

Improving Health Worldwide

MSc Health Data Science

LONDON
SCHOOL of
HYGIENE
& TROPICAL
MEDICINE



Programme
Handbook 2021-22

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Disclaimer

This Programme Handbook refers to the current academic session. Every effort has been made to ensure that the information contained in this Handbook is accurate at the time of going to press (September 2021). 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 Secretary and Registrar shall be final.

Due to the ongoing coronavirus situation, you are strongly advised to pay attention to any updated information contained in any communications you receive and on the intranet.

INTRODUCTION AND WELCOME

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

We hope that you will find the time you spend with us productive and enjoyable as well as challenging.

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

<https://lshtm.sharepoint.com/students>

Further information about some of the services you may find useful during your time at LSHTM can be found here:

<https://www.lshtm.ac.uk/study/student-services>

The School also has a Student Charter which sets out the mutual responsibilities and aspirations of students and the School. The Student Charter can be found on the School's website at the following link [LSHTM Student Charter](#)

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

Best wishes

Melanie Smuk
Programme Director for MSc Health Data Science

1. ADMINISTRATIVE ARRANGEMENTS

1.1 Key Contacts

MSc Programme Director

Melanie Smuk

Room: Room G38A

Tel: 020 7927 2688

E-mail: Melanie.Smuk@lshtm.ac.uk

MSc Programme Administrator

Eimear Connolly (Interim cover)

E-mail: Eimear.Connolly@lshtm.ac.uk

1.2 Taught Programme Directors

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

Epidemiology and Population Health (EPH)

Ms Krystyna Makowiecka & Assistant Professor Anne Tholen

Taught Programme Directors

E-mail: tpd_annekrystyna@lshtm.ac.uk

Infectious and Tropical Diseases (ITD)

Professor Nick Dorrell

Taught Programme Director

E-mail: nick.dorrell@lshtm.ac.uk

Public Health and Policy (PHP)

Dr Hannah Babad

Taught Programme Director

E-mail: hannah.babad@lshtm.ac.uk

1.3 Teaching Support Office (TSO)

The TSO provides a friendly, one-stop location for information and advice about the School's face-to-face teaching programmes.

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

TSO responsibilities include:

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

TSO contact details

Email: tso@lshtm.ac.uk

1.4 Programme and Module Information

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

1.5 Programme Committee

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

1.6 Programme Representatives

Each programme nominates up to three representatives to the Students' Representative Council (SRC). These representatives also represent the class on the relevant Programme Committee and at Faculty Student Representatives meetings. Full details of the Constitution and Terms of Reference of the SRC can be found on the website here:

<https://www.lshtm.ac.uk/study/studentservices/students-representative-council>

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

For more information on student representation on committees, please see the Committees webpage and [Chapter 10 of the LSHTM Academic Manual](#).

Class representatives play a key role in liaising with staff and students, to enhance communication and involve students in decision making. They also play a role in coordinating social activities during the year.

1.7 Programme Evaluation

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

Modules

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

MSc Programme

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

Specific surveys

Surveys are conducted each year on satisfaction with study at the School on specific aspects such as IT or Library facilities, support and resource provision.

National surveys

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

The School publishes the PTES sector benchmark reports from previous years on its website. You can find them on the Academic quality and standards - Student engagement page <https://www.lshtm.ac.uk/aboutus/organisation/academic-quality-and-standards/student-engagement>

1.8 Academic Regulations

The LSHTM academic manual brings together all the academic regulations and procedures which constitute LSHTM's framework for quality and standards for credit-bearing taught provision, research degrees and special programmes.

<https://www.lshtm.ac.uk/aboutus/organisation/academic-quality-and-standards/academic-regulations>

Chapter 7. Academic Regulations

Regulations governing all programmes of study, including interruption, withdrawal, termination, extenuating circumstances, special assessment arrangements, academic misconduct and assessment irregularities, student appeals, student complaints and student discipline.

Includes:

Academic integrity (assessment irregularities) policy
Special assessment arrangements policy
Extenuating circumstances policy
Interruption of studies and withdrawal policy
Termination of studies policy
Academic appeals policy and procedure

Chapter 8. Postgraduate taught degree academic regulations

Regulations governing postgraduate taught programmes at level 7 of the FHEQ (i.e. MSc) and LSHTM professional diplomas (special programmes), including admission, assessment, moderation processes, exam board processes, resits, progression requirements and consideration for awards.

