Table of Contents

INTRODUCTION AND WELCOME .................................................................................. 3
1. ADMINISTRATIVE ARRANGEMENTS .................................................................... 4
  1.1 Key Contacts .................................................................................................. 4
  1.2 Taught Programme Directors ....................................................................... 4
  1.3 Teaching Support Office (TSO) ..................................................................... 5
  1.4 Notices and Mail ............................................................................................ 5
  1.5 Programme Committee .................................................................................. 5
  1.6 Programme Representatives .......................................................................... 5
  1.7 Laboratory Coats ........................................................................................... 6
  1.8 Programme Evaluation .................................................................................... 6
  1.9 Class Photographs ......................................................................................... 6
  1.10 Student Handbook ....................................................................................... 7
2. PROGRAMME OF STUDY .................................................................................... 8
  2.1 Term and Holiday Dates ................................................................................ 8
  2.2 MSc Programme Structure ............................................................................ 8
  2.3 Timetable Overview ....................................................................................... 10
  2.4 MSc Programme Description ......................................................................... 10
  2.5 MSc Specific Information .............................................................................. 13
3. MODULES OF STUDY ....................................................................................... 16
  3.1 Schedule of Modules ..................................................................................... 16
  3.2 Module Information ....................................................................................... 17
  3.3 Module Descriptions ..................................................................................... 18
  3.4 Module Choices ............................................................................................. 19
4. THE PROJECT REPORT ...................................................................................... 22
  4.1 Project Handbook .......................................................................................... 22
  4.2 Objectives of the Project Report .................................................................... 22
  4.3 Project Types .................................................................................................. 22
  4.4 Project Length ................................................................................................ 22
  4.5 Project Supervision ....................................................................................... 22
  4.6 Project Approval ............................................................................................ 23
  4.7 Ethics Approval .............................................................................................. 23
  4.8 Timescales and Deadlines ............................................................................ 23
  4.9 Further Information ...................................................................................... 24
  4.10 Academic Writing ......................................................................................... 24
5. ASSESSMENT & CREDITS ................................................................................. 25
  5.1 Introduction .................................................................................................... 25
  5.2 Participation in a Programme ........................................................................ 25
  5.3 Credit Framework .......................................................................................... 25
  5.4 Credits and Learning Time ............................................................................ 26
  5.5 Award of Credits and Compensation ............................................................ 26
  5.6 Results ............................................................................................................ 27
  5.7 Degree Classification ...................................................................................... 27
  5.8 Assessments and Exams during the Academic Year ...................................... 27
  5.9 Regulations for Examinations and Timed Assessments .................................. 28
  5.10 Extenuating Circumstances and Extensions ................................................ 28
  5.11 Special Assessment Arrangements ................................................................. 28
  5.12 Submission of Assessments ........................................................................ 29
  5.13 Late Submission of Assessments .................................................................. 29
  5.14 Marking of Assessed Work ........................................................................... 29
  5.15 Grading and Feedback Procedures ............................................................... 30
  5.16 Preparation for Assessments and Examinations .......................................... 31
6. ACADEMIC MISCONDUCT ............................................................................... 32
  6.1 Introduction .................................................................................................... 32
  6.2 Assessment Irregularities Procedure .............................................................. 32
  6.3 Declaration on Plagiarism and Cheating ......................................................... 32
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.
Welcome to London, to the London School of Hygiene and Tropical Medicine (the School) and congratulations on choosing, and being accepted onto, this Programme.

The Programme is targeted at practising physicians and offers the broadest choice of Study Modules of any in the School. We and our colleagues hope you will enjoy your time in London, that you will benefit from the unique atmosphere of the LSHTM and that you will acquire knowledge and skills which will enhance your effectiveness in meeting the challenges of practice in Tropical Medicine and International Health in the 21st century. We can promise you that you will make friends from all over the world and have an interesting time.

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

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.

My colleagues and I are looking forward to meeting you all and we strive to be approachable and available for the many discussions we expect to have. Welcome again.

