



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE ■

LONDON
SCHOOL *of*
HYGIENE
& TROPICAL
MEDICINE



MSc Health Policy, Planning & Financing

Programme Handbook 2016/17

Disclaimer

This Programme Handbook refers to the academic session 2016-17. Every effort has been made to ensure that the information contained in this Handbook is accurate at the time of going to press (September 2016). Changes to the information may need to be made due to unforeseen circumstances and students will be notified of this in advance of any changes. In the event of any inconsistency between the information in this handbook and any other document, the decision of the Academic Registrar shall be final.

INTRODUCTION AND WELCOME	3
1. ADMINISTRATIVE ARRANGEMENTS	5
1.1 Key Contacts	5
1.2 Taught Programme Directors at LSHTM	5
1.3 Teaching Support Office (TSO)	6
1.4 Notices and Mail	6
1.5 Programme Committee	6
1.6 Programme Representatives	7
1.7 Programme Evaluation	7
1.8 Class Photographs	7
1.9 Student Handbook	8
2. PROGRAMME OF STUDY	9
2.1 Term and Holiday Dates	9
2.2 The MSc Programme Structure	9
2.3 Timetable Overview	13
2.4 MSc Programme Description	14
3. MODULES OF STUDY	17
3.1 Schedule of Modules	17
3.2 Part-time study	18
3.3 Module Information	20
<i>Michaelmas Term - Course Options; LSE only (11 week linear courses)</i>	20
<i>Term 1 - Module Options; LSHTM only (11 week linear modules)</i>	21
<i>Term 2/ Lent Term - Module/Course Options; LSE only (11 week linear courses)</i>	22
<i>Term 2/ Lent Term - Module/Course Options; LSHTM only (modules)</i>	23
<i>Term 3/Summer Term - Module/Course Options; LSHTM only (modules)</i>	25
3.4 Module Choices	26
4. THE DISSERTATION	29
5. ASSESSMENT & CREDITS	37
5.1 Introduction	37
5.2 Participation in a Programme	37
5.3 Assessments and Exams During the Academic Year	37
5.4 Regulations for Examinations and Timed Assessments	38
5.5 Extenuating Circumstances	39
5.6 Special Assessment Arrangements	39
5.7 Submission of Assessments	40
5.8 Late Submission of Assessments	40
5.9 Marking of Assessed Work at LSHTM	41
5.10 Grading and Feedback Procedures	41
5.11 Grading at LSE	42
5.12 Preparation for Assessments and Examinations	44
6. ACADEMIC MISCONDUCT	45
6.1 Introduction	45
6.2 Declaration on Plagiarism and Cheating	45
6.3 Plagiarism	46
6.4 Cheating	46
6.5 Other Assessment Irregularities	46
6.6 How to Avoid Plagiarism	46
6.7 Detecting Plagiarism Through Turnitin	47

6.8	Assessment Irregularities Procedure	48
6.9	Penalties.....	48
6.10	Avoiding Plagiarism – A Worked Example	48
7.	PERSONAL TUTORS & TUTORIALS	52
8.	MSc HPPF SEMINARS (Class Meetings).....	53
9.	STUDY GUIDANCE.....	53
9.1	Studying at LSHTM and LSE	53
9.2	What is the Workload?	54
9.3	Reading.....	54
9.4	Programme Materials.....	55
9.5	Lecture Capture.....	55
9.6	Lectures and Other Teaching Methods	56
9.7	Essays and Dissertations	56
9.8	Developing Independent and Critical Thinking.....	56
9.9	Computers and Learning.....	57
	Appendix 1 – Preparation for assessments at LSHTM.....	59
	Appendix 2: Information from the London School of Economics.....	65

INTRODUCTION AND WELCOME

On behalf of the two Schools, we would like to welcome you to the MSc in Health Policy, Planning and Financing.

In 1986, the London School of Economics and Political Science (LSE) and the London School of Hygiene and Tropical Medicine (LSHTM) - two of the world's premier Schools in social science and public health - joined together to offer this joint MSc programme. Since then, over 900 students from over 100 countries have graduated from this programme, many of whom still keep close links to both Schools.

The degree is unlike most others that you will find at either School, or indeed at other academic institutions. It provides you with an opportunity to design a distinct selection of modules/courses from the curricula of both Schools. In addition, both Schools offer you a huge variety of other academic resources – their libraries, additional lectures and key academic resources are as important to your studies as some of the modules/courses may be, so do make good use of them.

We strongly encourage you to take advantages of the distinct academic cultures of both institutions as this is the key reason for offering a joint degree. Nevertheless, be aware that the joint nature of the degree, does bring challenges. Both Schools are distinct institutions with their own administrations and processes. You will need to complete some administrative processes twice (i.e. at each School) and you may face some timetable clashes between certain classes and lectures. Whilst we try to minimise these difficulties wherever we can, this is not always possible. However, we hope that you will value the experience of this joint degree as so many of our previous students certainly have.

This handbook will outline the structure of the degree, provide guidance on the choice of modules that are available to you - and how to select them - and provide you with the necessary information on assessment requirements, including the dissertation which you will need to complete at the end of the academic year. In addition, you will find information and guidance about both Schools and their resources. Please read this handbook (in particular the first section) very carefully, as it should provide most of the information that you will need throughout your studies.

This handbook should be read alongside the LSHTM Student Handbook and the LSHTM'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 web at: <http://www.lshtm.ac.uk/study/currentstudents/studentregulations/index.html>

At the end of this Handbook you will also find the LSE handbook which should be read alongside regularly updated information relating to Policies and Regulations on the Social Policy department webpages: <http://www.lse.ac.uk/socialPolicy/InformationForCurrentStudents/Home.aspx>.

LSHTM 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 http://www.lshtm.ac.uk/edu/qualityassurance/student_charter.pdf. LSE has its a Student Charter which can be found using the following link: <http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/stuCha.pdf>

You are, of course, Postgraduate students and so we do expect you to be proactive about solving issues as they arise, and speaking to appropriate members of academic and

administrative staff as appropriate. However, during the orientation period we will go into more detail on what you need to know about the programme and answer any questions you may have. Moreover, your tutors and Programme Directors are always here to answer your questions and help you to make the most out of this year.

We hope that you will have a wonderful experience on this MSc, and look forward to working with you during the year.

Best wishes

Neil Spicer
MSc Programme Director
Faculty of Public Health & Policy
LSHTM

Mrigesh Bhatia
MSc Programme Director
Department of Social Policy
LSE

1. ADMINISTRATIVE ARRANGEMENTS

1.1 Key Contacts

LSHTM

MSc Programme Director

Dr. Neil Spicer
Faculty of Public Health & Policy
Room: 324 Tavistock Place
Phone: 020 7927 2311
email: neil.spicer@lshtm.ac.uk

MSc Course Administrator

Ms Jyoti Halai
Teaching Support Office
Keppel Street
Room: G90b
Phone: 020 7958 8220
Email: jyoti.halai@lshtm.ac.uk

LSE

MSc Programme Director

Dr. Mrigesh Bhatia
Dept of Social Policy
Room OLD 2.34
Phone: 020 7955 6416
email: m.r.bhatia@lse.ac.uk

Health Programme Office Administrator

Ms Lisa McElhinney
Dept. of Social Policy
Room: OLD 2.48
Phone: 020 7955 7367
email: l.mcelhinney@lse.ac.uk

Teaching Operations Manager

Dr. Craig Stewart
Dept. of Social Policy
Room: OLD 2.48
Phone: 020 7955 6650
email: c.j.stewart@lse.ac.uk

1.2 Taught Programme Directors at LSHTM

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

Epidemiology and Population Health (EPH)

Craig Higgins
Taught Programme Director
Room: 140a Keppel Street
Tel: 020 7927 2244
e-mail: craig.higgins@lshtm.ac.uk

Infectious and Tropical Diseases (ITD)

Nick Dorrell
Taught Programme Director
Room: 382 Keppel Street
Tel: 020 7927 2838
e-mail: nick.dorrell@lshtm.ac.uk

Public Health and Policy (PHP)

Dr Hannah Babad
Taught Programme Director
Room: G18 Tavistock Place
Tel: 020 7927 2328
e-mail: hannah.babad@lshtm.ac.uk

1.3 Teaching Support Office (TSO)

The LSHTM Teaching Support Office (TSO) is located in Room G90b, Keppel Street, next door to the Registry which is located in G90a. There is a student helpdesk in the TSO, where staff will be able to help you with any teaching-related questions you may have. The office is normally open from 9:00am to 5.00pm, Monday to Friday, throughout the year. The TSO aims to provide a one-stop location for information and advice about teaching programmes and a friendly and efficient service to all.

The TSO provides administrative support for the LSHTM's London-based taught programmes (MSc, Diploma 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 teaching materials including programme/module information, 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 and the Registry

At LSE, teaching support is devolved to each department. The information for the Programme Administrator and Teaching Operations Manager can be found above, and both are located in the Old Building, Houghton Street, room 2.48. The office is normally open from 9:00am to 5.00pm, Monday to Friday, throughout the year. If you have any questions concerning the programme, you should feel free to contact the Teaching Administration Team.

1.4 Notices and Mail

Notices about the programme and modules will be posted on the Moodle pages or on specific module Moodle pages as appropriate (please note both LSHTM and LSE produce Moodle pages that will be relevant for HPPF students). Occasionally you may have mail to collect from LSHTM's Teaching Support Office (TSO) and you will be notified when mail is available.

1.5 Programme Committee

Health Policy Planning and Financing has a Joint Programme Committee (JPC) which oversees the development and operations of the MSc. It is chaired by the MSc Programme Directors. Student representatives are invited to attend the JPC.

1.6 Programme Representatives

Each LSHTM programme is asked to nominate up to three representatives to the Student Representatives 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 are in the Formal Policies and Regulations at: <http://www.lshtm.ac.uk/edu/src/>

Class meetings will be arranged to take place at regular intervals so that issues can be discussed and any problems can be voiced if they occur. The programme 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 Directors and other members of staff.

LSE Programmes elect two representatives who attend a Departmental Staff-Student Liaison Committee, and the Joint Programme Committee.

As this MSc is Joint between the two institutions, there are more opportunities for students to become representatives of the programme in either LSE or LSHTM.

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 gives us feedback on the various parts of the programme and is by questionnaires completed for each module. There are 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.

The MSc Programme

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

Specific surveys

Surveys are conducted each year on satisfaction with study at the LSHTM as a whole and on specific aspects such as IT or Library facilities. LSE also conduct similar annual surveys.

National surveys

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. LSE runs an internal survey of its taught Postgraduate students.

1.8 Class Photographs

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

1.9 Student Handbook

In addition to this Programme Handbook, the LSHTM produces a Student Handbook for all students who follow London-based programmes. The Student Handbook provides important information about:

- Basic Maths Support
- Bullying and Harassment
- Careers
- Change of name/address
- English for Academic Purposes (EAP)
- Global Health Lecture Series
- Guidance on School Policies
- Interruption of Studies/Withdrawal
- IT Facilities
- Library and Archive Services
- Medical Health
- Safety and Security
- Student Support and Study Facilities
- Teaching Rooms
- Tier 4 visa advice

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

LSE provides equivalent information online, both on the department webpages <http://www.lse.ac.uk/socialPolicy/InformationForCurrentStudents/Home.aspx>, and through its varied and helpful Student Support Services: <http://www.lse.ac.uk/intranet/students/supportServices/home.aspx>.

The LSE Academic Support Service provides useful advice relating to the LSE library, training and development opportunities, as well as guidance on how to use the Moodle virtual learning environment: <http://www.lse.ac.uk/intranet/students/academicSupportServices/home.aspx>.

2. PROGRAMME OF STUDY

2.1 Term and Holiday Dates

LSHTM

The teaching for each Masters programme is divided into three terms: autumn (term 1), spring (term 2) and summer (term 3). The term and holiday dates can be found on LSHTM's website at the following link: <http://www.lshtm.ac.uk/study/termdates/>.

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 in the second half of the first five weeks of the term and finish prior to the examination period in early June. Revision sessions and project preparation sessions will be scheduled during the other half of those weeks. After a period of revision, the written examinations are taken in June. During the remainder of the academic year (June, July and August) students undertake work to produce a Project Report on an approved subject.

LSE

Teaching is mainly divided across Michaelmas term (term 1 at LSHTM) and Lent term (term 2 at LSHTM), with some revision lectures being held in the Summer term (Term 3). Aside from these revision sessions, there is no formal teaching during Summer Term, with exams being held from late May to early June. You can find LSE term dates here: <http://www.lse.ac.uk/intranet/diaryAndEvents/termDates/Home.aspx>

Reading Weeks are scheduled for Week 6 of the LSE Calendar but it is worth noting that some seminars may still run during LSE Reading Week. **It is important to remember that the LSHTM and LSE Reading Weeks do not coincide.**

2.2 The MSc Programme Structure

HPPF students start their academic year with a two-week Orientation period at both schools. There is an International Students Welcome for all students during the first week of Orientation. During this time, students are introduced to the Schools and staff, given time to settle into London and to meet students and staff on their programme. Students are also introduced to some essential study skills, given guidance about module choices and allocated a personal tutor.

The Masters programme is organised on a modular basis so that students take a range of modules during the year. MSc HPPF has compulsory, semi-compulsory and recommended/optional modules/courses which students register for, as detailed in **Section 3** of this Handbook.

To pass the MSc students must take an equal number of courses/modules at each of the two schools as follows (in exception circumstances, subject to approval from both Programme Directors, the requirement for an equal split of courses/modules may be waived):

During the programme of your study of the MSc, you will take courses to the value of **four full units or eight half units**. A one term *course* (at LSE) known as a *module* (at LSHTM) is equal to **one half unit**. A two-term course at LSE is equal to one full unit. See Table on the following page for a list of compulsory, semi-compulsory and recommended modules/courses.

Two courses/modules (i.e. one full unit) are **compulsory** for HPPF students. **Two courses/modules** (i.e. one full unit) are '**semi-compulsory**' (1 to be taken from a list of 3 LSHTM modules and 1 from a list of 3 LSE courses). **Four further courses/modules** (i.e. 2 full units) are normally also drawn from the recommended list of courses/modules, but, may – with the permission of the Programme Directors – be selected from a broader set of **optional** courses offered by the two Schools (including any suitable course at LSE). Of these a maximum of **one** half unit at LSHTM and **one** half unit at LSE may be taken. Students must consult with their Programme Directors before taking optional modules/courses.

Students must take eight courses/modules to the value of four units equally split between the two Schools as shown below, and undertake a 10,000-word dissertation. It is highly recommended that students select modules/courses which spread the workload over the course of the year. The dissertation will be completed during the summer.

