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INTRODUCTION AND WELCOME

Welcome to the London School of Hygiene and Tropical Medicine (LSHTM / the School) and Institute of Psychiatry, Psychology & Neuroscience (IoPPN), King’s College London (KCL / King’s), and congratulations on being accepted into the MSc in Global Mental Health.

The MSc is hosted by the Centre for Global Mental Health (CGMH)¹, a collaboration between LSHTM and King’s Health Partners (incorporating King’s College London), including the Institute of Psychiatry, Psychology & Neuroscience and three of London’s most successful NHS Foundation Trusts. Centre members have been at the forefront of global mental health initiatives, including The Lancet series on global mental health², the Movement for Global Mental Health³, the Mental Health Innovation Network⁴, and a range of research and capacity-building projects in Asia and Africa.

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

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

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

In addition to your studies, we also hope that you will take full advantage of the wide range extra-curricular activities at both LSHTM and King’s as well as the galleries, museums and

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¹ http://www.centreforglobalmentalhealth.org/
³ https://www.globalmentalhealth.org
⁴ http://www.mhinnovation.net
cultural life that London has to offer. Both campuses have good transport links to many places of interest. In fact, your route between campuses is a good introduction to many of the sights of the capital! Many areas of central London are accessible from LSHTM by foot.

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

Best wishes,

Dr Ritsuko (Ritz) Kakuma, MSc GMH Programme Director (LSHTM)
Dr Rosie Mayson, MSc GMH Programme Leader (King’s)

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 2018). 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.
1. ADMINISTRATIVE ARRANGEMENTS

1.1 Key Contacts – Core MSc GMH Management Team

<table>
<thead>
<tr>
<th>MSc Programme Director, LSHTM</th>
<th>MSc Programme Leader, King’s</th>
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<tbody>
<tr>
<td>Dr Ritsuko (Ritz) Kakuma</td>
<td>Dr Rosie Mayston</td>
</tr>
<tr>
<td>Room: 142b, Keppel Street</td>
<td>Room: H0.07, David Goldberg Centre</td>
</tr>
<tr>
<td>Tel: 020 7958 8123</td>
<td>Tel: 020 7848 5054</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:Ritsuko.Kakuma@lshtm.ac.uk">Ritsuko.Kakuma@lshtm.ac.uk</a></td>
<td>E-mail: <a href="mailto:rosie.mayston@kcl.ac.uk">rosie.mayston@kcl.ac.uk</a></td>
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<thead>
<tr>
<th>MSc Programme Administrator, LSHTM</th>
<th>MSc Programme Administrator, King’s</th>
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<tbody>
<tr>
<td>Ms Diana Iliescu</td>
<td>Mr Jermaine Edwards</td>
</tr>
<tr>
<td>Room: G90, Keppel Street</td>
<td>Room: Room H1.11, David Goldberg Centre</td>
</tr>
<tr>
<td>Tel: 020 7927 2251</td>
<td>Tel: 020 7848 0493</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:Diana.Iliescu@lshtm.ac.uk">Diana.Iliescu@lshtm.ac.uk</a> / <a href="mailto:mscgmh@lshtm.ac.uk">mscgmh@lshtm.ac.uk</a></td>
<td>E-mail: <a href="mailto:gmh-msc@kcl.ac.uk">gmh-msc@kcl.ac.uk</a></td>
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<thead>
<tr>
<th>EPH Programme Administration Manager, LSHTM</th>
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<tbody>
<tr>
<td>Andrew Purssell</td>
<td></td>
</tr>
<tr>
<td>Room: Teaching Support Office, G90b Keppel Street</td>
<td></td>
</tr>
<tr>
<td>Tel: 020 7927 2494</td>
<td></td>
</tr>
<tr>
<td>E-mail: <a href="mailto:Andrew.Purssell@lshtm.ac.uk">Andrew.Purssell@lshtm.ac.uk</a></td>
<td></td>
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</table>

1.2 Taught Programme Directors / Education Leader

At King’s, MSc Global Mental Health is overseen by the Education Lead at IoPPN. At LSHTM, 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.

<table>
<thead>
<tr>
<th>Epidemiology &amp; Population Health (EPH)</th>
<th>Education Lead (King’s-IoPPN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Craig Higgins</td>
<td>Dr Barbara Barrett</td>
</tr>
<tr>
<td>Address: 140a Keppel Street</td>
<td>Address: H2.11, David Goldberg Centre</td>
</tr>
<tr>
<td>Tel: 020 7927 224</td>
<td>Denmark Hill</td>
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<tr>
<td>E-mail: <a href="mailto:craig.higgins@lshtm.ac.uk">craig.higgins@lshtm.ac.uk</a></td>
<td>Tel: 020 7848 5082</td>
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<tr>
<td></td>
<td>E-mail: <a href="mailto:barbara.m.barrett@kcl.ac.uk">barbara.m.barrett@kcl.ac.uk</a></td>
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<tr>
<th>Infectious and Tropical Diseases (ITD)</th>
<th>Public Health and Policy (PHP)</th>
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<tbody>
<tr>
<td>Professor Nick Dorrell</td>
<td>Dr Hannah Babad</td>
</tr>
<tr>
<td>Address: 304b Keppel Street</td>
<td>Address: G18 Tavistock Place</td>
</tr>
<tr>
<td>Tel: 020 7927 2838</td>
<td>Tel: 020 7927 2328</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:nick.dorrell@lshtm.ac.uk">nick.dorrell@lshtm.ac.uk</a></td>
<td>E-mail: <a href="mailto:hannah.babad@lshtm.ac.uk">hannah.babad@lshtm.ac.uk</a></td>
</tr>
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1.3 **Key Resource Personnel**

LSHTM’s Teaching Support Office (TSO) and King’s Educational Support Team provide administrative support for London-based taught programmes. TSO staff work in five teams, three of which support the MSc programmes offered by each of LSHTM’s three Faculties. The fourth team provides support to LSHTM’s Continuing Professional Development Short Courses and School-wide elements of Research Degrees. The fifth team provides support to timetabling and room booking.

Staff are on hand to help you with any problems and can usually point you in the right direction for obtaining advice and assistance if they cannot help directly.

TSO / EST 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

**King’s Student Services**

The College has a single point of access for all enquiries related to King’s services that cover information (including academic / university administration), advice, health, wellbeing and sport.

They offer a broad range of practical information, guidance and documentation (including replacement ID cards):

- Student Services is staffed by Student Support Officers
- First stop for all information, guidance and documentation
- Your enquiries are effectively resolved
- All Student Services desks have an allocated private space, so you can speak to us in confidence if you need to
- We bring services from across the university to you by hosting drop-in sessions
- We work closely with services across the university to provide you with specialist support when required

They are here to help with any questions on any subject - Student Services is designed around students’ needs. If they can't support you directly, as experts on the university they are best placed to help direct through the other services across the university to find the most effective help.

The Student Services website can be found [here](https://www.kcl.ac.uk/campuslife/services/student-services.aspx). They are available on campus, online and by the phone. The closest on-campus provision is at the Weston Education Centre Library, Cutcombe Road, London SE5 9RJ.
<table>
<thead>
<tr>
<th><strong>LSHTM</strong></th>
<th><strong>King’s</strong></th>
</tr>
</thead>
</table>
| **TSO contact details**  
Address: G90, Keppel Street  
Open: 9-5pm (Mon-Fri)  
Tel: 020 7299 4800 (enquiries)  
E-mail: HTSO@lshtm.ac.uk | **EST contact details**  
Address: 4th floor of the main Institute building, Denmark Hill Campus  
Open: 9am-5pm (Mon-Fri)  
E-mail: ioppn.educationsupport@kcl.ac.uk |
| **Registry**  
Address: G90a  
Open: 9.30-6.00 (Mon-Thu) / 9.30-13.00 (Fri)  
Tel: 020 7299 4656 | **Student Services** for registration or fee related queries  
Tel: 020 7848 1234  
Email: Student@kcl.ac.uk |
| **MSc Ethics Helpline**  
Email: mscethics@lshtm.ac.uk | **King’s Research Ethics Office**  
Email: rec@kcl.ac.uk |
| **LSHTM Library & Archives Services**  
Tel: 020 7927 2276  
E-mail: library@lshtm.ac.uk | **IoPPN Library**  
borrowing and access enquiries  
Tel: 020 7848 0204  
E-mail: libraryservices@kcl.ac.uk |
| **ITS Helpdesk**  
Address: Student Common Room (Lower Ground Floor) at Keppel Street  
Hours: 8:30am - 5:30pm (Mon - Fri)  
Tel: 020 7927 2186 or ext 5000 onsite  
Email: servicedesk@lshtm.ac.uk  
https://lshtm.sharepoint.com/Services/ITS-Services/Pages/students.aspx | **IT Services**  
for email problems, technical problems with KING’S computer access  
Tel: 020 7848 8888  
Email: 8888@kcl.ac.uk |
| **Student Advice & Counselling Service (LSHTM)**  
Tel: 020 7299 4705  
Open: 9am – 5pm, Mon-Fri  
Physically located at: Keppel Street, London WC1E 7HT United Kingdom  
Email: studentadvice@lshtm.ac.uk  
Intranet: https://lshtm.sharepoint.com/Teaching-and-Support/Student-Advice-and-Counselling/ | **Counseling & Mental Health Support (KCL)**  
Tel: 020 78498 1234  
Open: 9am – 5pm, Mon-Fri  
Physically located at: Level 4 Bush House, Strand Campus  
Email: counselling@kcl.ac.uk  
https://www.kcl.ac.uk/campuslife/services/counselling/index.aspx |
| **Student Advice & Counselling Service (LSHTM)**  
See details above. | **Disability queries**  
for disability provision enquiries  
Email: disability@kcl.ac.uk |
| **Student Forum**  
for enquiries about IoPPN student social events, or about the Student Forum in general  
Email: iop.studentforum@gmail.com |
1.4  Key Resource Documents

The **Student Charter** sets out the mutual responsibilities and aspirations of students, as well as contain information on the various policies and processes related to your MSc experience.

- LSHTM’s Student Charter[^6]
- King’s Student Charter[^7]

**Student Handbooks** also provide comprehensive information about all aspects of postgraduate studies at LSHTM and King’s:

- LSHTM’s Student Portal[^8]
- King’s MyHandbook[^9]

This **MSc Global Mental Health Handbook** provides you with key information about your programme and modules. It should be read alongside the Student Handbook, the GMH Project Handbook, and LSHTM/King’s Policies and Regulations, the Pre-Registration web pages and your Offer Letter.

The **MSc GMH Project Handbook** outlines in detail the objectives, processes and marking process and criteria for the project report (see details in section 4). The Handbook and other relevant information/documentation is available on LSHTM’s virtual learning page – Moodle. See teaching platforms in section 2 for more information.

1.5  Mail, Notices and Staff Availability

All MSc GMH students will receive King’s and LSHTM accounts with user names, passwords as well as King’s and LSHTM email addresses. It is important that students regularly check both email accounts because they are the **only** addresses your Programme, the Faculty and Institutions will use to send you official information (King’s will use your King’s email address, and LSHTM will use your LSHTM email address).

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

If a student email is sent to the Programme Administrator or Programme Leader/Director, we aim to respond within three working days; however, this may not always be possible during exceptionally busy periods, and during periods of leave.