Best wishes

Professor Robin Bailey
Programme Director for MSc Tropical Medicine & International Health
1. ADMINISTRATIVE ARRANGEMENTS

1.1 Key Contacts

MSc Programme Director
Professor Robin Bailey
Room K/303a, Keppel Street
Tel: 2914
E-mail: Robin.Bailey@lshtm.ac.uk

MSc Programme Administrator
Ryan Bradley
Room G90B, Keppel Street
Tel: 8223
E-mail: Ryan.Bradley@lshtm.ac.uk

DTMH Programme Director
Professor Dave Moore
Room K/308, Keppel Street
Email: David.Moore@lshtm.ac.uk

1.2 Taught Programme Directors

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

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

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

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

The Teaching Support Office (TSO) is located in Room G90b, Keppel Street, next door to the Registry which is located in G90a. There is a student helpdesk in the TSO, where staff will be able to help you with any teaching-related questions you may have. The office is normally open from 9:00am to 5:00pm, Monday to Thursday and 9:00am to 1:00pm on Fridays, throughout the year. The TSO provides a friendly, one-stop location for information and advice about the School's face-to-face teaching programmes.

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

TSO responsibilities include:
- provision of programme/module information, teaching materials, timetables etc.
- allocation of teaching rooms
- arrangements for examinations and assessments
- 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**

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 by the MSc Programme Director. Student representatives are invited to attend the Programme Committee for their MSc.

1.6 **Programme Representatives**

Each programme nominates up to three representatives to the Students' Representative Council (SRC). These representatives also represent the class on the relevant Programme Committee, Faculty Student Representatives Committee and Student Experience Committee meetings.
Full details of the Constitution and Terms of Reference of the SRC can be found on the website here: https://www.lshtm.ac.uk/study/studentservices/students-representative-council

Class meetings with a member of staff (generally the MSc Programme Director) will be arranged to take place at regular intervals so that any problems can be voiced as they occur. The class representatives should arrange these meetings and agree the form they are to take. They should endeavour to build up a working relationship with the MSc Programme Director and other members of staff.

1.7 Laboratory Coats

All students whose programme or research involves laboratory work are required to have two white laboratory coats, which will be provided by the Faculty and laundered by the School. Laboratory coats are available in the size range of 80-140cms (31½- 55inches).

1.8 Programme Evaluation

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

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

**MSc Programme**
Evaluations are 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 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**
The School 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.

1.9 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.
1.10 **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
- English for Academic Purposes (EAP)
- Global Health Lecture Series
- Guidance on School Policies
- Interruption of Studies/Withdrawal
- 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 can be found on the School’s website at the following link: [https://www.lshtm.ac.uk/aboutus/term-and-holiday-dates](https://www.lshtm.ac.uk/aboutus/term-and-holiday-dates).

2.2 MSc Programme Structure

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

The academic year starts with a two-day International Students Welcome, followed by a one-week Orientation period. During this time, students are introduced to the School and its staff, given time to settle into London and to meet students and staff on their programme. Students are also introduced to some essential study skills, given guidance about module choices and allocated a personal tutor. Owing to time pressure the DTMH Professional Diploma lectures and seminars commence in orientation week, and there is a fairly full programme in parallel with the School-wide orientation programme.

Classes are scheduled throughout Term 1 and in Term 2, except during Reading Week, which is a period intended for academic study, study skills and computer workshops. For TMIH the series of lectures and seminars for the DTMH Professional Diploma continues in ‘reading week’ (6-10 Nov). In Term 3, classes are held in the second half of the first five weeks of the term and finish prior to the examination period in early June. Revision sessions and project preparation sessions will be scheduled during the other half of those weeks. 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 to produce a Project Report on an approved subject.

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 TMIH MSc Academic Year

### TERM 1

<table>
<thead>
<tr>
<th>Orientation week / start of DTMH module</th>
<th>25 – 29 Sept 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DTMH module (3463)</strong> Tropical Medicine, Parasitology and Public Health</td>
<td>3 Oct – 3 Nov 2017</td>
</tr>
<tr>
<td><strong>DTMH module (3463)</strong> (Reading Week)</td>
<td>6 - 10 Nov 2017</td>
</tr>
<tr>
<td><strong>DTMH module (3463)</strong> Tropical Medicine, Parasitology and Public Health</td>
<td>13 Nov – 15 Dec 2017</td>
</tr>
</tbody>
</table>

### TERM 2

<table>
<thead>
<tr>
<th>Mon – Wed (12:30)</th>
<th>Wed (14:00) – Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 Module</td>
<td>C2 Module</td>
</tr>
<tr>
<td>8 Jan – 9 Feb 2018</td>
<td></td>
</tr>
<tr>
<td><strong>Reading Week</strong></td>
<td>12 - 16 Feb 2018</td>
</tr>
<tr>
<td>D1 Module</td>
<td>D2 Module</td>
</tr>
<tr>
<td>19 Feb – 23 Mar 2018</td>
<td></td>
</tr>
</tbody>
</table>