Paper	Course/module number and title (H) = half unit
1	SA407 Financing Health Care (H)
2	(LSHTM) 1107 Health Services (H) (SA4Q2) AND/OR (LSHTM) 1117 Health Policy, Process and Power (H) (SA4Q4) If only one is selected, students must take one of the two 'semi-compulsory' modules (1123 or 2001)
3	Obligation for all students to take one additional 'semi-compulsory' course (half unit) at LSE from the following: SA408 Health Economics (H) SA427 Pharmaceutical Economics and Policy (H) SA447 Foundations of Health Policy (H)
4	Obligation for all students to take one additional 'semi-compulsory' course (half unit) at LSHTM from the following: (LSHTM) 1107 Health Services (H) (SA4Q2) (LSHTM) 1117 Health Policy, Process and Power (H) (SA4Q4) (LSHTM) 1123 Issues in Public Health (H) (SA4Q9) (LSHTM) 2001 Basic Epidemiology (H) (SA4Q5)
5-8	Any combination of the following: Health Economics SA4C3 Statistical Methods in Health Care Economic Evaluation (H) SA4C4 Cost-effectiveness Analysis in Health Care (H) SA4E9 Advanced Health Economics (H) (LSHTM) 1501 Economic Evaluation (H) (SA4R9) (LSHTM) 1504 Economic Analysis for Health Policy (H) (SA4S3) Health Policy and Management SA4D4 Measuring Health System Performance (H) SA4D6 Health Systems and Policies in Developing Countries (H) (LSHTM) 1606 Analytical Models for Decision Making (H) (SA4S4) (LSHTM) 1403 Organisational Management (H) (SA4R8) (LSHTM) 1402 Conflict and Health (H) (SA4R7) (LSHTM) 1808 Health Systems (H) (SA4V5) (LSHTM) 1127 Evaluation of Public Health Interventions (H) (SA4V9) (LSHTM) 1503 Globalisation and Health (H) (SA4S2) For a fuller list of Recommended modules please see section 3.3 of this handbook Optional for the MSc, non-core modules/courses not listed above up to the value of 1 full unit/ two 0.5 units may be taken. A maximum of one module/0.5 unit at LSHTM and one course/0.5 unit at LSE may be taken. Students must consult with the Course Directors before taking optional modules/courses.
9	SA4G9 Dissertation for MSc Health Policy, Planning and Financing

To find the relevant courses, look within the "Graduate Course Guides 2016-17" for courses in the Department of Social Policy, which carry the code "SA".

<http://www.lse.ac.uk/resources/calendar/courseGuides/graduate.htm>

For LSHTM please look within the Module Availability Table for MSc HPPF-specific modules.
http://www.lshtm.ac.uk/study/currentstudents/studentinformation/msc_module_handbook/section3_moduledescript/index.html

Within the orientation period you will have an opportunity to meet the Programme Directors in order to discuss your proposed selections. We will ask you to select your LSHTM modules by **2.00p.m on Friday 30th September 2016**, and your LSE courses by **12.00 noon on Friday 14th October 2016**. Although the deadline for making course choices on LSE for You is on October 14th, we strongly recommend that students make their selections as early as possible to avoid disappointment as courses are all capped. LSE for You will be available for browsing Graduate Course Choice on Monday 19th September at 10am before it goes “live” on Friday 23rd September at 10am.

You will not be able to select or change courses online after the Michaelmas Term deadline has passed on October 14th. Any changes to Michaelmas Term half units will need to be processed by the LSE Student Services Centre directly, subject to permission from the department. When the system re-opens prior to the start of the Lent term, the “select or drop courses / accept or decline offers / withdraw requests” button will be released to all students again so that you can finalise your Lent Term half units by the Lent Term deadline.

The procedures for selecting modules/courses will be discussed in detail during the Orientation period.

Please ensure that you enter both your LSE and LSHTM courses on LSE for You by the October deadline. You should use the LSE course codes (starting SA4XX) for your LSHTM module choices (e.g. use SA4Q2 for Health Services instead of 1107).

A diagram showing the structure of the academic calendar for the year can be found below:

	LSHTM	LSE
International Students Welcome	22 – 23 September 2016	
Orientation week	26 September – 30 September 2016	19-23 September 2016
Term 1 Courses	3 October – 16 December 2016	26 September – 9 December 2016
Reading week	7 – 11 November 2016	31 October- 4 November 2016
Term 2 Courses	C Modules 9 January – 10 February 2017	9 January 2017 – 24 March 2017
	D Modules 20 February – 24 March 2017	
Reading week	13 - 17 February 2017	13- 17 February 2017
Term 3 Courses	E Modules 26 April – 26 May 2017	24 April 2017 –9 June 2017 Revision classes in first half of Term 3
Revision	Dates to be confirmed	
Examination	Examinations of LSHTM Term 1 Modules take place at LSE on 14 and 16 June 2017	LSE examination dates are usually available at the end of the Lent Term
Dissertation submission		1 September 2017 (to be submitted at LSE)
End of Academic Year	Friday 15 September 2017	

2.3 Timetable Overview

Timetables for each module will be available on the respective module pages: in the Virtual Learning Environment called Moodle.

For LSHTM Moodle can be accessed here: <https://ble.lshtm.ac.uk/>

For LSE, Moodle can be accessed at <http://moodle.lse.ac.uk/>

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. Course Administrators will notify students via Moodle of any changes beforehand, if possible.

You should read the information in this handbook in conjunction with the LSE Calendar 2016/17 at: <http://www.lse.ac.uk/resources/calendar/taughtMasters.htm> where you will find the most up-to-date information on LSE courses.

2.4 MSc Programme Description

MSc HEALTH POLICY, PLANNING & FINANCING

OBJECTIVES

By the end of this programme students should be able to:

- (i) demonstrate knowledge and understanding of a diverse range of international and national health policies, including current and emerging trends;
- (ii) demonstrate knowledge and understanding of one or more disciplines relevant to the study of health policy, planning and financing (epidemiology, health economics and other social sciences);
- (iii) demonstrate specialist knowledge and skills in other areas selected from a range of options on the programme relevant to the study of health policy;
- (iv) apply their knowledge and skills using a multidisciplinary approach to formulate, implement and evaluate health policies and plans;
- (v) show competence, both written and verbal, in communicating empirical evidence and in consolidating and critically appraising debates relevant to issues of health policy; and
- (vi) demonstrate competence in key research and presentation skills, including the ability to carry out a literature search, to critically review published literature, and to evaluate research findings.

Students must take courses/modules to the value of four full units (or eight half units) ***equally distributed across the two Schools***. Most term one courses at LSE and modules at LSHTM are equal to one half unit.

Compulsory:

- Financing Health Care - Term 1 (0.5 unit) (LSE)
- Health Services - Term 1 (0.5 unit) (LSHTM) **OR** Health Policy, Process & Power (0.5 unit) (LSHTM)

Obligation for all students to take one additional Term 1 course at LSE out of the following range:

- Health Economics
- Pharmaceutical Economics and Policy
- Foundations of Health Policy

Obligation for all students to take one additional Term 1 module at LSHTM out of the following range:

- Basic Epidemiology
- Health Policy, Process and Power
- Health Services
- Issues in Public Health

Selection of four recommended modules from the following lists:

LSHTM

- Economic Analysis for Health Policy
- Analytical Models for Decision Making
- Conflict and Health
- Health Systems

- Economic Evaluation
- Globalisation and Health
- Organisational Management

[Other recommended and optional LSHTM modules not listed here may be selected in consultation with the Programme Directors]

LSE

- Statistical Methods in Health Care Economic Evaluation
- Cost-effectiveness Analysis in Health Care
- Valuing Health
- Advanced Health Economics
- Measuring Health System Performance
- Health Systems and Policies in Developing Countries

Students can take a half-unit LSE course not listed above, subject to availability and approval by the Programme Directors.

Students can take a half-unit LSHTM module (Terms 1-3) from the 'recommended' list subject to availability and approval by the Programme Directors, with the possibility of one from the wider programme subject to Programme Directors' approval as follows:

- Designing Disease Control Programmes in Developing Countries
- Epidemiology & Control of Malaria
- Health Care Evaluation
- Sociological Approaches to Health
- Study Design: Writing a Study Proposal
- Design & Analysis of Epidemiological Studies
- Family Planning Programmes
- History & Health
- Population, Poverty and Environment
- Qualitative Methodologies
- Applied Communicable Disease Control
- Control of Sexually Transmitted Infections
- Current Issues in Safe Motherhood & Perinatal Health
- Epidemiology of Non-Communicable Diseases
- Medical Anthropology and Public Health
- Nutrition in Emergencies
- Tropical Environmental Health
- Environmental Epidemiology
- Epidemiology & Control of Communicable Diseases
- Ethics, Public Health & Human Rights
- Evaluation of Public Health Interventions
- Reviewing the Literature
- Sexual Health
- AIDS
- Analysing Survey & Population Data
- Environmental Health Policy
- Integrating Module: Health Services Management
- Principles and Practice of Public Health
- Proposal Development

Additional recommended courses/modules (not assessed and not counted towards final degree): Global Health Lecture Series (LSHTM).

In addition to the taught programmes, students must also complete a 10,000 word dissertation to be undertaken over the summer period which will account for 20% of the degree.

Re-sits

The re-sits procedure varies between the two Schools. All LSE re-sits are taken 12 months after a candidate originally took a course assessment. Re-sits for LSHTM term 2 and 3 modules are taken in September the year after the candidate originally took a module assessment, and for term 1 modules they are 12 months after the candidate originally took a module assessment.

LSHTM's re-sits policy is available at

www.lshtm.ac.uk/edu/taughtcourses/exams_assmt_staff/resits_policy.pdf

LSE's re-sits policy is available at

www.lse.ac.uk/intranet/students/registrationTimetablesAssessment/examinationsAndResults/Re-entry/re-entry.aspx

3. MODULES OF STUDY

3.1 Schedule of Modules

Term 1/ Michaelmas Term

At both LSE and LSHTM, students take modules/courses taught on a linear basis throughout the term chosen in consultation with their tutor or MSc Programme Directors.

Term 2/ Lent term

At the LSE, Lent term courses run on a linear basis. In Term 2 there are four module slots at LSHTM. Each Term 2 module runs for two and a half days a week during a 5-week period. PHP modules do not run on Wednesdays. The 'C-slot' runs before Reading Week and the 'D-slot' runs after Reading Week. C1 and D1 modules run in the first part of the week and D1 and D2 modules run in the second part of the week. This is represented in the table below. Some modules are linked and may not be studied separately; these are timetabled so that they run consecutively. Linked modules in slots C1 and C2 or D1 and D2 are studied for 5 full weeks. Linked modules in slots C1 and D1 or C2 and D2 will be studied over 10 half weeks. A summary of the C and D-slots at the LSHTM is provided below.

<u>Slot</u>	<u>Term</u>	<u>When</u>	<u>Period</u>	<u>Length</u>
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

Term 3 (LSHTM only)

In Term 3 there is one module slot, known as the E-slot, with sessions between Wednesday lunchtime and Friday afternoon for a five-week period. LSHTM revision sessions will be scheduled during the other half of those weeks. The written examinations (Term 1 modules only) are taken end of May/June at the LSE. During the remainder of the academic year (June, July and August) students undertake work to produce a Dissertation on an approved subject. During this period, LSE will also offer one-off revision sessions on Michaelmas Term and Lent Term courses in preparation for exams. Therefore, if you choose to take modules at LSHTM in Term 3 you may face some timetabling clashes, which we will try to avoid as much as possible, but we cannot guarantee that you will be able to attend both. A summary of the E-slot at the LSHTM is provided below.

<u>Slot</u>	<u>Term</u>	<u>When</u>	<u>Period</u>	<u>Length</u>
E	3	Before Exams	Wed (pm) to Fri (pm)	5 weeks

3.2 Part-time study

Teaching for this programme is primarily designed for full-time students but it is possible to undertake programmes on a part-time basis. These notes are intended to help those who choose to study this way by answering some of the questions that are frequently asked.

Part-time students are expected to take four modules in each year of study, and to sit assessments for modules/courses the year that they were taken (i.e. you cannot sit an assessment in year two for a module/course you took in year one). The exact combination and order of modules/courses should be selected in consultation with the Programme Directors.

Time requirements

Part-time students need to devote about half of their working week to study: this includes attending lectures and seminars, reading and preparation and writing assignments. More specifically, part-time students should expect to spend an average of 2-3 days per week throughout the year studying. This time requirement allows for formal teaching sessions (lectures/seminars) as well as personal study, group work and assessment preparation. However, selection of LSHTM modules in Terms 2 and 3 is likely to require more intensive studying for the 5-week period of the module (equivalent to 3-4 days per week) and less intensive studying at other times (equivalent to 1-2 days per week).

Many of the courses/modules involve working in groups and you may need to arrange to meet your colleagues outside scheduled formal teaching sessions for this.

As a part-time student you will have to think very carefully what options are realistically open to you if you cannot attend at a particular time during the week. The range of options available to you over the two years will vary from those for full-time students; you may have greater choice.

When you choose your courses/modules in the first year, you need to think very carefully about how you will be able to fulfil the requirements of your MSc by the end of your two years of study. You will need to find a balance between attending only a few days a week (in order to carry out your obligations at your place of work) and ensuring that you have taken all the required courses/modules.

In order to get this planning right, you need to think about the courses/modules which you will take in the second and third terms of each year before you chose your courses/modules for the first term. This is because it is necessary to have followed some Term 1 courses/modules before you can take some courses/modules in Terms 2 and 3. You cannot take 'advanced' courses/modules before the more basic or foundation ones.

Timetabling

You should be able to get more information on timetabling detail from the relevant Module Administrators or Module Organisers. The way to find out is by the identifying code on the module: for those located in PHP the code begins with a 1, for Epidemiology and Population Health (EPH) it is 2, and for Infectious and Tropical Diseases (ITD) it is 3. Therefore, for example, the Module Organiser and Administrator concerned with module 1400 are both members of PHP.

LSHTM module codes are changed at LSE for LSEFY purposes which can be found in Section 3.3.

Revision Sessions

LSHTM arranges revision sessions during Term 3 and tries to schedule the components into the same timetable slots as they were in Term 1 of that year. At the LSE revision sessions will be held during the Summer Term.

Examinations

Part-time students sit their written examination at the end of the relevant year of study (this differs from other MSc programmes offered at LSHTM, so don't get confused!).

Dissertation

As you are a part-time student, the dissertation will be due at the end of the second year of study. However, you may wish to use your time effectively by starting work on the dissertation in the summer at the end of the first year of your programme. If you want to do this, you will need to develop and the *CARE form* and get it agreed by your tutor before the end of Term 3.

Communication

We make every effort to keep part-time students informed at all times but as part-time students are not physically present at either School every day, it is easy to miss out on vital pieces of information. You will need to be vigilant to avoid this happening. The following courses of action will help:

- Remind your Course Administrators that you are part-time, so that they can try to make sure that urgent matters reach you when you are not here. You should give her/him your home or work address and telephone number.
- If possible, arrange to have your email forwarded to another address to which you have access on days when you do not have access to your LSHTM and LSE e-mail address (e.g. a home email address or a work one).
- Check your email every time you arrive in either School.
- Check your pigeon hole every time you arrive in either School.
- Remind your personal tutor that you are part-time, so that she or he can help you take account of this in planning your studies.
- Also inform the Module Administrators of whatever modules you are attending.

