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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 2017). 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

On behalf of the Institute of Psychiatry, Psychology & Neuroscience, Kings College London (King’s) and the London School of Hygiene and Tropical Medicine (LSHTM), we would like to welcome you to the MSc in Global Mental Health.

The MSc is hosted by the Centre for Global Mental Health (http://www.centreforglobalmentalhealth.org/) – a collaboration between LSHTM and King’s Health Partners (incorporating King’s College London), including the Institute of Psychiatry, Psychology & Neuroscience and three of London’s most successful NHS Foundation Trusts. Centre members have been at the forefront of global mental health initiatives, including The Lancet series on global mental health, the Movement for Global Mental Health, and a range of research and capacity-building projects in Asia and Africa.

As the only intensively taught MSc programme of its kind, the MSc in Global Mental Health offers students unique opportunities to receive comprehensive training in all aspects of this emerging field and to interact with leading researchers and public mental health practitioners. In addition to providing a foundation in the knowledge base and core principles of global mental health, the wide range of elective modules available across King’s and LSHTM enable students to specialise in particular areas of research, programme development and policy-making.

The joint nature of the Global Mental Health programme means that you will have a highly distinctive learning experience. The programme is delivered at the King’s campus in Denmark Hill and the LSHTM campus in Bloomsbury, central London. As students register at both King’s and LSHTM, you will have the opportunity to make use of the wide range of academic resources provided by both Institutions. This includes high quality student learning teaching and computing facilities at King’s and LSHTM and outstanding specialist public health (LSHTM) and psychiatry (King’s) libraries and information services. We hope that this will make for a uniquely rich environment in which to study.

Studying at postgraduate level is stimulating and rewarding but it can also be challenging and demanding. It can sometimes feel as if you are the only person having difficulties but be reassured that you are not alone! Our aim is to support you in your studies and you will be assigned a personal tutor who can help with this. Don’t forget that other students can also be a valuable source of intellectual and social support. For example, study and reading groups are good ways to share ideas and experiences and to meet fellow students. The King’s Programme Leader and the LSHTM Programme Director are also available throughout the year to answer your questions and help you to make the most of your studies.

Whilst we expect you to take your studies seriously, we also hope that you will take full advantage of the galleries, museums and cultural life that London has to offer. Both campuses have good transport links to many places of interest. In fact, your route between campuses is a good introduction to many of the sights of the capital! Many areas of central London are accessible from LSHTM by foot.

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

King’s handbook and policies can be found at: http://www.kcl.ac.uk/aboutkings/quality/academic/myhandbook/policies.aspx

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 us at any time.

Best wishes

Alex Cohen (MSc Programme Director, LSHTM)
Rosie Mayston (MSc Programme Leader, King’s)
1. ADMINISTRATIVE ARRANGEMENTS

1.1 Key Contacts

MSc Programme Director, LSHTM
Dr Alex Cohen
Room: 142b, Keppel Street
Tel: +44 (0)20 7958 8123
E-mail: alex.cohen@lshtm.ac.uk

MSc Programme Leader, King’s
Dr Rosie Mayston
Room: H0.07, David Goldberg Centre
Tel: +44 (0)20 7848 5054
E-mail: rosie.mayston@kcl.ac.uk

MSc Administrator, LSHTM
Judith Lloyd-Jones
Room: G90, Keppel Street
Tel: +44 (0)20 7299 2251
e-mail: Judith.Lloyd-Jones@lshtm.ac.uk

MSc Programme Administrator, King’s
Jermaine Edwards
Room: Room H1.11, David Goldberg Centre
Tel: +44 (0)20 7848 0493
e-mail: Jermaine.edwards@kcl.ac.uk

Other King’s Key Contacts

<table>
<thead>
<tr>
<th>EST Helpdesk</th>
<th><a href="mailto:ioppn.educationsupport@kcl.ac.uk">ioppn.educationsupport@kcl.ac.uk</a></th>
<th>for Education Support Team queries if you are unsure which staff member to approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naomi Simcox - Faculty Education Manager</td>
<td><a href="mailto:naomi.simcox@kcl.ac.uk">naomi.simcox@kcl.ac.uk</a> 020 7847 0812</td>
<td>for any comments or feedback on your studies at the King’s</td>
</tr>
<tr>
<td>Steve Ward - Quality Assurance &amp; Student Experience Manager</td>
<td><a href="mailto:steve.ward@kcl.ac.uk">steve.ward@kcl.ac.uk</a> 020 7848 0391</td>
<td>for any visa-related queries, or any assessment and quality assurance enquiries</td>
</tr>
<tr>
<td>Tbc – Student Data Officer</td>
<td>Tbc 020 7848 0326</td>
<td>for registration or fee related queries</td>
</tr>
<tr>
<td>Joshua Gulrajani – Quality Assurance &amp; Student Experience Administrator</td>
<td><a href="mailto:Joshua.gulrajani@kcl.ac.uk">Joshua.gulrajani@kcl.ac.uk</a> 020 7848 0335</td>
<td>for disability provision enquiries</td>
</tr>
</tbody>
</table>
1.2 Taught Programme Directors

At LSHTM each Faculty has a Taught Programme Director (TPD) who oversees the taught programme 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)**
Dr Nick Dorrell
Taught Programme Director
Room: 382 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

At King’s the programme is overseen by an Academic Education Lead.

**Academic Education Lead, King’s**
Barbara Barrett
Senior Lecturer, King’s Health Economics
Tel: 0207 848 0174
E-mail: barbara.m.barrett@kcl.ac.uk
1.3 King’s Education Support Team (EST) / Teaching Support Office (TSO)

Education Support Team (Central Faculty Office)

https://internal.kcl.ac.uk/ioppn/staff/EducationStaff/est/index.aspx

You can visit the Institute’s Education Support Team for advice and information. It is situated on the 4th floor of the main Institute building, Denmark Hill Campus and is open from 9am to 5pm Monday to Friday. Staff are on hand to help you with any problems and can usually point you in the right direction for obtaining advice and assistance if they cannot help directly. The email for the Education Support Team is ioppn.educationsupport@kcl.ac.uk

If you would like to give some feedback on your experience at the King’s, or if you have any problems that you feel cannot be resolved by your programme team, please contact the Faculty Education Manager, Naomi Simcox. E| naomi.simcox@kcl.ac.uk or T| 020 7848 0812.

LSHTM Teaching Support Office

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 supports 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
- 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 (enquiries)
E-mail: HTSO@lshtm.ac.uk

1.4 Notices and Mail

All MSc GMH students will receive LSHTM and King’s email accounts. It is important that students regularly check both email accounts.

Notices about your programme and modules will be posted on the relevant programme Moodle page or on specific module Moodle pages as appropriate. Occasionally you may have mail to collect from the Teaching Support Office and you will be notified when mail is available.
1.5 Programme Committee

Each MSc Programme has a Programme Committee which oversees the development and operation of the MSc. It is chaired alternatively by the MSc LSHTM Programme Director and the King’s Academic Lead. Student representatives are invited to attend the Programme Committee to provide feedback about the programme to academic and administrative staff.

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

If necessary, class meetings with a member of staff (generally the MSc Programme Director and the King’s Academic Lead) can be arranged if problems arise during the year. The class representatives should arrange these meetings and agree on the form they are to take. They should endeavour to build up a working relationship with the MSc Programme Director, the King’s Academic Lead, and other members of staff.

Class representatives may also wish to organise social events, including an event about careers in Global Mental Health.

1.7 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 and King’s 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 usually carried out twice a year, at the end of Term 1, and around the end of the E slot module, through structured discussions about the MSc. These discussions are coordinated by the MSc Programme Director, the King’s Academic Lead, and the student representatives.

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

National surveys
Both King’s and LSHTM participates in the Postgraduate Taught Experience Survey (PTES) which is run by the Higher Education Academy (HEA). This is a sector-wide survey which aims to gain insights about all taught postgraduate students’ learning and teaching experience.
All students will be invited to take part in the survey and for this programme it is a joint survey, which aims to gather feedback on your study experience across both institutions. The survey is an online questionnaire and consists of multiple choice questions about different aspects of life on your graduate programme. Respondents to PTES provide important benchmarks for individual programmes against anonymous, aggregated results in comparator institutions, while maintaining confidentiality and anonymity.

