use of this short-course regimen for HIV-infected patients could allow programs to provide DOT to more patients, and it also would allow programmatic efficiency in the treatment
of patients both with and without HIV infection with the same duration of therapy. (El-Sadr et al. 2001)

Note that the words used above remain effectively the original authors’ words, and have not been paraphrased in your own words, just edited very slightly. The lack of quotation marks is misleading as it makes it look like you have put the authors’ idea in your own words; this counts as plagiarism.

Were such an edited quote to be presented without quotation marks and also without a citation at the end, this would be an even stronger case of plagiarism.

**What to put in the reference list**

In all the above cases, you should include an appropriately-formatted full reference in the reference list at the end of your work, e.g. like:


Full details about how to do this are given in the Academic Writing handbook. Remember that the appropriate reference format should vary depending on the type of source – the above example is for a journal article, but this would look different depending on whether it was perhaps a book, or a webpage, or an NGO report, or some other type of material.