Includes:

Periods of Registration and Modes of Study
Assessment structures (based on the LSHTM Award Scheme)
Module moderation policy
Boards of Examiners
Resits policy

Chapter 2: Qualifications and taught credit framework

Outlines the underpinning structures of taught and research qualifications at LSHTM, including award schemes.

Includes:

MSc award scheme
Programme structure

2. PROGRAMME OF STUDY

2.1 Term and Holiday Dates

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

2.2 MSc Programme Structure

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

The academic year starts with Welcome Week for all students. During this time, students are introduced to the School and its staff, given time to settle into LSHTM 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 there are no assessed classes, however some unassessed classes aimed at further developing and broadening data science skills may be offered. Students will predominately use Term 3 to undertake work on their Project Report for submission in early September.

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

The written examinations in June are replaced by Term 1 in-course assessments. Work on the Project Report will commence after around mid-April 2022.

A diagram showing the structure of the academic year can be found on the following page.

Structure of the MSc Academic Year for MSc Health Data Science

AUTUMN (TERM 1)	DATES
-----------------	-------

Term 1 Modules	27 Sep – 6 Nov 2021
Reading Week	1 – 5 Nov 2021
Term 1 Modules	8 Nov – 10 Dec 2021

SPRING (TERM 2)	DATES
-----------------	-------

Mon – Wed (12:30)	Wed (14:00) – Fri	
C1 Module	C2 Module	10 Jan - 11 Feb 2022
Reading Week		14 – 18 Feb 2022
D1 Module	D2 Module	21 Feb – 25 Mar 2022

SUMMER (TERM 3)	DATES
-----------------	-------

Project Work	25 Apr – 27 May 2022
Project Submission	31 Aug 2022
C1 C2 D1 D2 Module Resit assessments	15 & 16 Sep 2022

2.3 Timetable Overview

Students will be able to view activities for each module they are enrolled on via the module's Moodle page including pre-recorded lectures and other learning materials. Any synchronous lectures, seminars or practical sessions will also be provided as a personalised eTimetable accessed via Outlook or a smartphone calendar. Full instructions on how to access your eTimetable will be provided.

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.

In general teaching takes place on Monday, Tuesday, Thursday and Friday, with Wednesday being free for self-directed learning. For all Term modules there may be lectures and practical's on Wednesdays. For most modules morning lectures take place from 09.30 to 12.30 (UK time) and afternoon lectures from 14.00 to 17.00 (UK time).

	Compulsory	Optional
Term 1: Weeks 1-10	<ul style="list-style-type: none"> • Introduction to Health Data Science • Programming • Health Data Management • Epidemiology for Health Data Science • Statistics for Health Data Science 	
Christmas Break		
Term 2: Week 10-20	<ul style="list-style-type: none"> • Machine learning • Data Challenge 	Select one from: <ul style="list-style-type: none"> • Genomics Health Data (Recommended) • Modelling and the Dynamics of Infectious Diseases • Analysis of Hierarchical and Other Dependent Data • Spatial Epidemiology in Public Health
		Select one from: <ul style="list-style-type: none"> • Environmental Epidemiology • Survival Analysis and Bayesian Statistics • Analysis of Electronic Health Records (Recommended)
Easter Break		
Summer Project		

2.4 MSc Programme Description

MSc Programme Specifications can be found here: [Programme specifications | Academic quality and standards | LSHTM](#)

2.5 MSc Specific Information

This programme is supported by Health Data Research UK – the national institute for health data science.

3. MODULES OF STUDY

3.1 Schedule of Modules

Term 1

Students take modules over a 10 week period.

In Term 1 there are four module slots called A1, A2, B1 and B2 (see table below).

Slot	Term	When	Period	Length
A1	1	Before Reading Week	Mon (am) to Wed (lunchtime)	5 weeks
A2	1	Before Reading Week	Wed (pm) to Fri (pm)	5 weeks
B1	1	After Reading Week	Mon (am) to Wed (lunchtime)	5 weeks
B2	1	After Reading Week	Wed (pm) to Fri (pm)	5 weeks

The timetable for full time students in Term 1 can be seen in the table below.