### SUMMER (TERM 3)

<table>
<thead>
<tr>
<th>Revision/Project</th>
<th>E Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 Apr – 18 May 2018</td>
<td></td>
</tr>
<tr>
<td><strong>Examinations</strong></td>
<td>6 &amp; 8 Jun 2018</td>
</tr>
<tr>
<td><strong>Project Submission</strong></td>
<td>5 Sep 2018</td>
</tr>
<tr>
<td><strong>Resit assessments</strong></td>
<td>19 &amp; 21 Sep 2018</td>
</tr>
</tbody>
</table>
2.3 Timetable Overview

Students will be able to check the timetables and room information for each modules 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.

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 of any changes beforehand, if possible.

2.4 MSc Programme Description

Table 1. MSc TMIH objectives according to learning opportunity and assessment method

<table>
<thead>
<tr>
<th>Objective</th>
<th>Teaching Module/Study Module</th>
<th>Assessment method(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) demonstrate understanding of the causation, pathogenesis, clinical</td>
<td>PDTMH Term 1: 3463 module Tropical Medicine, Parasitology and Public Health Clinical teaching,</td>
<td>a)DTMH Bo5 MCQ, public health and practical exams at end of term 1 (not credit bearing but linked to award of Professional DTMH)</td>
</tr>
<tr>
<td>features, diagnosis, management, and control of the major parasitic,</td>
<td>Some optional term 2 and 3 study modules, especially AIDS and the Epidemiology and Control of Malaria</td>
<td>b) Term 3 unseen written exams; c) module assessment tasks.</td>
</tr>
<tr>
<td>bacterial, and viral diseases of tropical and developing countries;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ii) demonstrate knowledge and skills in diagnostic parasitology and</td>
<td>a)PDTMH module 3463, especially parasitology seminars and practicals b) optional modules:</td>
<td>a) DTMH Bo5 MCQ, public health and practical exams at end of term 1 (not credit bearing but linked to award of Professional DTMH); b) Term 3 unseen written exams; c) may be assessed via module assessment tasks</td>
</tr>
<tr>
<td>other simple laboratory methods;</td>
<td>Advanced Diagnostic Parasitology (3143), Epidemiology &amp; Control of Malaria (3195), Tropical &amp; Environmental Health (3434), Molecular Cell Biology &amp; Infection (3260).</td>
<td></td>
</tr>
<tr>
<td>Objectives</td>
<td>Term 1</td>
<td>Term 2</td>
</tr>
<tr>
<td>------------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>(iii) demonstrate understanding of and apply basic epidemiological principles, including selecting an appropriate study design to address a given clinical research question;</td>
<td>PDTMH group work Clinical teaching and discussions. Optional modules in terms 2 and 3 especially DANES (2417), and Epidemiology &amp; Control of Communicable Diseases (2437). Project.</td>
<td></td>
</tr>
<tr>
<td>(iv) demonstrate ability to select conduct apply and interpret basic statistical tests for the analysis of quantitative data;</td>
<td>PDTMH discussions. Terms 2 and 3 optional modules, especially Practical Skills for Clinical Research, DANES and SME. Project.</td>
<td></td>
</tr>
<tr>
<td>(v) be able to identify and critically evaluate published literature in order to make appropriate clinical decisions in areas such as diagnosis, test selection, treatment, control and prognosis;</td>
<td>PDTMH module 3463 discussions Term 2 optional modules especially Practical Skills for Clinical Research Clinical teaching. Project.</td>
<td></td>
</tr>
<tr>
<td>(vi) be able to communicate relevant medical knowledge at an appropriate level to patients, healthcare professionals, colleagues and other groups;</td>
<td>Clinical teaching; student seminars. Terms 2 and 3: modules, especially Practical Skills for Clinical research</td>
<td></td>
</tr>
<tr>
<td>(vii) understand the basic sciences underlying clinical and public health practice, at an appropriate level depending on the individual student's choice of modules.</td>
<td>All modules</td>
<td></td>
</tr>
</tbody>
</table>
OBJECTIVES
By the end of the Programme students should be able to:

(i) demonstrate understanding of the causation, pathogenesis, clinical features, diagnosis, management, and control of the major parasitic, bacterial, viral, and non-communicable diseases of tropical and developing countries;
(ii) demonstrate knowledge and skills in diagnostic parasitology and other simple laboratory methods;
(iii) understand and apply basic epidemiological principles, including selecting an appropriate study design to address a given clinical question;
(iv) select, apply and interpret basic statistical tests for the analysis of quantitative data;
(v) identify and critically evaluate published literature in order to make appropriate clinical decisions in areas such as diagnosis, test selection, treatment, and prognosis;
(vi) understand the key contribution of clinical trials to the evidence base of tropical medicine and international health, and how such trials are designed, conducted, analysed and reported;
(vii) communicate relevant medical knowledge at an appropriate level to patients, healthcare professionals, colleagues and other groups; and
(viii) understand the basic and applied sciences underlying clinical and public health practice, at an appropriate level depending on the individual student’s choice of modules.

Term 1: The initial one week orientation period includes an introduction to studying at the School, sessions on key computing and study skills, and the first lectures seminars and practical’s for the Professional Diploma in Tropical Medicine and Hygiene (DTMH). During the remaining eleven weeks students take the PDTMH module 3463-Tropical Medicine, Parasitology and Public Health. In addition, in a series of seminars at lunchtimes, students present their own experience to colleagues. The DTMH Professional Diploma exam is in the last week of term.

Terms 2 and 3: Students take a total of five modules, one from each timetable slot. Modules shown in *italics* can usually be taken after consultation with the Programme Director and Module Organiser.

**C1:** Practical Skills for Clinical Research; Clinical Virology; Epidemiology & Control of Malaria; Advanced Immunology 1; Childhood Eye Disease and Ocular Infections; Designing Disease Control Programmes in Developing Countries; Drugs, Alcohol and Tobacco; Economic Evaluation; Generalised Linear Models; Health Care Evaluation; Health Promotion Approaches and Methods; Maternal & Child Nutrition; Molecular Biology & Recombinant DNA Techniques; Research Design & Analysis; Sociological Approaches to Health; Study Design: Writing a Study Proposal.

**C2:** Conflict & Health; Design & Analysis of Epidemiological Studies; Advanced Diagnostic Parasitology; Advanced Immunology 2; Clinical Bacteriology 1; Family Planning
Programmes; Health Systems; History & Health; Molecular Virology; Non-communicable Eye Disease; Population, Poverty & Environment; Qualitative Methodologies; Statistical Methods in Epidemiology.

D1:  Control of Sexually Transmitted Infections; Advanced Training in Molecular Biology; Applied Communicable Disease Control; Clinical Immunology; Current Issues in Safe Motherhood & Perinatal Health; Epidemiology of Non-Communicable Diseases; Evaluation of Public Health Interventions; Implementing Eye Care: Skills and Resources; Medical Anthropology and Public Health; Modelling & the Dynamics of Infectious Diseases; Nutrition in Emergencies; Organisational Management; Social Epidemiology; Tropical Environmental Health; Vector Sampling, Identification and Incrimination.

D2:  Epidemiology & Control of Communicable Disease; Ethics, Public Health & Human Rights; Global Disability and Health; Immunology of Parasitic Infection: Principles; Analytical Models for Decision Making; Clinical Bacteriology 2; Design & Evaluation of Mental Health Programmes; Environmental Epidemiology; Genetic Epidemiology; Globalisation & Health; Molecular Biology Research Progress & Applications; Nutrition Related Chronic Disease; Population Dynamics & Projections; Reviewing the Literature; Sexual Health; Survival Analysis and Bayesian Statistics; Vector Biology & Vector Parasite Interaction.

E:  AIDS; Antimicrobial Chemotherapy; Mycology; Advanced Statistical Methods in Epidemiology; Analysing Survey & Population Data; Applying Public Health Principles in Developing Countries; Environmental Health Policy; Integrated Vector Management; Integrating Module: Health Promotion; Molecular Cell Biology & Infection; Nutrition Programme Planning; Pathogen Genomics; Principles and Practice of Public Health; Vaccine Immunology.