LSHTM - PHP Faculty Advisor for part-time students:

David Reid

Room 244, LSHTM 15-17 Tavistock Place

020 7927 2792

3.3 Module Information

Descriptions of LSE's courses can be found **online** at <http://www.lse.ac.uk/resources/calendar/courseGuides/graduate.htm>.

For the **latest information on timetabling of LSE courses**, please also consult LSE's timetable pages (<http://www.lse.ac.uk/collections/timetables/>).

A link to **LSHTM Module Specifications** is published on the relevant module pages on Moodle. <http://www.lshtm.ac.uk/edu/elearning/logintomoodle/>. The Module Specifications can also be found on the website at the following link: http://www.lshtm.ac.uk/study/currentstudents/studentinformation/msc_module_handbook/index.html

Table 1:
Michaelmas Term - Course Options; LSE only (11 week linear courses)

Course/Module title	LSHTM Code (LSE code)	Availability
Financing Health Care <i>Wed am LSE (Seminars: Wed or Thurs am)</i>	(SA407)	C
Health Economics <i>(Mon pm LSE) (Introductory Economics Thurs pm- weeks)</i>	(SA408)	S
Pharmaceutical Economics and Policy <i>Tues am LSE (Seminars Tues am/pm)</i>	(SA427)	S
Foundations of Health Policy <i>Tues pm LSE (Seminars Tues pm or Wed pm)</i>	(SA447)	S
Cost-effectiveness Analysis in Health Care <i>Mon am LSE (Seminars am/pm)</i>	(SA4C4)	R
Valuing Health <i>Tues pm LSE (Seminars Fri am)</i>	(SA4D3)	R
Social Epidemiology <i>Weds am/pm LSE (Seminars: Thurs am/pm)</i>	(SA4D1)	O

C	=	Compulsory for the MSc
S	=	Semi Compulsory (must pick one 0.5 unit from three at LSE and one 0.5 unit from three at LSHTM)
R	=	Recommended Options (you choose from these options)
O	=	Optional for the MSc (non-core courses up to the value of 1 full unit/ two 0.5 units may be taken). A maximum of one 0.5 unit at LSE may be taken. Students must consult with their Programme Directors before taking optional modules/courses.

Table 2:
Term 1 - Module Options; LSHTM only (11 week linear modules)

Course/Module title	LSHTM Code (LSE code)	Availability
Health Services (Fri am LSHTM)	1107 (SA4Q2)	C*
Health Policy, Process & Power (Weds pm LSHTM)	1117 (SA4Q4)	C*
Issues in Public Health (Tues pm LSHTM)	1123 (SA4Q9)	S
Basic Epidemiology: EPH & PHP (Tues am LSHTM)	2001 (SA4Q5)	S
C* = HPPF Students must select two modules, including at least one of these two. If only one of these is selected, students must take one of the two recommended modules (1123 or 2001)		
C = Compulsory for the MSc		
S = Semi Compulsory (must pick one 0.5 unit from three at LSE and one 0.5 unit from three at LSHTM)		
R = Recommended Options (you choose from these options)		
O = Optional for the MSc (non-core courses up to the value of 1 full unit/ two 0.5 units may be taken). A maximum of one 0.5 unit at LSE may be taken. Students must consult with their Programme Directors before taking optional modules/courses.		

Where **C** appears, this indicates that the module is **compulsory** for your Masters Programme.

Where **C*** appears, this indicates the LSHTM compulsory modules: Health Services and Health Policy, Process and Power. HPPF students must select two LSHTM modules, including at least one of the two modules indicated; if only one is selected, students must take one of the two recommended modules (1123 or 2001).

Where **S** appears, this indicates that the module is **semi-compulsory** (one to be selected from LSHTM courses and one to be selected from LSE courses).

Where **R** appears, this indicates **recommended** modules.

Where the **O** appears, these are **optional** modules. Students must consult with their Programme Directors before taking optional modules/courses. Non-core courses up to the value of one full unit (two 0.5 units may be taken). A maximum of **one** from the list of **O** LSHTM modules and **one** from the list of **O** LSE units is allowed.

Term 2/ Lent Term - Module/Course Options; LSE only (11 week linear courses)

Course/Module Title	(LSE code)	Availability
Advanced Health Economics (Prerequisite: SA4L5)	(SA4E9)	R
Measuring Health System Performance	(SA4D4)	R
Health Systems and Policies in Developing Countries	(SA4D6)	R
Statistical Methods in Health Care Economic Evaluation	(SA4C3)	R
Global Health Population Change	(SA4D2)	O
Applied Health Econometrics (Prerequisite: SA408)	(SA4L5)	O
US Health Policy	(SA4F3)	O

R	=	Recommended Options (you choose from these options)
O	=	Optional for the MSc (non-core courses up to the value of 1 full unit/ two 0.5 units may be taken). A maximum of one 0.5 unit at LSHTM and one 0.5 unit at LSE may be taken. Students must consult with their Programme Directors before taking optional modules/courses.

Tables 3:
Term 2/ Lent Term - Module/Course Options; LSHTM only (modules)

Course/Module Title	LSHTM code (LSE Code)	Availability
C1: LSHTM only		
Monday-Wednesday [9 January- 8 February 2017]		
Designing Disease Control Programmes in Developing Countries	3457 (SA4U5)	R
Economic Evaluation	1501 (SA4R9)	R
Epidemiology & Control of Malaria	3195 (SA4W5)	R
Health Care Evaluation	1400 (SA4R5)	R
Sociological Approaches to Health	1803 (SA4T2)	R
Study Design: Writing a Study Proposal	2400 (SA4T6)	R
C2: LSHTM only		
Wednesday-Friday [12 January- 10 February 2017]		
Conflict and Health	1402 (SA4R7)	R
Design & Analysis of Epidemiological Studies	2417 (SA4T9)	R
Family Planning Programmes	2401 (SA4T7)	R
Health Systems	1808 (SA4V5)	R
History & Health	1401 (SA4R6)	R
Population, Poverty and Environment	2436 (SA4Q8)	R
Qualitative Methodologies	1700 (SA4S7)	R

Course/Module Title	LSHTM code (LSE Code)	Availability
D1: LSHTM only		
Monday-Wednesday [20 February- 22 March 2017]		
Applied Communicable Disease Control	1454 (SA4U4)	R
Control of Sexually Transmitted Infections	3192 (SA4W4)	R
Current Issues in Safe Motherhood & Perinatal Health	2459 (SA4U6)	R
Economic Analysis for Health Policy	1504 (SA4S3)	R
Epidemiology of Non-Communicable Diseases	2407 (SA4T8)	R
Evaluation of Public Health Interventions	1127 (SA4V9)	R
Medical Anthropology and Public Health	1802 (SA4T1)	R
Nutrition in Emergencies	2451 (SA4X3)	R
Organisational Management	1403 (SA4R8)	R
Tropical Environmental Health	3434 (SA4W6)	R
D2: LSHTM only		
Wednesday-Friday [23 February-24 March 2017]		
Analytical Models for Decision Making	1606 (SA4S4)	R
Environmental Epidemiology	1301 (SA4R1)	R
Epidemiology & Control of Communicable Diseases	2437 (SA4U3)	R
Ethics, Public Health & Human Rights	3189 (SA4W3)	R
Globalisation & Health	1503 (SA4S2)	R
Reviewing the Literature	1701 (SA4S8)	R
Sexual Health	1804 (SA4T3)	R

Table 4:
Term 3/Summer Term - Module/Course Options; LSHTM only (modules)

Course/Module Title	LSHTM code (LSE Code)	Availability
E: LSHTM only		
Monday–Wednesday 26 April – 26 May 2017		
AIDS	3174 (SA4W2)	R
Analysing Survey & Population Data	2468 (SA4U9)	R
Environmental Health Policy	1300 (SA4X2)	R
Health Services Management	1607 (SA4S5)	R
Principles and Practice of Public Health	1608 (SA4V1)	R
Proposal Development	1702 (SA4S9)	R

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

3.4 Module Choices

Students will be given information about module choice during Orientation Week at the start of the year. Module selection takes place via the School's Online Module Registration System.

Tables in section 3.3 show the modules grouped in order by Term for your Masters programme.

If you need help with your Module Choices, please ask your Personal Tutor or MSc Programme Directors. All module choices are subject to final approval by the MSc Programme Directors.

Consider the following before making your choices

- (a) read the MSc Programme Description given overleaf in section 2.4
- (b) consult the Module Availability Chart showing the modules available
- (c) consider the Module Specifications which can be found in the Module Handbook at http://www.lshtm.ac.uk/study/currentstudents/studentinformation/msc_module_handbook/index.html
- (d) choices should not be made simply on the basis of this Handbook - the advice of MSc Programme Directors and Personal Tutors should always be sought
- (e) Module Organisers can supply more information about particular modules
- (f) further information on module choices will be given during the Orientation Period
- (g) there will be a Module Fair in the November Reading Week for you to review your Term 2 and 3 choices.
- (h) We strongly suggest that you spread your **workload** evenly over the year.
- (i) Remember that this is a **joint degree** and the idea is to select courses from **BOTH Schools** and not to concentrate your studies only at either LSE or LSHTM.
- (j) It is strongly recommended that students take four half units at LSE and four half units at LSHTM to get the full benefit of the intercollegiate experience.
- (k) It is recommended that students take **FOUR** (exceptionally five) modules/courses in the first term. Four is recommended but it may be that there are additional modules/courses which you need to take to support existing ones, or Term 1 modules which you need to take in preparation for particular modules in Terms 2 or 3. **It is not recommended to take more than two full units in Term 1.**
- (l) HPPF is different to other MSc programmes: in contrast to other MScs at the LSHTM students do NOT take a module from every timetable slot in Terms 2 and 3 (C1-E).
- (m) If you are taking one or more LSE courses in Term 2, it is recommended that you DO NOT take modules at LSHTM in *both* C slots (i.e. C1 and C2) or in *both* D slots (D1 and D2) as this may overburden your workload. It should be fine, however, to take one module at LSHTM in *either* C1 *or* C2 and another module in *either* D1 *or* D2 (if you wish to do so) even if you have taken an LSE course during Term 2.
- (n) Make sure you are very clear about **timing**, particularly between LSHTM and LSE courses/modules. Please keep in mind that some combinations of courses/modules clash and can therefore not be taken together.
- (o) **You need to consider the whole year** when selecting your Term 1 choices as certain Term 1 modules/courses may be required for other modules/courses in Terms 2 and 3. For LSHTM, each module specification will give details of any prerequisites necessary to take the module. Check these for the modules you are interested in to see if the module presupposes familiarity with material from a particular Term 1 linear module. This may determine, in some way, your Term 1 choices.

Deadlines for module choices at LSHTM

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

2.00 pm Friday 30 September 2016

Term 1 module choices to be made

2.00 pm Friday 18 November 2016

Term 2 and 3 module choices to be made

Although students are only required to select their modules for Term 1 initially, **there is nothing to stop you from selecting your modules for the entire year at this stage if you wish**. You will still have the opportunity to change your module choices after the Module Fair and by the deadline for Term 2 and 3 module choices above.

LSHTM only allows changes to module choice 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 Teaching Support Office area of the web site here: <https://www.lshtm.ac.uk/edu/tso/forms/>.

Failure to choose your modules in accordance with the process will mean that you are incorrectly registered for a module and will automatically receive a zero mark (fail) for any assessments associated with that module. It is thus very important to make your choices carefully by the deadlines shown above. MSc Programme Directors, Personal Tutors, Module Organisers, the Faculty Taught Programme Directors, Teaching Support Office and Registry staff are there to provide help and guidance if needed.

Deadlines for module choices at LSE

The online course selection facility (Graduate Course Choice and the Seminar Sign-up systems) in LFY (*LSE for You*) will be open from the following times:

- **Michaelmas Term:** Friday, 23 September 2016 (10.00 a.m.) to Friday, 14 October 2016 (12.00 noon). The Seminar Sign-up (SSU) closes on Friday, 14 October at 5 p.m.
- **Lent Term:** Monday, 9 January 2017 (10.00 a.m.) to Friday, 20 January 2017 (12.00 noon). The SSU closes on Friday, 20 January at 5 p.m.

If a student wants to make a module change AFTER the LSE for You deadline has passed, they will need to fill out a Course Change Request form with the relevant signatures of the Course Convenors and present it to the LSE Student Services Centre:

<http://www.lse.ac.uk/intranet/students/registrationTimetablesAssessment/Registration/Course/Graduate/Course-Change-Request.pdf>.

A reason must be provided explaining why the request is required, and why it was not made before the course choice deadline.

Full details of how both school systems for choosing modules/courses will be provided at the Q&A session during Orientation Week.

Module Fair

During Reading Week in Term 1, there will be a Module Fair where you can discuss your Term 2 and 3 module choices with the Module Organisers. You will then have a week in which to choose your Term 2 and 3 module selections or you change them if you chose

them at the start of the year. At LSE this will come in the form of the Introduction to Michaelmas and Lent Term Courses sessions held during Welcome Week.

Module Availability Chart (LSHTM only)

A full list of all modules available at the LSHTM is available in the Module Availability Chart (known as the MAV chart) which is published on the School's web site at the location below. The MAV Chart can be filtered to show which modules are available for your programme.

http://www.lshtm.ac.uk/study/currentstudents/studentinformation/msc_module_handbook/

Special Cases

Where there is no symbol on the MAV, the module is not available on your Masters programme but in exceptional circumstances 'special case' approval may be granted. Students will be allowed to make a maximum of one 'special case' choice which must be formally approved by the MSc Programme Directors and the relevant Module Organiser (for LSHTM modules only). Students wishing to make a 'special case' choice should complete the **Application for Special Approval of a Module Choice** which is available on the LSHTM website at the following location: <https://www.lshtm.ac.uk/edu/tso/forms/>. Applicants need to provide a written justification as to why they should be allowed to take this module and obtain the relevant signatures **before** submitting their request to the Teaching Support Office by the published deadline for module selections.

4. THE DISSERTATION

The MSc HPPF dissertation is an important component of the MSc degree and accounts for 20% of the final grade. It is therefore important that due attention is paid to the guidelines below and that all relevant deadlines are observed.

MSc HPPF Students must follow the standard LSE Department of Social Policy dissertation guidelines. These are provided electronically at <http://www.lse.ac.uk/socialPolicy/InformationForCurrentStudents/dissertationGuidelines.aspx> but also reproduced in full, in print in the LSE Appendix of this Handbook. One important exception is in relation to the CARE Form (further details below) and where LSHTM procedures are to be followed.