Staff directly involved in your teaching (including supervisors) will normally be available, during term time, between the hours of 9am-5pm on weekdays. You can contact them using email, their office telephone, or arrange a meeting in person. Senior staff (e.g. Professors) will often have an assistant to manage their diary, in which case it can sometimes be best to

[^7]: https://www.kcl.ac.uk/governancezone/Students/Student-Charter.aspx
[^8]: https://lshtm.sharepoint.com/students
[^9]: https://www.kcl.ac.uk/aboutkings/quality/academic/myhandbook/index.aspx
contact this person to find a time when the staff member is available to speak to you. Should you have any difficulty contacting staff, please raise this with your Programme Administrator and/or Programme Leader/Director, who will be able to advise and assist.

1.6 Programme Committee

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

The responsibilities of the Programme Committee are:

1. To ensure that the programme is academically sound and compares favourably with other similar programmes.
2. To enhance and develop the curriculum in line with current trends in the subject.
3. To ensure the programme falls within the remit of the Institute's academic profile.
4. To guarantee that entry requirements, teaching methods, assessment procedures and provision of support are suitable for both the programme and students.
5. To ensure that assessment procedures are fair and consistent and that the award conferred is appropriate to both programme and student performance.
6. To make sure adequate resources are made available to the programme.
7. To consider feedback from students on the programme.

Minutes of the Programme Committee will go to the Divisional Education Committee (DEC). The recommended months for Programmes to hold their meetings are: November, January, April. The Chair of the Programme may be required to liaise with the DEC and consider any business required by that committee.

1.7 Programme Student Representatives

At LSHTM, each programme nominates up to three representatives to the Students' Representative Council (SRC). These representatives also represent the class on the relevant Programme Committee and at Faculty Student Representatives meetings. Full details of the Constitution and Terms of Reference of the SRC can be found [here](https://www.lshtm.ac.uk/study/studentservices/students-representative-council) for LSHTM and [here](https://www.kclsu.org/representingyou/studentreps/) for King’s.

Early in the academic year, we will ask for volunteers who would like to become student representatives. This is a chance to represent your fellow students at regular programme committee meetings, where you can give feedback to the programme team. The Programme Committee should meet three times a year.

If necessary, class meetings with a member of staff (generally the MSc Programme Director and the King’s Programme Leader) 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 their Programme Director/Leader.

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10 https://www.lshtm.ac.uk/study/studentservices/students-representative-council
11 https://www.kclsu.org/representingyou/studentreps/
relationship with the MSc Programme Director, the King’s Programme Leader, and other members of staff.

Being a student representative is a very rewarding experience. However, it does require a good deal of commitment, as you will need to prepare for each meeting that you attend, and you may sometimes have to prepare written reports detailing the feedback that you have gathered from your fellow course mates. You will be the key contact to whom a group of two or more students who raise queries or concerns about their Programme of study will be redirected in order to represent their views at a Programme Committee meeting.

1.8 IoPPN Student Forum

The IoPPN Student Forum was set up as an umbrella organisation to represent all those studying at the IoPPN, automatically open to anyone joining this growing community. The primary objective of the Forum is to facilitate links, social and business, between students from every department. The Forum aims to foster a supportive and collaborative student body, which enables all those to get involved who want to, and to offer an accessible point of social entry to those less sure.

If you have been elected as student representative for your programme, you will have the opportunity to represent your programme at meetings of the Student Forum where you will be able to raise School-wide issues, which cannot be resolved by your programme alone. The Student Forum usually meets about 3 or 4 times a year and you will be expected to attend each of these meetings.

1.9 Student Liaison Officers

The Student Liaison Officers role was established in March 2018 in response to students expressing interest in getting involved with CGMH activities to gain experience and as feel part of the Centre. MSc GMH students can get involved with broader CGMH activities, which provide opportunities for students to gain a better understanding of the key issues in GMH, be exposed to ongoing research, get to know more like-minded individuals, and gain practical experience that can be beneficial when looking for employment after the MSc. The Terms of Reference is available in Appendix 1.

1.10 Programme Feedback / Evaluation

Programmes and modules are constantly evolving, and we depend upon feedback from students to help us to continually improve them. Module feedback is taken seriously, and your feedback will be discussed within your programme committees and fed upwards through the committee structure. Evaluation is of several types:

**Modules**

This type of evaluation provides LSHTM and King’s with feedback on the various parts of the programme and is completed for each module. King’s feedback is gathered through an online system called EvaSys. Module evaluation is completely anonymous. There are normally open-ended as well as closed questions to allow full expression of your opinions. We would like to stress how important it is that everyone completes these questionnaires.
**MSc Programme**

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

**Specific surveys**

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

**National surveys**

Both King’s and LSHTM participates in the Postgraduate Taught Experience Survey (PTES) which is run by the Higher Education Academy (HEA). This is a sector-wide survey which aims to gain insights about all taught postgraduate students’ learning and teaching experience.

All students will be invited to take part in the survey and for the MSc Global Mental Health programme it is a joint survey, which aims to gather feedback on your study experience across both institutions. The survey is an online questionnaire and consists of multiple-choice questions about different aspects of life on your graduate programme. Respondents to PTES provide important benchmarks for individual programmes against anonymous, aggregated results in comparator institutions, while maintaining confidentiality and anonymity.

**Why should I take part?**

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

**What do I need to do?**

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

For MSc Global Mental Health, please note this pertains to the programme as a whole, not just for King’s.
What happens to the results?
Survey results will be disseminated to all areas of the College during the summer. We take these results seriously. Positive feedback about your experience will help future cohorts enrolling onto your programme of study and will provide useful material for internal comparative analysis across the discipline and programmes. Collective responses about the need for improvement will also help the King’s and LSHTM to work strategically and practically to make things better. For further information about what King’s has done in action to previous surveys please visit the following webpage\textsuperscript{12}.

\begin{footnotesize}
\textsuperscript{12} \url{http://www.kcl.ac.uk/ioppn/study/Postgraduate-Study/ptes/yousaidwedid.aspx}
\end{footnotesize}
2. PROGRAMME OF STUDY

2.1 MSc Programme Description

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

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

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 set of compulsory and optional modules which students register for, as detailed in Section 3 of this Handbook.

The academic year starts with Orientation/Induction for all students at both King’s and LSHTM. During this time, students are introduced to LSHTM/King’s and their staff, given time to settle into London and to meet students and staff on their programme. Students are also introduced to some essential study skills, given guidance about module choices and are normally allocated a Personal Tutor.

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

Although the examination period finishes in June, all students are required to be available throughout the summer term in case an assessment needs to be rescheduled at short notice.

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

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 Modules</td>
<td>1 Oct – 2 Nov 2018</td>
</tr>
<tr>
<td>Reading Week</td>
<td>5 - 9 Nov 2018†</td>
</tr>
<tr>
<td>Term 1 Modules</td>
<td>12 Nov – 14 Dec 2018</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM 2</th>
<th>DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon – Wed (12:30)</td>
<td>Wed (14:00) – Fri</td>
</tr>
<tr>
<td>C1 Module</td>
<td>C2 Module</td>
</tr>
<tr>
<td>Reading Week</td>
<td>18 - 22 Feb 2019</td>
</tr>
<tr>
<td>C1 Module cont’d (King’s only)**</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUMMER (TERM 3)</th>
<th>DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care Form Submission</td>
<td>April 2019</td>
</tr>
<tr>
<td>Revision/Project</td>
<td>E Module</td>
</tr>
<tr>
<td>Examinations</td>
<td>12 &amp; 14 Jun 2019</td>
</tr>
<tr>
<td>Project Submission</td>
<td>4 Sep 2019</td>
</tr>
<tr>
<td>Resit assessments‡</td>
<td>18 &amp; 20 Sep 2019*</td>
</tr>
</tbody>
</table>

† Reading Week will follow the LSHTM dates, not King’s for 2018-19.
‡ Resits for exams will take place in June 2020.
** King’s Term 2 modules run for 10 weeks (same format as Term 1, not in blocks of 5-week modules)
2.3 Term and Holiday Dates

The teaching for each Master’s programme is divided into three terms: autumn (term 1), spring (term 2) and summer (term 3). Most full-time taught Master’s programmes span a full academic year from September to September. The term and holiday dates for LSHTM can be found on LSHTM’s website at this link\(^\text{13}\). The term dates for King’s College London can be found at this link\(^\text{14}\).

Please note that the joint nature of the programme means that we must work around the dates of two institutions. Consequently, term dates at LSHTM and King’s do not always align. As you will notice this year, the start dates for Term 1 differ by one week between the two institutions.

<table>
<thead>
<tr>
<th></th>
<th>LSHTM</th>
<th>King’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
<td>26 Sep 2018</td>
<td>Any day: 17-21 Sep 2018</td>
</tr>
<tr>
<td>Orientation</td>
<td>26 Sep 2018</td>
<td>17 &amp; 21 Sep 2018</td>
</tr>
<tr>
<td>International Students Welcome</td>
<td>20 - 21 Sep 2018</td>
<td></td>
</tr>
<tr>
<td>Introduction to Global Mental Health</td>
<td></td>
<td>18-19 &amp; 25-28 Sep 2018</td>
</tr>
<tr>
<td>Term 1 Modules</td>
<td>1 Oct - 14 Dec 2018</td>
<td>24 Sep - 7 Dec 2018</td>
</tr>
<tr>
<td>Reading Week</td>
<td>5 - 9 Nov 2018</td>
<td>18 - 22 February 2019</td>
</tr>
<tr>
<td>Reading Week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 3 Modules</td>
<td></td>
<td>1 - 24 May</td>
</tr>
<tr>
<td>Revision</td>
<td>May/Jun 2019 dates to be confirmed</td>
<td>May/Jun 2019 dates to be confirmed</td>
</tr>
<tr>
<td>Examinations</td>
<td>Wednesday, 12 Jun 2019 &amp; Friday, 14 Jun 2019</td>
<td></td>
</tr>
<tr>
<td>Project deadline</td>
<td>Anticipated Wednesday, 4 Sep 2019</td>
<td></td>
</tr>
</tbody>
</table>

\(^{13}\) [https://www.lshtm.ac.uk/aboutus/term-and-holiday-dates](https://www.lshtm.ac.uk/aboutus/term-and-holiday-dates)

\(^{14}\) [http://www.kcl.ac.uk/aboutkings/orgstructure/ps/acservices/sbs/Academic-Calendar/index.aspx#AC1617]
### 2.4 Timetable Overview

The timetable for core modules is as follows:

#### Term 1

<table>
<thead>
<tr>
<th>AM</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fundamentals of GMH 2 (IoPPN)</td>
<td>Fundamentals in GMH 1 (LSHTM)</td>
<td>No Classes</td>
<td>No Classes</td>
<td>Stats for EPH (LSHTM)</td>
</tr>
<tr>
<td>PM</td>
<td>Epidemiology for Mental Health Research (IoPPN)</td>
<td>Stats for EPH (LSHTM)</td>
<td>*No Classes</td>
<td>*No Classes</td>
<td>Fundamentals in GMH 1 (LSHTM)</td>
</tr>
</tbody>
</table>

*Global Mental Health Effective Literature Session Wednesday 11th October 2018
*Dissertation Ideas Presentation Thursday 6th December 2018

#### Term 2:

<table>
<thead>
<tr>
<th>AM</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C1**</td>
<td>C1**</td>
<td>C2 -KCL</td>
<td>D1 &amp; D2</td>
<td>D1 &amp; D2</td>
</tr>
<tr>
<td>PM</td>
<td>C1**</td>
<td>C1**</td>
<td></td>
<td>D1 &amp; D2</td>
<td>D1 &amp; D2</td>
</tr>
</tbody>
</table>

**Reading Week**

<table>
<thead>
<tr>
<th>AM</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C2**</td>
<td>C2**</td>
<td>C2**</td>
<td>Design and Evaluation of Mental Health Programmes (LSHTM)</td>
<td>Design and Evaluation of Mental Health Programmes (LSHTM)</td>
</tr>
<tr>
<td>PM</td>
<td>C2**</td>
<td>C2**</td>
<td>No Classes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** If optional modules for Term 2 taken at King’s, C1/C2 modules will be 10-week modules. If modules are taken at LSHTM, they will be 5-week modules.