- **Why should I take part?**
  This survey gives you an unprecedented opportunity to have your say about your study: to note areas of strength and good practice as well as identify areas where improvements can be made. The information you provide will be taken very seriously and considered at the highest level in the College. Your input will make a valuable contribution to both the local and the collegiate picture of the postgraduate provision at King’s and LSHTM. PTES enables your views to be given in a safe, secure manner. Your survey results will not be tracked back to identify you in any way and all survey results will be presented in an aggregated and anonymised form. The results of PTES are not made public but are available for departments and Schools to consider within the College.

- **What do I need to do?**
  Around March, you will receive an email (to your King’s account) inviting you to complete this survey. A direct link, unique to each student, will take you to the online questionnaire. You will be asked to feedback on five key areas: ‘Teaching and Learning’; ‘Career and Professional Development’; ‘Learning Resources’; ‘Organisation and Management’ and; ‘Assessment and Feedback’. Completing the survey will take about 30 minutes.

- **What happens to the results?**
  Survey results will be disseminated to all areas of the College during the summer. We take these results seriously. Positive feedback about your experience will help future cohorts enrolling onto your programme of study and will provide useful material for internal comparative analysis across the discipline and programmes. Collective responses about the need for improvement will also help the College and King’s to work strategically and practically to make things better. For further information about what King’s has done in action to previous surveys please visit the following webpage: [http://www.kcl.ac.uk/ioppn/study/Postgraduate-Study/ptes/yousaidwedid.aspx](http://www.kcl.ac.uk/ioppn/study/Postgraduate-Study/ptes/yousaidwedid.aspx)

1.8 **Class Photographs**

A class photograph is normally arranged by the TSO at the end of the year in Term 3 to coincide with the examination dates.

1.9 **Student Handbook**

In addition to this Programme Handbook, the School produces a Student Handbook for all students who registered on face-to-face programmes. The Student Handbook provides important information about:

- Basic Maths Support
- Bullying and Harassment
- Careers
• Change of name/address (For MSc GMH students this process is administrated by King’s in the first instance, but please ensure that LSHTM Registry is also notified)
• English for Academic Purposes (EAP)
• Global Health Lecture Series
• Guidance on School Policies
• Interruption of Studies/Withdrawal (For MSc GMH students this process is administrated by King’s)
• IT Facilities
• Library and Archive Services
• Medical Health
• Safety and Security
• Student Support and Study Facilities
• Teaching Rooms
• Tier 4 visa advice

Please ensure you read the Student Handbook and familiarise yourself with the School’s policies, procedures and facilities. If you have any questions, please ask a member of staff in the Teaching Support Office or the Registry, or speak to your MSc Programme Director, Personal Tutor or Module Organiser.
2. PROGRAMME OF STUDY

2.1 Term and Holiday Dates

The teaching for 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 for LSHTM can be found on the School’s website at the following link: https://www.lshtm.ac.uk/aboutus/term-and-holiday-dates. The term dates for King’s College London can be found at: http://www.kcl.ac.uk/aboutkings/orgstructure/ps/acservices/sbs/Academic-Calendar/index.aspx#AC1617

<table>
<thead>
<tr>
<th>Event</th>
<th>LSHTM</th>
<th>King’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
<td>27th September 2017</td>
<td>Any day</td>
</tr>
<tr>
<td>Orientation</td>
<td>27th September 2017</td>
<td>18th –22nd September 2017</td>
</tr>
<tr>
<td>International Students Welcome</td>
<td>21st September 2017</td>
<td>19th –20th September 2017</td>
</tr>
<tr>
<td>Orientation</td>
<td></td>
<td>22nd September 2017</td>
</tr>
<tr>
<td>Introduction to Clinical Psychiatry</td>
<td>25th- 26th, 28th - 29th September &amp; 5th October 2017</td>
<td></td>
</tr>
<tr>
<td>Term 1 Modules</td>
<td>2nd October – 15th December 2017</td>
<td>25th September–7th December 2017</td>
</tr>
<tr>
<td>Reading Week</td>
<td></td>
<td>6th – 10th November 2017</td>
</tr>
<tr>
<td>Term 2 Modules</td>
<td>C Modules 8th January – 9th February 2018</td>
<td>C Modules 8th January – 15th February 2018</td>
</tr>
<tr>
<td></td>
<td>D Modules 19th February – 23rd March 2018</td>
<td>D Modules 19th February – 29th March 2018</td>
</tr>
<tr>
<td>Reading Week</td>
<td></td>
<td>12th - 16th February 2018</td>
</tr>
<tr>
<td>Term 3 Modules</td>
<td></td>
<td>E Module 2nd May – 25th May 2018</td>
</tr>
<tr>
<td>Revision</td>
<td>May/June 2018 dates to be confirmed</td>
<td>May/June 2018 dates to be confirmed</td>
</tr>
<tr>
<td>Examinations</td>
<td>Wednesday 6th June and Friday 8th June 2018</td>
<td></td>
</tr>
<tr>
<td>Project deadline</td>
<td>Anticipated Wednesday 5th September 2018</td>
<td></td>
</tr>
</tbody>
</table>
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 separate Orientation Periods for all students at both King’s and LSHTM. During this time, students are introduced to the schools and 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 allocated a personal tutor.

Classes are scheduled throughout Terms 1 and 2, except during Reading Weeks which are periods intended for academic study, study skills and computer workshops. In Term 3, classes are held during Wednesday to Friday of the first five weeks of the term and finish prior to the examination period in early June. Revision sessions and project preparation sessions at King’s will be scheduled during Monday and Wednesday of those weeks. Revision sessions and project preparation sessions at LSHTM will also be scheduled during this term. After a period of revision, the written examinations are taken in June. During the remainder of the academic year (June, July and August) students undertake work on their Project Report for submission in early September.

Although the examination period finishes in early June, all students are required to be available throughout the summer term in case an assessment needs to be rescheduled at short notice. For one-year master’s students, the vacation starts after the end of your programme in the following September.

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

<table>
<thead>
<tr>
<th>King's</th>
<th>LSHTM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DATES</strong></td>
<td><strong>TERM 1</strong></td>
</tr>
<tr>
<td>25 Sep – 3 Nov 2017</td>
<td><strong>Term 1 Modules</strong></td>
</tr>
<tr>
<td>6 – 10 Nov 2017</td>
<td><strong>Reading Week</strong></td>
</tr>
<tr>
<td>13 Nov – 7 Dec 2017</td>
<td><strong>Term 1 Modules</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>DATES</strong></th>
<th><strong>TERM 2</strong></th>
<th><strong>DATES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Jan – 15 Feb 2018</td>
<td><strong>C1 Module</strong></td>
<td>8 Jan – 9 Feb 2018</td>
</tr>
<tr>
<td>12 - 16 Feb 2018</td>
<td><strong>Reading Week</strong></td>
<td>12 - 16 Feb 2018</td>
</tr>
<tr>
<td>19 Feb – 29 Mar 2018</td>
<td><strong>D1 Module</strong></td>
<td>19 Feb – 23 Mar 2018</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>DATES</strong></th>
<th><strong>SUMMER (TERM 3)</strong></th>
<th><strong>DATES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2– 25 May 2018</td>
<td><strong>E Module</strong></td>
<td>18 Apr – 18 May 2018</td>
</tr>
<tr>
<td></td>
<td><strong>Revision/Project</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Examinations</strong></td>
<td>6 &amp; 8 Jun 2018</td>
</tr>
<tr>
<td></td>
<td><strong>Project Submission</strong></td>
<td>5 Sep 2018</td>
</tr>
<tr>
<td></td>
<td><strong>Resit Assessments</strong></td>
<td>19 &amp; 21 Sep 2018</td>
</tr>
</tbody>
</table>
2.3 **Timetable Overview**

For modules taken at LSHTM, students will be able to check the timetables and room information for each module they are enrolled on via their personalised eTimetable and can be accessed via Outlook or via a smartphone calendar. Full instructions on how to access your eTimetable will be provided. Week 1 of the timetable will be available on Moodle as some students may not be able to access eTimetable in the first few days.