Objectives of The Dissertation

The dissertation is meant to reflect the knowledge and skills you acquired within the Masters programme in a well-rounded way. It should be clearly distinct from individual pieces of coursework in that it should draw upon frameworks and approaches from different disciplines or courses/modules within the programme: you should attempt to integrate approaches and knowledge learnt across various courses/modules. The value of your dissertation will depend in part on your ability to fulfil this requirement and to show that you have adopted a truly interdisciplinary stance in conducting a cross-cutting piece of research.

One of the key distinctive features of the HPPF dissertation is the requirement for a careful analysis of policy implications, which should generally lead to the formulation of policy recommendations.

The main body of the dissertation should, in principle, include the following:

- a) The **background** to the research, based on a thorough review of existing evidence leading to the identification of scope for further research and formulation of one or more research questions to be addressed within the dissertation.
- b) The **methods** of investigation. These may involve primary data collection (see sections on ethical approval and personal safety in relation to this), or secondary analysis of existing data, or even a literature review. In all cases the methods used have to be rigorously defined and clearly presented and justified.
- c) The **results/analysis**, summarising the principal findings of the investigation and providing answers to the research questions set out at the start.
- d) A **discussion** of how the results of your analysis compare with similar findings available in the existing literature; how your results can be plausibly explained; and what limitations your study has which might affect the validity of your findings.
- e) An analysis of the key **implications** of your findings for health policy making, with a discussion of actions that may be recommended in the light of your analysis. This may draw on experiences made in other countries or settings.
- f) Conclusions briefly summarising the key messages from the dissertation.

Topic selection

The specific topic of the dissertation should be one in which you are interested and one that allows you to use knowledge and skills gained in the MSc in its analysis. For example:

- it might be a health policy issue on which you will be required to provide advice on return to your job;
- it might be identified for you by your employer;
- you might choose to analyse the development of a health policy or a health policy organisation over time;
- you could assume that you have been asked (e.g. by the government, a regional or local health authority, a non-governmental organisation or an international research group) to produce a report in answer to a particular question.

Past Dissertation topics

These are available online via the LSHTM Library website at:

<http://www.lshtm.ac.uk/library/collections/mscprojects.html> Please note the word count changed from 2009-10 onwards. Dissertations of HPPF students (2004-2005) are available in the LSHTM library.

Dissertation Methodology

Whatever the topic, you must present, justify or provide the background to some form of policy advice. It could, for example:

1. analyse a specific problem or policy issue and determine appropriate, specific policy recommendations;
2. review the academic/research literature on a health policy issue and discuss the implications for policy;
3. analyse previous policy development and implementation, and determine appropriate recommendations for strengthening the policy process; determine the need for research, and present an appropriate research protocol.

As with any rigorous scientific work, the methods you apply should be clearly outlined and form a core part of your dissertation (this is unlikely to be only a paragraph or two). For example, for a review of literature or policy documents, you should identify the applied search engines, search strings and combinations thereof, followed by the criteria that you used to assess the identified material. For other approaches, you should follow similar rigorous presentations of your methodology, so that they are easily comprehensible to the reader and, ideally, reproducible.

Sources

The principal sources are likely to be:

- Published literature including scientific journals and books;
- Unpublished reports;
- Financial or activity data from health services;
- Informal interviews with health policy-makers, managers and/or workers. (this would require ethical approval).

It is not necessary to undertake considerable collection of primary data, although it may be possible to use data collected for other purposes for the dissertation. If you are collecting primary data, you must attach a consent form and information sheet. Guidance is provided in the last two sections of the link below:

<http://www.lshtm.ac.uk/research/researchgovernanceandintegrity/ethicscommittees/>

Dissertation-related seminars

Students are advised to attend the lectures on SA4C1 Long Essay and the Research Process - in Term 1 and Term 2, in preparation for their dissertations. In addition to these there are class seminars specifically for HPPF students led by the Programme Directors which all students should attend. The course code for the HPPF Dissertation is SA4G9 and you will find the schedule on the Timetables page under that code.

Gaining approval to start a dissertation

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

Ethical approval & CARE Form

Students on HPPF will follow LSHTM's ethics approval process.

For all MScs, any dissertations involving human participants, or human data, must be given formal ethical approval by the School before they can proceed. The term 'human data' includes any documentary data (e.g. case studies, records from interviews etc.), datasets or biological samples. The only projects which will not require ethical approval by the School are those not involving human data 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.

For ethical approval, HPPF students should follow the LSHTM ethical approval procedure. Information regarding the process for applying for ethical approval at LSHTM will be published in due course. Please refer to the guidance notes available via: <http://www.lshtm.ac.uk/edu/taughtcourses/studentforms/careforms.html>. Students and tutors are responsible for ensuring that application is made to LSHTM Ethics Committee.

In some instances, you may also be required to obtain outside ethical approval if you are getting involved in research at a particular institution (e.g. within the NHS or the academic institution you are collaborating with in the country where field work will take place). We would generally recommend that you do not undertake dissertations for which you require outside ethical approval. However, if you choose to do so, please bear in mind that this process may take months to complete and that you may not obtain ethical approval in time for the start of your dissertation. In this case you must have an alternative methodology, which does not require outside ethical approval.

It is essential that you have obtained correct ethical approval for your dissertation if your methodology requires it - both from LSHTM and if applicable a 'local' ethics committee or body in the country where you are collecting data. Many people's dissertations do not need ethical approval, but many do - and the process of submitting CARE forms clarified this for each individual dissertation. We will need to check everyone has obtained ethical approval if required. In the Methods section/chapter of your dissertation it is a requirement for everyone to write a very brief statement along the following lines:

- State that LSHTM ethics approval was received (if applicable) and the reference number/date;
- State whether ethics approval was applied for/granted elsewhere ('local' ethics approval), and state the name of the committee, the date your dissertation was approved and the reference number if applicable;

- If ethics approval was not needed, state that this was the case and explain very clearly why.

Dissertation markers will be asked to check every script they mark contains such a statement.

‘CARE’ form

All HPPF students need to describe their proposed dissertation. This involves completing the Combined Academic, Risk assessment and Ethics (CARE) form provided by LSHTM. This is part of the required process for the approval of the proposed academic content of the dissertation, together with risk and ethics-related issues. In addition, this is meant to help you in developing your research questions and methodology. The CARE form is accessible via an online system – LSHTM Ethics Online (LEO) at <http://leo.lshtm.ac.uk>. Your CARE form should be discussed with and agreed by your tutor and approved by one Programme Director via LEO. Once approved this should be submitted to the LSHTM ethics committee by the relevant deadline (around the beginning of April). Further information about the process will be provided in the dissertation meetings and early in Term 2.

The CARE form asks you to give details on your dissertation including:

- 1) **Title** of your dissertation.
- 2) **Background** (i.e. why this topic is of interest/relevance to you and society at large. If your dissertation involves work with a specific organisation, please give details).
- 3) **Aims and objectives** of your dissertation.
- 4) **Methodology** (this should give detailed information on how you will perform your research – e.g., for a literature review you may want to outline your search strategy and criteria for extracting information from the identified literature).
- 5) Does your dissertation require **ethical approval**? If so, give details. (LSHTM guidance states that you are required to obtain ethical approval for all studies involving human subjects, including any interviews, unless all data that you are using are available in the public domain. Studies using secondary data outside the public domain are required to obtain ethical approval).
- 6) What events might hinder the **feasibility** of your dissertation? What alternative arrangements will you make should such events occur? (E.g. if a fieldtrip is envisaged, which may have to be cancelled or if ethical approval is not obtained in time to start the dissertation).
- 7) Give some **key references** for your research topic (no more than 5-10 references).
- 8) Under no circumstances should you include the actual CARE form with your name on it as part of your bound dissertation.

Personal Safety

Both LSE and LSHTM are concerned that you take ample care for your personal safety when commencing your dissertation. These are even more important when you consider doing fieldwork outside the UK. LSE guidelines on personal safety are given in the LSE Programme Handbook or can be viewed in the following link: <http://www.lse.ac.uk/intranet/LSEServices/healthAndSafety/Home.aspx>. Please consult this information and ensure to take all necessary precautions to minimise any potential risks to your personal safety.

Dissertation Supervision

You will be allocated a supervisor for your Dissertation; this may be your personal tutor or another member of staff. Supervisors act as advisors, not collaborators – they will discuss your dissertation with you and will usually review one draft of the dissertation (you will need to agree

timing for this well before the submission date); but, for example, they are not expected to correct your English. You should expect to do most of the work independently.

Your tutor is available to advise you in the following areas:

- topic selection;
- identifying appropriate literature and methodology;
- thinking through methodological issues;
- reading a first draft of the different sections (be it complete or incomplete and only at a previously agreed time).

You should expect to do all of the work independently. During and for the preparation of your dissertation you should not expect to meet your tutor more than 3 times. You may ask your tutor to read one draft of your dissertation (complete or incomplete) only.

You may also discuss the dissertation topic with other teaching staff that have particular expertise, but you should not expect them to read drafts or to meet with them on a regular basis.

Many tutors will not be available to read or discuss any progress on your dissertation after the end of Summer Term/ Term 3. Therefore, you cannot assume any tutorial support after Term 3. If you would like to share a draft of your dissertation with your tutor, you should ideally do so before the exams or before the end of Term 3 / Summer Term at the very latest. You will then be able to continue working on your dissertation independently over the summer until the deadline on **1 September 2017**.

The *front cover* should include the title of the dissertation, your LSE candidate number, the name of the MSc, the year of presentation and the word count. Please note it is vital that you only put you're in-programme candidate number on the cover and **not your name**.

Timing and submission of final draft

The timing of writing your dissertation should reflect the timetable of your modules/courses, but the following gives some ideas about key times/activities:

- *by the end of Term 1* discuss possible topics with your tutor;
- *by the end of February 2017* submit your dissertation CARE form to the LSHTM Course Administrator (following agreement by your tutor).
- *By early April* (date to be confirmed) submit your project plan via the LSHTM LEO system.
- 1 electronic copy to be submitted on LSE Moodle and **THREE final typed and bound hard copies** of your dissertation should be submitted to Lisa McElhinney, the **Programme Administrator at LSE** no later than **12 noon on 1 September 2017**. (Please ensure that your CARE form is not part of your bound dissertation.)

4.1 How to write a good dissertation in 10 easy steps

The following guidelines should help to you to write a very good dissertation at Merit or even Distinction level. Some points are particularly critical – namely 7) ethics approval and 8) avoid plagiarism.

1. The study should contribute new knowledge and/or insights and be of value

In your dissertation you should try to contribute some new empirical knowledge, or conceptual/theoretical insights. While we do not expect the dissertation to be (necessarily) groundbreaking you should try to produce a piece of work that is in some ways original.

There are different ways you can do this for example:

- Applying an existing methodology or approach to a new setting (a country, health issue or policy/programme);
- Updating or extending an existing study;
- Collecting, analysing and presenting new data;
- Reviewing the literature in way that has not been done before;
- Bringing together and/or applying different methods or theories in new ways.

You should try to:

- Summarise some of the more important literature and/or major debates at the global/international level relating to your subject in the Introduction;
- Say a bit about how your study is of value in terms of: i) how it fills gaps in existing knowledge and ii) how it might be useful for different audiences (particularly academic, policy makers and practitioners);
- In the Discussion, it is advisable that you return to the literature by summarising the new knowledge/insights emerging from your study and briefly reviewing what it adds to existing knowledge in the field, including how your findings agree with/differ from existing knowledge;
- Offer some policy recommendations in the Conclusion supported by the evidence you present.

2. The study should include clear aims and objectives

- A good thesis hinges on a good question. It is important to have clearly articulated and achievable aims and objectives: state the overall aim of the dissertation together with three or four specific objectives at the end of the Introduction. However there is no right question – a ‘good’ question is one that suits the purpose of the dissertation.
- Ensure you address your aim and objectives in the dissertation. Using section headings that correspond with your objectives in the Results/Analysis and/or signposts saying you are addressing a particular objective are good ways to signal you are on track.
- State explicitly how you addressed your aim and objectives in the Discussion and/or Conclusion.

3. The study should be focussed

- Dissertations that get better grades tend to focus on a clearly defined topic area in depth, rather than tackle too many issues superficially. It helps to briefly acknowledge the scope and boundaries of your work in the Introduction.
- Concentrate your time on writing up your dissertation. Do not spend too much time collecting data or searching for literature. It is not essential to have a very large dataset or a very extensive literature to review. Instead you should try to demonstrate you are able to analyse and present the data you have in an analytical way or review the literature clearly and effectively.

4. The study should be analytical

- Try to limit the amount of descriptive context/background information on a particular country, health issue or programme. Include descriptive context that is directly relevant to your topic area and that the reader needs to know to understand the analysis.
- Avoid description: demonstrate you are being analytical by making some theory/concepts/methods visible in your analysis.

5. You should apply theory/concepts/methods from the Programme

- Try to show how your study draws on a theoretical, conceptual or methodological approach/perspective. Cite some of the major writers in the field, and try to apply their approaches to your case study in the results/findings/analysis chapter. In the Discussion consider whether these approaches were useful and/or appropriate for your study.
- It is advised you draw on material presented through the modules you took as part of the MSc. However you are also encouraged to read around the subject and draw on literature and approaches beyond the programme if possible.

6. It is important to describe and justify methods

- Describe the methods you used in the Methods chapter including methods for collecting data, analysis methods and steps taken in doing a literature search/review.
- Explain why you chose your methods. What are the strengths/advantages of the methods you adopted in relation to your study? It is also advisable to say a little about the weaknesses/limitations of your methods – see 10 below.

7. It is essential to include a statement of ethics approval

A statement about ethics approval is required in your Methods section as follows:

- State that LSHTM ethics approval was received and the reference number/date;
- State whether ethics approval was applied for/granted elsewhere ('local' ethics approval), and state the name of the committee, the date your dissertation was approved and the reference number if applicable;
- If ethics approval was not needed, state that this was the case and explain very clearly why.

8. It is essential to avoid plagiarism

- We check for plagiarism electronically using sophisticated software. Worst case scenarios of academic misconduct can incur penalties, possibly leading to you failing the programme (see Handbook).
- Some direct quotes are fine but it is essential to acknowledge authors. Check you understand how to format quotations correctly. Look at articles in academic journals or book chapters to check how to do this properly.
- 'Self-plagiarism' is also not allowed: avoid re-using text from other assessed work you have submitted, and indeed other papers or reports you have written (unless you use quotation marks/reference yourself).
- You should try to avoid quoting other sources too much – particularly if you rely heavily on a single source or include a lot of very long quotes. If you acknowledge the source of each quote this is not strictly speaking plagiarism, however relying too much on other people's words will weaken your dissertation. Similarly, you should try to avoid overly paraphrasing a very small number of sources since this means you are relying on others' ideas too much.
- If you are in any doubt please contact your tutor, supervisor or a Programme Director.