2.5  MSc Specific Information

2.5.1  Scientific Facilities and Societies

The Royal Society of Tropical Medicine and Hygiene
The RSTMH holds meetings regularly throughout the year, many of which will be of interest to MSc TMIH students, and you are welcome to attend. These meetings are free. As a registered medical practitioner, you are eligible for election as a Fellow of the Society; many LSHTM staff are also RSTM&H fellows and will be happy to propose you for membership: there is a reduced membership rate for students. Membership includes a subscription to Transactions of the Royal Society of Tropical Medicine and Hygiene.

The John Snow Society
Meets regularly during term and commemorates the development of epidemiology and public health in London with talks walks and visits to historical sites (and pubs!?).
2.5.2 Staff teaching the MSc

The Clinical Research Department
Most staff involved closely in TMIH teaching belong to this Department. The research interests of the Department of Clinical Research focus on diseases of public health importance in resource-constrained settings. The Department has particular strengths in mycobacterial disease (tuberculosis and leprosy), malaria, sexually transmitted infections, HIV/AIDS, eye health, and tropical and travel medicine.

Activities include trials of new therapies, vaccines and educational interventions; population and clinic-based epidemiological studies; the development and evaluation of new diagnostic tests; studies investigating the immunological and molecular correlates of pathogenesis and protective immunity, and genetic polymorphisms conferring protection or susceptibility to infectious diseases; health services research which aims to identify the most efficient and cost-effective way to deliver health care; and health policy analysis.

Major research programmes and groups coordinated within the Department of Clinical Research include:

- Wellcome Trust Bloomsbury Centre for Clinical Tropical Medicine and the Wellcome Trust Clinical PhD Programme in International Health: fellows based in Uganda, Malawi, Tanzania, South Africa, Zambia and India work on topics including HIV, tuberculosis, HSV-2, trachoma, micronutrients, mental health and helminth infections.
- International Centre for Eye Health
- Malaria Centre with activities in Ghana, Tanzania, Yemen and Afghanistan
- TB Centre
- MARCH Centre – maternal and child health
- Vaccine Centre

Current projects and recent publications are listed on staff webpages.

Our work
Several members of the Department practice clinical medicine at the Hospital for Tropical Diseases, in purpose-built accommodation within the University College Hospitals NHS Foundation Trust, five minutes' walk from the School. However, our research is multidisciplinary, extending from basic laboratory science (immunology and molecular biology) through clinical medicine to epidemiology, public health and economics. We collaborate extensively with other Departments in the School, in the UK and overseas, especially in Africa, but also in Asia and South America. Department staff are based in The Gambia, Uganda, Tanzania, Zambia, Malawi, South Africa and India, and we have research degree students based in many other countries.

The Department has particular strengths in research on HIV and related infections. Work on the interaction between HIV infection and other sexually transmitted infections focuses
particularly on HSV-2, and the effect of HSV treatment on HIV transmission, with studies in Ghana, Burkina Faso, CAR, Uganda, Tanzania, Malawi and South Africa. Several staff research interactions between HIV infection and tuberculosis in Zambia, Malawi and South Africa, including trials of population-based tuberculosis case finding; novel strategies using isoniazid preventive therapy; and studies of new diagnostics. Work in leprosy includes research into the pathogenesis and treatment of leprosy reactions, interaction with HIV, and investigation of new drugs, with studies in India, Nepal, Ethiopia and Brazil.

Eye health projects, ongoing in India, Nepal, Ethiopia, Nigeria and Brazil, include work on causes of blindness, retinopathy of prematurity, and the effect of services for children with impaired vision. Work on trachoma in The Gambia and Tanzania ranges from studies of pathogenesis to interventions to control this disease. Members of this Department run a number of Programmes, including the MScs in Tropical Medicine and International Health, Public Health for Eye Care, the Diploma in Tropical Medicine and Hygiene (DTM&H), the East African DTM&H and a number of short Programmes.
3. **MODULES OF STUDY**

### 3.1 Schedule of Modules

**Term 1**
Students take the PDTMH module Tropical Medicine, Parasitology and Public Health (3463).

**Term 2**
In Term 2 there are four module slots. 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.

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

<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>

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

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

**Part-time study**

TMIH does not have strictly part time option, but ‘split study’ where the Programme is studied over two years with a one year break is on offer. Normally, this option cannot be exercised once study has started by students on Tier 4 visas, where it may contravene the visa conditions.
### 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>
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<th>Slot</th>
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<tr>
<td>Tropical Medicine, Parasitology and Public Health</td>
<td>3463</td>
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#### Term 2 Modules