For King’s modules, students will have a personal timetable that details when your classes will take place, which is available to download for Apple, Android or Blackberry devices.

Please note: where modules have more than one seminar group, your personal timetable will indicate which seminar group you have been assigned to. The Module leader is responsible for seminar group allocations. Please do not attend any seminar group other than that to which you have been assigned.

Students must always check their timetable prior to any taught sessions to ensure that no changes have taken place to the timing or location of the session. Programme Administrators will notify students via Moodle/ KEATS of any changes beforehand, if possible.

2.4 **MSc Programme Description**

This is a joint programme provided by the School and King’s College London, Institute of Psychiatry, Psychology and Neuroscience. This course provides participants with the knowledge and skills to initiate, develop and oversee mental health programmes in low-resource settings, and to conduct and critically evaluate research on global mental health. These skills will equip students to make valuable contributions in research, public health, policy and practice.

By the end of the programme, students will be able to:

- demonstrate knowledge and understanding of the mental health challenges facing low resource settings
- devise locally appropriate and feasible strategies to reduce the burden of mental disorders
- develop research protocols to investigate key issues in global mental health including epidemiological, intervention- and policy-related questions
- apply research skills to monitor and evaluate mental health programmes
3. MODULES OF STUDY

3.1 Schedule of Modules

Term 1
Students take three core modules taught on a linear basis at both LSHTM and King’s throughout the term over a 10-week period.

Term 2
In Term 2 there are four module slots. Students will be expected to attend one core compulsory module to be held at LSHTM and choose three elective modules from those available at both King’s and LSHTM. It is important to note that scheduling of teaching will differ at each institution so please ensure you are aware of the timetabling for each of the modules selected.

Some modules at LSHTM 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.

At LSHTM each Term 2 module runs for 2½ days a week during a 5-week period. The C-slot runs before Reading Week and the D-slot runs after Reading Week. C1/D1 modules run in the first part of the week and C2/D2 modules run in the second part of the week. This is represented in the 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>

King’s: Modules consist of one day of classroom teaching with an additional day of directed self-study every week over a five-week period. Teaching for modules running in Blocks C1 and D1 is all day on Mondays. Teaching for modules running in C2 is all day on Thursdays.

<table>
<thead>
<tr>
<th>Slot</th>
<th>When</th>
<th>Period</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Before Reading Week</td>
<td>Mon (All day) Tues (Directed Self-Study)</td>
<td>5 weeks</td>
</tr>
<tr>
<td>C2</td>
<td>Before Reading Week</td>
<td>Thurs (All day) Fri (Directed Self-Study)</td>
<td>5 weeks</td>
</tr>
<tr>
<td>D1</td>
<td>After Reading Week</td>
<td>Mon (All day) Tues (Directed Self-Study)</td>
<td>5 weeks</td>
</tr>
</tbody>
</table>

Term 3
All students will be enrolled on the Theory to Practice in Global Mental Health module held at King’s. 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 (pm) to Fri (pm)</td>
<td>5 weeks</td>
</tr>
</tbody>
</table>
### 3.2 Module Information

**C** = **Compulsory** (these must be taken for your programme)

**R** = **Recommended Options** (you can choose from these options)

**P** = **Peripheral Options** (you must consult your Programme Director prior to selection)

#### Term 1 Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Institution</th>
<th>Code</th>
<th>Slot</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals in Global Mental Health</td>
<td>LSHTM</td>
<td>2341</td>
<td>AB1</td>
<td>C</td>
</tr>
<tr>
<td>Statistics for EPH</td>
<td>LSHTM</td>
<td>2021</td>
<td>AB1</td>
<td>C</td>
</tr>
<tr>
<td>Principles of Psychiatric Research and Psychiatric Epidemiology</td>
<td>King’s</td>
<td>7PALGPPR</td>
<td>AB1</td>
<td>C</td>
</tr>
</tbody>
</table>

#### Term 2 Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Institution</th>
<th>Code</th>
<th>Slot</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Statistical Methods in Psychiatric Epidemiology</td>
<td>King’s</td>
<td>7PAGRSTA</td>
<td>C1</td>
<td>P</td>
</tr>
<tr>
<td>Measurement in Mental Health</td>
<td>King’s</td>
<td>7PAGRMMH</td>
<td>C1</td>
<td>P</td>
</tr>
<tr>
<td>Drugs, Alcohol and Tobacco</td>
<td>LSHTM</td>
<td>1457</td>
<td>C1</td>
<td>P</td>
</tr>
<tr>
<td>Health Care Evaluation</td>
<td>LSHTM</td>
<td>1400</td>
<td>C1</td>
<td>P</td>
</tr>
<tr>
<td>Health Promotion Approaches and Methods</td>
<td>LSHTM</td>
<td>1807</td>
<td>C1</td>
<td>P</td>
</tr>
<tr>
<td>Research Design and Analysis</td>
<td>LSHTM</td>
<td>2423</td>
<td>C1</td>
<td>P</td>
</tr>
<tr>
<td>Mental Health Economic Evaluation</td>
<td>King’s</td>
<td>7PALMMEE</td>
<td>C2</td>
<td>P</td>
</tr>
<tr>
<td>Conflict and Health</td>
<td>LSHTM</td>
<td>1402</td>
<td>C2</td>
<td>P</td>
</tr>
<tr>
<td>Design &amp; Analysis of Epidemiological Studies</td>
<td>LSHTM</td>
<td>2417</td>
<td>C2</td>
<td>P</td>
</tr>
<tr>
<td>Health Systems</td>
<td>LSHTM</td>
<td>1808</td>
<td>C2</td>
<td>P</td>
</tr>
<tr>
<td>Qualitative Methods</td>
<td>LSHTM</td>
<td>1700</td>
<td>C2</td>
<td>P</td>
</tr>
<tr>
<td>Statistical Methods in Epidemiology</td>
<td>LSHTM</td>
<td>2402</td>
<td>C2</td>
<td>P</td>
</tr>
<tr>
<td>Social Psychiatry: Theory, Research &amp; Methods</td>
<td>King’s</td>
<td>7PAGRSPT</td>
<td>D1</td>
<td>P</td>
</tr>
<tr>
<td>Qualitative Research: Theory, Methods &amp; Practice</td>
<td>King’s</td>
<td>7PALMQUA</td>
<td>D1</td>
<td>P</td>
</tr>
<tr>
<td>Epidemiology of Non-Communicable Diseases</td>
<td>LSHTM</td>
<td>2407</td>
<td>D1</td>
<td>P</td>
</tr>
<tr>
<td>Medical Anthropology and Public Health</td>
<td>LSHTM</td>
<td>1802</td>
<td>D1</td>
<td>P</td>
</tr>
<tr>
<td>Social Epidemiology</td>
<td>LSHTM</td>
<td>2472</td>
<td>D1</td>
<td>P</td>
</tr>
<tr>
<td>Design &amp; Evaluation of Mental Health Programmes</td>
<td>LSHTM</td>
<td>2342</td>
<td>D2</td>
<td>C</td>
</tr>
</tbody>
</table>

#### Term 3 Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Institution</th>
<th>Code</th>
<th>Slot</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory to Practice in Global Mental Health</td>
<td>King’s</td>
<td>7PALGTTP</td>
<td>E</td>
<td>C</td>
</tr>
<tr>
<td>Systematic Review (attendance only module)</td>
<td>King’s</td>
<td>7PALMSYS</td>
<td>E</td>
<td>R</td>
</tr>
</tbody>
</table>

### 3.3 Module Descriptions

A link to the LSHTM Module Specifications is published on the relevant module pages on Moodle. The Module Specifications can also be found on the website at the following link: [https://www.lshtm.ac.uk/study/courses/masters-degrees/module-specifications](https://www.lshtm.ac.uk/study/courses/masters-degrees/module-specifications)
The LSHTM Module Specifications contain the following information:

- **General Information** – Module code, credits, Module Organiser 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.

Descriptions of King’s modules can be found at: [http://keats.kcl.ac.uk](http://keats.kcl.ac.uk). You will need to log in using your KEATS username and password.