Date	Week	Mon am	Mon pm	Tue am	Tue pm	Wed	Thu am	Thu pm	Fri am	Fri pm
27-Sep	1	Intro	Stats	Prog	Prog		HDM	HDM	HDM	HDM
04-Oct	2	Intro	Intro	Prog	Prog		HDM	HDM	HDM	HDM
11-Oct	3	Intro	Stats	Prog	Prog		HDM	HDM	HDM	HDM
18-Oct	4	Intro	Intro	Prog	Prog		Prog	Prog	HDM	HDM
25-Oct	5	Intro	Stats	Prog	Prog		Prog	Prog	HDM	HDM
Reading Week										
08-Nov	6	Intro	Intro	Stats	Stats		Epi	Epi	HDM	
15-Nov	7	Intro	Stats	Stats	Stats		Epi	Epi	Epi	Epi
22-Nov	8	Intro	Intro	Stats	Stats		Epi	Epi	Epi	Epi
29-Nov	9	Stats	Stats	Stats	Stats		Epi	Epi	Epi	Epi
06-Dec	10	Stats	Stats	Stats			Epi	Epi	Stats	Stats

Key:

Intro	Introduction to health data science
Stats	Statistics for health data science
Prog	Programming
HDM	Health data management
Epi	Epidemiology for health data science
	Self-directed study time

The timetables for part time students in Term 1 can be seen in the table below.

Year 1:

Date	Week	Mon am	Mon pm	Tue am	Tue pm	Wed	Thu am	Fri am
27-Sep	1	Intro	Stats	Prog	Prog		HDM	
04-Oct	2	Intro	Intro	Prog	Prog		HDM	
11-Oct	3	Intro	Stats	Prog	Prog		HDM	
18-Oct	4	Intro	Intro	Prog*	Prog*		Prog*	
25-Oct	5	Intro	Stats	Prog*	Prog*		Prog*	
Reading Week								
08-Nov	6	Intro	Intro	Stats	Stats			
15-Nov	7	Intro	Stats	Stats	Stats			
22-Nov	8	Intro	Intro	Stats	Stats			
29-Nov	9	Stats	Stats	Stats	Stats			
06-Dec	10	Stats	Stats	Stats				

Year 2:

Date	Week	Mon	Tue am	Tue pm	Wed	Thu am	Thu pm	Fri am	Fri pm
	1					HDM	HDM	HDM	HDM
	2					HDM	HDM	HDM	HDM
	3					HDM	HDM	HDM	HDM
	4		Prog**	Prog**		Prog**	Prog**	HDM	HDM
	5		Prog**	Prog**		Prog**	Prog**	HDM	HDM
Reading Week									
	6					Epi	Epi	HDM	
	7					Epi	Epi	Epi	Epi
	8					Epi	Epi	Epi	Epi
	9					Epi	Epi	Epi	Epi
	10					Epi	Epi		

Prog* = 100% of the module maybe taken in year 1, thus part time students must take sessions marked with *.

Prog** = If a part time student only takes 50% of the module in year 1, they will be required to attend sessions marked ** in year 2.

Term 2

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

Slot	Term	When	Period	Length
C1	2	Before Reading Week	Mon (am) to Wed (lunchtime)	5 weeks
C2	2	Before Reading Week	Wed (pm) to Fri (pm)	5 weeks
D1	2	After Reading Week	Mon (am) to Wed (lunchtime)	5 weeks
D2	2	After Reading Week	Wed (pm) to Fri (pm)	5 weeks

The timetable for Term 2 can be seen in the table below.

Date	Week	Mon AM	Mon PM	Tue AM	Tue PM	Wed	Thu AM	Thu PM	Fri AM	Fri PM
10-Jan	1	ML	ML	ML	ML		Chall	Chall	Chall	Chall
17-Jan	2	ML	ML	ML	ML		Chall	Chall	Chall	Chall
24-Jan	3	ML	ML	ML	ML		Chall	Chall	Chall	Chall
31-Jan	4	ML	ML	ML	ML		Chall	Chall	Chall	Chall
07-Feb	5	ML	ML	ML	ML		Chall	Chall	Chall	Chall
Reading Week										
21-Feb	6	Geno	Geno	Geno	Geno		EHR	EHR	EHR	EHR
28-Feb	7	Geno	Geno	Geno	Geno		EHR	EHR	EHR	EHR
07-Mar	8	Geno	Geno	Geno	Geno		EHR	EHR	EHR	EHR
14-Mar	9	Geno	Geno	Geno	Geno		EHR	EHR	EHR	EHR
21-Mar	10	Geno	Geno	Geno	Geno		EHR	EHR	EHR	EHR

Key:

ML	Machine learning
Chall	Data challenge
Geno	Genomics health data (or other option chosen)
EHR	Analysis of Electronic Health Records (or other option chosen)
	Self-directed study time

Part time students will only take Machine learning module and a module in the D1 slot in year 1. In year 2, part time students take Data Challenge module and a module in the D2 slot.