#### Term 3:

<table>
<thead>
<tr>
<th>AM</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Classes</td>
<td>No Classes</td>
<td>Theory to Practice</td>
<td>Theory to Practice</td>
<td>Theory to Practice</td>
</tr>
<tr>
<td>PM</td>
<td></td>
<td></td>
<td>No Classes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Students will have a personalised timetable and class locations from both LSHTM and King’s, which will be accessible via the eTimetable\textsuperscript{15} at LSHTM and at this link\textsuperscript{16} for King’s. The personalised timetable will also be accessible via Outlook and smartphone calendars for Apple, Android or Blackberry devices.

Once you click on the above link to view your King’s timetable for 2018/9, you can then select from the following options:

- **Programme**: to view all the timetabled activities for a particular programme.
- **Module**: to view when a particular module is scheduled.
- **Student personal timetable**: to view your timetable

You may select whether you wish to view a full semester timetable or on a weekly basis.

Your personal timetable is also available by clicking on a link in your Student Records\textsuperscript{17} page in the section “Student Timetable”. You will be prompted to log into your timetable by entering your King’s ID and password. Students can also access their timetables via the King’s Mobile App\textsuperscript{18} which is available to download for Apple, Android or Blackberry devices.

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

2.5 **Online Teaching Platforms**

Given the joint nature of the programme, MSc GMH teaching materials will be made available through two online platforms, with learning materials and assignment submissions points available on the system/institution where the module is based:

- Moodle (LSHTM): [https://ble.lshtm.ac.uk](https://ble.lshtm.ac.uk)
- KEATS (King’s E-Learning and Teaching Service): To access KEATS please use "[https://keats.kcl.ac.uk](https://keats.kcl.ac.uk)".

At King’s you must use your King’s College London username and password. If you have any queries or concerns about the operation and use of KEATS, please contact the Programme Administrator. For technical issues (e.g. regarding your access), please contact 8888@kcl.ac.uk.

\textsuperscript{15} Full instructions on how to access your eTimetable for LSHTM will be provided.
\textsuperscript{16} [https://timetables.kcl.ac.uk/KCLSWS/SDB1819RDB/login.aspx?ReturnUrl=%2fkcls%2fSDB1819RDB%2fdefault.aspx](https://timetables.kcl.ac.uk/KCLSWS/SDB1819RDB/login.aspx?ReturnUrl=%2fkcls%2fSDB1819RDB%2fdefault.aspx)
\textsuperscript{17} [https://mykcl.kcl.ac.uk](https://mykcl.kcl.ac.uk)
\textsuperscript{18} [https://www.kcl.ac.uk/mobile/kingsmobile/install.aspx](https://www.kcl.ac.uk/mobile/kingsmobile/install.aspx)
2.6 Teaching Materials

You will be provided with teaching materials and information through your programme and module Moodle/KEATS pages. The Moodle/KEATS pages will contain information about the module and a copy of the schedule, together with copies of essential readings, where applicable. Some modules also have an online reading list, which can be accessed via Moodle/KEATS 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/KEATS. 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 LSHTM/King’s. However, whilst Module Organisers and Leaders are encouraged to put lecture slides or other materials on Moodle/KEATS, you should be aware this is not a requirement nor always appropriate and practices will vary between individual modules. At King’s, when this is not possible or if there has been a delay, the slides for the equivalent lecture from a previous academic year may be uploaded as a substitute, if the lecture content has not changed significantly.

2.7 Lecture Capture

Lectures will normally be recorded, with the audio being linked to the lecture slides. LSHTM 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. King’s has Lecture Capture in most of their classroom with the exemption of the computer rooms. This allows us to audio record lectures and to publish the recordings on the relevant module pages on Moodle/KEATS for students to review and download. This can be particularly useful for revision and for students who miss lectures due to illness.

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/sensitive nature of the lecture material or due to individual speakers not consenting to being recorded. If you ever wish to make a recording of a lecture using your own device, please check with your programme team and ask the lecturer before doing so.
- 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. At King’s, the IT team aims to upload recordings within a week of the lecture. There may be times when this takes longer, due to staff leave and absence.
- Practical / Tutorial sessions are typically not recorded.

Please note that the recording of the lecture is not a substitute for your attendance; you will still be expected to attend classes which are recorded.
3.1 Schedule of Modules

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

Term 2
In Term 2 there are four module slots. Students will be expected to attend one core compulsory module to be held at LSHTM in Slot D2 and choose three elective modules from those available at either King’s and LSHTM. It is important to note that scheduling of teaching will differ at each institution so please ensure you are aware of the timetabling for each of the modules selected.

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

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

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

At King’s, modules consist of ½ day of classroom teaching with an additional day of directed self-study every week over a ten-week period, as outlined below.

<table>
<thead>
<tr>
<th>Slot</th>
<th>Term</th>
<th>Period</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>2</td>
<td>Mon (1/2 day) /Tues (1/2 day)</td>
<td>10 weeks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alternative day (Directed Self-Study)</td>
<td></td>
</tr>
<tr>
<td>C2</td>
<td>2</td>
<td>Weds (1/2 day) alterative day (Directed Self-Study)</td>
<td>10 weeks</td>
</tr>
</tbody>
</table>

Term 3
In Term 3 there is one module slot (E-slot), with sessions between Wednesday and Friday for a four-week period. A summary of the E-slot is provided below. All students will be
enrolled on the Theory to Practice in Global Mental Health module held at King’s. A summary of the E-slot is provided below:

<table>
<thead>
<tr>
<th>Slot</th>
<th>Term</th>
<th>When</th>
<th>Period</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>3</td>
<td>Before Exams</td>
<td>Wed to Fri</td>
<td>4 weeks</td>
</tr>
</tbody>
</table>

### 3.2 Module Information

- **C** = **Compulsory** (these must be taken for your programme)
- **R** = **Recommended Options** (you can choose from these options)
- **P** = **Peripheral Options** (you must consult your Programme Director prior to selection)

#### Term 1 Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Institution</th>
<th>Code</th>
<th>Slot</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epidemiology for Mental Health Research</td>
<td>King’s</td>
<td>7PALEPID</td>
<td>AB1</td>
<td>C</td>
</tr>
<tr>
<td>Fundamentals in Global Mental Health 1</td>
<td>LSHTM</td>
<td>2341</td>
<td>AB1</td>
<td>C</td>
</tr>
<tr>
<td>Fundamentals in Global Mental Health 2</td>
<td>King’s</td>
<td>7PALFGMH</td>
<td>AB1</td>
<td>C</td>
</tr>
<tr>
<td>Statistics for EPH</td>
<td>LSHTM</td>
<td>2021</td>
<td>AB1</td>
<td>C</td>
</tr>
</tbody>
</table>

#### Term 2 Modules

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

#### Term 3 Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Institution</th>
<th>Code</th>
<th>Slot</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory to Practice in Global Mental Health</td>
<td>King’s</td>
<td>7PALGTTP</td>
<td>E</td>
<td>C</td>
</tr>
</tbody>
</table>

### 3.3 Module Specifications
The Module Specifications can be found at [https://www.lshtm.ac.uk/study/courses/masters-degrees/module-specifications](https://www.lshtm.ac.uk/study/courses/masters-degrees/module-specifications) for LSHTM and [http://keats.kcl.ac.uk](http://keats.kcl.ac.uk) for King’s. You will need to log in using your KEATS username and password to view King’s modules.

The Module Specifications contain the following information:

- **General Information** – Module code, credits, Module Organiser(s) etc.
- **Aims, Objectives and Audience** - the goals of the module, the intended learning outcomes each student should achieve by the end of the module, and which students it is principally aimed at.
- **Content** - an overview of sessions and themes/topics covered.
- **Teaching, Learning and Assessment** - describes the teaching methods used and method(s) of assessment contributing towards the final degree result (note – some Term 1 modules do not have an integrated assessment contributing to the final degree, but may carry out formative progress tests during the module).
- **Timing and Mode of Study** - indicates the dates, duration and timetable slot of the module, mode of study, and total learning time associated with the module. Learning time is divided into:
  - **Contact Time** spent in scheduled sessions such as lectures, seminars, practicals (also often called tutorials)
  - **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.

Full details on taking Distance Learning Modules by Mixed Mode can be found on LSHTM’s Intranet[^19].

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

3.4 Module Choices

Students will be given information about module choice during Orientation Week at the start of the year. Module selection takes place via LSHTM’s Online Module Registration System and King’s KEATS 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/Leader prior to selection. **If you need help with your Module Choices, please ask your Personal Tutor or MSc Programme Director/Leader.** All module choices are subject to final approval by the MSc Programme Director/Leader.

Consider the following before making your choices:

(a) Read the MSc Programme Description provided in section 2.
(b) Consult the Module Availability Chart showing the modules available.
(c) Consider the Module Specifications which can be found in the Module Catalogue on at: [https://www.lshtm.ac.uk/study/courses/masters-degrees/module-specifications](https://www.lshtm.ac.uk/study/courses/masters-degrees/module-specifications) & [http://keats.kcl.ac.uk](http://keats.kcl.ac.uk).
(d) Seek the advice of MSc Programme Directors and Personal Tutors.
(e) Module Organisers can supply more information about particular modules.
(f) Further information on module choices will be given during Orientation Week.
(g) There will be a Module Fair in late October/early November for you to review your Term 2 and 3 choices.

**Deadlines for module choices**

The following deadlines have been set for you to register your modules via LSHTM’s Online Module Registration and King’s KEATS systems:

- **2.00 pm Friday 28 September 2018**: Term 1 module registration to be made
- **2.00 pm Friday 16 November 2018**: Term 2 and 3 module registration to be made

Both King’s and LSHTM will only allow changes to module choices after these deadlines in exceptional circumstances. In no circumstances will changes be allowed after the first week of the module commencing. An **Application to Change Module Choice** form must be completed. This can be found on the intranet [here](https://lshtm.sharepoint.com/students/Pages/forms.aspx).

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

**Module Fair**

There will be a Module Fair during Term 1 where you can discuss your Term 2 and 3 module choices with the Module Organisers/Leaders. You will then have around two weeks in which to choose your Term 2 and 3 module selections or to change them if you chose them at the start of the year. Further details will be provided nearer the time.

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20 [https://lshtm.sharepoint.com/students/Pages/forms.aspx](https://lshtm.sharepoint.com/students/Pages/forms.aspx)
**Special Cases**
It is possible to take a LSHTM-based 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 LSHTM’s website at the following location: [https://lshtm.sharepoint.com/students/Pages/forms.aspx](https://lshtm.sharepoint.com/students/Pages/forms.aspx). The completed forms must be submitted to Ms Diana Iliescu at the Teaching Support Office by the published deadline for module choices.

This applies only to LSHTM-based modules, not for non-GMH related modules from King’s.