### 3.4 Module Choices

Students will be given information about module choice during Orientation Week at the start of the year. A number of modules will be compulsory for your programme which means you have to take these modules. Other modules are optional which allows for a degree of choice. Optional modules are further divided into ‘Recommended’ which you select from, or ‘Peripheral’ which you have to discuss with your Programme Director prior to selection. If you need help with your Module Choices, please ask your Personal Tutor or MSc Programme Director. 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 which can be found in the Module Catalogue on at: [https://www.lshtm.ac.uk/study/courses/masters-degrees/module-specifications](https://www.lshtm.ac.uk/study/courses/masters-degrees/module-specifications) & [http://keats.kcl.ac.uk](http://keats.kcl.ac.uk).
(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 Orientation Week.
(g) There will be a Module Fair in the November Reading Week for you to review your Term 2 and 3 choices.

**Deadlines for module choices**
The following deadline has been set for you to make your module choices:

**2.00 pm Friday 17 November 2017** Term 2 and 3 module choices to be made

Both King’s and LSHTM will only allow 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](https://lshtm.sharepoint.com/students/Pages/forms.aspx) form must be completed. This can be found on the intranet here: [https://lshtm.sharepoint.com/students/Pages/forms.aspx](https://lshtm.sharepoint.com/students/Pages/forms.aspx).

Failure to choose your modules in accordance with the process will 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**
During Reading Week in Term 1, there will be a Module Fair at both King’s & LSHTM where you can discuss your Term 2 and 3 module choices with the Module Organisers. You will then have a week in which to choose your Term 2 and 3 module selections or change them if you chose them at the start of the year.

**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](https://lshtm.sharepoint.com/students/Pages/forms.aspx) which is available on the School’s website at the following location: [https://lshtm.sharepoint.com/students/Pages/forms.aspx](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 will be 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.
4. THE PROJECT REPORT

4.1 Project Handbook

A separate Project Handbook will be published on your MSc Moodle page by the start of Term 2, however, 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 towards a substantial proportion of your final degree result as outlined in the final MSc Awards Scheme. The Project Handbook gives details of the project marking scheme used, as well as further guidance on the learning objectives your Project Report will need to demonstrate.

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:

- an analysis of work done or data collected prior to or during the programme
- 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

4.4 Project Length

The Project Handbook gives details of the recommended and maximum permitted length for Project Reports. Some programmes will specify a word limit, while others will specify a maximum number of pages in a set format. The programme-specific section of the Project Handbook gives details.

4.5 Project Supervision

Each student is responsible for identifying a topic for his/her project and finding a supervisor; this may be your personal tutor or another member of staff from either LSHTM or King’s. Supervisors act as advisors, and will discuss your project with you and will usually review one draft of the Report; but, for example, they are not expected to correct your English. You should
expect to do most of 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 rigorous processes for this, 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 sought if required.

The Project Handbook gives full details of project approval procedures, including ethical approval. Students on the following joint degrees: **MSc One Health, MSc Global Mental Health** and **MSc Veterinary Epidemiology** should refer to their separate Project Handbooks for guidance. Students on the joint degree **MSc Health Policy, Planning and Financing** will follow the School’s ethics approval process.

### 4.7 Ethics Approval

For all MSc Projects (except **MSc One Health, MSc Global Mental Health** and **MSc Veterinary Epidemiology**), any projects involving human participants, or human data, must be given formal ethical approval by the School before they can proceed. Students on MSc One Health, MSc Global Mental Health and MSc Veterinary Epidemiology, must follow the ethics procedures outlined in their MSc Project Handbook (students on **MSc Health Policy, Planning and Financing** will follow the School’s ethics approval process.)

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 whatsoever, or for which the only human data involved is fully 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 will need to start initial planning (thinking about your project topic, and developing an initial proposal) from early in the spring term, if not before. While taking taught modules in the spring term, you will also need to develop your proposal more fully, then get formal approval from your supervisor and Programme Director(s), and possibly from the Ethics Committee. The main work of the project is expected to be undertaken over the summer, after the exams finish in June. 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 a great deal of further useful information or will direct you as to where to find out more on important topics such as laboratory and fieldwork safety, ethical approval, potential sources of funding, writing up your Project Report, recognising the contribution of others, and submission procedures and requirements for the final Project Report. Copies of past students’ projects are also available via the Library.

4.10 Academic Writing

The Academic Writing handbook also gives helpful guidance for writing up extended pieces of academic work like the project (especially 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 and King's arrangements for assessment and examinations, leading to the award of credits, for Masters 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://lshtm.sharepoint.com/students/Pages/student-regulations.aspx

5.2 Participation in a Programme

In order to be awarded a Masters 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 Director may judge that the student has not fulfilled the requirements for the award of the degree. This will be reported to the relevant Board of Examiners. Regardless of the marks obtained in any assessed coursework submitted by the student, the Board may decide to refuse to award the degree on the grounds that the student has failed to participate fully in the programme. No such decision shall be taken by the Board of Examiners without considering any extenuating circumstances reported to it and, in all cases, without an oral examination of the student.

5.3 Credit Framework

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

At King’s and LSHTM, 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/Publications/Documents/qualifications-frameworks.pdf

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

- Term 1 plus exams
- Modules in Terms 2 and 3
- Research project
<table>
<thead>
<tr>
<th>When</th>
<th>Term 1 (Oct-Dec) plus summer exams</th>
<th>Terms 2 &amp; 3 (Jan-May)</th>
<th>Term 3 (June-Sept)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element</strong></td>
<td>A range of taught modules of different sizes.</td>
<td>5 individual taught modules</td>
<td>Research project</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>60 credits (awarded as a block)</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>Coursework for each module</td>
<td>Project report</td>
</tr>
<tr>
<td><strong>Grades required to be awarded credits</strong></td>
<td>Paper 1 $\geq 1$, and Paper 2 $\geq 1$, and Papers combined $\geq 2$</td>
<td>A minimum mark of 2 is required for each module. (One module with a mark of 1-1.99 can be compensated provided the combined GPA for all five modules is $\geq 2$).</td>
<td>A minimum mark of 2 is required.</td>
</tr>
</tbody>
</table>

$\geq = \text{Equal to or greater than}$  
GPA = Grade Point Average

### 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

Therefore, an MSc which is 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.

King’s grades will be converted to the LSHTM GPA scheme using the grade conversion table:
<table>
<thead>
<tr>
<th>King's percentage mark</th>
<th>LSHTM grade point</th>
</tr>
</thead>
<tbody>
<tr>
<td>70-100</td>
<td>5</td>
</tr>
<tr>
<td>60-69</td>
<td>4</td>
</tr>
<tr>
<td>55-59</td>
<td>3</td>
</tr>
<tr>
<td>50-54</td>
<td>2</td>
</tr>
<tr>
<td>40-49</td>
<td>1</td>
</tr>
<tr>
<td>&lt;40</td>
<td>0</td>
</tr>
</tbody>
</table>

5.6 Resits

Any student who does not gain credits for a certain element of their degree, as a result of failing particular assessments, will need to resit the failed assessment(s). Assessments can be resat only once, so if a resit is required it is essential to 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.

Failing a project will require a resit on a basis prescribed by the Exam Board. Timing and requirements will depend on the issues identified; standard requirements will be 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.

5.7 Degree Classification

For students who have obtained sufficient credit and are hence due an award, degree classifications of Pass or Distinction are determined using the MSc Award Scheme which can be found on the School website at the following link: [https://lshtm.sharepoint.com/students/Pages/student-regulations.aspx#taughtcourse](https://lshtm.sharepoint.com/students/Pages/student-regulations.aspx#taughtcourse). Grades from modules, exams and the project are combined to calculate a degree GPA. The degree GPA will be weighted as follows:

- 30% from the examined Term 1 component
- 40% from assessed Term 2 and 3 modules
- 30% from the project

Degree GPA scores of 4.3 or above constitute distinctions, and any in the range 4.15 to 4.3 will be considered by the Exam Board for the potential award of a distinction.
5.8 Assessments and Exams during the Academic Year

Assessment in Term 1 (60 credits)
There is no formal assessment during Term 1 teaching.

The award of credits for Term 1 is determined by the summer exams, which consist of two equally-weighted 3-hour unseen written examination papers. Paper 1 tests the specific content of the teaching in Term 1; while Paper 2 tests ability to integrate the knowledge acquired during the whole programme, building on Term 1 material and learning.