9. The study should be presented well

- Presentation, writing style, spelling and formatting are important. Write clearly – and if you have concerns you might like to have your work proof read.
- Structure is important. Generally the following chapter structure is advised: introduction, literature, methods, results/findings/analysis, discussion, conclusions.
- Include a contents page plus, if appropriate, lists of tables and figures.
- Use headings and sub-headings within chapters to organise the material and help provide clear structure.
- Pay close attention to correctly formatting references both in the body of the text and the reference list using the Harvard style (see Handbook). In the reference list do not miss out references that appear in the text, and do not list a reference if it does not appear in the text.

10. It is important to acknowledge limitations

- It is fine to have study limitations, but you should try to acknowledge them. Clarify in the Introduction what you are focussing on and what is beyond the scope of your dissertation.
- In the Discussion, discuss key limitations of your study in terms of, for example, its scope, methods and what you cannot conclude based on the evidence you present.

4.2 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 <http://www.lshtm.ac.uk/edu/qualityassurance/academicwritinghandbook.pdf>

5. ASSESSMENT & CREDITS

5.1 Introduction

The “primary assessment institution” for the MSc HPPF is LSE. Therefore, this section should be read in conjunction with the LSE Programme Handbook which contains LSE guidance and the regulations for the award of a taught Masters degree. Please refer to the following link for any possible amendments or updates:

<http://www.lse.ac.uk/resources/calendar/academicRegulations/regulationsForTaughtMastersDegrees.htm>

More details for LSHTM are given in the Teaching Policies & Codes of Practice in the Formal Policies and Regulations at:

<http://www.lshtm.ac.uk/edu/taughtcourses/staffresources/index.html>

5.2 Participation in a Programme

In order to be awarded a Masters degree, students must have participated fully in the **WHOLE** of the period of study specified for that degree. The learning experience for all students, in lectures, seminars, group work, practical exercises and field trips etc. are dependent on student participation. Therefore, students are expected to attend, be properly prepared, and actively participate in such activities. If a student persistently fails either to attend or willingly participate in such required activities, the MSc Programme Directors 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 without considering any extenuating circumstances reported to it and, in all cases, without an oral examination of the student.

5.3 Assessments and Exams During the Academic Year

Assessment in Term 1

Most Term 1 courses (LSE) will usually be examined by a 2-hour examination at LSE to be taken in late May or early June 2017. Most LSE courses will also require you to submit an assessed essay, contributing between 25% to 40% of the overall mark for that course. Specific details regarding the assessment methods of each course will be provided by the Course Teacher at the start of each term. The course *Cost Effectiveness Analysis in Health Care* is an exception and will be assessed by a written essay only (to be handed in following the course).

At LSHTM, many modules in Term 1 offer the possibility of (or require) progress assignments for monitoring purposes which do not count towards the final degree. Do make use of these progress assignments as they will give you an indication of how well you have understood the content before sitting formal exams in June.

Assessment in Terms 2 and 3

At LSE, most Term 2 courses are assessed in the same way as Term 1 courses (by a written 2 hour exam in late May/ early June 2016 and, usually, an assessed written essay).

Term 2 and 3 modules at LSHTM are assessed by a variety of assessment tasks that vary between modules. Details of each module's assessment are provided in the Reader/Handbook for that module.

Dissertation

The dissertation contributes to 20% of the final assessment of the MSc programme.

5.4 Regulations for Examinations and Timed Assessments

Students will be issued with a set of regulations with their Admissions Notice for the summer examinations and it is your responsibility to read the regulations carefully and to abide by them. However, you should be aware that the regulations also apply to timed module assessments as follows:

- All candidates are required to observe the instructions given by the Chief Invigilator, invigilators, or other members of LSHTM staff responsible for the conduct of the examinations.
- Candidates should arrive at the examination venue at least 15 minutes before the advertised start time of the examination.
- When instructed to do so by invigilators, candidates must deposit their coats and personal belongings in the designated area of the examination room. Candidates should then take their place at their examination desk.
- All electronic devices must be left with candidates' personal belongings and switched off.
- Candidates are not permitted to open the question paper of their examination until advised to do so by the Chief Invigilator. Failure to observe this regulation will constitute an examination offence.
- Except for water, no food, drink or chewing gum may be brought into the examination room (unless permission has been granted for medical reasons).
- If a candidate arrives more than half an hour late for an examination, it is at the discretion of the Chief Invigilator to permit a candidate entry to the examination. Additional time to compensate for the delayed start may be permitted in exceptional circumstances.
- Candidates are not permitted to leave the examination room during the first half hour or final fifteen minutes of the examination
- Candidates needing to leave the examination room temporarily (e.g. for a toilet break) should raise their hand and remain seated at their desk until an invigilator arrives to provide assistance. The Invigilator will escort you from the examination room.
- At the end of the examination candidates must remain seated at their desk until all examination materials have been collected and the Chief Invigilator has advised that they can leave the room.
- Candidates are not permitted to take any examination materials (answer booklets, question papers, etc.) from the examination room. If caught in possession of any examination materials this will constitute an examination offence.
- Candidates should ensure that their candidate number is written on each answer booklet as it appears on their admission notice.

- All rough workings should be completed in answer booklets and crossed through upon completion.
- If a candidate requires supplementary answer booklets they should raise their hand and wait for assistance from an invigilator. All supplementary answer booklets should be attached inside the back of the relevant answer booklet.
- All answers should be written in English unless you are instructed otherwise.
- A candidate who wishes to inform the LSHTM of any extenuating circumstance which may have affected their performance during an examination must apply for extenuating circumstances within two weeks of the assessment.

5.5 Extenuating Circumstances

Students who encounter exceptional, short-term events which are outside of their control during their programme of study may request to have these taken into consideration as extenuating circumstances. Strict criteria apply: this is only relevant for **short-term illness, bereavement or significant personal problems** which have affected a student's performance in an assessment, prevented them from taking the assessment, or affected their ability to prepare sufficiently for an assessment. All requests must be accompanied by appropriate evidence.

If extenuating circumstances are granted, you can be allowed a new attempt at the assessment at a later date. This will involve a different task or exam which will not count as a resit. The extenuating circumstances policy and procedure and the form that needs to be completed can be found on the web at the following link:

LSHTM - http://www.lshtm.ac.uk/edu/taughtcourses/handbooks_regs_pols/extcircs.html

LSE -

<http://www.lse.ac.uk/intranet/students/registrationTimetablesAssessment/examinationsAndResults/exceptionalCircumstances/exceptionalCircumstances.aspx>

For LSE courses request via:

<http://www.lse.ac.uk/intranet/students/supportServices/studentServicesCentre/pdf/ExceptionalCircumstancesform.pdf>

Please note: This procedure does not apply for issues that could have been foreseen and notified to staff in advance of the assessment date or deadline. In such cases, you should request an extension or deferral from your Faculty Taught Programme Director ahead of the assessment date/deadline in line with the policy and procedure available here:

https://www.lshtm.ac.uk/edu/taughtcourses/exams_assmt_staff/extensions_deferrals_policy.pdf.

5.6 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.

At LSHTM, Students should email disability@lshtm.ac.uk early in Term 1 and be prepared to provide documentary evidence of any condition. The Special Assessment Arrangements Policy

can be found in the Assessment Handbook under Annex 5 here:

http://www.lshtm.ac.uk/edu/taughtcourses/exams_assmt_staff/assessment_handbook.pdf

You will also need to submit an equivalent request at LSE. The LSE Disability and Wellbeing Service will take you through all the necessary steps of disclosing your condition and can be contacted by emailing; disability-dyslexia@lse.ac.uk.

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.

5.7 Submission of Assessments

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

Dissertations must be submitted to LSE by 1 September 2017 at the latest.

For submission of assessments for LSE modules please refer to the Department of Social Policy procedures found in the LSE Programme Handbook.

5.8 Late Submission of Assessments

LSHTM

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

If there are *exceptional* personal or health reasons that mean you will find it difficult to meet a deadline, you must contact your Faculty Taught Programme Director in advance to request an extension of the deadline. Assessments handed in late without prior agreement will be penalised as described above.

LSE

If a student fails to submit their assessed work on or before the given deadline (or extended deadline as appropriate) a penalty of 5 marks out of 100 will be deducted for coursework submitted within the 24 hours of the deadline and a further 5 marks will be deducted for each subsequent 24-hour period (working days only) until the coursework is submitted. Please refer to the LSE Programme Handbook and to the Calendar's Regulations for Taught Masters Degrees page for details.

<http://www.lse.ac.uk/resources/calendar/academicRegulations/regulationsForTaughtMastersDegrees.htm>

5.9 Marking of Assessed Work at LSHTM

The School uses a standard assessment system, marking against six grade points: integers from 0 to 5. Grades 2 and above are pass grades (grade 5 can be seen as equivalent to distinction standard); whilst 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 result, such as group work plus individual work both contributing towards an overall module mark, 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 a pre-set weighting.

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

Grade point	Simple general criteria for qualitative work (e.g. essays or other written assignments)	Simple general criteria for 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, none incorrect.
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.	Many 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 correct, essential part incorrect. <i>or</i> Not attempted.

5.10 Grading and Feedback Procedures

Assessed work which contributes to the final degree result is marked independently by two members of staff. Where discrepancies in marks occur, the two members of staff discuss jointly and agree a final mark. In some cases, the work may be referred to a third member of

staff to agree the mark. Once the markers have agreed the provisional marks, these are moderated by another member of staff. A selection of assessed work is also reviewed by the external examiner. Marking of assessed work is done anonymously - which means the staff are not aware of which student's work they are marking - except where the assessment method precludes anonymity. You will be assigned a candidate number for this purpose which must be used for submission of assessed work.

You will receive comments on your in-course assessment tasks to aid learning. You will normally be given feedback within three weeks of the deadline for handing in the work in term time, or by the end of the first week the next term. If there is a delay in providing feedback, i.e. due to staff illness, you will be notified in advance.

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

To give some idea of the grading patterns in assessed work, over the past five years the grades awarded for module assessments have been distributed as follows: 12% awarded grade 5, 30% awarded grade 4, 34% awarded grade 3, 18% awarded grade 2, 5% awarded grade 1 and 1% awarded grade 0.

5.11 Grading at LSE

At LSE each candidate shall be given an overall result for each course as follows:

In relation to Term 2/3 Marks:

Mark	Grade
75%	5
66%	4
60%	3
53%	2
45%	1
39%	0

Mark	Grade
0 - 39%	Bad Fail
39 - 49%	Fail
50 - 59%	Pass
60 - 69%	Merit
70% and over	Distinction

The grade of Bad Fail will be used internally to indicate when a fail cannot be compensated and, therefore, must be re-attempted. It will not appear on official transcripts.

For the purpose of the final transcript LSHTM grades are converted to LSE as follows:

HPPF LSHTM – LSE grade conversion table		
LSHTM grade points rounded to nearest 0.1 e.g. 4.75 = 4.8		
5.0	75.0	Distinction
4.9	74.1	Distinction
4.8	73.2	Distinction
4.7	72.3	Distinction
4.6	71.4	Distinction
4.5	70.5	Distinction
4.4	69.6	Merit
4.3	68.7	Merit
4.2	67.8	Merit
4.1	66.9	Merit
4.0	66.0	Merit
3.9	65.4	Merit
3.8	64.8	Merit
3.7	64.2	Merit
3.6	63.6	Merit
3.5	63.0	Merit
3.4	62.4	Merit
3.3	61.8	Merit
3.2	61.2	Merit
3.1	60.6	Merit
3.0	60.0	Merit
2.9	59.3	Pass
2.8	58.6	Pass
2.7	57.9	Pass
2.6	57.2	Pass
2.5	56.5	Pass
2.4	55.8	Pass
2.3	55.1	Pass
2.2	54.4	Pass
2.1	53.7	Pass
2.0	53.0	Pass
1.9	52.2	Pass
1.8	51.4	Pass
1.7	50.6	Pass
1.6	49.8	Fail
1.5	49.0	Fail
1.4	48.2	Fail
1.3	47.4	Fail
1.2	46.6	Fail
1.1	45.8	Fail
1.0	45.0	Fail
0.9	44.4	Fail
0.8	43.8	Fail
0.7	43.2	Fail
0.6	42.6	Fail
0.5	42.0	Fail
0.4	41.4	Fail
0.3	40.8	Fail
0.2	40.2	Fail
0.1	39.6	Fail
0.0	39.0	Bad fail

5.12 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 both Schools' 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 Schools' 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 later in this section.

If you are unfamiliar with concepts like correct referencing or avoiding plagiarism, then you are strongly encouraged to read through the relevant guidance from each institution.

The LSHTM **Academic Writing handbook** gives much more detailed guidance on these and other topics, and is also 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. It is available at

<http://www.lshtm.ac.uk/edu/qualityassurance/academicwritinghandbook.pdf>

This gives much more detailed guidance on these and other topics, and is also 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.

The LSE guidance on plagiarism and how to avoid it can be found at

<http://www.lse.ac.uk/socialPolicy/InformationForCurrentStudents/plagiarism.aspx>

The LSE regulations related to plagiarism can be found at:

http://www.lse.ac.uk/intranet/LSEServices/TQARO/Calendar/RegulationsAssessmentOffences_Plagiarism.pdf.

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

6.2 Declaration on Plagiarism and Cheating

All students are required to sign an electronic statement confirming that they have read the School's definitions of plagiarism and cheating (which follow); that all work submitted is and will be their own; and that failure to comply with the School's policies may be penalised. This declaration also covers consent for the School to upload relevant documents and information to external services or third parties, in order to identify potential plagiarism or irregularities.

6.3 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.

6.4 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:

- 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

6.5 Other Assessment Irregularities

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

You can view the LSE regulations pertaining to non-plagiarism related offences here:

http://www.lse.ac.uk/intranet/LSEServices/TQARO/Calendar/RegulationsAssessmentOffences_OtherThanPlagiarism.pdf

6.6 How to Avoid Plagiarism

Please note that **failure to observe the rules, even unintentionally, may constitute plagiarism and be penalised accordingly**. Most cases of plagiarism are not due to students deliberately copying the work of others and trying to pass it off as their own, but because information they used was not appropriately acknowledged or referenced. It can be

easy to copy text but forget to add the appropriate reference; but you must make every effort to avoid doing so, or else you run the risk of committing plagiarism.

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

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

Key points you should be aware of include:

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

6.7 Detecting Plagiarism Through Turnitin

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

The Schools 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.

6.8 Assessment Irregularities Procedure

LSHTM's Taught Postgraduate Assessment Irregularities Procedure, as established under the Regulations, is available via the Registry web pages at the following link:
<http://www.lshtm.ac.uk/study/currentstudents/studentregulations/taughtcourse regulations/index.html>

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. You can find the LSE procedure at the following link:
<http://www.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/disProStu.pdf>

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 re-submit. 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.

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

6.10 Avoiding Plagiarism – A Worked Example

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.