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<tr>
<td>Advanced Immunology 1 (linked)</td>
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<td>Childhood Eye Disease and Ocular Infections</td>
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<td>Designing Disease Control Programmes in Developing Countries</td>
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<td>Drugs, Alcohol and Tobacco</td>
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<td>Epidemiology &amp; Control of Malaria</td>
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<td>Generalised Linear Models</td>
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<td>Health Care Evaluation</td>
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<td>Health Promotion Approaches and Methods</td>
<td>1807</td>
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<td>Maternal &amp; Child Nutrition</td>
<td>2440</td>
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<td>Molecular Biology &amp; Recombinant DNA Techniques</td>
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<td>Practical Skills &amp; Clinical Research</td>
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<td>Research Design &amp; Analysis</td>
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<td>Study Design: Writing a Study Proposal</td>
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<td>Advanced Immunology 2 (linked)</td>
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<td>Clinical Bacteriology 1</td>
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<tr>
<td>Conflict and Health</td>
<td>1402</td>
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<tr>
<td>Design &amp; Analysis of Epidemiological Studies</td>
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<td>Health Systems</td>
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<td>Population, Poverty and Environment</td>
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<td>Applied Communicable Disease Control</td>
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<td>Epidemiology of Non-Communicable Diseases</td>
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<td>2464</td>
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<td>Organisational Management</td>
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<td>Analytical Models for Decision Making</td>
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<tr>
<td>Clinical Bacteriology 2</td>
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<td>D2</td>
<td>P</td>
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<tr>
<td>Design &amp; Evaluation of Mental Health Programmes</td>
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<td>Ethics, Public Health &amp; Human Rights</td>
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<td>Vector Biology &amp; Vector Parasite Interactions</td>
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**Term 3 Modules**

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<td>AIDS</td>
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<td>Analysing Survey &amp; Population Data</td>
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<td>Antimicrobial Chemotherapy</td>
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<td>Applying Public Health Principles in Developing Countries</td>
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<td>Environmental Health Policy</td>
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<td>Integrated Vector Management</td>
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<td>Molecular Cell Biology &amp; Infection</td>
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<td>Principles and Practice of Public Health</td>
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<td>Vaccine Immunology</td>
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### 3.3 Module Descriptions

A link to the 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 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.

**Mixed Mode**

TMIH students may choose any of the modules in the mixed mode list, and up to 4 may be swapped out.

Full details on taking Distance Learning Modules by Mixed Mode can be found on the School Intranet at: [https://lshtm.sharepoint.com/Teaching-and-Support/Documents/mixed_mode_dl_modules_msc.pdf](https://lshtm.sharepoint.com/Teaching-and-Support/Documents/mixed_mode_dl_modules_msc.pdf)

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

**3.4 Module Choices**

Students will be given information about module choice during Orientation Week at the start of the year. Module selection takes place via the School’s Online Module Registration System. 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.
(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 deadlines have been set for you to make your module choices via the Online Module Registration system:

2.00 pm Friday 29 September 2017 Term 1 module choices to be made
2.00 pm Friday 17 November 2017 Term 2 and 3 module choices to be made

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

Failure to choose your modules in accordance with the process 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 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 you change them if you chose them at the start of the year.

Special Cases
It is possible to take module which is not part of your programme, if you can demonstrate a special case for doing this (i.e. the module is of particular relevance to your proposed project). Students will be allowed to make a maximum of one ‘special case’ module choice which must be formally approved by the MSc Programme Director and the relevant Module Organiser. Students wishing to make a special case module choice must complete the Application for Special Approval of a Module Choice which is available on the School’s website at the following location: https://lshtm.sharepoint.com/students/Pages/forms.aspx.
The completed forms must be submitted to the Teaching Support Office by the published deadline for module choices.

**Module Limits**
There 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

Programme Directors will ensure that every student has a supervisor, to guide with the planning, undertaking and writing up of project work. You should contact your Programme Director if you are having any problems with identifying a suitable supervisor. 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 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](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, 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 the School, all Masters modules are benchmarked at Masters level (in line with Level 7 of the Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland)). Further information on this is available from the Quality Assurance Agency website at the following link: [http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf](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>
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<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>
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<td>Research project</td>
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<td><strong>Credits</strong></td>
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<td>75 credits (15 credits per module)</td>
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<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 = ≥ 1, and Paper 2 = ≥ 1, and Papers combined = ≥ 2</td>
<td>A minimum mark of 2 is required for each module. <em>(One module with a mark of 1-1.99 can be compensated provided the combined GPA for all five modules is ≥ 2).</em></td>
<td>A minimum mark of 2 is required.</td>
</tr>
</tbody>
</table>

≥ = 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.