Many Term 1 modules also have formative assignments for monitoring purposes; these do not count towards the award of credit or the final degree.

Assessment in Terms 2 and 3 (75 credits)
Formal assessment in Terms 2 and 3 consists of assessment tasks for each module studied, used to determine the award of credits. Students take 5 modules worth 15 credits each. Details of the assessment for each module are provided in the module specification.

Project Report (45 credits)
The Project, is undertaken over the summer and written up as a Project Report for submission by a deadline in early September. Please see the Project Handbook for further details.

5.9 Regulations for Examinations and Timed Assessments

Students will be issued with 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 at LSHTM

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 coursework or project deadline (maximum extension of 3 calendar weeks for coursework and 6 calendar weeks for projects.)

If extenuating circumstances are granted, you can be allowed a new attempt at the assessment at a later date. 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:

http://www.lshtm.ac.uk/edu/taughtcourses/handbooks_regs_pols/extcircs.html
5.11 Special Assessment Arrangements at LSHTM

Special assessment arrangements can be made for students undertaking assessments in cases of long-term health conditions (including pregnancy) or disability, for example, extra time in examinations for dyslexia, or special chairs for students with back problems. In the first instance, students should email Joshua.gulrajani@kcl.ac.uk at Kings and/or disability@lshtm.ac.uk at LSHTM and be prepared to provide documentary evidence of any condition. 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

A candidate who has Special Assessment Arrangements in place can still submit a request for extenuating circumstances if they experience a serious and unforeseen effect of their conditions or if they experience extenuating circumstances based on factors not connected with their condition.

5.12 Submission of Assessments at LSHTM

All module assessment tasks must be completed and submitted electronically via Moodle 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 and D2 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 Late Submission of Assessments at LSHTM

If an assignment is submitted up to one week late, the mark will be lowered by one grade; if it is more than one week late, it will be considered a failure and students will automatically be given a zero mark (fail). Project Reports handed in late will automatically be given a zero mark (fail).

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 Marking of Assessed Work at LSHTM

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 will have their own requirements and marking criteria. However, as a general guide, 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, none incorrect.</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 is shown together with use of irrelevant points.</td>
<td>Many correct but essential part (to be defined) incorrect or unknown.</td>
</tr>
<tr>
<td>0</td>
<td>None of the major points present; many irrelevant points included and a serious lack of understanding.</td>
<td>Some correct, essential part incorrect.</td>
</tr>
</tbody>
</table>

5.15 Grading and Feedback Procedures at LSHTM

Assessed work which contributes to the final degree result is marked independently by two members of staff. Where discrepancies in marks occur, the two members of staff discuss and agree a final mark. In some cases, the work may be referred to a third member of staff to agree the mark. Once the markers have agreed the provisional marks, these are moderated by another member of staff. A selection of assessed work is also reviewed by the external examiner. Marking of assessed work is done anonymously - which means the staff 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 tasks to aid learning. If there is a delay in providing feedback, i.e. 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>Monday 22 January 2018</td>
</tr>
<tr>
<td>Term 2 (C1/C2)</td>
<td>Monday 05 March 2018</td>
</tr>
<tr>
<td>Term 2 (D1/D2)</td>
<td>Monday 23 April 2018</td>
</tr>
<tr>
<td>Term 3</td>
<td>Monday 18 June 2018</td>
</tr>
</tbody>
</table>

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

5.16 Assessment arrangements, rules and procedures at King’s

For College information on academic regulations, assessment and feedback, including an A-Z assessment page, and information on the marking framework, and important information on plagiarism, please click visit the webpages in ‘My handbook’ below:
http://www.kcl.ac.uk/aboutkings/quality/academic/myhandbook/regs.aspx

**Marking Process at King’s**

The College Marking Framework can be found at:
https://www.kcl.ac.uk/governancezone/Assessment/Marking-Framework.aspx

This Programme implements a Double Marking by Retrospective Sampling policy (Model 3 of the College Marking Framework). Double marking by sampling means that all examination scripts and other forms of written assessment are marked by an Internal Examiner(s). A second marker then double marks a sample of the work already first marked. If this method is employed the following safe guards must be adhered to:

The sample size must be a MINIMUM of 10% of the entire cohort or FIVE scripts (whichever is greater) and include:

- For modules with less than 20 students enrolled – at least ONE script per classification
- For modules with 20-29 students enrolled – at least TWO scripts per classification
- For modules with 30 or more students enrolled – at least THREE scripts per classification

The second marker must not alter the marks of any assessments in the sample.

As part of a standard teaching practice for the purposes of fair assessment, moderation of marks on either coursework or examination scripts may take place following marking, if deemed necessary. Moderation involves comparing the standard of all pieces of work given the same grade (or similar %) across the cohort to ensure the criteria for marking have been applied in a fair and consistent manner across different pieces of work. Please note, a candidate who does not attend an examination, or who does not submit a piece of assessed coursework, will normally fail that examination with a mark of zero, unless the candidate is affected by mitigating circumstances. Refer to the section on Mitigating Circumstances in the online College information in ‘MyHandbook’.
**Feedback on your work**
At King’s we are very keen to give prompt and meaningful feedback on each piece of work that you submit. Please click on the link below to access the College’s Guidelines for Students on Feedback: [http://www.kcl.ac.uk/governancezone/Assets/Students/Feedback-Policy.pdf](http://www.kcl.ac.uk/governancezone/Assets/Students/Feedback-Policy.pdf)

**Coursework**
The Programme is required to adhere to College policy for the return of feedback and marks on coursework within 4 weeks following submission by students. You will receive a mark sheet which contains qualitative feedback by both first and second markers and your final mark.

**What to do if you have questions about your mark or feedback**
At King’s there are processes in place to ensure that the marks and feedback returned to you are accurate and helpful. We therefore hope that you will have no further questions about your mark or feedback, once these are returned to you. However, if you have questions about a specific mark or piece of feedback on a coursework essay, in the first instance please approach the marker by e-mail to arrange a meeting.

If you still have queries about the feedback you have received, you should arrange a meeting with the relevant Module Leader. If you continue to have queries and wish to discuss your coursework further following these meetings, or if you have a query about a series of marks, you may e-mail your Programme Leader to arrange an appointment. Please do not contact the Head of Department about any of these issues.

Although you may receive further feedback and guidance, please note that your mark will not be changed. The marks received for compulsory pieces of assessment, such as coursework essays, are not negotiable and the academic regulations do not permit appeals on the basis of academic judgement. If you think there is the possibility that an administrative error has occurred, however, please approach your Programme Administrator and the necessary checks will be made.

Full details of the complaints and appeals procedure are available on the Student Conduct & Appeals Office webpages: [https://www.kcl.ac.uk/aboutkings/orgstructure/ps/acservices/conduct/Academic-Appeals.aspx](https://www.kcl.ac.uk/aboutkings/orgstructure/ps/acservices/conduct/Academic-Appeals.aspx)

**Final Confirmed Marks**
Results of examinations and coursework undertaken during the 2017/18 academic year will be agreed at the Programme Assessment Sub-Board. The marks indicated will be provisional and subject to ratification by the LSHTM Programme Board.

**PLEASE NOTE:** Programmes may release unconfirmed ‘raw’ marks to students prior to their ratification by the Programme Assessment Sub-Board and Faculty Assessment Board meetings. However, please note that these remain provisional until final ratification.

**Late Submission**
Material for assessment, including essays and dissertations, must be submitted by the dates specified in this handbook. Work submitted late but within 24 hours of the stated deadline
will be capped at the Pass mark (50%). Work submitted more than 24 hours late will score zero. Exceptions can be made if the candidate has suffered illness or other cause found acceptable by the Assessment Sub-Board after submission of a Mitigating Circumstances form (please refer to the Mitigating Circumstances section in the online College information in ‘MyHandbook’)

**Reassessment**
A candidate who fails a King’s assessment at the first attempt may, at the discretion of the Programme Assessment Sub-Board, be reassessed on the failed element on one further occasion. This applies to both coursework and written examination components of a module. Please note that results for retakes are capped at 50%.

**Assessment Methods**
As detailed in the table below, King’s modules are assessed via a combination of unseen coursework essays and oral examinations.