7. PERSONAL TUTORS & TUTORIALS

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

- **Academic Problems:** If you are having any problems with the programme (you do not understand, cannot keep up, etc.), see your personal tutor as soon as possible. Do not leave it until you have fallen behind. They will be able to help you clarify the nature of the problem and suggest ways to solve it (for example, knowing someone who will be able to help you).
- **Personal Problems:** If you have personal problems, 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.
- **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.
- **Dissertation:** Begin to think about your dissertation 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 (for example, when things need to happen) 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).
- **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 dissertation 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 Directors if such arrangements have not been made.

Further details of the role of personal tutors are given in the LSHTM Student Support Code of Practice at: www.lshtm.ac.uk/edu/taughtcourses/staffresources/tpols_cop_studentsupport.pdf

Details of LSE academic staff advice and feedback hours can be found on the departmental contacts page <http://www.lse.ac.uk/socialPolicy/WhosWho/academicStaff.aspx>, as well as via LSE For You.

8. MSc HPPF SEMINARS (Class Meetings)

Whilst the MSc offers you formal teaching in a variety of disciplines and subjects, it is in our experience (and that of former students) at least as important that you share practical experiences that you have gained prior to the MSc with your fellow students. Moreover, the practice of presentation skills and scientific discussion is crucial to success in the field of health policy and planning. We therefore expect you to participate in weekly HPPF seminars, in which you will have the chance to present and discuss topics that you prepare independently.

These seminars will be attended (as much as possible by a member of staff). However, they should be organised by the class with the help of the elected class representatives. These seminars will be held each week during Terms 1 and 2 subject to demand. In addition, we would encourage you to meet additionally – many HPPF classes in the past met informally on a regular (e.g. weekly) basis or planned joint tours and activities, which helped to form a strong bond between students. Most of these classes still keep contact following the completion of their programme.

9. STUDY GUIDANCE

9.1 Studying at LSHTM and LSE

Some of you may have only recently completed your first degree or other professional training - in which case you will be well aware of how to study. For others, however, this may be your first experience of formal teaching and learning for some years and you may wonder how well you will adapt to an intensive taught programme. Taught Masters degrees are intensive - there is a lot to cover in a short time and we expect a high standard. Remember also that while knowledge of the basic facts in your area is essential, at this level we expect to see from you evidence of independent critical thought and real understanding.

To help you study, there are several sources of advice:

- Introductory talks during the Orientation Period.
- Your personal tutor is the first person you should contact if you are struggling to cope with the return to learning - or with anything else. Look in the section of this Handbook on Personal Tutors and Tutorials for more detailed information.
- Other staff – especially the Student Adviser (Welfare & Disability) and your MSc Programme Directors.
- On line resources to support specific skills – linked from the School's Study Skills page at www.lshtm.ac.uk/edu/studyskills.html, the LSE Social Policy department (<http://www.lse.ac.uk/socialPolicy/InformationForCurrentStudents/Home.aspx>) or LSE Life: www.lse.ac.uk/intranet/students/LSE-Life
- The Libraries at LSHTM and LSE has a wide range of books that provide guidance and support for studying. Study Skills and Academic Writing books are shelved under the classmarks AR.AT and AHAZ. These include:
 - The Study Skills Handbook, by Stella Cottrell (Palgrave 2003)
 - 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).
- Academic writing: a handbook for international students, by Stephen Bailey (Routledge, 2006).
- Cite them right: the essential guide to referencing and plagiarism, by Richard Pears and Graham Shields (Northumbria University Press, 2006).
- Complete guide to referencing and avoiding plagiarism, by Colin Neville (Open University Press, 2010).
- Writing your dissertation, by Derek Swetnam (How To Books, 2004).
- How to Write A Thesis, by Rowena Murray (Open University Press, 2007).

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 Guidance section of the LSHTM Library & Archives Service web pages at <http://www.lshtm.ac.uk/library/guidance/>, and on the LSE Library website: <http://www.lse.ac.uk/library/home.aspx>

9.2 What is the Workload?

During term time we plan our teaching on the assumption that an average full-time student will need to spend approximately 40 hours per week on work related to their programme at the School. Not all of this time is actually spent in contact with members of staff: reading, thinking and preparing assessed coursework are all equally important. Each module is described in a module specification. These contain a section setting out the approximate breakdown of the time you are expected to spend on the various components of the module. The module specifications be found on the web at: www.lshtm.ac.uk/study/currentstudents/studentinformation/msc_module_handbook/index.html

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

There are two main holiday periods, each lasting a few weeks, and Reading Weeks - although remember that the reading weeks at LSHTM and LSE do not coincide, so you may have some teaching, although it may be less than normal. It is important that you use these periods to unwind after a hard term's work but they are also an opportunity to reflect on what you have been taught, to do some general reading around your subject and, above all, to catch up on material which you did not understand or found particularly difficult during term time. Furthermore, additional sessions such as workshops on IT or other study skills often take place during these periods.

9.3 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.

9.4 Programme Materials

You will be provided with a Module Handbook and some reading materials via your Module pages on Moodle. Whilst the handbooks vary in content, all will contain information about the module and a copy of the timetable, together with copies of essential readings, where applicable. Some modules also have an online reading list (ORC) which can be accessed via Moodle and which gives you links to relevant books and journal articles.

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

9.5 Lecture Capture

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. This allows us to audio record lectures and to publish the recordings on the relevant module pages on Moodle for students to review and download. This can be particularly useful for revision and for students who miss lectures due to illness but is NOT intended to be a substitute for attendance.

Please be aware of the following:

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

Lecture capture is available in select teaching rooms at the LSE and it is up to the teachers responsible for the programme to use this facility where available.

9.6 Lectures and Other Teaching Methods

Almost all of your modules will include some lectures. Lectures are not meant to convey detailed information, which is much better provided in printed form, but to set the scene, explain general concepts and excite you about the relevance and importance of the topic. Many lecturers provide hand-outs (or references to key reviews) which will provide a permanent record of the subject matter; you should go equipped to take notes but do not attempt to write down everything that is being said. 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 - before you forget what you wanted to know.

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.

9.7 Essays and Dissertations

The ability to produce good written work is vital not only to obtaining your degree but also in your subsequent professional life. Academic writing, particularly when it is formally assessed, has to follow certain rules and conventions.

Comprehensive guidance about this, including how to cite and reference correctly and avoid the risks of plagiarism and cheating, is given in the Academic Writing handbook available at: <http://www.lshtm.ac.uk/edu/qualityassurance/academicwritinghandbook.pdf>. You should refer to the LSE guidance on plagiarism via the following link: <http://www.lse.ac.uk/socialPolicy/InformationForCurrentStudents/plagiarism.aspx>

Further useful information about writing skills is given on the Study Skills pages at: <http://www.lshtm.ac.uk/edu/studyskills.html>. LSE provide a Study Toolkit that can be found here: <http://www.lse.ac.uk/intranet/LSEServices/APD/lseStudyToolkit/home.aspx>

9.8 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 yourself 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.

9.9 Computers and Learning

Many of you will already be familiar with using computers. It is very important that students learn to use the Schools' systems, as these will be used to deliver important programme content and information. The Schools both use a Virtual Learning Environment called Moodle where a substantial amount of information about modules is stored, including extra lecture notes and other resources. There is a lot of help available, including information for LSHTM at <http://www.lshtm.ac.uk/its>. For LSE, IT support is available through the IMT: <http://www.lse.ac.uk/intranet/LSEServices/IMT/about/home.aspx>

Appendix 1 – Preparation for assessments at LSHTM

This section concentrates on LSHTM guidance. LSE Social Policy guidance can be found here: <http://www.lse.ac.uk/socialPolicy/InformationForCurrentStudents/Home.aspx>

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.

GOOD ANSWERS

POOR ANSWERS

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

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

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. This is available on the web at: <http://www.lshtm.ac.uk/edu/qualityassurance/academicwritinghandbook.pdf>

An explanation of the Marking Framework at LSE is provided via the Social Policy Department website here:

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 Directors 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 - ones which you know most about or are most relevant to you - but also make quite 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 if you are to do yourself full justice and you may find the following helpful:

- First, 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. Notice very carefully:
 - If any questions are compulsory
 - 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.
- Always answer the required number of questions.
- Before you start writing, choose all the questions you are going to answer. In this way you avoid realising, when you have answered one or two questions, that you should really have answered different ones. Reread your chosen questions very carefully. Some questions that look easy at first glance turn out to be very hard on a second look. See if other apparently difficult questions would actually be easier to answer well.

- Plan how you are going to spend the time that you have available. Look carefully at the instructions to see whether all questions carry equal weight; if one has twice the weight of all the others it is normally sensible to spend about twice as much time answering it
- One of the easiest ways to lose marks is by not **answering the question**. Read the question carefully, particularly if it looks similar to one that you have seen in a past paper - it might contain small changes that completely alter what is wanted. Think carefully about the meaning of key words such as **list, describe, compare, contrast, discuss, explain**.
- In any written examination you should spend perhaps a sixth of your time just thinking and planning and not writing answers at all. In a three-hour examination, spend the first 10 minutes studying the whole paper carefully, reading the instructions and selecting the questions you are going to answer.
- Before you answer each of the questions you have chosen, spend 5 -10 minutes developing a plan. Decide which facts and arguments you are going to present and draw up an outline of a logical, coherent and well-argued answer. Once you start writing you can if necessary add any additional thoughts to your plan, but you should have a firm structure in place before you start. Remember that a good answer is not a list of everything you know about the subject!
- Remember that some questions contain several parts and you will be marked down heavily if you only answer some of them. Study the question carefully, identify its main components and plan an answer to each of them.
- If English is not your first language, you may worry that you will both read and write more slowly than your colleagues do. Even if this is the case, remember that you can always get good grades for writing clear, critical and well-organised answers containing all the key facts and arguments even if they are expressed briefly. It is easy to write at great length and actually say very little.
- If you write anything that you do not wish the examiners to mark, cross it out clearly. In particular, if you start a question and then, after a few minutes, realise that you cannot answer it, make sure that it is crossed out. Otherwise these few lines may be marked and your final, brilliant answer ignored.
- And finally, get the practical things right. Find out where and when the examination is to be held and allow **more than enough time to get there** - even if the Underground is closed or the bus breaks down. Bring several pens that write and a calculator that works (if you need and are allowed one). Do not take anything into the examination room that could possibly lead to you being accused of cheating. Ignore what everyone else is doing, think and plan before you write and, above all, **don't panic!**

Appendix 2 – Information from the London School of Economics



DEPARTMENT OF SOCIAL POLICY



Department
of Social Policy

Department of Social Policy

Postgraduate Handbook

MSc Health Policy, Planning and Financing

LSE Appendix

2016/17



September 2016

Dear Social Policy Student,

A very warm welcome to the Department of Social Policy!

Your Department has an international reputation for excellence and is one of the largest Social Policy departments in the UK. The latest Research Excellence Framework (the UK's nationwide assessment of research quality, impact and environment) ranked the Department first in the country for world leading and internationally excellent research. We were also awarded the joint highest marks for the non-academic 'real world' impacts of our work.

The study of Social Policy began at the London School of Economics in 1912. It grew out of the early social work training course of the Charity Organisation Society and the generosity of an Indian industrialist, Sir Ratan Tata, who carried out pioneering work on poverty. This tradition of combining action and research was followed by the ground-breaking contributions of Richard Titmuss, Peter Townsend, Brian Abel-Smith and David Donnison; and led to the development of Social Policy as a discipline and the building of the Welfare State itself in Britain and abroad.

The interests of the Department today embrace virtually all the major issues that confront individual countries and the world today including: how best to provide health care and education; the provision of reasonable housing and social services; the problems posed by ageing populations; poverty, inequality and social exclusion at national and global levels; and the role of national and local government and non-governmental organisations in instigating policy reform and change. The Department's focus is very much on headline issues, as well as on more traditional areas of scholarship. All of these are explored in an increasingly international and dynamic context – one in which national, European and global matters interact and merge.

The interdisciplinary nature of Social Policy means that when you graduate you will be equipped with a broad range of knowledge and skills that can be applied in many different settings. Many Social Policy alumni apply their academic training directly, working as policy specialists in the government, NGO and private sectors. Furthermore, the high-level analytical and research skills developed by our degree programmes are also highly valued by employers as diverse as the media, management consultancy, teaching and the development sector.

You will find LSE to be a vibrant and exciting place. There is much to enjoy, both academically and socially. In particular you will quickly discover that there are major public events – lectures, debates and so on – almost every day of the week. Being in the centre of the capital city, close to the heart of government and all the main media, LSE is uniquely well-placed to act as a host for the most distinguished of visitors. These occasions will focus on areas close to the things you are here to study, as well as matters well beyond, and I would urge you to make the most of this opportunity.

I am sure your time here will be both rewarding and stimulating. Enjoy!

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Stephen Jenkins', written in a cursive style.

Professor Stephen Jenkins
Head of Department

Contents

The Essentials	1
Term Dates 2016/17	1
Welcome Week	1
LSE for You	1
Moodle	2
Email	2
Key School Services A-Z	2
Advice, Communications & Operations.....	2
Counselling Service.....	2
Disability and Well-being Service	3
Financial Support Office	3
International Student Immigration Visa Advice Team (ISVAT).....	3
IT Support	3
Language Support.....	4
LSE LIFE	4
Library.....	4
Student Services Centre (SSC)	5
Timetables	5
School Wide Codes and Regulations	5
Equality, Diversity and Inclusion.....	5
Regulations and Codes of Practice - The Calendar	6
Fieldwork Safety	7
Research Ethics.....	7
Registration	8
An Overview of Your Department	13
Sources of Information	13
Socialising	13
Department Committees and Student Representation	14
Teaching, Supervision and Support	14
Examination and Assessment.....	15
Formative Assessment.....	15
Summative Assessment.....	16
Departmental Assessment and Feedback Statement	16
Marking Framework: MSc Programmes.....	17
Plagiarism	18
Defining Plagiarism	18
Avoiding Plagiarism	19
Detection of Plagiarism	19

**Department of
Social Policy**



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE ■

The School

The Essentials

Term Dates 2016/17

lse.ac.uk/termdates

Michaelmas Term

Thursday 22 September – Friday 9 December 2016

Lent Term

Monday 9 January – Friday 24 March 2017

Summer Term

Monday 24 April – Friday 9 June 2017

School closures

Christmas Closure	Thursday 22 December 2016 – Monday 2 January 2017
Easter Closure	Thursday 13 April – Wednesday 19 April 2017
May Bank Holiday	Monday 1 May 2017
Spring Bank Holiday	Monday 29 May 2017
Summer Bank Holiday	Monday 28 August 2017

Reading Weeks

Reading weeks are held in week six of the Michaelmas and Lent terms. Course convenors are responsible for determining if there will be any teaching activity or if, instead, a reading week will take place for their course. For further details, please see the Moodle page for the relevant course.