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

Term 3

In Term 3 there are no assessed modules, there will be some unassessed taught content to develop students' health data science knowledge and skills.

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

Module Title	Code	Slot	Type (C/R/P)
Introduction to Health Data Science	2485	A1 & B1	C
Programming	2486	A1 & A2	C
Health Data Management	2487	A2 & B2	C
Epidemiology for Health Data Science	2488	B2	C
Statistics for Health Data Science	2489	A1 & B1	C

Term 2 Modules

Module Title	Code	Slot	Type (C/R/P)
Machine learning	2490	C1	C
Data Challenge	2491	C2	C
Genomics Health Data (Recommended)	2492	D1	R
Modelling and the Dynamics of Infectious Diseases	2464	D1	P
Analysis of Hierarchical and Other Dependent Data	2465	D1	P
Spatial Epidemiology in Public Health	3135	D1	P
Survival Analysis and Bayesian Statistics	2463	D2	P
Analysis of Electronic Health Records (Recommended)	2493	D2	R
Environmental Epidemiology	1301	D2	P

Module Selection Term 2:

<p>Students must select one module from:</p> <ul style="list-style-type: none"> • Genomics Health Data (Recommended) • Modelling and the Dynamics of Infectious Diseases • Analysis of Hierarchical and Other Dependent Data • Spatial Epidemiology in Public Health
<p>Students must select one module from:</p> <ul style="list-style-type: none"> • Environmental Epidemiology • Survival Analysis and Bayesian Statistics

- Analysis of Electronic Health Records (Recommended)

3.3 Module Specifications

The Module Specifications can be found at the following link:

<https://www.lshrm.ac.uk/study/courses/masters-degrees/module-specifications>

The Module Specifications contain the following information:

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

3.4 Module Choices

Students will be given information about module choice at the start of the year. Module selection takes place via the School's Online Module Registration System. A number of modules will be compulsory for your programme which means you have to take these modules. Other modules are optional which allows for a degree of choice. Optional modules are further divided into 'Recommended' which you select from, or 'Peripheral' which you have to discuss with your Programme Director prior to selection. **If you need help with your Module Choices, please ask your Personal Tutor or MSc Programme Director.** All module choices are subject to final approval by the MSc Programme Director.

Consider the following before making your choices:

- (a) Read the MSc Programme Description provided in section 2.
- (b) Consult the Module Availability Chart showing the modules available.
- (c) Consider the Module Specifications.

- (d) Seek the advice of MSc Programme Directors and Personal Tutors.
- (e) Module Organisers can supply more information about particular modules.
- (f) Further information on module choices will be given during Welcome Week.

Deadlines for module choices

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

2pm UK Time Thursday 23rd September 2021	Term 1 module choices to be made
2pm UK time Friday 12th November 2021	Term 2 and 3 module choices to be made

The School only allows changes to module choices after these deadlines in exceptional circumstances. In no circumstances will changes be allowed after the first week of the module commencing. Please email your Programme Administrator in the first instance if you wish to change module choice.

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.

Special Cases

It is possible to take a module which is not part of your programme, if you can demonstrate a special case for doing this (i.e. the module is of particular relevance to your proposed project). Students will be allowed to make a maximum of one 'special case' module choice which must be formally approved by the MSc Programme Director and the relevant Module Organiser. Students wishing to make a special case module choice must contact their Programme Administrator in the first instance.

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. Please note, other modules may also be capped, if there are circumstances warranting this.

4. THE PROJECT REPORT

4.1 Project Handbook

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

4.2 Objectives of the Project Report

The Project Report is the culmination of your MSc studies at the School. As an independent piece of research on a topic relevant to your programme, it should demonstrate the learning, understanding and skills you have developed in the subject. Projects are a vital element of MSc work; they are assessed and will contribute 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

Programme Directors will ensure that every student has a supervisor, to guide with the planning, undertaking and writing up of project work. You should contact your Programme Director if you are having any problems with identifying a suitable supervisor. Supervisors act

as advisors, and will discuss your project with you and will usually review one draft of the Report; although they are not expected to correct your English. You should expect to do most of the work independently. The Project Handbook gives further guidance on what you can or cannot expect your supervisor or Personal Tutor to do to support you with your project.