**Assessment Weighting**
Each element of assessment carries a particular weighting, that is, it constitutes a proportion of the overall mark. The weighting for assessments on the King’s lead models on the MSc Global Mental Health is given below. **In order to pass the programme, students are required to pass each module with a weighted average mark of at least 50%** (the weighted average for the module is the weighted average of all the assessed elements for that module).

<table>
<thead>
<tr>
<th>Assessment Element</th>
<th>Credits/Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core module:</strong> Principles of Psychiatric Research &amp; Psychiatric Epidemiology Examination Papers</td>
<td>30 credits</td>
</tr>
<tr>
<td>Elective Module – Measurement in Mental Health</td>
<td>15 Credits</td>
</tr>
<tr>
<td>3 X 500 Word Exercise</td>
<td>Each 20% of module mark</td>
</tr>
<tr>
<td>1 x 1000 Word Exercise</td>
<td>40% of module mark</td>
</tr>
<tr>
<td>Elective Module – All other King’s elective modules</td>
<td>15 credits</td>
</tr>
<tr>
<td><strong>2,500-word essay</strong></td>
<td>100% of module mark</td>
</tr>
<tr>
<td><strong>Core module:</strong> Theory to Practice in Global Mental Health</td>
<td>15 Credits</td>
</tr>
<tr>
<td>Assignment</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Assessment Criteria**
The College’s generic marking criteria for both undergraduate and postgraduate programmes can be found at the following webpages:

[http://www.kcl.ac.uk/governancezone/Assets/Assessment/Marking%20Criteria,%20Taught%20Postgraduate.pdf](http://www.kcl.ac.uk/governancezone/Assets/Assessment/Marking%20Criteria,%20Taught%20Postgraduate.pdf)

Examinations and other forms of assessment are marked numerically out of 100. The College marking criteria for Level 7 degrees set out below should be read in conjunction with programme-specific and Faculty specific criteria as appropriate and should be viewed as a
starting point. The College marking criteria provide guidance on the overall standards expected at different grade bands but programme-specific criteria may be needed in order to ensure that marking decisions are consistent, fair and transparent to both staff and students: these criteria will appear on the feedback marks sheet you will receive for the modules you are attending.
General Criteria for marking coursework at King’s

| An exceptional answer that reflects outstanding knowledge of material and critical ability – Distinction ≥ 70 |
|---|---|---|---|
| Understanding | Depth of knowledge | Structure | General |
| Advanced, in-depth, authoritative, full understanding of key issues with evidence of originality | Complex work and key issues analysed. Wide range of sources used selectively to support argument/discussion. Strong evidence of critical approach to key issues and ability to evaluate arguments. | Coherent and compelling work, logically presented. | A++ (90-100) Insightful work displaying in-depth knowledge. For research dissertation/project: publishable quality, outstanding research potential, originality. |
| | | | A+ (80-89) Insightful work displaying in-depth knowledge. For research dissertation/project: work of publishable quality, excellent research potential, originality and/or independent thought, ability to make informed judgments. |
| | | | A (70-79) Thoughtful work displaying in-depth knowledge. For research dissertation/project: good research potential, evidence of independent thought, ability to make informed judgments. High standards of presentation. |

| A coherent answer that demonstrates critical evaluation – Merit 60-69 |
|---|---|---|---|
| Understanding | Depth of knowledge | Structure | General |
| In-depth understanding of key issues with evidence of some originality | Key issues analysed. Relevant sources used effectively to support argument/discussion. Clear evidence of critical approach to key issues and some ability to evaluate arguments. | Coherent work logically presented. | B+ (65-69) Thoughtful work displaying good knowledge and accuracy. For research dissertation/project: some evidence of research potential, clear thinking and/or ability to make informed judgments. Good standards of presentation. |
| | | | B (60-64) Work displays good knowledge and accuracy. For research dissertation/project: some evidence of clear thinking and/or ability to make informed judgments. Good standards of presentation. |

| A coherent and logical answer which shows understanding of the basic principles – Pass 50 – 59 |
|---|---|---|---|
| Understanding | Depth of knowledge | Structure | General |
| Understanding of some key issues with evidence of ability to reflect critically | Some key issues addressed. Relevant sources used to support argument/discussion. Some evidence of critical approach to key issues and ability to evaluate arguments. | Competent work in places but lacks fluency/coherence. | C+ (55-59) Work displays knowledge and understanding in most areas but the standard of work is variable. For research dissertation/project: evidence of clear thinking in places but lacks insight. Satisfactory standards of presentation. |
| | | | C (50-54) Work displays knowledge and understanding in some areas but some key issues are not addressed. For research dissertation/project: some evidence of clear thinking but lacks insight and fluency. Satisfactory standards of presentation. |
A superficial answer with limited knowledge of core material and limited critical ability ~ Fail 40 – 49

<table>
<thead>
<tr>
<th>Understanding</th>
<th>Depth of knowledge</th>
<th>Structure</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superficial understanding of some key issues, lack of focus</td>
<td>Key issues not always understood or addressed, gaps in the use of relevant sources used to support work</td>
<td>Weakness in structure, fluency and/or coherence</td>
<td>F+ (40-49) Work displays patchy knowledge and understanding and some key issues are not addressed. For the research dissertation/project: limited evidence of clear thinking, insight and/or fluency. Presentational weaknesses.</td>
</tr>
</tbody>
</table>

An answer almost entirely lacking in evidence of knowledge and understanding ~ Fail 0-39

<table>
<thead>
<tr>
<th>Understanding</th>
<th>Depth of knowledge</th>
<th>Structure</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of understanding of, or focus on key issues</td>
<td>Key issues misunderstood or not addressed Limited or no use of relevant sources to support work</td>
<td>Work is confused and incoherent</td>
<td>F (33-39) Incomplete answers with only peripheral knowledge relevant to the questions. Displays poor, disorganized presentation.</td>
</tr>
<tr>
<td></td>
<td>No evidence of a critical approach to key issues or ability to evaluate arguments</td>
<td></td>
<td>FF (20-32) Some attempt to write something relevant but with many flaws; nothing of substance,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FFF (0 -19) Serious errors, largely irrelevant material or unacceptably brief.</td>
</tr>
</tbody>
</table>

Approved CASC March 2015

1 A mark ≥40 - <49 is condonable where programme specific regulations permit King’s Coursework preparation & submission

Please ensure you familiarise yourself with the following:

Format and Word Length

- Students are required to submit 1 electronic copy via KEATS or by email to the Programme Office. To submit your electronic copy, log onto KEATS on https://login-keats.kcl.ac.uk/ using your King’s login & password and follow the instructions provided in the relevant module folder.
- Work should be typed on A4 white paper.
- Size 12 font.
- At least 1.5 lines spacing.
- Pages numbered.
- The title page should contain:
  - Your ID number (NOT your name: work is marked anonymously, in accordance with the policy of King’s College London).
  - The full title of the essay.
  - Module title & code (if applicable).
  - Number of words.
- Referencing: Please refer to KEATS. Please ensure you maintain consistency in the system you decide to choose.
- The prescribed word length must be adhered to as you may be penalised.
The Research Dissertation: preparation & submission

A key component of programme assessment is designing, executing and writing-up a small scale research project which is submitted by the end of the first year. To support you in this, you are allocated a research supervisor who is available for a minimum of ten hours of supervision, which is generally spread across the three terms. The supervisor’s role is to provide topic-specific or methodological advice and feedback regarding your project.

Late Submission for King’s assignments

Material for assessment, including essays and dissertations, must be submitted by the dates specified in this handbook. Work submitted late but within 24 hours of the stated deadline will be capped at the Pass mark (50%). Work submitted more than 24 hours late will score zero. Exceptions can be made if the candidate has suffered illness or other cause found acceptable by the Assessment Sub-Board (please refer to the King’s Mitigating Circumstances section later on in this handbook).

Learning and Teaching

At postgraduate level, independent learning is encouraged and the Programme you enrol on is designed to enable you to extend your knowledge and to develop transferable skills, including literature searching, critical appraisal and research. The Programme is delivered through a range of teaching and learning methods, aiming to provide up-to-date coverage of Mental Health issues and to offer you opportunities to pursue your own interests through extended essays and the research-based dissertation.