Welcome Week

lse.ac.uk/yourFirstWeeks

lse.ac.uk/welcomeweek

The Your First Weeks section of the website provides comprehensive information to help you settle in to life at LSE. These pages will refer you to information regarding what to expect after you arrive, how to open a bank account, what to do if you arrive early or late to LSE, crucial health information, how to set up your LSE IT account, School support services and much more. The Welcome Week guide contains information about events taking place at the start of the academic year, including those specific to the Department, and the Students' Union Welcome Fair, as well as central School welcome events.

LSE for You

lse.ac.uk/lseforyou

LSE for You is a personalised web portal which gives you access to a range of services. For example, you can:

- view or update your personal details
- select your courses
- reset your Library and network passwords
- monitor and pay your tuition fees online
- check your exam results

You can also access online tutorials on how to navigate and personalise LSE for You via the login page. Use your LSE network username and password to login.

Moodle

moodle.lse.ac.uk

Moodle is LSE's Virtual Learning Environment (VLE). Moodle is a password-protected web environment that may contain a range of teaching resources, activities, assignments, information and discussions relating to your course. The content of Moodle is the responsibility of your teacher and so it will vary from course to course.

Moodle can be accessed from any computer connected to the internet, on and off campus. To access Moodle go to **moodle.lse.ac.uk** and use your LSE username and password to log in. This page also has links to help and advice on using Moodle. You will also find links to Moodle from a number of web pages including the webpage for 'Staff & Students'. If you have any technical problems with Moodle you should contact the IT helpdesk it.helpdesk@lse.ac.uk.

Email

The School will use your LSE email address to communicate with you, so you should check it regularly. Microsoft Outlook is available on all student PCs on the LSE network. You can also access e-mail off-campus using webmail and remote desktop or, on the move using email clients for laptops and mobile phones. For instructions visit: lse.ac.uk/itservices/remote.

Key School Services A-Z

Advice, Communications & Operations

The Advice, Communications & Operations Team provide advice to students on academic matters (particularly around non-progression, interruption and withdrawals), run the Student Services enquiry counter, co-ordinate Welcome Week and co-ordinate Student Services Centre communications: Their specific responsibilities include:

- Providing the first point of contact for enquiries and signposting enquirers to the appropriate school services
- Coordinating all School Welcome Week events, maintaining the [Your First Weeks](#) web pages and managing the [Off Campus Support Scheme](#)
- Providing one-to-one advice on [School Regulations and Codes of Practice](#)
- Processing applications to the [Repeat Teaching Panel](#) and monitoring attendance
- Producing replacement student ID cards for undergraduate and taught masters students
- Administering the School's student consultative fora and the Departmental Tutors Forum

Contact the Advice, Communications & Operations team with a general enquiry

- In person: at the SSC counter during opening hours
- By email: ssc.advice@lse.ac.uk
- Over the telephone: 020 7955 6167

Counselling Service

lse.ac.uk/studentcounselling

This free and confidential service aims to enable you to cope with any personal or study difficulties that may be affecting you while at LSE. As well as one-to-one appointments, there are group sessions and workshops throughout the year on issues such as exam anxiety and stress management.

Disability and Well-being Service

lse.ac.uk/disability

The Disability and Well-being Service (DWS) runs three specialist services, all of which are free and confidential:

- The Disability Service, for students with physical/sensory impairments and those with long-term or chronic medical conditions
- The Neurodiversity Service, for students with dyslexia, dyspraxia, Asperger syndrome and other neurodiverse conditions
- The Mental Health and Well-being Service, for students with mental health concerns

The DWS can also set up Inclusion Plans (IPs), outlining reasonable adjustments such as extended library loans, negotiated deadlines and rest breaks in exams. It runs several interest and support groups, for example the Neurodiversity Interest Group and the Circles Network. For further information please visit the website or email disability-dyslexia@lse.ac.uk.

Financial Support Office

lse.ac.uk/financialsupportoffice

Financial Support

The Financial Support Office (FSO) is responsible for the administration and awarding of scholarships, bursaries, studentships and School prizes. It is located within LSE's Student Services Centre with a daily drop-in session during term time between 1pm and 2pm (Mondays, Wednesdays and Fridays during vacations). No appointment is necessary. FSO provide information about funds such as the Student Support Fund, LSE Access Fund and the Postgraduate Travel fund.

Full details and application forms are available from

<http://www2.lse.ac.uk/intranet/students/moneyMatters/financialSupport/Home.aspx>

International Student Immigration Visa Advice Team (ISVAT)

lse.ac.uk/isvat

ISVAT provides detailed immigration advice for International Students on their website which is updated whenever the immigration rules change. They can advise you by e-mail (if you complete an online query form on the [ISVAT web pages](#)) or at the drop-in service at the Student Services Centre. ISVAT run workshops to advise students applying to extend their stay in the UK; and in complex cases, they will make individual appointments.

For more information including drop in times and dates of workshops go to: lse.ac.uk/isvat.

ISVAT also manages staff and student exchanges through the Erasmus + programme at LSE. For more information on our exchanges, go to lse.ac.uk/Erasmus

IT Support

lse.ac.uk/imt

Student IT Help Desk/ Laptop Surgery - first floor, Library Contact the IT Help Desk (it.helpdesk@lse.ac.uk) for support for School-owned hardware and software on the LSE network, network and email account issues, and general IT queries.

Language Support

lse.ac.uk/languages

English Language Support

If English is not your first language the Language Centre is on hand to give you advice and support throughout your time at LSE. The support is free and begins as soon as your main programme starts. There are specific classes for Academic Departments and information sessions are held during the first days of term to advise you on the most appropriate classes to take. Classes begin in week 2 of the Michaelmas Term. Please see lse.ac.uk/languages for information on the English for Academic Purposes (EAP) In-session Support Programme.

LSE LIFE

lse.ac.uk/lselife

LSE LIFE is the School's centre for academic, professional and personal development. They can help you find your own 'best' ways to study, think about where your studies might lead you, and make the most of your time at LSE.

LSE LIFE offers

- guidance and hands-on practice of the key skills you'll need to do well at LSE: effective reading, academic writing and critical thinking
- workshops related to how to adapt to new or difficult situations, including development of skills for leadership, study/work/life balance, and preparing for the working world
- a place to meet and work together with your peers on interdisciplinary group projects and research
- support in making the transition to (or *back to*) university life;
- advice and practice on working in study groups and on cross-cultural communication and teamwork
- ideas and inspiration about academic pursuits and pathways into professional life

and much more ...

LSE LIFE is located on the ground floor of the library and is your first port of call to discover what is available for you. The LSE LIFE team, together with advisers and specialists from LSE Careers, LSE Library, the Language Centre and other parts of the School, will be on hand to answer your questions. Sign up for a workshop, come by for help with your homework, or just drop in.

Library

lse.ac.uk/library

Your LSE student card is also your Library card. No additional registration with the Library is required. Staff at the Library are available for any enquiries you may have about using their collections and electronic resources.

Follow us at

www.twitter.com/LSELibrary

www.facebook.com/LSELibrary

Student Services Centre (SSC)

lse.ac.uk/ssc

The Student Services Centre is located on the ground floor of the Old Building. It provides advice and information on the following services:

- Admissions (drop-in service)
- Certificates of registration
- Course choice and class changes
- Examinations and results
- Fees – process fee payments and distribute cheques (drop-in service)
- Financial support – Advice on scholarships, awards, prizes, emergency funding and studentships (drop-in service)
- Information for new arrivals
- Programme registration
- Graduation ceremonies
- Transcripts and degree certificates
- Visa and immigration advice (drop-in service)

The SSC provides a counter service for students at the following times:

- 11am–4pm every weekday

You can also contact Student Services by telephone. Details of who to contact and more information on advice can be found on the SSC website.

Timetables

lse.ac.uk/timetables

The Timetables Offices is responsible for scheduling and allocating rooms to all of the School's Undergraduate, Masters and Research taught courses. Teaching begins on Monday 6th October 2014, this is referred to as week 1 of Michaelmas Term. The timetable of all taught courses can be viewed on the Timetables web page.

Notification of changes to teaching arrangements is communicated via email to students.

School Wide Codes and Regulations

Equality, Diversity and Inclusion

lse.ac.uk/equalityanddiversity

To uphold the School's commitment to equality of respect and opportunity, as set out in the [Ethics Code](#), we will treat all people with dignity and respect, and ensure that no-one will be treated less favourably because of their role at the School, age, disability, gender (including gender identity), race, religion or belief sexual orientation, marriage and civil partnership, pregnancy and maternity and social and economic background.

In practice, this means we expect you to:

- Treat all members of the School community fairly and with respect;
- Act courageously and openly, with respect for the knowledge and experience of others;
- Play your part in creating an environment that enables all members of the School community to achieve their full potential in an environment characterised by equality of respect and opportunity; and
- Actively oppose all forms of discrimination and harassment, including challenging and/or reporting unacceptable behaviour.

The School is committed to embedding and mainstreaming equity, diversity and inclusion. For further advice or information, please visit the School's Equality and Diversity website (<http://www.lse.ac.uk/equityDiversityInclusion>), see our blog, and follow us on Twitter @EDI_LSE.

Access Guides to LSE buildings

DisabledGo have produced detailed access guides to the LSE campus and residences, and route maps between key locations. These are available at lse.ac.uk/DisabledGo

Regulations and Codes of Practice - The Calendar

lse.ac.uk/calendar

General School and Programme Regulations

The School has regulations, policies and procedures covering many aspects of student life and you should familiarise yourself with them. Some of the regulations explain the organisation and conduct of your academic study. These include information about the structure of programmes, assessment, graduation and what to do if illness affects your studies.

Codes of Good Practice

The Codes of Good Practice for Undergraduates and Taught Masters Programmes explain the basic obligations and responsibilities of staff and students. They set out what you can expect from your Department – and what Departments are expected to provide – in relation to the teaching and learning experience. The Codes cover areas like the roles and responsibilities of Academic Advisers and Departmental Tutors; the structure of teaching at the School; and examinations and assessment. They also set out your responsibilities, i.e. what the School expects of you.

The following web link gives you an A-Z list of relevant regulatory documents where you can find further details of all School Regulations.

<http://www2.lse.ac.uk/intranet/LSEServices/policies/home.aspx>

We recommend that you also read the School's Student Charter and Ethics Code.

The Student Charter sets out the vision and ethos of the School -

<http://www2.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/stuCha.pdf>

The Ethics Code highlights the core principles of LSE life -

<http://www2.lse.ac.uk/intranet/LSEServices/policies/pdfs/school/ethCod.pdf>.

Fieldwork Safety

If you are planning fieldwork or any other off site activity please complete the relevant risk assessment at:
<http://www.lse.ac.uk/intranet/LSEServices/healthAndSafety/policy/FieldworkOffsiteVisits.aspx>

We recognise that you may want to carry out fieldwork in areas of the world that are subject to social or political unrest, high threat of kidnap and ransom or to areas with Foreign and Commonwealth Office Warnings. If you do, we are there to help you achieve your aims. We can help provide specialist county or area threat assessments to help you make an informed decision about the viability of traveling to your destination of choice. We can also provide specialist training and equipment to help keep you safe. Please note that the Health and Safety Team may not cover the costs of additional specialist control measures and you may have to secure your own funding.

Please read the Fieldwork Health and Safety Guidance document for further information:
<http://www.lse.ac.uk/intranet/LSEServices/healthAndSafety/pdf/Fieldwork-H&S-Guidance-May-2014.pdf>

For any further information or advice, please contact the Health and Safety Team

Telephone: 020 7852 3677

Email: Health.And.Safety@lse.ac.uk

Research Ethics

Research is not only integral to the work of academic staff, but many students will undertake a piece of primary research as part of their dissertation or thesis. Although any particular empirical investigation may be modest in scope, if it involves human participants it is essential that those conducting the research consider and address any ethical implications that may arise. All students are expected to discuss the ethical implications of their research with their Academic Adviser. Where appropriate, a research ethics checklist and a research ethics review questionnaire should be completed and submitted to the Department.

School Policy

The LSE research ethics policy and associated ethics review forms can be viewed at the following link:

<http://www2.lse.ac.uk/intranet/researchAndDevelopment/researchPolicy/ethicsGuidanceAndForms.aspx>
[x](#)

All students who plan to undertake research as part of their programme of study must read the LSE Research Ethics Policy and discuss any ethical implications with their Academic Adviser, before undertaking any research.

Ensuring the ethical propriety of their research is a requirement of all academic staff and this is something to which a variety of bodies concerned with the governance and funding of research are increasingly attentive – not only in the UK, but also in many other countries in which LSE based researchers may seek to conduct their investigations. Certain overseas governments have procedures for the approval of all or any research that directly involves their citizens. Collaborating agencies may require that proposed research be independently vetted. In such instances the School has a Research Ethics Committee that may be consulted. Although it would not usually apply to student research projects, there are certain circumstances in which a piece of research may have to be subject to prior independent ethical scrutiny and approval. For example, any research that involves patients of the UK National Health Service must have approval by a Local Research Ethics Committee.

In addition, the following research would also need ethical approval:

- research involving vulnerable groups; sensitive topics
- research involving groups where permission of a gatekeeper is required for access to members
- research conducted without full informed consent
- research involving access to records of confidential information
- research which would induce unacceptable psychological stress, anxiety, pain or humiliation.

Registration

lse.ac.uk/registration

Programme Registration

At the start of the academic year you will need to formally register on your programme of study. To ensure that you are able to complete this process as quickly as possible, each programme/department is allocated a specific time slot in which to register. At registration, you will be asked to provide proof of your eligibility to study in the UK in order to receive your School ID card. This card will, amongst other things, allow you to access your library account.

Undergraduate Course Choice

lse.ac.uk/coursechoice

You will need to choose all of your courses, including those that are compulsory, in LSE for You. All course choices need to be approved by your Academic Advisor so please make sure you discussed your options with him/her. The deadline for course choice for undergraduate students is **10 October 2016**.

To choose your courses first visit lse.ac.uk/coursechoice. Here you will find links to the programme regulations for which outline your available course choices and a course guide for each of them. You will also find tutorials on how to select courses, including information on how to select courses that are not listed in your programme regulations.

The schedule for publication of personal Timetables in LSE for You is shown below.

- Continuing students: from Tuesday 20th September 2016
- First years: from Friday 23rd September 2016
- General course students: from Friday 23rd September 2016
- Intercollegiate students: from Friday 30th September 2016
- Diploma students (undergraduate course): from Friday 30th September 2016

If you have made your course choices in LSE for You by the specified date, but cannot view a personal timetable this may be because you have a timetable clash. If this is the case you should see a message telling you the codes of the courses that are clashing. For further information on timetable clashes please see the timetables web page:

<http://www.lse.ac.uk/intranet/diaryAndEvents/timetables/timetableClash.aspx>

If you make a change to your course choices after the publication date please allow three working days for the changes to appear on your timetable.

Postgraduate Course Choice and Seminar Sign Up

lse.ac.uk/coursechoice

You will need to choose all of your courses, including any compulsory ones and your dissertation, in LSE for You.