4.6 Project Approval

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

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

4.7 Ethics Approval

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

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

4.8 Timescales and Deadlines

Because of the need to gain approval in good time before beginning work, you will need to start initial planning (thinking about your project topic, and developing an initial proposal) from early in 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 or after the Term 3 module has finished for MScs IID, MEDiC, MM, MP and TMIH. Your final Report must be submitted by the deadline at the end of August. The Project Handbook sets out all key project dates and deadlines.

4.9 Further Information

The Project Handbook contains a great deal of further useful information or will direct you as to where to find out more on important topics such as laboratory and fieldwork safety, ethical approval, potential sources of funding, writing up your Project Report, recognising the contribution of others, and submission procedures and requirements for the final Project Report. Copies of past students' projects are also available via the Library.

4.10 Academic Writing

The Academic Writing handbook also gives helpful guidance for writing up extended pieces of academic work like the project (especially how to cite and reference correctly). This is available at <https://www.lshtm.ac.uk/sites/default/files/academicwritinghandbook.pdf>

5. ASSESSMENT & CREDITS

5.1 Introduction

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

5.2 Participation in a Programme

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

5.3 Credit Framework

All of the MSc programmes offered by the School, operate under the credit framework. Credits are gained for passing 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.

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

Major elements of the credit system

Each Masters programme has three major elements

- Term 1 Assessments
- Term 2 Assessments
- Research project

MSc Health Data Science

	<u>Term 1</u> (Oct-Dec)	<u>Terms 2 & 3</u> (Jan-March)	<u>Term 3 (April-Sept)</u>
<i>Element</i>	5 taught modules of different sizes	4 taught modules	Research project
<i>Credits</i>	60 credits	60 credits (15 credits per module)	60 credits
<i>Assessed by</i>	Individual Core module assessments	Individual assessment for each module	Project report
<i>Grades awarded credits</i>	A minimum mark of 2 is required for all components combined, with no component ≤ 1	A minimum GPA of 2 is required for the module element <u>Compensation</u> can be applied to <i>one</i> non-compulsory module with a mark of 1.00 to 1.99, provided the overall module GPA for the 4 modules is ≥ 2	A minimum mark of 2 is required for the project report.

- \geq = *Equal to or greater than*
- *GPA = Grade Point Average*
- **please refer to the Academic Manual for up to date information and an explanation of regulations.*

5.4 Credits and Learning Time

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

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

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

5.5 Award of Credits and Compensation

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

5.6 Resits

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

Failing one module will not necessarily require a resit if compensation can be applied. This is outlined in the [Academic Manual](#).

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.

Please see the School's Re-sit Policy for full guidance in the [Academic Manual, Chapter 08a Postgraduate Taught Degree Academic Regulations](#), section 12

5.7 Final Award Classification

Grades from modules, exams and the project are combined to calculate an overall Award GPA. Students with an Award GPA of a least 2.0, and 180 credits at Masters Level 7, will be eligible for an MSc Award.

The final award classifications are Pass, Merit and Distinction. The classification is determined using the MSc Award Scheme which can be found in the [Academic Manual, Chapter 2: Qualifications and Taught Credit Framework](#), section 2.5

5.8 Assessments and Exams during the Academic Year

Assessment in Term 1 (60 credits)

The summative assessment for Term 1 for the Health Data Science MSc consists of five individual core module assessments. A grade of 2.00 or above is required for each module to pass.

Assessment in Term 2 (60 credits)

The summative assessment for Term 2 for the Health Data Science MSc consists of four individual core module assessments. A grade of 2.00 or above is required for each module to pass.

Many Term 1 & 2 modules will have formative assignments to monitor student progress and support learning; these do not count towards the GPA, award of credit or the final degree.

Project Report (60 credits)

MSc HDS students partake in a project that is worth 60 credits and will start their project in term 3. Please see the Project Handbook for further details.

5.9 Instructions and Guidance for Examinations

Students will be issued with a set of Instructions and Guidance for the summer examinations. **You must read the Instructions and Guidance and abide by them.**

5.10 Extenuating Circumstances and Extensions

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

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

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

5.11 Special Assessment Arrangements

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

- Disability ([as defined by the Equality Act 2010](#))
- Temporary medical condition or injury
- For students who are pregnant or breastfeeding

where there is an adverse impact on their ability to take an assessment under standard conditions and where this would put them at a substantial disadvantage compared to other students.