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

4.2 Objectives of the Project Report

The Project Report is the culmination of your MSc studies at LSHTM and King’s. 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 performed 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
- a laboratory-based research project

4.4 Project Length

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

4.5 Project Supervision

Each student is responsible for identifying a topic for his/her project and finding a supervisor; this may be your personal tutor or another member of staff from either LSHTM or King’s. Supervisors act as advisors, and will discuss your project with you and will usually review one draft of the Report; but, for example, they are not expected to correct your English. You should
expect to do most of the work independently. The Project Handbook gives further guidance on what you can or cannot expect your supervisor or personal tutor to do to support you with your project.

4.6 **Project Approval**

You are required to get approval for your project before you begin work beyond the planning stage. This is managed through LSHTM (via CARE Form), which has rigorous processes for this, to ensure that the proposed topic is academically suitable, that safety and risk considerations have been considered, 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 (Infectious Diseases), **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 LSHTM’s ethics approval process.

CARE Forms must be submitted by all students (including **MSc Global Mental Health** students), even if you do not require ethics approval.

4.7 **Ethics Approval**

For all MSc Projects (except MSc One Health (Infectious Diseases), **MSc Global Mental Health** and MSc Veterinary Epidemiology), any projects involving human participants, or human data, must be given formal ethical approval by LSHTM before they can proceed.

Students on MSc One Health (Infectious Diseases), **MSc Global Mental Health** and MSc Veterinary Epidemiology, must follow the ethics procedures outlined in their MSc Project Handbook.

For **MSc Global Mental Health**, the CARE Form will be used by the ethics team to determine if you require ethics approval. If you do not require ethics approval, the project will be approved by the LSHTM ethics team and you will receive a reply in about a week 1) confirming that you do not require ethics approval; and 2) approving your project. If ethics approval is required, please note the process is different depending on where your supervisor is based.

- **If your supervisor is based at LSHTM**, the CARE Form is all you need to complete and submit. The ethics team will forward your CARE Form to the ethics committee for review. It generally takes a few weeks to receive a reply on your ethics application.

- **If your supervisor is based at King’s**, you will have to submit your ethics application at King’s before submitting your CARE Form. Once King’s ethics is obtained, attach the approval letter to your CARE Form submission to avoid going through ethics approval at LSHTM. This is because the responsibility for appropriate conduct of the project must be shared by the student and supervisor, which means it must be done by the ethics committee at which your supervisor is based. Please use the following link for further details with King’s Ethical approval: [https://www.kcl.ac.uk/ioppn/research/office/research/ethics/index.aspx](https://www.kcl.ac.uk/ioppn/research/office/research/ethics/index.aspx)
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 LSHTM or King’s 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 Term 2, if not before. While taking taught modules in the Term 2, 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.

<table>
<thead>
<tr>
<th>Oct</th>
<th>MSc Project Handbook made available to students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Oct</td>
<td>Preliminary deadline for staff to enter project ideas into online database</td>
</tr>
<tr>
<td>Early Nov</td>
<td>Information session for students on MSc Dissertation Projects Database made available to students to peruse and approach staff.</td>
</tr>
<tr>
<td>Dec 6th</td>
<td>Dissertation project ideas presentations by students.</td>
</tr>
<tr>
<td>Late Jan</td>
<td>Deadline for students to submit preliminary project title and proposed supervisor.</td>
</tr>
<tr>
<td>Late Apr</td>
<td>Deadline for students requiring ethics approval. Submit the CARE Form to LSHTM and IF required ethics application form to King’s.</td>
</tr>
<tr>
<td>Late Jun</td>
<td>Deadline for ALL students to submit CARE Form to LSHTM for final project sign off.</td>
</tr>
<tr>
<td>Early Sep</td>
<td>Deadline for submitting project report.</td>
</tr>
</tbody>
</table>

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. Past students’ project reports can be viewed via the LSHTM 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

Disclaimer: Please note that the information in this section has been edited by the MSc Global Mental Health Team specifically for the purpose of streamlining the information for LSHTM and King’s, given the joint nature of the MSc in Global Mental Health.

5.1 Introduction

This section summarises LSHTM’s and King’s arrangements for assessment and examinations, leading to the award of credits, for Master’s degree programmes.

Further details for LSHTM can be found in the MSc Award Scheme and the Taught Postgraduate Degree Regulations on LSHTM’s website at the following link.21

All King’s College level information is online in MyHandbook which contains information on:

- College policies22, including the Student Charter, and Complaints procedure.
- Learning and Teaching at King’s23 which includes the Education Strategy, and Strategic Plan
- Research
- Regulations, Assessment and Feedback24, which includes the Academic Regulations, feedback guidelines, student appeals and many other useful documents
- Student Support25, which includes links to many King’s services such as careers, the disability advisory services, and student funding.

5.2 Participation in a Programme

At LSHTM it is expected that in order to be awarded a Master’s degree, students must have participated fully in the WHOLE of the period of study specified for that degree. The learning experience for all students, in lectures, seminars, group work, practical exercises and field trips etc. are dependent on student participation. Therefore, students are expected to attend, be properly prepared, and actively participate in such activities.

If a student persistently fails either to attend or willingly participate in such required activities, the MSc Programme Director(s) 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.

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21 https://www.lshtm.ac.uk/study/new-students/starting-your-course-london/regulations-policies-and-procedures
22 https://www.kcl.ac.uk/aboutkings/quality/academic/myhandbook/policies.aspx
23 https://www.kcl.ac.uk/aboutkings/quality/academic/myhandbook/lt.aspx
24 https://www.kcl.ac.uk/aboutkings/quality/academic/myhandbook/regs.aspx
25 https://www.kcl.ac.uk/aboutkings/quality/academic/myhandbook/support.aspx
**Attendance**

At King’s Students are expected to attend the taught and clinical elements (if applicable) of the Programme. Attendance is important as active engagement and participation in teaching sessions will lead to better performance on your course of study and to better results. Attendance also informs the Programme’s duty to support you and your well-being, as it can help identify any personal problems you may be facing. Non-attendance, in contrast, has a detrimental effect on fellow students, group morale and the overall learning experience.

Attendance will be monitored regularly through class registers. If you know you will be unable to attend a teaching session due to illness or other personal reason, please notify the Programme Administrator who will mark you as absent on the register for the reason provided. In cases of continuing non-attendance (two consecutive days or more) without prior notification, the Programme Office will notify your personal tutor who will in turn contact you to discuss the issue and ensure you are receiving necessary support.

The College has implemented an Attendance and Engagement Policy for all students, which can be found here, also see regulation G13. In addition, for students who are subject to immigration control, King’s College London has a responsibility to comply with the statutory Tier 4 sponsor licence obligations as set by the UK Visas & Immigration (UKVI). This includes a requirement to monitor the attendance and engagement of our sponsored students throughout the academic year.

5.3 **Assessments and Exams during the Academic Year**

**Assessment in Term 1 (60 credits)**

There is no formal assessment during Term 1 teaching. However, some modules also have formative assignments for monitoring purposes; these do not count towards the award of credit or the final degree but is aimed to build knowledge and skills that will prepare the students for assessment tasks in subsequent terms and for the summer exams.

**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.

**Summer Exams (counts towards Term 1 credits)**

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

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.**

**Project Report (45 credits)**

A key component of programme assessment is designing, executing and writing-up a small-scale research project which is submitted by the end of the year. To support you in this, you
must identify a research supervisor who can provide topic-specific or methodological advice and feedback regarding your project and guide you through the research process.

While the process of identifying a project topic and supervisor will commence in Term 1, the bulk of 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 MSc Global Mental Health Project Handbook for further details.

<table>
<thead>
<tr>
<th>Core Modules</th>
<th>Credits</th>
<th>Assessment Element</th>
<th>Weighting for module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals in Global Mental Health (LSHTM)</td>
<td>15</td>
<td>Unassessed written essay</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summer exams (Jun 2019)</td>
<td>100%</td>
</tr>
<tr>
<td>STEPH (LSHTM)</td>
<td>15</td>
<td>Summer exams (Jun 2019)</td>
<td>100%</td>
</tr>
<tr>
<td>Fundamentals in Global Mental Health-2 (King's)</td>
<td>15</td>
<td>Summer exams (Jun 2019)</td>
<td>100%</td>
</tr>
<tr>
<td>Introduction to EMHR (King's)</td>
<td>15</td>
<td>Summer exams (Jun 2019)</td>
<td>100%</td>
</tr>
<tr>
<td>Design and Evaluation of Mental Health Programmes (LSHTM)</td>
<td>15</td>
<td>Assignment – project proposal &amp; Summer Exam Question (Jun 2019)</td>
<td>100%</td>
</tr>
<tr>
<td>Theory to Practice in Global Mental Health (LSHTM)</td>
<td>15</td>
<td>Assignment- Poster Presentation &amp; Summer Exam question (June 2019)</td>
<td>100%</td>
</tr>
<tr>
<td>Elective modules 1</td>
<td>15</td>
<td>See module specifications</td>
<td></td>
</tr>
<tr>
<td>Elective modules 2</td>
<td>15</td>
<td>See module specifications</td>
<td></td>
</tr>
<tr>
<td>Elective modules 3</td>
<td>15</td>
<td>See module specifications</td>
<td></td>
</tr>
<tr>
<td>Project report (LSHTM)</td>
<td>45</td>
<td>Project report</td>
<td>100%</td>
</tr>
</tbody>
</table>

Some guidance on preparation for assessment tasks and the summer examinations is given in Appendix 2.

5.4  Credit Framework

All of the MSc programmes offered by LSHTM and King’s operate under the credit framework. Credits are gained for passing the specific modules prescribed for the programme, associated exams, and the research project. These credits will be shown on final degree transcripts. Students are required to obtain 180 credits in total to be awarded a Master’s degree. Further information is available in LSHTM's Face-To-Face MSc Award Scheme26.

At LSHTM and King’s, all Master’s modules are benchmarked at Masters level (in line with Level 7 of the Framework for Higher Education Qualifications of Degree-Awarding Bodies in

26 https://www.lshtm.ac.uk/sites/default/files/PGT_MSc_Award_Scheme-2018-19.pdf

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

- Term 1 plus exams (for all MScs except IID, TMIH, MEdiC, MM and MP)
- Term 1 Assessments (for MSc IID, TMIH, MEdiC, MM and MP)
- Modules in Terms 2 and 3
- Research project

<table>
<thead>
<tr>
<th>When</th>
<th>Term 1 (Oct-Dec) plus summer exams</th>
<th>Terms 2 &amp; 3 (Jan-May)</th>
<th>Term 3 (Jun-Sep)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element</td>
<td>A range of taught modules of different sizes.</td>
<td>5 individual taught modules</td>
<td>Research project</td>
</tr>
<tr>
<td>Credits</td>
<td>60 credits (awarded as a block)</td>
<td>75 credits (15 credits per module)</td>
<td>45 credits</td>
</tr>
<tr>
<td>Assessment</td>
<td>Unseen written exams in the summer (Papers 1 &amp; 2)</td>
<td>Coursework for each module. Plus, unseen written exams questions on the compulsory module only (Exam Paper 2)</td>
<td>Project report</td>
</tr>
<tr>
<td>Grades required to be awarded credits</td>
<td>Paper 1 is ( \geq 1 ), and Paper 2 is ( \geq 1 ), and Papers combined* is ( \geq 2 )</td>
<td>A minimum mark of 2 is required for each module. (*One module with a mark of 1-1.99 can be compensated provided the combined GPA for all five modules is ( \geq 2 )).</td>
<td>A minimum mark of 2 is required.</td>
</tr>
</tbody>
</table>

\( \geq \) = Equal to or greater than  
GPA = Grade Point Average  
* ‘combined’ = average mark of Papers 1 and 2

### 5.5 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.
5.6 **Award of Credits and Compensation**

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

King’s grades will be converted to the LSHTM GPA scheme using the grade conversion table:

<table>
<thead>
<tr>
<th>King’s percentage mark</th>
<th>LSHTM grade point</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>70-100</td>
<td>5</td>
<td>Pass</td>
</tr>
<tr>
<td>60-69</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>55-59</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>50-54</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>40-49</td>
<td>1</td>
<td>Fail</td>
</tr>
<tr>
<td>&lt;40</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

5.7 **Degree Classification**

For students who have obtained sufficient credit and are hence due an award, degree classifications of Pass, Merit or Distinction are determined using the MSc Award Scheme which can be found on the LSHTM website at the following link27. Grades from modules, exams and the project are combined to calculate an overall degree GPA.