Lectures and discussions form the core teaching for each module. They cover the main topics and key themes in the curriculum of each module, and ideas are developed further in small group work, case analyses and student presentations. You are expected to supplement class work and lecture notes with further reading. Students find it helpful to do some preparatory reading each week. As well as recommended references, which are linked to each week’s sessions, independent literature searches will extend your knowledge and understanding and increase your chances of success.

Studying for a postgraduate diploma or master’s degree is a stimulating and enjoyable experience but it can also place challenging demands upon students, particularly those who have full-time jobs and families. In addition to taught sessions, postgraduate courses require independent study and personal commitment and you are expected to dedicate time and energy to your studies. In order to get the most out of the course you should arrange to devote at least 2-3 days per week, in addition to class contact time.

Attendance

Students are expected to attend the taught and clinical elements (if applicable) of the Programme. Attendance is important as active engagement and participation in teaching sessions will lead to better performance on your course of study and to better results. Attendance also informs the Programme’s duty to support you and your well-being, as it can help identify any personal problems you may be facing. Non-attendance, in contrast, has a detrimental effect on fellow students, group morale and the overall learning experience. Attendance will be monitored regularly through class registers. If you know you will be unable to attend a teaching session due to illness or other personal reason, please notify the Programme Administrator who will mark you as absent on the register for the reason.
provided. In cases of continuing non-attendance (two consecutive days or more) without prior notification, the Programme Office will notify your personal tutor who will in turn contact you to discuss the issue and ensure you are receiving necessary support.

**Teaching Materials**
Wherever possible, the Programme team will aim to upload lecture slides to the KEATS virtual learning environment on the day of the lecture and suggested reading material in advance of the lecture. At times when this is not possible or if there has been a delay, the slides for the equivalent lecture from a previous academic year may be uploaded as a substitute, if the lecture content has not changed significantly.

**Lecture Capture**
Lectures will normally be recorded, with the audio being linked to the lecture slides. Please note that the recording of the lecture is not a substitute for your attendance; you will still be expected to attend classes which are recorded.

The College’s IT team aims to upload recordings within a week of the lecture. There may be times when this takes longer, due to staff leave and absence.

It may not be possible to record all lectures: some material may be of a sensitive clinical nature and not suitable for recording. If you ever wish to make a recording of a lecture using your own device, please check with your programme team and ask the lecturer before doing so.

**KEATS**
http://keats.kcl.ac.uk

During the course of your studies, you will be required to access and participate in KEATS (King’s E-Learning and Teaching Service), the College’s Virtual Learning Environment (VLE) built using the Moodle platform. Put simply, KEATS enables staff to create on-line course sites to augment their students’ learning. These course sites can present a range of activities and resources to support teaching and learning such as:

- Programme and Module information
- Assessment Guidelines
- Online learning activities and courses
- Lecture notes, handouts and reading lists
- Subject based discussion fora/announcements
- Coursework and dissertation submission facility
- Coursework feedback
- Module evaluation questionnaires
- Past exam papers

To login to KEATS go to https://login-keats.kcl.ac.uk where you must use your King’s College London username and password. If you have any queries or concerns about the operation and use of KEATS, please contact the Programme Administrator. For technical issues (e.g. regarding your access), please contact 8888@kcl.ac.uk
5.17 Preparation for Assessments and Examinations

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

5.18 Health & Safety

https://internal.kcl.ac.uk/ioppn/ps/health-safety/index.aspx

The Institute of Psychiatry, Psychology & Neuroscience has a Health and Safety policy which aims to ensure safe working conditions and practices and to assign managerial and functional responsibilities in order that accidents and other losses are prevented or reduced. The policy applies to all staff, students and visitors working at the Institute. Where the Institute shares the occupation or control of premises with another employer then the safety policy and detailed arrangement will be jointly co-ordinated to ensure the health and safety of all occupants. Where Institute staff or students undertake any work on premises under the control of another employer then the policy and arrangements of that employer will apply. Students must register with a doctor and dentist in the area where they live. Overseas students and their dependants are entitled to free health care under the National Health Service providing that their programme of study is full time and lasts for more than six months. The College has a Health Centre for students to use, provided that you live within the catchment area. Please visit the webpage below for full information:

http://www.kclnhshealthcentre.com/

Overseas students who are on programmes of study of less than six months are not entitled to free health care under the National Health Service. Students from European Economic Area (EEA) countries should complete Form E111. Students from countries outside of the EEA which have no reciprocal arrangements with the United Kingdom should ensure that they take out medical insurance prior to leaving their home country.

Please note that from 1st September 2015, the Denmark Hill campus was designated a smoke-free environment. Smoking is prohibited on all College grounds surrounding the buildings. King’s College Hospital and South London and the Maudsley also have smoke-free policies in place.
6. **ACADEMIC MISCONDUCT**

6.1 **Introduction**

You are expected to comply with LSHTM’s and King’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](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 or 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 at LSHTM**

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](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 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 exam hall 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

### 6.8 Detecting Plagiarism through Turnitin

All Staff 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.

Both LSHTM & King’s 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.

The above details are not intended to frighten you; occasional slips in attribution or similarity of text may happen with even the most diligent student. All relevant factors will be taken into account in consideration of any case, and students will be presumed innocent unless the contrary can be established through formal procedures and on the balance of probabilities. However, please do not be tempted to copy material; plagiarism and other offences are easy to detect, and the risks are very high. It is not unusual for one or two students a year to fail an entire module or even their entire degree programme due to assessment irregularity issues, including plagiarism.

6.10 Avoiding Plagiarism – A Worked Example

A worked example of how to avoid plagiarism can be found in Appendix 2.
7. PERSONAL TUTORS & TUTORIALS

Early in Term 1 you will be allocated a Personal Tutor from either LSHTM or King’s. 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.

- **Personal Problems:** If you have personal problems, no matter how trivial, 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.

- **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).

- **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:** Early on, establish the best way for arranging these meetings with your personal tutor. 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 every 3 to 4 weeks, 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.


For details of the role of personal tutors at King’s please follow this link: [http://www.kcl.ac.uk/campuslife/services/tutor/index.aspx](http://www.kcl.ac.uk/campuslife/services/tutor/index.aspx)
8. STUDY GUIDANCE

8.1 Studying at the School

Some of you may have only recently completed your first degree or other professional training - in which case you will be well aware of how to study. For others, however, this may be your first experience of formal teaching and learning for some years and you may wonder how well you will adapt to an intensive taught programme. The School's taught Masters 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 Orientation Period 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 – especially the Student Adviser (Welfare & Disability) and your MSc Programme Director.
- Online resources to support specific skills – linked from the School's Study Skills page at [https://lshtm.sharepoint.com/Teaching-and-Support/Pages/study-skills-links.aspx](https://lshtm.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 guide to referencing and plagiarism, 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 in finding information, including online training and guidance, training courses and personalised one-to-one support. Further information is available via the Library & Archives Service intranet page at [https://lshtm.sharepoint.com/services/library](https://lshtm.sharepoint.com/services/library) under ‘Literature Searching’ and ‘Training’, and on Vimeo: [https://vimeo.com/channels/lshtmlibrary](https://vimeo.com/channels/lshtmlibrary).
8.2 Studying at King’s

Student Services

Formerly ‘The Compass’, Student Services provides a single point of access for all enquiries relating to King’s services including:

- Information (including academic/university administration)
- Advice
- Health
- Wellbeing
- Sport

Follow @kclstudent the official student account.

Library Services at King’s

Libraries are located at all the main campuses and provide information resources relevant to the subjects taught locally. The Library Enquiry desk staff are available to offer guidance on all library services, including help using the student computing facilities. Library resources are also available online. Further information and support is available at www.kcl.ac.uk/library.

8.3 What is the Workload?

Students spend approximately 36 hours per week on work related to their programme of study. This is higher during term-time and less during periods between terms. During term time we plan our teaching on the assumption that an average full-time student will need to spend approximately 36 hours per week on work related to their programme at the School. Not all of this time is actually spent in contact with members of staff: reading, thinking and preparing assessed coursework are all equally important. Each module is described in a module specification. These contain a section setting out the approximate breakdown of the time you are expected to spend on the various components of the module.