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. Grades from modules, exams and the project are combined to calculate a degree GPA.

5.8 Assessments and Exams during the Academic Year

Assessment in Term 1 (60 credits)

There is no formal assessment during Term 1 teaching but students may take the Professional Diploma in Tropical Medicine and Hygiene exams, which do not carry Masters credits. The award of credits for Term 1 is determined by the summer exam, which consist of one three-hour written examination paper. Term 1 is worth a total of 60 credits.

The DTMH module (3463) Tropical Medicine, Parasitology and Public Health may have progress assignments for monitoring purposes; these do not count towards the award of credit or the final degree (known as formative assignments).

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

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

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. Students should email disability@lshtm.ac.uk early in Term 1 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

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, D2 and E modules. Details of arrangements for assessment submission, including the deadline, will be provided on the Module Moodle page and must be adhered to.

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

5.13 Late Submission of Assessments

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

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

- Grade pointes 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. or Not submitted.</td>
<td>Some correct, essential part incorrect. or Not attempted.</td>
</tr>
</tbody>
</table>

### 5.15 Grading and Feedback Procedures

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 Preparation for Assessments and Examinations

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

6.1 Introduction

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

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

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

Otherwise, please consult your Personal Tutor, Programme Director 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

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

6.3 Declaration on Plagiarism and Cheating

By submitting work for assessment you are confirming that:

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

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

6.5 Cheating

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

Key points you should be aware of include:

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

6.6 Other Assessment Irregularities

The School’s policies also define other types of assessment irregularities which you must avoid, such as 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

School 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.

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

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

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

- **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.

Further details of the role of personal tutors are given in the School’s Student Support Code of Practice at: https://lshtm.sharepoint.com/Teaching-and-Support/Documents/student_support_code_of_practice_2016_17.pdf#search=student%20support%20code%20of%20practice
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
- 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, 2006).
  - 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.
8.2 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 40 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.

8.3 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.

8.4 Programme Materials

You will be provided with teaching materials and information through your programme and module Moodle pages. The Moodle pages will contain information about the module and a copy of the timetable, together with copies of essential readings, where
applicable. Some modules also have an online reading list (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.

### 8.5 Lecture Capture

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

Please be aware of the following:

- Whilst the vast majority of lectures are captured, some 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.

### 8.6 Lectures and Other Teaching Methods

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

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

8.8 **Developing Independent and Critical Thinking**

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

8.9 **Computers and Learning**

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/.

**Calculators**

For those of you who need to purchase a calculator we suggest a Casio fx-85GT. It has many useful features including built-in statistical functions. It is not very expensive, costing about £10.00, and a number of shops on Tottenham Court Road sell them.
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>Rigorous, relevant to question</td>
<td>ARGUMENTS</td>
</tr>
<tr>
<td>Clear, logical</td>
<td>STRUCTURE</td>
</tr>
<tr>
<td>Relevant, selective</td>
<td>USE OF SOURCES</td>
</tr>
<tr>
<td>Imaginative interpretation</td>
<td></td>
</tr>
<tr>
<td>Critical approach to both theory and methods used in sources</td>
<td>UNDERSTANDING</td>
</tr>
<tr>
<td>Deep, developing own ideas</td>
<td></td>
</tr>
<tr>
<td>Fluent, clear</td>
<td>STYLE</td>
</tr>
<tr>
<td>Correctly cited</td>
<td>REFERENCES</td>
</tr>
<tr>
<td>Legible, correct length</td>
<td>PRESENTATION</td>
</tr>
</tbody>
</table>

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

The Academic Writing handbook gives further guidance on the above areas – including tips about answering questions appropriately, structuring and presenting your work, language skills and standards, citing and referencing, etc. This is available on the web at: 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 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 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.

This is a particularly poor use of the source material; not only are there no inverted commas to indicate a quotation, but the authors are not cited at all so you are effectively claiming that this is your original idea.

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

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

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

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

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

**What to put in the reference list**

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


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