5.8 **Marking of Assessed Work**

LSHTM 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).

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27 [https://www.lshtm.ac.uk/study/new-students/starting-your-course-london/regulations-policies-and-procedures](https://www.lshtm.ac.uk/study/new-students/starting-your-course-london/regulations-policies-and-procedures)
<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>

King's uses a slightly different assessment criteria but the marks are reconciled as outlined in section 5.6 above.

The College's generic marking criteria for both undergraduate and postgraduate programmes can be found [here](https://www.kcl.ac.uk/governancezone/Assets/Assessment/Marking%20Criteria,%20Taught%20Postgraduate.pdf).

Examinations and other forms of assessment are marked numerically out of 100. The College marking criteria for Level 7 degrees set out below should be read in conjunction with programme-specific and [Faculty specific criteria](https://www.kcl.ac.uk/governancezone/Assets/Assessment/Marking%20Criteria,%20Taught%20Postgraduate.pdf) as appropriate and should be viewed as a starting point. The College marking criteria provide guidance on the overall standards expected at different grade bands but programme-specific criteria may be needed in order to ensure that marking decisions are consistent, fair and transparent to both staff and students: these criteria will appear on the feedback marks sheet you will receive for the modules you are attending.

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

29 [https://www.kcl.ac.uk/account/Login.aspx?ReturnURL=%2f%2finternal.kcl.ac.uk%2ffopppn%2ffstaff%2fAcademics-Resources-Taught-Programmes%2fPLResourcebankMarksheets%2fIoPPN-Faculty-Specific-Marking-Criteria.pdf](https://www.kcl.ac.uk/account/Login.aspx?ReturnURL=%2f%2finternal.kcl.ac.uk%2ffopppn%2ffstaff%2fAcademics-Resources-Taught-Programmes%2fPLResourcebankMarksheets%2fIoPPN-Faculty-Specific-Marking-Criteria.pdf)
## General Criteria for marking coursework at King’s

### An exceptional answer that reflects outstanding knowledge of material and critical ability ~ Distinction ≥ 70

<table>
<thead>
<tr>
<th>Understanding</th>
<th>Depth of knowledge</th>
<th>Structure</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced, in-depth, authoritative, full understanding of key issues with evidence of originality</td>
<td>Complex work and key issues analysed. Wide range of sources used selectively to support argument/discussion.</td>
<td>Coherent and compelling work, logically presented</td>
<td>A++ (90-100) Insightful work displaying in-depth knowledge. For research dissertation/project: publishable quality, outstanding research potential, originality and/or independent thought, ability to make informed judgments. Highest standards of presentation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>Structure</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-depth understanding of key issues with evidence of some originality</td>
<td>Key issues analysed. Relevant sources used effectively to support argument/discussion. Clear evidence of critical approach to key issues and some ability to evaluate arguments.</td>
<td>Coherent work logically presented</td>
<td>B+ (65-69) Thoughtful work displaying good knowledge and accuracy. For research dissertation/project: some evidence of research potential, clear thinking and/or ability to make informed judgments. Good standards of presentation.</td>
</tr>
</tbody>
</table>

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<th>Structure</th>
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<tbody>
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<td>Understanding of some key issues with evidence of ability to reflect critically</td>
<td>Some key issues addressed. Relevant sources used to support argument/discussion. Some evidence of critical approach to key issues and ability to evaluate arguments.</td>
<td>Competent work in places but lacks fluency/coherence</td>
<td>C+ (55-59) Work displays knowledge and understanding in most areas but the standard of work is variable. For research dissertation/project: evidence of clear thinking in places but lacks insight. Satisfactory standards of presentation.</td>
</tr>
</tbody>
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3.9 Submission of Assessments

All module assessment tasks must be completed and submitted electronically via Moodle/KEATS by the specified deadline for that module. Details of arrangements for assessment submission, including the deadline, will be provided on the Module Moodle/KEATS page and must be adhered to.

Project Reports must be submitted by 4th September (2:00pm).

Please note, a candidate who does not attend an examination, or who does not submit a piece of assessed coursework, will normally fail that examination with a mark of zero, unless the candidate is affected by extenuating / mitigating circumstances. Refer to the section on Extenuating Circumstances on LSHTM’s Regulatory Documents page\(^{30}\) and/or Mitigating Circumstances in the online KCL information\(^{31}\).

\(^{30}\) https://www.lshtm.ac.uk/aboutus/organisation/regulatory-documents
\(^{31}\) https://www.kcl.ac.uk/aboutkings/quality/academic/myhandbook/contents.aspx
King’s Coursework preparation & submission

Please ensure you familiarise yourself with the following:

Format and Word Length

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

5.10 Late Submission of Assessments

The policies around late submissions of assessments slightly differ between LSHTM and King’s.

At LSHTM, if a module assessment is submitted up to one week late without prior agreement, the mark will be lowered by one grade; if it is more than one week late without prior agreement, 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.

At King’s, material for assessment, including essays and dissertations, must be submitted by the dates specified in this handbook. Work submitted late but within 24 hours of the stated deadline will be capped at the Pass mark (50%). Work submitted more than 24 hours late will score zero. Exceptions can be made if the candidate has suffered illness or other cause found acceptable by the Assessment Sub-Board after submission of a Mitigating Circumstances form (please refer to the Mitigating Circumstances section in the online College information in MyHandbook32).

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32 https://www.kcl.ac.uk/aboutkings/quality/academic/myhandbook/contents.aspx
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. In the first instance, students should email studentadvice@lshtm.ac.uk at LSHTM and be prepared to provide documentary evidence of any condition. The Special Assessment Arrangements Policy can be found in the Assessment Handbook on LSHTM’s website here.33

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 Extensions, Deferrals, Interruption of Studies

To request for any extensions, deferrals and interruption of studies, you must complete LSHTM’s Extenuating Circumstances Form and/or KCL’s Mitigating Circumstances depending on the situation.

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

- Attempted but performance has been affected
- Deferral of assessment to the next opportunity
- Extension to a module assessment (maximum extension of 3 calendar weeks) and for projects (maximum extension of 6 calendar weeks)

If extenuating circumstances are granted, you can be allowed a new attempt at the assessment at a later date if you fail the assessment or were unable to take the assessment. This will involve a different task or exam, which will not count as a resit. The extenuating circumstances policy and procedure and the form that needs to be completed can be found at this link.34

King’s Mitigating Circumstances: It is a requirement of King’s College London that all students take or submit their assessments at times prescribed by the College. However, it is acknowledged that exceptionally, through illness or other good cause a student may be unable to meet these requirements. In such instances academic regulations allow students to submit details of their mitigating circumstances for consideration by Assessment Sub Boards. The boards will use the information submitted to determine whether the mitigating circumstances provided by the student are an acceptable reason for extending a deadline or deferring an assessment.

33 https://www.lshtm.ac.uk/aboutus/organisation/academic-quality-and-standards
34 https://www.lshtm.ac.uk/study/new-students/starting-your-course-london/regulations-policies-and-procedures
Mitigating circumstances are defined as ‘recognisably disruptive or unexpected events, beyond the student’s control, that might have a significant and adverse impact on their academic performance.’ The College applies the principle that a student who attends, submits or participates in any form of assessment shall be considered by the College to be in a position to do so – Academic Regulation T43\textsuperscript{35}.

The Mitigating Circumstances form, guidance on completing the form, acceptable evidence and timescales can be found here\textsuperscript{36}.

5.13 Resits

At LSHTM, 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. LSHTM’s Re-sit Policy is available for full guidance here\textsuperscript{37}.

At King’s, a candidate who fails an assessment at the first attempt may, at the discretion of the Programme Assessment Sub-Board, be reassessed on the failed element on **one further occasion**. This applies to all assessed components of a module. In terms of coursework, resubmission will be done at the first earliest occasion while a written examination will normally be offered during the September replacement examination period. Please note the following KCL academic regulations:

- **When a student is reassessed in an element of assessment, in no case shall the final module mark be higher than the pass mark (50%).** Where the student fails to achieve a pass level for reassessment, the highest mark of any attempt will be recorded (T21.4).
- **The individual assessment marks will be recorded uncapped on the student administration system, but the overall mark will be capped (T21.5).**

If specified in the relevant programme specification, the examiners may permit a student to be awarded non-transferable credits for a limited number of non-core modules where the student has failed the module but has attained a minimum mark for condonement, subject to the following restrictions:

- in no case may the condoned fail mark be lower than 40 for a level 7 module; and
- the total number of modules condoned may not exceed 30 credits.

**Module assessment tasks**

Failing one module will not necessarily require a resit if compensation can be applied. This is outlined in the MSc Award Scheme.

\textsuperscript{35} https://www.kcl.ac.uk/campuslife/acservices/Academic-Regulations/assets-18-19/T43.pdf
\textsuperscript{36} https://www.kcl.ac.uk/aboutkings/quality/academic/assessment/mitigating-circumstances/index.aspx
\textsuperscript{37} https://www.lshtm.ac.uk/sites/default/files/Resits_Policy_Policy_Procedure.pdf
Exams
Exams in June consist of two Papers, with Paper 1 comprising the formative component of the expected learning (Term 1 modules), and Paper 2 the applied knowledge (Terms 1, 2 and 3). Each Paper will include questions that related to each of the core modules, and the mark for each Paper is the average mark across the module questions.

For example: Paper 1 will include 4 questions with each question corresponding to the Term 1 core modules (FGMH, FGMH-2, STEPH and Epidemiology for Mental Health Research. The mark for Paper 1 will be the average mark of those 4 questions. Similar approach is used for Paper 2 with 3 questions.

<table>
<thead>
<tr>
<th>If Paper 1 or 2 =</th>
<th>the other Paper =</th>
<th>the combined paper =</th>
<th>then</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥1 and</td>
<td>≥1</td>
<td>≥2</td>
<td>Pass</td>
</tr>
<tr>
<td>&lt;2 and</td>
<td>high enough</td>
<td>≥2; such that</td>
<td>Pass, no resits.</td>
</tr>
<tr>
<td>&lt;2 and</td>
<td>≥2; but</td>
<td>&lt;2</td>
<td>Must resit failed Paper only</td>
</tr>
<tr>
<td>&lt;2 and</td>
<td>&lt;2</td>
<td>&lt;2</td>
<td>Must resit both Papers</td>
</tr>
</tbody>
</table>

Project Report
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.

5.14 Grading and Feedback Procedures
King’s College Marking Framework can be found at: https://www.kcl.ac.uk/governancezone/Assessment/Marking-Framework.aspx

LSHTM’s Assessment Handbook can be found at: https://www.lshtm.ac.uk/sites/default/files/Assessment_Handbook_Policy_Procedure.pdf

Double- and blind-marking
At LSHTM, all 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.