The module specifications be found on the web at: https://www.lshtm.ac.uk/study/courses/masters-degrees/module-specifications.

Forty hours per week is a considerable amount of time and you should certainly expect to study in the evenings and at weekends. On the other hand, there should also be an opportunity for you to spend time doing other things that are important to you: relaxing, enjoying yourself and finding out what London has to offer.

There are two main holiday periods - Christmas and Easter, each lasting a few weeks, and two Reading Weeks during the academic year. It is important that you use these periods to unwind after a hard term’s work but they are also an opportunity to reflect on what you have been taught, to do some general reading around your subject and, above all, to catch up on material which you did not understand or found particularly difficult during term time. Furthermore, additional sessions such as workshops on IT or other study skills often take place during these periods.
8.4 Reading

Every programme and module will provide you with a reading list, although the content of these will vary. In some cases, you will be expected to have read a particular paper or book chapter before coming to a practical class or seminar group session. This essential reading is very important and you will gain very little from the subsequent session if you have not done it. Other articles or books are important but in a more general way - they cover the same material as a lecture but in more detail or from a different perspective. 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 need to think about the material and about the author's arguments as you read. Making notes or highlighting text is very helpful and these notes and highlights will be useful when you need to revise material.

8.5 Programme Materials at LSHTM

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 (ORC) 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.

8.6 Lecture Capture at LSHTM

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 specific lectures or modules 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 is over, the speed of publication depends on a number of factors (including whether we are still awaiting the permission of the speaker) so please be patient.

8.7 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 also 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.

8.8 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 available at:

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.

8.9 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.

8.10 Computers and Learning

Many of you will already be familiar with using computers. 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://lshtm.sharepoint.com/Services/IT-Services/.

8.11 King’s Careers and Employability Information

http://www.kcl.ac.uk/campuslife/services/careers/index.aspx

King’s Careers & Employability exist to help you as students develop skills that are useful in the work place, as well support you to achieve career success both during and after your time at King’s.

We work with you to help bridge the gap between your education and your future careers through offering:

- guidance discussions (where you can discuss your interests and receive advice on potential careers and options),
- CV and application checking (which will allow you to present yourself at your best),
- practice interviews and assessment centres (to help you prepare for the task ahead) and
- King’s Leadership and Professional Skills Award (to help you develop the most sought after skills in the workplace such as effective team-working and communication).

We also host a number of career fairs and many employer events to help you navigate your way through the available choices by bringing distinguished employers to you, such as PWC, NHS and United Nations. Not only this, we also list an ever growing number of job and internship opportunities both in the UK and abroad on our King’s Career Connect, where you can also book appointments, register for events both on and off campus as well as apply for jobs.
9. KING’S COLLEGE POLICIES

9.1 Student Charter 2017/18

College-level Information
All College level information is online in ‘MyHandbook’ which contains information on student complaints, mitigating circumstances as well as many other key areas: https://www.kcl.ac.uk/aboutkings/quality/academic/myhandbook/index.aspx

Kings College Statement on Plagiarism and related forms of cheating
The following information forms part of the College’s Academic Honesty & Integrity guidance: [https://www.kcl.ac.uk/governancezone/Assets/Assessment/Academic-Honesty-and-Integrity-Policy.pdf]

Plagiarism is the taking of another person’s thoughts, words, results, judgements, ideas, images etc., and presenting them as your own. All work submitted as part of the requirements for any examination or assessment of the College must be expressed in the student’s own words and incorporate their own ideas and judgments. Direct quotations from the published or unpublished work of others, including that of other students, must always be identified as such by being placed inside quotation marks with a full reference to the source provided in the proper form. Paraphrasing – using other words to express another person’s ideas or judgments – must also be acknowledged and referenced in the appropriate manner. In the same way, the authors of images and audiovisual presentations must be acknowledged.

Plagiarism is the most common form of academic misconduct, and may arise intentionally or otherwise (e.g. through negligence, poor scholarship or lack of understanding). The College is committed to ensuring that students have appropriate guidance and opportunities to familiarise themselves with this concept and the measures which students should take to avoid plagiarism in their work. However, there is also a requirement for students to take responsibility for their academic work and to comply with the College’s standards and requirements.

Examples of plagiarism include but are not limited to:
- Copying ~ a student should not copy someone else’s work or thoughts and pass this off as their own, even if s/he has their permission;
- Copying ~ a student should not insert the writing or thoughts of others into their written work without the correct referencing;
- Copy and paste ~ a student may not copy text verbatim and pass this off as their own, without using quotation marks and citing the original source;
- Paraphrasing ~ avoid closely paraphrasing someone else’s work (e.g. by changing the order of the words slightly); either quote the work directly using quotation marks or put the ideas completely in your own words. Remember either way you must acknowledge the source using the appropriate citation conventions;
- Self-plagiarism ~ when students submit the same piece of work (or a significant part thereof) for different assessments – students can only be given credit once for any given piece of work;
• Essay banks ~ when students submit an assessment that has been written by a third party or obtained from a professional writing ‘service’.

**Collusion**
Collusion is when two or more students collaborate, without permission from the programme of study, to produce individual assessments that when compared significantly overlap in content, order, structure and format. Collusion is an issue of personal integrity and ethics; students who collude are acting dishonestly.

Examples of collusion include but are not limited to:
• Unauthorised collaboration between students to produce the same or substantially similar pieces of work which they then claim as their own;
• Essay banks ~ when a student submits an assessment that has been written by a third party or obtained from a professional writing ‘service’.
• Allowing another student to submit your work (in part or as a whole) as their own.

**Cheating**
Acting in a dishonest way to gain an unfair advantage is cheating. Examples include but are not limited to:
• making up or falsifying data for an assignment such as a research project;
• falsifying medical conditions or evidence to gain an advantage (e.g. deadline extension);
• taking unauthorised material into an examination;
• not complying with the instructions on an examination paper;
• not complying with the instructions of an invigilator;
• copying someone else’s work during an examination;
• talking to other students whilst under examination conditions;
• using unauthorised aids (e.g. a calculator) during an examination when not expressly permitted.
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.

<table>
<thead>
<tr>
<th>GOOD ANSWERS</th>
<th>POOR ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARGUMENTS</td>
<td>Weak and off the point</td>
</tr>
<tr>
<td>STRUCTURE</td>
<td>Muddled</td>
</tr>
<tr>
<td>USE OF SOURCES</td>
<td>Irrelevant, unselective</td>
</tr>
<tr>
<td>UNDERSTANDING</td>
<td>Purely descriptive</td>
</tr>
<tr>
<td>UNDERSTANDING</td>
<td>Purely descriptive</td>
</tr>
<tr>
<td>Style</td>
<td>Repetitive, unclear</td>
</tr>
<tr>
<td>(Students will not be penalised for imperfect use of English, as long as the level is reasonably adequate and comprehensible.)</td>
<td></td>
</tr>
<tr>
<td>REFERENCES</td>
<td>Lacking or incorrect</td>
</tr>
<tr>
<td>PRESENTATION</td>
<td>Hard to read</td>
</tr>
</tbody>
</table>

(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. This is available on the web at: [https://lshtm.sharepoint.com/Teaching-and-Support/Documents/academicwritinghandbook.pdf#search=academic%20writing%20handbook](https://lshtm.sharepoint.com/Teaching-and-Support/Documents/academicwritinghandbook.pdf#search=academic%20writing%20handbook).)
Preparation for examinations

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 the paper right through to the end**, then go back and read the instructions again (even if you think that you know how many questions are to be answered). Turn the examination paper over and make sure that you have read all the questions. Note:
  - If any questions are compulsory
  - The required number of questions
  - If you *must* answer at least one question from each section
  - If you are only allowed to answer a maximum number of questions from any one section.
- Before you start writing, **choose all the questions you are going to answer**. In this way you avoid realising, when you have answered one or two questions, that you should really have answered different ones. Reread your chosen questions very carefully. Some questions that look easy at first glance turn out to be very hard on a second look. See if other apparently difficult questions would actually be easier to answer well.
- **Plan how you are going to spend the time that you have available**. Look carefully at the instructions to see whether all questions carry equal weight; if one has twice the weight of all the others it is normally sensible to spend about twice as much time answering it
- 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.
- And 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...
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.