Special assessment arrangements are agreed via a Learning Support Agreement (LSA) and must be accompanied by appropriate supporting evidence, as specified in the [Special Assessment Arrangements Policy in the Academic Manual Chapter 7: General Academic Regulations, section 7.3](#)

LSHTM publishes a deadline prior to each assessment period, by which students should submit a request for any special assessment arrangements. Students are expected to take responsibility for their own learning experience and to request special arrangements by the deadline.

Applications for special assessment arrangements should be made in discussion with the Student Advice team within Student Support Services. Students should book an appointment with a Student Adviser via the [Student Support Services Moodle pages](#), by completing the relevant 'appointment request form'. For any queries, students can contact Student Advice via studentadvice@lshtm.ac.uk.

Special arrangements for assessments will take into consideration the School's Examination Regulations and will be in line with the Special Assessment Arrangements Policy, which can be found in the [Academic Manual Chapter 7: General Academic Regulations, section 7.3](#).

Students who face unforeseen circumstances (including illness) immediately before or during an assessment should follow the procedure set out in the [Extenuating Circumstances Policy \(section 7.4\)](#). This includes students who may already have special assessment arrangements, who experience a change in condition or other new circumstances which are not reflected in their LSA.

5.12 Submission of Assessments

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

Project Reports must be submitted by late August. The date will be published in the Project Handbook.

5.13 Penalties for Late Submission of Assessments and Projects

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

re-sit assessment while for projects the student will be required to resubmit the report by a new deadline. Both of these carry grade caps.

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

5.14 Penalties for Exceeding the Word Count of Assessments and Projects

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

See 8a.11.8 *Penalties* in the [Academic Manual, Chapter 08a Postgraduate Taught Degree Academic Regulations , section 12](#)

5.15 Marking of Assessed Work

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

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

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

Individual assessments 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).

Grade point	Qualitative work (e.g. essays or other written assignments)	Quantitative work (e.g. multiple-choice questions, mathematical questions, laboratory 'spot' tests)
5	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.	All correct.
4	A full discussion of the topic that includes all relevant information and critical evaluation.	Almost all correct
3	The major points are discussed, but relevant, though less important considerations, are omitted.	Most correct, a few incorrect allowed.
2	Sufficient relevant information is included but not all major points are discussed, and there may be some errors of interpretation.	Essential parts correct (to be defined), some incorrect.
1	A few points are included, but lack of understanding is shown together with use of irrelevant points.	Some correct but essential part (to be defined) incorrect or unknown.
0	None of the major points present; many irrelevant points included and a serious lack of understanding. <i>or</i> Not submitted.	Some may be correct, essential part incorrect. <i>or</i> Not attempted.

5.16 Grading and Feedback Procedures

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

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

Term/Slot	Feedback provided by
Term 1	See module level information
ITD Term 1 Module Written Assessments (MScs IID, MEDiC, MM, MP and TMIH)	Friday 4 Feb 2022
Term 2 (C1/C2)	Monday 14 March 2022
Term 2 (D1/D2)	Tuesday 3 May 2022

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

5.17 Preparation for Assessments and Examinations

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

6. ACADEMIC MISCONDUCT

6.1 Introduction

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

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

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

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

6.2 Assessment Irregularities Procedure

The School's Academic Integrity (Assessment Irregularity) Policy, can be found in [the Academic Manual Chapter 7: General Academic Regulations, section 7.2](#). The procedure sets out how any allegations will be investigated, and the potential penalties that may be applied. In the event that an allegation or case arises which affects you, anything you are required to do will be clearly communicated and explained. Your Personal Tutor, your Programme Director(s) or the Registry can be asked for further advice.

6.3 Declaration on Plagiarism and Cheating

By submitting work for assessment you are confirming that:

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

6.4 Plagiarism

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

6.5 Cheating

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

Key points you should be aware of include:

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

6.6 Other Assessment Irregularities

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

6.7 How to Avoid Plagiarism

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

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

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

Key points you should be aware of include:

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

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

6.8 Detecting Plagiarism through Turnitin

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

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

6.9 Penalties

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

7. PERSONAL TUTORS & TUTORIALS

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

- **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 the teams within Student Support Services.
- **Academic Problems:** If you are having any problems with the programme (you do not understand, cannot keep up, etc.), see your Personal Tutor as soon as possible. Do not leave it until you have fallen behind. They will be able to help you clarify the nature of the problem and suggest ways to solve it (for example, knowing someone who will be able to help you).
- **Project Report:** Begin to think about your Project Report early in the year, in consultation with your Personal Tutor who can help you decide what sort of project you would like to do. They will be able to give you general advice about the process and may or may not end up being your supervisor. If not, they will be able to guide you towards resources (e.g. other staff members who may be more appropriate to act as a supervisor).
- **Results:** A copy of your results on the assessed parts of the programme will be sent to your Personal Tutor. You should arrange to meet with them to discuss your progress.
- **Module Choices:** Your Personal Tutor will assist you in your choice of modules.
- **Programme Questions:** Your Personal Tutor is not expected to be able to answer technical questions on the content of all aspects of your programme. Where they have the technical expertise themselves, they will share it with you; where they do not, they will advise you where to look for it.
- **Meetings:** It is your responsibility to arrange to see your Personal Tutor, so please make an effort to arrange a mutually suitable time.
- **Frequency of Meetings:** Early on, establish the best way for arranging these meetings with your Personal Tutor. During Term 1 you should see your tutor about once a fortnight. During Terms 2 and 3 you are likely to meet your tutor once every 3 to 4 weeks, unless they are your project supervisor in which case it would be more frequent than this.
- **Tutor Absence:** When your Personal Tutor is absent for more than two weeks they will arrange for a substitute tutor and inform you who this is - contact the MSc Programme Director if such arrangements have not been made.

8. STUDY GUIDANCE

8.1 Studying at the School

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

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

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

The Library & Archives Service has a wide range of books and eBooks providing support and guidance with studying. These are all searchable via the Library's Discover search tool which can be accessed here: <https://www.lshtm.ac.uk/research/library-archives-service>

Study Skills and Academic Writing books are shelved under the classmarks AR.AT and AHAZ. These include:

- The Study Skills Handbook, by Stella Cottrell (Palgrave 2003)
- Getting Ahead as an International Student, by Dave Burnapp (Open University Press, 2009) **available online**.
- Study skills for international postgraduates, by M. Davies (Open University Press, 2011).
- Academic writing: a handbook for international students, by Stephen Bailey (Routledge, 2006).
- Cite them right: the essential referencing guide, by Richard Pears and Graham Shields (Northumbria University Press, 2013).
- Complete guide to referencing and avoiding plagiarism, by Colin Neville (Open University Press, 2010).
- Writing your dissertation, by Derek Swetnam (How To Books, 2004).
- How to Write a Thesis, by Rowena Murray (Open University Press, 2007).

Library staff offer a range of support, from finding information to developing advanced literature searches for your projects. This includes an online enquiry service and guidance, training courses and personalised one-to-one support. Further information is available via the Library & Archives Service pages of Service Desk <https://servicedesk.lshtm.ac.uk> or via the Library's Moodle page: <https://ble.lshtm.ac.uk/course/view.php?id=88>

8.2 What is the Workload?

Students spend approximately 36 hours per week on work related to their programme of study. This is higher during term-time and less during periods between terms. 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.

36 hours per week is a considerable amount of time and you should certainly expect to study in the evenings and at weekends.

8.3 Reading

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

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

8.4 Programme Materials

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

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

8.5 Lecture Capture

Please be aware of the following:

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

8.6 Lectures and Other Teaching Methods

Almost all of your modules will include some lectures. Lectures are not meant to convey detailed information but to set the scene, explain general concepts and excite you about the relevance and importance of the topic. Many lecturers provide lecture notes on Moodle or references to key reviews, which will provide a permanent record of the subject matter. You will experience many other teaching methods during your time at the School including practical/seminar sessions, small group work, laboratory sessions, and computer-based sessions. Many of these are used to extend the material presented in lectures. In all cases, you will derive most benefit from teaching sessions by preparing well in advance and spending time afterwards on extra work and reading.

8.7 Essays and Project Reports

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

Further useful information about writing skills is given on the Study Skills pages at: <https://www.lshtm.ac.uk/study/new-students/study-skills>

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

8.8 Developing Independent and Critical Thinking

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

you disagree. Your point of view should come across to the reader as a justified judgement or reasoned argument, and not simply as an opinion.