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.

At King’s, a **Double-Marking by Retrospective Sampling** policy (Model 3 of the College Marking Framework) is used. Double marking by sampling means that all examination scripts and other forms of written assessment are marked by an Internal Examiner(s). A second marker then double marks a sample of the work already first marked, the sample being randomly selected from across the range of marks (as below).

This marking method uses the following safe guards:

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

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

The second marker must not alter the marks of any assessments in the sample. However, where there is a discrepancy of ≥ 10 percentage points OR where the difference in marks crosses a classification boundary the original markers are required to reconsider the work. If there is still a discrepancy a third, independent, experienced marker will be asked to help determine the final mark.

If other patterns of inconsistency emerge between the first and second marker (such as both marking very high), then this must be referred to the Chair of the Assessment Sub board who will determine the most appropriate course of action to be taken. This will include identification of the group of scripts that might be affected, following which, the entire group must be remarked. The Chair of the Assessment Sub-board should gain the approval of the relevant external examiner for the remedial action taken.

**Rubric Violations**

When students fail to answer the correct number of questions (either too few or too many) in different sections of an examination they have violated the rubric requirements of the assessment. In such cases the following should apply:

- the examination script (all answers) is marked as usual by both examiners;
- if insufficient questions have been attempted a mark is still calculated and the is determined from the questions answered (a mark of zero is awarded for unanswered questions);
- if more than the required number of questions have been answered the question(s) with the lowest mark (s) will be discounted. Where examiners award the lowest mark to different questions a final mark will be determined by a separate, experienced marker.

Please note, a candidate who does not attend an examination, or who does not submit a piece of assessed coursework, will normally fail that examination with a mark of zero, unless
the candidate is affected by mitigating circumstances. Refer to the section on Mitigating Circumstances in the online College information in MyHandbook\(^\text{38}\).

**Ensuring high quality marking**

At LSHTM, 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.

At King’s, as part of a standard teaching practice for the purposes of fair assessment, moderation of marks on either coursework or examination scripts may take place following marking, if deemed necessary. Moderation involves comparing the standard of all pieces of work given the same grade (or similar %) across the cohort to ensure the criteria for marking have been applied in a fair and consistent manner across different pieces of work.

**Feedback on your work**

At LSHTM, 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 21 Jan 2019</td>
</tr>
<tr>
<td>Term 2 (C1/C2)</td>
<td>Friday 8 Mar 2019</td>
</tr>
<tr>
<td>Term 2 (D1/D2)</td>
<td>Friday 26 Apr 2019</td>
</tr>
<tr>
<td>Term 3</td>
<td>Friday 21 Jun 2019</td>
</tr>
</tbody>
</table>

King’s and IoPPN are very keen to give prompt and meaningful feedback on each piece of work that you submit. Please click on the link below to access the College’s [Guidelines for Students on Feedback] (https://www.kcl.ac.uk/governancezone/Assets/Students/Feedback-Policy.pdf)\(^\text{39}\).

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

All marks reported to students during the year are **strictly provisional** until confirmed by the Board of Examiners in October 2019.

**5.15 Questions about / appealing your mark or feedback**

At both LSHTM and IoPPN, there are processes in place to ensure that the marks and feedback returned to you are accurate and helpful. We therefore hope that you will have no further questions about your mark or feedback, once these are returned to you. However, if you have questions about a specific mark or piece of feedback on a coursework essay, in the first instance please approach the marker by e-mail to arrange a meeting. If you do not know who marked your work, contact your Programme Administrator for advice on what to do.

\(^{38}\) [https://www.kcl.ac.uk/aboutkings/quality/academic/myhandbook/contents.aspx](https://www.kcl.ac.uk/aboutkings/quality/academic/myhandbook/contents.aspx)

\(^{39}\) [https://www.kcl.ac.uk/governancezone/Assets/Students/Feedback-Policy.pdf](https://www.kcl.ac.uk/governancezone/Assets/Students/Feedback-Policy.pdf)
If you still have queries about the feedback you have received, you should arrange a meeting with the relevant Module Leader/Organiser. If you continue to have queries and wish to discuss your coursework further following these meetings, or if you have a query about a series of marks, you may e-mail your Programme Leader/Director to arrange an appointment. Please do not contact the Head of Department about any of these issues.

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

Full details of the complaints and appeals procedure are available on King’s Student Conduct & Appeals Office\(^40\) web pages at King’s and in LSHTM’s Assessment Irregularity Policy\(^41\) document.

5.16 Final Confirmed Marks

Results of coursework undertaken will be agreed at the LSHTM Programme Exam Board meeting in October 2019. All the marks shared with students before this date are provisional and subject to ratification by the LSHTM Programme Exam Board.

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

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\(^40\) [https://www.kcl.ac.uk/aboutkings/orgstructure/ps/acservices/conduct/index.aspx](https://www.kcl.ac.uk/aboutkings/orgstructure/ps/acservices/conduct/index.aspx)

\(^41\) [https://www.lshtm.ac.uk/aboutus/organisation/regulatory-documents](https://www.lshtm.ac.uk/aboutus/organisation/regulatory-documents)
6. ACADEMIC MISCONDUCT

6.1 Introduction

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

- LSHTM and King’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 3.

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

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

6.2 Assessment Irregularities Procedure

LSHTM’s Assessment Irregularity Policy, as established under the Regulations, is available via LSHTM’s website at the following link. 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.

King’s online resource, MyHandbook, contains information on student complaints, mitigating circumstances as well as many other key areas: https://www.kcl.ac.uk/aboutkings/quality/academic/myhandbook/index.aspx

6.3 Declaration on Plagiarism and Cheating

By submitting work for assessment, you are confirming that:

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42 https://www.lshtm.ac.uk/sites/default/files/academicwritinghandbook.pdf
43 https://lshtm.sharepoint.com/students/Pages/student-regulations.aspx
• You understand LSHTM and King’s definitions of plagiarism and cheating (which follow); and that failure to comply with LSHTM and King’s policies may be penalised;
• That all work submitted is your own; and
• You give consent for LSHTM/King’s 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.

The following information forms part of the KCL’s Academic Honesty & Integrity guidance. The College has produced a helpful Student Guide on Academic Honesty & Integrity. It is highly recommended that all students read through the guide to familiarise themselves, as it includes what is plagiarism, the different forms of academic misconduct, how it is detected, and any possible sanctions.

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

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

Examples of plagiarism include but are not limited to:
• Copying ~ a student should not copy someone else’s work or thoughts and pass this off as their own, even if s/he has their permission;
• Copying ~ a student should not insert the writing or thoughts of others into their written work without the correct referencing;
• Copy and paste ~ a student may not copy text verbatim and pass this off as their own, without using quotation marks and citing the original source;

44 https://www.kcl.ac.uk/governancezone/Assets/Assessment/Academic-Honesty-and-Integrity-Policy.pdf
45 https://www.kcl.ac.uk/aboutkings/orgstructure/ps/acservices/conduct/student-guidance-on-plagiarism.pdf
• Paraphrasing ~ avoid closely paraphrasing someone else’s work (e.g. by changing the order of the words slightly); either quote the work directly using quotation marks or put the ideas completely in your own words. Remember either way you must acknowledge the source using the appropriate citation conventions;
• Self-plagiarism ~ when students submit the same piece of work (or a significant part thereof) for different assessments – students can only be given credit once for any given piece of work;
• Essay banks ~ when students submit an assessment that has been written by a third party or obtained from a professional writing ‘service’.

6.5 Collusion

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

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

6.6 Cheating

Cheating is a deliberate and dishonest attempt to deceive in order to gain an unfair 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.

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

6.7 Other Assessment Irregularities

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

6.8 How to Avoid Plagiarism

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

In order to avoid plagiarism, you must follow the guidelines below:

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

- **Sources:** You must acknowledge all sources from which you have drawn – whether published works such as journal articles or books; grey literature (such as conference proceedings or reports from organisations and government agencies); material from the internet, whether or not it has a named author; or unpublished materials such as lecture/tutorial notes or other students’ work. If re-using any of your own previous work, e.g. elements of essays done for other assessments, you should clearly indicate this.

- **Quotations:** You must always clearly identify any directly copied quotations (such as sentences, phrases or even striking expressions), e.g. by placing them inside quotation marks, followed by a clear citation.

- **Paraphrasing:** You must equally clearly indicate where you have paraphrased or summarised another person’s words, ideas or judgments – by referring to that person in your text (e.g. by giving a reference in a bracket after the paraphrasing, or in a footnote) and including the work referred to in your reference list.

- **Referencing:** You should use a recognised citation system throughout your work – the two most common are Harvard and Vancouver – and provide a full reference list at the end. Precise requirements will vary depending on the assessment you have been asked to carry out. Comprehensive guidance about how to cite and reference correctly is given in the Academic Writing Handbook.

A worked example of how to avoid plagiarism can be found in Appendix 3.

### 6.9 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.

LSHTM and King’s use 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.

### 6.10 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 examinations or future degree awards from LSHTM or King’s. Students have the right to appeal such decisions via LSHTM and King’s Appeals Policy and Procedure available on the LSHTM/King’s websites.
7. PERSONAL TUTORS

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 LSHTM/King’s, 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. Please note that you can seek advice and counselling support from Student Advice and Counselling Service.
- **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.
- **Frequency of Meetings:** This varies from student to student but in general, it is recommended that you meet with your Personal Tutor early on to establish the best way for arranging these meetings. During Term 1 you should see your tutor about once a fortnight. During Terms 2 and 3 you are likely to meet your tutor once 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/Leader if such arrangements have not been made.

8. STUDY GUIDANCE

At postgraduate level, independent learning is promoted, and the MSc Global Mental Health is designed to enable you to extend and apply your knowledge and to develop transferable skills, including a critical approach to learning and research. Our Programmes are delivered through a range of teaching and learning methods, aiming to provide an up-to-date understanding of global mental health, particularly from a public/global health and clinical perspective (including psychology and/or neuroscience) and explore how this understanding may be used to improve the quality of life, treatment and care of people with mental health problems. Opportunities will also be offered that enable you to pursue your own interests through coursework, seminars, extra-curricular activities and your dissertation project.

8.1 Studying at LSHTM

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

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

- Some introductory talks during the 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 – including Student Advice and Counselling and your MSc Programme Director(s).
- Online resources to support specific skills – linked from LSHTM’s Study Skills page.

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 class marks AR.AT and AHAZ. These include:

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

48 https://lshtm.sharepoint.com/Teaching-and-Support/Pages/study-skills-links.aspx
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 pages of Service Desk.

8.2 Studying at King’s

Student Services
The College has a single point of access for all enquiries related to King’s services that cover information (including academic / university administration, advice, health, wellbeing and sport. They offer a broad range of practical information, guidance and documentation (including replacement ID cards)

- Student Services is staffed by Student Support Officers
- First stop for all information, guidance and documentation
- Your enquiries are effectively resolved
- All Student Services desks have an allocated private space, so you can speak to us in confidence if you need to
- We bring services from across the university to you by hosting drop-in sessions
- We work closely with services across the university to provide you with specialist support when required

They are here to help with any questions on any subject - Student Services is designed around students’ needs. If they can’t support you directly, as experts on the university they are best placed to help direct through the other services across the university to find the most effective help.

The Student Services website can be found here. They are available on campus, online and by the phone. The closest on campus provision is at the Weston Education Centre Library, Cutcombe Road, London SE5 9RJ.

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

8.3 What is the Workload?

Studying for a postgraduate diploma or Master’s degree is a stimulating and enjoyable experience but it can also place challenging demands upon students, particularly those who have full-time jobs and families. In addition to taught sessions, postgraduate courses require independent study and personal commitment and you are expected to dedicate time and energy to your studies.

https://servicedesk.lshtm.ac.uk
https://www.kcl.ac.uk/campuslife/services/student-services.aspx
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. 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.

In order to get the most out of the course you should arrange to devote at least 2-3 days per week, in addition to class contact time. 36 hours per week is a considerable amount of time and you should certainly expect to study in the evenings and at weekends.

8.4 **Reading**

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

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

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

8.5 **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/KEATS 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 LSHTM and King’s 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.

8.6 Essays and Project Reports

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

Further useful information about writing skills is given on the Study Skills\textsuperscript{51} pages. The Project Handbook also gives comprehensive guidance and requirements for writing up your project.

8.7 Developing Independent and Critical Thinking

All LSHTM/King’s 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.

8.8 Computers and Learning

It is very important that students learn to use LSHTM/King’s systems as a lot of information is distributed by email and many modules make some use of computers. MSc GMH uses also uses Moodle at LSHTM and KEATS at King’s where information about modules is stored, including extra lecture notes and other resources. IT Services provide a lot of help.

\begin{verbatim}
LSHTM
Website:  https://lshtm.sharepoint.com/Services/IT-Services/
Address: Student Common Room (Lower Ground Floor) at Keppel Street
Hours: 8:30am - 5:30pm (Mon - Fri)
Email: servicedesk@lshtm.ac.uk
Tel: 020 7927 2186 or ext 5000 onsite

King’s
Email: 8888@kcl.ac.uk
Tel: 020 7848 8888
\end{verbatim}

\textsuperscript{51} https://www.lshtm.ac.uk/study/new-students/starting-your-course-distance-learning/study-skills-links
8.9 Health & Safety

Please make yourself aware of local health and safety arrangements and visit the website for more information. All students should complete the Safety E-Learning on the King’s E-learning and Teaching Service (KEATS). Students studying on programmes that include a project should be given a local induction in the department where their project is based, and be provided with appropriate training and supervision for the activities.

In the event of a fire, evacuate the building and go immediately to the Assembly Point. Building Fire Emergency Plans are available here.

In an emergency, or to call for a First Aider, please call Reception:

- Denmark Hill East - IoPPN Main Reception – ext. 0002/3 (020 7848 0002/3).
- Denmark Hill West – Weston Education Centre – ext. 5500 (020 7848 5500)
- Guy’s Campus – New Hunt’s House – ext. 6004. (020 7848 6004)

To report an accident or near miss (event with the potential to cause harm), please submit an online report at kcl.airsweb.net.

Students must register with a doctor and dentist in the area where they live. Overseas students and their dependants are entitled to free health care under the National Health Service providing that their programme of study is full time and lasts for more than six months. The university has a Health Centre for students to use, provided that you live within the catchment area. The Health Centre is sited in Bush House of the Strand Campus. Please visit here for more information.

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

King’s is committed to creating and maintaining a healthy environment for the benefit of staff, students and visitors. Denmark Hill Campus and our partner NHS Trusts are now smoke-free in buildings and grounds, in line with National Institute for Health and Clinical Excellence (NICE) recommendations. King’s College Hospital and South London and the Maudsley also have smoke-free policies in place.

The Wellbeing Service at King’s College London is here to help you fulfil your potential by educating and empowering you to optimise your physical and mental wellbeing, so you can perform at your highest level.

52 https://internal.kcl.ac.uk/account/Login.aspx?ReturnURL=%2f%2filmport.kcl.ac.uk%2fioppn%2fps%2fhealth-safety%2findex.aspx
53 https://keats.kcl.ac.uk/enrol/index.php?id=28206
54 https://internal.kcl.ac.uk/account/Login.aspx?ReturnURL=%2f%2filmport.kcl.ac.uk%2fabout%2fps%2fsafety%2ffire-building%2fbuild-fire-plan.aspx
55 http://www.kclhhshealthcentre.com
56 https://internal.kcl.ac.uk/account/Login.aspx?ReturnURL=%2f%2filmport.kcl.ac.uk%2fioppn%2fps%2fhealth-safety%2ddenmarkhill-smoke-free%2findex3.aspx
57 https://www.kcl.ac.uk/campuslife/services/health-new/Wellbeing/Kings-Wellbeing.aspx
8.10 **King’s Careers and Employability Information**

King’s Careers & Employability offer various services to help you steer your professional future in the direction you want it to go. Whether you’re discovering what to do, focusing your ideas, or actioning your plan, King’s Careers & Employability can help you get to where you want to be. Some of our services will help you to explore your careers ideas, while others develop your employability alongside your studies and other activities. You might also be a long way forward with your employability development but still not know what career you want – that’s OK!

How can we support you?

- Workshops: IoPPN Careers Faculty programme, Future Advantage series, Employer skills sessions,
- One-to-one services: Careers Guidance, Practice Interviews, CVs and Application Advice, Careers Lounges, Drop ins
- Online learning and information resources: Information Resources, King’s Careers Blog, King’s Careers Hub, King’s Careers Event Recordings, Subscription Services
- Events: Discover Careers in, Careers Fairs, Internships networking nights, Careers Cafes, Employer promotions
- King’s Internships: Part-time & Summer Schemes, Accredited Internships Programme, Global Internships Programme
- King’s Experience: King’s Experience Awards, King’s Undergraduate Research Fellowships (KURF), Student Opportunity Fund (SOF)

Whatever stage you are at, every service we offer is designed to help you make progress.
Appendix 1 Terms of Reference for CGMH Student Liaison Officers

Terms of Reference for Student Participation in the Centre for Global Mental Health

What do MSc and PhD students get out of the involvement in CGMH?

Education:
- Better understanding of key issues in global mental health, including the role of mental health in addressing other international health and development priorities
- Exposure to ongoing research and recent publications in global mental health
- Summer project opportunities to fulfil degree requirements

Social:
- Bringing together like-minded individuals to foster informal communication (making CGMH and the School a warmer and friendlier place)
- Active community of MSc alumni connected via email, Facebook and annual events (Jamboree, Careers Event)

Career Development:
- Networking opportunities with potential future supervisors, collaborators and employers
- Demonstrable experience and references for future applications
- Exposure to career development outside of primary research (communications, web management, events management, etc.)
- Invitations to conferences, seminars, workshops
- Involvement in research publications

What opportunities are available at CGMH for MSc and RD students?

Student Liaison Officer:
2-4 students that play an active role in the direction of CGMH, responsible for:
- Organising monthly lunchtime Journal Club for staff and students to discuss ongoing research and recent publications
- Representing student body at CGMH events (conferences, seminars, workshops) and key meetings (retreat, steering committee)
- Active, ongoing involvement in CGMH communications, web management, events management
- Promotion of CGMH to other students, staff and the general public, where appropriate (social media, event circulars, etc.)

One-Off Opportunities:
- Generation of web content (blog, news item, etc.) for site
- Event planning and support (microphone runners, etc.)
- Attend a CGMH seminar or journal club
- Support organisation of annual MSc Jamboree and Careers Event
- Involvement in publications (occasionally available for low-intensity tasks, e.g. as second reviewer on a systematic review)
What opportunities are available to RD students exclusively?

RD Support Group:
- Maintain semi-regular communications with other CGMH-affiliated RD students via WhatsApp and social gatherings
- Support other CGMH-affiliated RD students with preparation for upgrading and viva presentations (e.g. through practice sessions)
- 1 RD Support Group Coordinator responsible for maintaining current RD student list, moderating WhatsApp discussions and organising social gatherings, delegating as appropriate.

What opportunities are available to MSc alumni exclusively?

Alumni Liaison Officer:
1 student responsible for communications with formed MSc students, including:
- Routinely updating alumni mailing list
- Disseminating relevant information (events, vacancies) via email and Facebook
- Engaging alumni to participate in annual Jamboree and Careers Even
Appendix 2 – 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><strong>GOOD ANSWERS</strong></th>
<th><strong>POOR ANSWERS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arguments</td>
<td></td>
</tr>
<tr>
<td>Rigorous, relevant to question</td>
<td>Weak and off the point</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></td>
<td>References</td>
</tr>
<tr>
<td></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.)

Correctly cited | Lacking or incorrect
Legible, correct length | Hard to read

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

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 3 – Avoiding Plagiarism

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

Original material to be quoted

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

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


An acceptable approach – direct quotation with citation

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

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

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

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

“One of the most important issues that remain controversial is whether 6 months of treatment with regimens that include rifampin can effectively and safely treat HIV-related tuberculosis. The ability to use this short-course regimen for HIV-infected patients could allow programs to provide DOT to a larger number of patients, and it also would allow programmatic efficiency in the treatment of patients both with and without HIV infection with the same duration of therapy.” (El-Sadr et al. 2001, p.630).

Other alternative forms of presentation use italics to indicate quoted text. This is also fine but the quotation should still be inside inverted commas and include a citation.
An acceptable approach – paraphrasing with citation

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

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

An unacceptable approach – direct quotation without indication

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

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

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

The following would likewise not be acceptable:

One of the key issues that remain controversial is whether 6 months of treatment with drugs including rifampin can effectively and safely treat HIV-related tuberculosis. 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. (El-Sadr et al. 2001)

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.
Appendix 4 - King’s IoPPN Faculty-level Information

Welcome from the Dean of Education

As your Dean of Education at the Institute of Psychiatry, Psychology & Neuroscience, I offer a warm welcome to King’s College London and the IoPPN. My role is to lead the education agenda at IoPPN and, as a result, I take a keen interest in our students' learning, development, and broader experience as a member of one of the world’s leading academic communities.

King’s is one of the top universities in the world [2018 QS World University Rankings] and the IoPPN is internationally recognised as a globally renowned centre for teaching and research in mental health sciences. At IoPPN and King’s we offer our students superb support for career and personal development, as well as all of the benefit that come from working and studying in one of the world’s great cities.

Here, you will be studying at an institution that is committed to education and to the delivery of a high-quality student experience. Of course, you will be learning in a talented community of scholars, including many world leaders in their field. In addition, students have almost unrivalled opportunities in clinical training and research, resulting from the Institute’s long relationship with the Maudsley Hospital, now the SLaM NHS Trust, with which we share a site. Being part of the larger King’s community offers a wide range of opportunities, both academic and social. I am confident that you will enjoy studying at the Institute, that you can achieve your goals, and that ultimately you will join us in making a difference in the world of mental health.

Professor Patrick Leman
Dean of Education

About King’s College London and King’s Health Partners

King’s College London is one of England’s oldest and most prestigious university institutions: a multi-faculty research-led university based in the heart of London with over 24,000 students (including nearly 10,000 postgraduates) from 140 countries and over 6,000 employees. King’s offers undergraduate and postgraduate courses in nine Faculties: Institute of Psychiatry, Psychology & Neuroscience; Natural & Mathematical Sciences; the Dental Institute; Arts & Humanities; Law; Life Sciences & Medicine; Nursing & Midwifery; Social Science & Public Policy; and the new King’s Business School.