8.9 Computers and Learning

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

8.10 Global Health Lecture Series

Overview

The Global Health Lecture Series (GHLS) consists of 20 lectures and panel discussions occurring weekly throughout the first two terms (except Reading Weeks). Leading experts from LSHTM will present up to date summaries and debates about a range of global health issues. In addition to the lectures there will be a number of panel discussions across the two terms. These sessions will create a forum for discussions of key topics across global health lead by a panel of experts in the field.

The talks will provide sufficient background information so that members of the audience without much previous knowledge of the specific subject area will be able to understand why the issues covered in the lecture are important, as well as giving them a sense of current issues and debates in the field.

The lectures last approximately 45-60 minutes and are open to anyone interested in learning more about global health. Session recordings are made available in the Panopto block on the top right of the Global Health Series Moodle Page, which can be found by searching for: LSHTM_2019_2021 from the Moodle homepage.

Schedule

The Lecture series will be delivered as follows:

- Terms 1 & 2
- Weekly on Mondays at 5:30pm (excluding reading weeks)
- Venue: Zoom (see webpage or Moodle for details)

Contacts

Hannah Kuper, Department of Clinical Research

Calum Davey, Department of Public Health, Environments and Society

Pauline Scheelbeek, Department of Population Health

Course Administrator

Lee Byrne, CPD & RD Programme Administration Manager, Teaching Support Office

(Email Lee.Byrne@lshtm.ac.uk)

8.11 Decolonising Global Health Lecture Series

Overview

In this series we explore the history of colonialism and its impact on global health today. During the six Term 1 sessions, led by historians Martin Gorsky and Alex Mold, and anthropologist Clare Chandler, students will learn through a combination of historical lectures and interactive reflection. We will survey the emergence of empires, tropical medicine, and development, and consider the ongoing legacies these histories have left for the present.

Schedule

1. Empires and Colonialism Before c.1900 – How do we Remember?
2. Colonialism and ‘Tropical Medicine’ – Universal or Western Knowledge?
3. From Colonialism to Development, 1900-1970s
4. Global Health Organisations and Western Power
5. Colonial Legacies in High-Income Countries
6. Understanding and Resolving Colonial Legacies

The sessions will be weekly on Zoom on Thursday from 5:30pm to 6.45pm beginning on 7 October, with a break for Reading Week.

Contacts

Course organisers

Martin Gorsky, Centre for History in Public Health
Alex Mold, Centre for History in Public Health
Clare Chandler, Department of Global Health and Development

Course administrator

Lee Byrne, CPD & RD Programme Administration Manager, Teaching Support Office
Email Lee.Byrne@lshtm.ac.uk)

Appendix 1 – Preparation for assessments

What we look for in good assessments

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

<u>GOOD ANSWERS</u>		<u>POOR ANSWERS</u>
Rigorous, relevant to question	ARGUMENTS	Weak and off the point
Clear, logical	STRUCTURE	Muddled
Relevant, selective	USE OF SOURCES	Irrelevant, unselective
Imaginative interpretation		Purely descriptive
Critical approach to both theory and methods used in sources	UNDERSTANDING	Purely descriptive
Deep, developing own ideas		Superficial
Fluent, clear	STYLE	Repetitive, unclear
<i>(Students will not be penalised for imperfect use of English, as long as the level is reasonably adequate and comprehensible.)</i>		
Correctly cited	REFERENCES	Lacking or incorrect
Legible, correct length	PRESENTATION	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

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

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

Exam techniques

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

- **Read 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.

Appendix 2 – Avoiding Plagiarism

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

Original material to be quoted

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

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

Full reference: El-Sadr WM, Perlman DC, Denning E, Matts JP, Cohn DL. A review of efficacy studies of 6-month short-course therapy for tuberculosis among patients infected with human immunodeficiency virus: differences in study outcomes. *Clin Infect Dis* 2001;32:623-32.

An acceptable approach – direct quotation with citation

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

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

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

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

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

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

An acceptable approach – paraphrasing with citation

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

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

An unacceptable approach – direct quotation without indication

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

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

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

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

One of the most important issues that remain controversial is whether 6 months of treatment with regimens that include rifampin can effectively and safely treat HIV-related tuberculosis. The ability to use this short-course regimen for HIV-infected patients could allow programs to provide DOT to 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.

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:

El-Sadr WM, Perlman DC, Denning E, Matts JP, Cohn DL. A review of efficacy studies of 6-month short-course therapy for tuberculosis among patients infected with human immunodeficiency virus: differences in study outcomes. *Clin Infect Dis* 2001;32:623-32

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.