In 2008 King’s Health Partners was created, uniting one of the world’s leading research-led universities, King’s College London, and three of London’s most successful NHS Foundation Trusts: Guy’s and St Thomas’, King’s College Hospital and the South London and Maudsley. King’s Health Partners integrates world-leading research, teaching and clinical

[58] https://www.topuniversities.com/university-rankings/world-university-rankings/2018
[59] https://www.kcl.ac.uk
[60] https://www.kingshealthpartners.org
service to deliver real improvements in healthcare for Londoners and the world. It was one of the first UK Academic Health Sciences Centre (AHSC) to be accredited.

King’s has four campuses within a square mile on the banks of the Thames in central London and one at Denmark Hill, south London. Based in London – Europe’s knowledge capital – King’s students have access to an unrivalled concentration of libraries, museums and research institutes.

King’s offers an intellectually rigorous environment supported by welcoming and caring traditions. King’s has played a major role in many of the advances that have shaped modern life, such as the discovery of the structure of DNA, and it is now the largest centre for the education of doctors, dentists and other healthcare professionals in Europe and is home to five Medical Research Council centres.

**About the Institute of Psychiatry, Psychology & Neuroscience**

The Institute of Psychiatry, Psychology & Neuroscience (IoPPN) is a global leader in teaching and research in the sciences relevant to mental health. Our work encompasses almost the entire range of disciplines required to understand the causes of mental disorders, to develop new treatments, and to evaluate their implementation at patient level, as well as at the level of services and national health and social care policies.

As a student at the Institute you will be immersed in a vibrant, interdisciplinary research culture. You will mix with senior staff and fellow students working in complementary fields on a day-to-day basis, in seminars, lectures and, informally, in places like the Institute Canteen. We have strong connections to the South London and Maudsley Foundation NHS Trust; many of our academics are involved daily in the care of patients and we consult patient representatives about planning and design of research.

**Institute of Psychiatry, Psychology & Neuroscience: A Brief History**

The Institute of Psychiatry, Psychology & Neuroscience (formerly known as the Institute of Psychiatry) is a postgraduate institute of the University of London and, since August 1997, a school of King’s College London. Opened in 1923, it is the only postgraduate institution in the United Kingdom devoted to the study and practice of psychiatry and related disciplines. It shares the same site as the Maudsley Hospital which was part of the Maudsley and Bethlem NHS Trust, and is now part of the South London and Maudsley NHS Trust.

The origins of the Institute date back to 1896 when the eminent neurologist Dr Frederick Mott put forward proposals for the then novel concept of university level training courses in subjects related to psychiatry. However, it was not until 1914 that Mott’s idea began to bear fruit when the London County Council agreed to establish the hospital in Denmark Hill with the assistance of a generous donation from Dr Henry Maudsley after whom it is named.

Within ten years, the associated Maudsley Hospital Medical School had come to be officially recognised by the University of London and the new school retained this title until 1948 when it became a founder member of the newly formed British Postgraduate Medical Federation.

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61 [https://www.kcl.ac.uk/ioppn/index.aspx](https://www.kcl.ac.uk/ioppn/index.aspx)
and changed its name to the Institute of Psychiatry. Later in the same year, the Maudsley Hospital was amalgamated with the Bethlem Royal Hospital to form a joint teaching hospital.

In 1999 the Bethlem and Maudsley NHS Trust merged with the Lewisham and Guy’s Mental Health Trust and the Lambeth Healthcare NHS Trust to form a new trust called the South London and Maudsley NHS Trust, which is the largest mental health trust in the country.

Most of the Institute’s teaching programmes have a research component and research accounts for seventy per cent of the Institute’s income. In the last Research Assessment Exercise, the Institute was judged to have the highest research power of any UK institution within the areas of clinical psychology, neuroscience and psychiatry.

Taught programmes account for some ten per cent of the Institute’s gross income. These are primarily in-depth postgraduate programmes, as well as our undergraduate BSc Psychology. The Institute offers a rich environment in which close contact occurs between staff and students throughout the programmes and enables students to become part of the dialogue of their chosen discipline. Teaching by staff with research and clinical expertise allows students to gain specialist knowledge and thus to develop their careers as clinicians, therapists, researchers and educators.

**Strategy and Governance of the IoPPN**

We have recently revised the structures that foster and facilitate the delivery of education at the IoPPN. The main aims of this re-structuring was to ensure that the student voice was clearly articulated, to enable clear lines of communication up and down the various levels of governance in Departments, the Institute, and the College, and to ensure that we share good practice and work to enhance the student experience. A diagram of this structure is available [here](https://internal.kcl.ac.uk/account/Login.aspx?ReturnURL=%2f%2finternal.kcl.ac.uk%2fioppn%2fstaff%2fStructure-of-student-representation-at-IoPPN.PDF).

**Taught programmes at the IoPPN**

Postgraduate programmes are often taught in relatively small student groups, encouraging specialist knowledge in topics related to psychiatry, psychology, and neuroscience, developing students for careers as clinicians, therapists, researchers and educators. We offer an exceptionally wide range of programmes covering subjects such as clinical psychology, neuroscience, cognitive behavioural therapies, addiction and forensic mental health. Close contact occurs between staff and students throughout the programmes, which enables students to become part of the dialogue of their chosen discipline.
**Research**

The Institute of Psychiatry, Psychology & Neuroscience (IoPPN) is the premier centre for mental health and related neurosciences research in Europe. We are the world’s second most cited institution carrying out psychiatry and psychology research with 12 of the most highly cited scientists in this field in the world.

The IoPPN is a flourishing and expanding faculty of King’s College London and is one of the top 25 higher education institutions in the world, as ranked in the QS World University Rankings, with multidisciplinary expertise across disorders, across departments and with strong partnerships with the South London & Maudsley (SLaM) and King’s College Hospital NHS Foundation Trusts.

Being part of an Academic Health Science Centre - King’s Health Partners - brings us into a stronger and unique partnership where both mental health and physical care come under the same umbrella, allowing us to further expand our research perspectives. Our NIHR Maudsley Biomedical Research Centre in partnership with SLaM, the largest mental health trust in the country, provides us with an advantageous position in translational research.

**Biostatistics & Health Informatics Department**

The Institute has a [Biostatistics & Health Informatics Department](https://www.kcl.ac.uk/ioppn/depts/BiostatisticsHealthInformatics/index.aspx), which sits within the Division of Psychology & Systems Sciences. The Department offers Introductory and Advanced statistical training to MSc students across multiple MSc programmes. The department also offers advanced and specialist Biostatistics and Health Informatics training as part of their B&HI Executive Education programme to King’s College London staff, Kings College London students, Kings Health Partners and externals. Course fee discounts are applied to King’s College London PhD students, other students and staff at King’s College London and King’s Health Partners.

The new B&HI Executive Education Programme 2018/19 will be open for booking in the Autumn 2018 and includes training in statistical software (STATA, R and Python), Meta-Analysis, Prediction Modelling, Causal Modelling, Natural Language Processing, Machine Learning just to name a few. For the full programme including dates, times and application/booking information, see [here](https://www.kcl.ac.uk/ioppn/depts/BiostatisticsHealthInformatics/teaching/index.aspx).

The department also provides a B&HI Advisory Service for MSc students. This service is intended to provide initial project advice and technical support with carrying out the statistical aspects of a research project. The department staff members provide support by advising researchers on planning of study design and statistical analysis, Sample size / power calculations, carrying out data description, carrying out formal data analysis, interpretation and presentation of results, queries by statistical referees, statistical software (SPSS, Stata, R, Amos). Recent additional offering includes consultancy and service/collaboration in areas of genomics data processing (e.g. genotyping QC and processing), natural language processing with a focus on electronic health records, set up and hosting of RedCAP eCRFs, and mobile health (e.g. use of our open source mHealth platform RADAR-base.org). All students planning

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63 [https://www.kcl.ac.uk/ioppn/depts/BiostatisticsHealthInformatics/index.aspx](https://www.kcl.ac.uk/ioppn/depts/BiostatisticsHealthInformatics/index.aspx)
64 [https://www.kcl.ac.uk/ioppn/depts/BiostatisticsHealthInformatics/teaching/index.aspx](https://www.kcl.ac.uk/ioppn/depts/BiostatisticsHealthInformatics/teaching/index.aspx)
a research project are encouraged to seek the advice of its academic staff. Permission must be obtained by students from their project supervisors to attend this service.

The B&HI Advisory Service runs from Monday to Friday (for actual timings see the online booking site\(^{65}\), where staff and students may come to seek assistance with any statistical problems. MSc Students are limited to two 30 min appointments for the academic year. All bookings must be made at least 48hrs in advance. During busy periods, you may have to wait 2-3 weeks for an appointment. The Biostatistics & Health Informatics Department will not provide last minute assistance.

Terms and conditions: Failure to attend the B&HI Advisory Service without sufficient notice, (2 working days) or a valid reason, will render you ineligible for future appointments with our B&HI Advisory Service.

**Volunteer Electronic Helpdesk on Research Methods and Statistics**

The Volunteer Electronic Helpdesk\(^{66}\) on Research Methods and Statistics is a non-credit bearing module on KEATS, which PGT students can access easily through self-enrolment. The core aim of the module is to provide PGT students in the Faculty with opportunities to participate in an online partnership learning community with a focus on Research Methods & Statistics.

The module:

- Has been developed by Dr Eugenia Kravariti in collaboration with students and staff from across the Faculty and with the support of the IoPPN TEL team and the Higher Education Academy.
- Provides learning support to PGT students in the subject area of Research Methods and Statistics.
- Includes a public online discussion forum, an email account, self-help resources and feedback areas.
- Operates a peer-led, staff-assisted and interactive model of learning support, whereby trained PhD tutors facilitate the online discussion forum and address questions with some support from disciplinary experts.
- Provides a friendly and flexible context for asking questions about Research Methods & Statistics, and for engaging in threaded educational discourse with students and staff from across the Faculty

You can self-enrol by clicking on the "Introduction to the IoPPN" Icon on the Keats landing page:

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\(^{65}\) [https://www.kcl.ac.uk/ioppn/depts/BiostatisticsHealthInformatics/SAS/Advisory-Service.aspx](https://www.kcl.ac.uk/ioppn/depts/BiostatisticsHealthInformatics/SAS/Advisory-Service.aspx)

\(^{66}\) [https://keats.kcl.ac.uk/enrol/index.php?id=28814](https://keats.kcl.ac.uk/enrol/index.php?id=28814)
You will then subsequently see the link for enrolling the Volunteer Electronic Helpdesk:

Introduction to the IoPPN

**Studying at the IoPPN** - This resource will help you prepare for postgraduate study and build on your skills whilst studying as we as provide information about non-academic support beyond college life. It will also help you with next steps and to prepare for the job market after study.

**Small Group Tutorial Training Programme for Tutees** - The IoPPN has a commitment to learning, teaching and assessment. In line with this mission, we have developed this training programme with the IoPPN and the King's Learning Institute. To learn more about what the training offers, how it is structured and on receiving tutorials within the IoPPN, access this resource.

**The Volunteer Electronic Helpdesk for Research Methods & Statistics** - This is a friendly, non-judgmental and collaborative environment for the learning of Research Methods and Statistics. You can post questions to our Online Forum and expect a response from any enrolled user: one of our dedicated online tutors MSc or PhD students, teaching staff, or professional Statisticians. It is only by making our learning community as inclusive as possible that we can capitalise on the collective expertise at the Institute of Psychiatry, Psychology & Neuroscience.

**Benefits of Digital Education** - As MT notes ‘Digital learning today is where smartphones were a decade ago…’

Once enrolled, the Volunteer Electronic Helpdesk should be visible on your Keats Dashboard.