Course choice opens for browsing during Welcome Week so that you can get used to the system. However, you will not be able to make any choices during this period. The system opens fully from **23 September 2016** but you will only be able to access the 'Graduate Course Choice' option in LSE for You when your admissions paperwork is completed. The deadline for course choices is **10 October 2016**. The system will re-open at the beginning of Lent Term so you can make any changes that are needed for Lent Term.

To choose your courses first visit lse.ac.uk/coursechoice. Here you will find links to the programme regulations for which outline your available course choices and a course guide for each of them. You will also find tutorials on how to use the Graduate Course Choice system.

Many courses have 'controlled access' and you will need to apply to the Department teaching the course for permission to take it before you can select it. If such an application is required, it will be indicated in the system. You can make applications to take these courses within the system. Your overall diet of courses is also subject to the approval of your home department.

Some departments allocate places to seminars centrally whilst others permit you to choose using the seminar signup facility in LSE for You. Personal Timetables can then be viewed in LSE for You.

Certificate of Registration

lse.ac.uk/certificateofregistration

A certificate of registration provides proof to organisations, such as the Home Office, council tax offices and banks, that you are registered as a current student at the School. It details your full name, date of birth, term time and permanent home addresses, student number, the title, subject, start and end dates of your programme, registration status and expected date of graduation.

Once you are formally registered with the School you can print out your certificate instantly via LSE for You (LFY) under the 'Certification and Documentation' option. If you require a certificate with information beyond what is on the Certificate of Registration please see lse.ac.uk/registrydocuments.

Interruption / Deferral / Withdrawal / Programme Transfers / Change of Mode of Study

lse.ac.uk/registrationChanges

Interruption: with approval from your department you can take a break in your studies. Interruptions are one calendar year long. You are usually required to return at the start of the nearest applicable term – be that Michaelmas or Lent term. Summer term interruptions are not possible. For more information, please see lse.ac.uk/interruptions

Deferral: if you complete the teaching year but have difficulties in the lead up to or during the exam period, then in exceptional circumstances you can seek to defer assessment(s) to the following academic year. For more information, please see lse.ac.uk/deferrals

Withdrawal: withdrawing means that you are leaving the programme permanently. Before withdrawing you may want to consider interruption so that you have some time to consider your options. For more information, please see lse.ac.uk/withdrawals

Programme Transfers: you can request to transfer from your current programme to another programme at the same level according to the School's regulations. There are usually restrictions on transferring programmes, and sometimes transfers are not possible. All transfer requests are considered by and require approval from both academic departments and the School before being authorised. For more information, please see lse.ac.uk/programmetransfers

Change of Mode of Study (for postgraduate students): if a change in your circumstances occurs that means that you need to change your study mode from full-time to part-time, you will need to seek authorisation from your academic department. Changing from full-time to part-time study mode is generally acceptable, and your course choice will be amended according to programme regulations. Your fees will also be amended in line with the part-time fees published in the Table of Fees for the same academic year. Changing from part-time to full-time may not always be possible. Requests to change from part-time to full-time study mode will be considered on a case-by-case basis. For more information please see: www.lse.ac.uk/PTchange

The Department

An Overview of Your Department

Sources of Information

Department Web Pages

lse.ac.uk/socialPolicy

Please refer to the Department website for staff details, programme and course information, news and events, and links to other useful sites.

Facebook

Most programmes have a Facebook page so that you can keep in touch with your fellow students. Ask your Programme Administrator for more details. The Department also has a general Facebook page. Like us to be kept up to date with departmental events, public lectures and interesting research.

facebook.com/LSESocialPolicy

Social Policy Student News

Social Policy Student News is our e-newsletter and is sent out fortnightly during term time. It includes information about departmental events, public lectures, personal development and job opportunities, plus lots of other useful information.

Student Noticeboards

There is a Departmental noticeboard and an e-noticeboard, both of which are located in the lobby area on the second floor of the Old Building, next to OLD 2.45.

Twitter

For news and views follow us on Twitter @LSESocialPolicy

Socialising

Student Common Room

The Student Common Room is in OLD 2.14 and is available for Social Policy students as a social and general study space. To ensure that the room is secure, the door has been fitted with a digital lock. The code for this lock is **C1278Y**. Please do not share this code with anyone from outside the Department.

Social Events

We have three major Departmental parties each year. The first, in mid to late October, is a **Welcome Party** for all new students. The second is a **Christmas Party** for all Social Policy students and staff. The third is a **student and staff party** usually held during the last week of Lent term. Dates and further details of all of these events will be circulated nearer the time. In addition, each degree programme usually organises its own social events during the year.

Department Committees and Student Representation

Each term, a number of Departmental meetings allow staff and students the opportunity to meet and discuss issues relating to their programme of study as well as wider School issues.

Programme Meetings

Each degree programme holds regular meetings to discuss and resolve programme/course specific concerns. These meetings are held prior to the Staff Student Liaison Committee Meetings and are normally attended by the Programme Director, the Programme Administrator, the Programme Representative(s) and other relevant course teachers.

Staff-Student Liaison Committee

A student from each year of each degree programme is elected in the first two weeks of Michaelmas Term to represent the views of his/her peers at their departmental Staff-Student Liaison Committees (SSLC). There is one SSLC for undergraduate students and one SSLC for post graduate students (taught and research). Each SSLC meets once in the Michaelmas and Lent terms, and is chaired by the Departmental Tutor (UG) or the Deputy Head of Department for Teaching (PGT). These meetings address wider Departmental and School issues and matters relating to the student teaching and learning experience. Normally in attendance are Programme Directors, Programme Administrators and the student programme representatives.

School Committees

One student representative from each of the Undergraduate, Taught Graduate and Research Student programmes also serve on the Students' Consultative Fora. The Department will request volunteers for these posts at the beginning of the Michaelmas term.

Teaching, Supervision and Support

Teaching

Lectures are an integral part of your programme and will introduce themes and ideas on a particular topic before the corresponding **class** (undergraduate) or **seminar** (postgraduate). Every lecture at the LSE is open to all students, subject to space in the lecture theatre, so if you would like to attend additional lectures out of interest, and your timetable permits, do take advantage of this opportunity. Attendance at **classes/seminars** is compulsory and attendance is recorded.

Advice and Feedback Hours

The purpose of "advice and feedback hours" is to give students regular access to teachers. This gives you the opportunity to talk to your course teachers on a 1-2-1 basis. If you need clarification on a particular topic, are having any difficulties with the course, or if you are interested in their particular field of study and want to know more, you can visit the course teacher during their advice and feedback hour. You can see any teacher during their advice and feedback hour, even if you are not a student on one of their courses.

All teachers hold an advice and feedback hour at least once a week during term time. Some teachers operate a drop in session, whilst others ask you to book an appointment via LSE for You. You can check a teacher's advice and feedback hour on the *Who's Who* pages of the departmental website, on the sign outside their office door and, for some courses, on Moodle. If you are unable to attend a particular advice and feedback hour, for example because of a timetable clash, you can contact the individual teacher to arrange an appointment at an alternative time.

Academic Adviser

At the start of your degree programme, you will be assigned an Academic Adviser, who is also usually your dissertation supervisor. Your Academic Adviser is your tutor and will guide and assist you in your learning development and is also available to help with any personal difficulties.

The Academic Adviser's responsibilities include:

- Providing academic guidance and feedback on students' progress and performance and to discuss any academic problems they might experience.
- Providing pastoral support on non-academic issues and referring students to the appropriate support services within the School.
- Implementing the provisions outlined in Inclusion Plans (IPs) for disabled students, in liaison with the School's Disability and Well-Being Service.
- Advising /approving course selection.
- Informing the Programme Director and School of any student whose progress is not satisfactory.

You should make arrangements to see your adviser and aim to do so at least twice each term, or more frequently if you are having particular difficulties. You can also use the advice and feedback hour system to keep in touch with your Academic Adviser. Any issues that cannot be resolved with your adviser can be taken to your Programme Director.

Role of the Programme Director (Taught Post Graduate Students)

A Programme Director is responsible for each taught programme. The responsibilities of the Programme Director include:

- Providing students with detailed information about their programme.
- Providing a programme induction for new students, including information on the selection of options and arrangements for supervision.
- Arranging regular termly meetings with student programme representatives and the nomination of a representative(s) to the Department's Staff-Student Liaison Committee.
- Providing a direct channel of communication between the School and any student who is encountering academic or pastoral difficulties.
- Agreeing, where appropriate, a student's request for course choice outside the degree regulations.
- Agreeing, where appropriate, a student's request for a degree transfer.

Examination and Assessment

Formative Assessment

Formative (non-assessed) coursework is designed to prepare you for the summative (assessed) work that you will complete later in the course. Formative assessment might include essays, problem sets, presentations or mock examinations. The purpose is to provide you with an opportunity for feedback on your work. All courses include some kind of formative assessment and you will be given full information about the required piece(s) of work by the course convener and/or your Programme Administrator.

Summative Assessment

Summative assessment counts towards your final degree award. Summative assessment may take the form of a written examination, an essay, a presentation or a combination of two or three of these modes of assessment. The modes of summative assessment are set out in each course guide and you will be given full details of your summative assessment by the relevant Programme Administrator.

Extensions

If you have good cause not to meet a summative assessment deadline because of illness/injury, bereavement or other serious personal circumstances, you should first discuss the matter with the course teacher and seek a formal extension from the Chair of the appropriate Sub-Board of Examiners. This must be done as early as possible. Extensions will be granted only where there is good cause backed by supporting evidence (e.g. medical certificate), and where the circumstances are unforeseen and out of the student's control. All evidence must be in English, or accompanied by a certified translation.

Exceptional Circumstances

Exceptional circumstances are those which you feel may have had a significant impact on your academic performance during an exam or other summative assessment. Such circumstances might include, but are not limited to, illness, injury, or bereavement. If you wish to make the Sub-Board of Examiners aware of your circumstances and how these have affected your performance, please complete the Exceptional Circumstances form (available from the Student Service Centre). The form should be accompanied supporting evidence of your circumstances (such as doctor's letter, hospital note, death certificate or police report).

This and supporting documentation must be submitted to the Student Services Centre on the ground floor of the Old Building within seven days of your last exam or your dissertation/coursework submission deadline.

Penalties for the Late Submission of Summative Coursework

If you fail to submit a piece of summative assessment by the set deadline (or extended deadline as appropriate), the following penalty will apply. Five marks (out of 100) will be deducted for coursework submitted within 24 hours of the deadline and a further five marks will be deducted for each subsequent 24-hour period (working days only) until the coursework is submitted. After five working days, coursework will only be accepted with the permission of the Chair of the Sub-Board of Examiners.

Exceeding the Word Limit

Written work must not exceed the word limit. If it is clear that a piece of coursework exceeds the set word limit, the markers will make a judgement based only on the content up to the word limit.

Departmental Assessment and Feedback Statement

The Departmental Assessment and Feedback Statement is currently being revised for the 2016/7 academic year and will be issued to all students separately from this handbook. It will also be made available on Moodle and on the Departmental webpages.

Marking Framework: MSc Programmes

This is a guide to the principal criteria used for the marking of both assessed and 'formative' written work. The descriptors given are merely illustrative of the standards that markers apply. Feedback from markers will usually include specific comments under each of the four headings below. Overall marks/grades awarded will reflect an overall judgement, based on all four criteria, but will additionally take account of the extent to which students have substantively answered the question(s) set.

CLASS	MARK	CRITERIA			
		STRUCTURE AND CLARITY OF EXPRESSION	AWARENESS AND USE OF LITERATURE	KNOWLEDGE BASE AND UNDERSTANDING	ARGUMENT/CRITICAL ANALYSIS AND CONCLUSION
Distinction	75+	Exceptionally well rounded argument; persuasively written	Excellent use of extensive literature well beyond the reading list which is impressively exploited	Excellent understanding and outstanding exposition of relevant issues; impressively well informed; insightful awareness of nuances and complexities. No major room for improvement, given constraints of essay form	Argument marshalled in an outstanding manner with excellent integration of theory/conceptual framework; searching questioning, unbiased approach; unambiguous evidence of original and independent thought.
	70-74	Excellent, logically developed argument; very well written	Very good use of wide range of literature to support argument / points	Very good understanding and exposition of relevant issues; well informed; good awareness of nuances and complexities	Well constructed arguments with appropriate use of theory/conceptual framework; questioning, unbiased approach; clear evidence of independent thought; good demonstration of originality of thought
Merit	65-69	Very well developed argument; well expressed	Good use of wide range of literature to support arguments	Clear awareness and exposition of relevant issues; some awareness of nuances and complexities but tendency to simplify matters	High standard of critical analysis with appropriate choice and use of theory/conceptual framework; some questioning of literature
	60-64	Logically presented argument; clearly expressed	Adequate use of standard literature to support arguments	Shows awareness of issues but lapses into description in places	Appropriate choice and use of theory/conceptual framework; attempts analysis
Pass	50-59	Poorly developed argument; meaning not necessarily or entirely clear	Use of narrow range of standard literature to support arguments	Work shows understanding of issue but at superficial level; no more than expected from attendance at lectures; some irrelevant material	Weak understanding or use of chosen theory/conceptual framework; too descriptive and/or analysis too superficial
Fail	40-49	Confusingly structured and argued; meaning unclear	Relies on superficial repeat of lecture/seminar notes	Establishes a few relevant points but superficial and confused; much irrelevant material	No choice or use of theory/conceptual framework; essay almost wholly descriptive; no grasp of analysis with many errors and/or omissions
Bad fail	< 40	Lacking structure and meaningful argument; difficult to understand	No significant reference to literature	Very little or no understanding of the issues raised by the topic or topic misunderstood; content largely irrelevant	No choice or use of theory/conceptual framework; essay almost wholly descriptive; no grasp of analysis with many errors and/or omissions
NOTE: marks < 30 signifies work that is significantly flawed or seriously inadequate; marks < 15 signifies work representing only a minimal or no serious attempt.					

Plagiarism

The School and the Department take plagiarism very seriously. Please read the information below carefully. It is your responsibility to understand the School's definition of plagiarism and the regulations on assessment misconduct and plagiarism. The Regulations on Assessment Offences can be found at the following link and it is important that you have read and understood these regulations **before** you submit any written work.

<http://www.lse.ac.uk/resources/calendar/academicRegulations/RegulationsOnAssessmentOffences-Plagiarism.htm>

More information on study skills, citation and referencing can be found on the Department's webpages. lse.ac.uk/socialPolicy/InformationForCurrentStudents/basicStudySkills.aspx

If you are uncertain about what constitutes plagiarism, or need help with citation and referencing, it is essential that you talk to your course teacher and/or Academic Adviser as soon as possible. They are there to help!

Defining Plagiarism

The School regulations state that:

'All work for classes and seminars as well as scripts (which include, for example, essays, dissertations and any other work, including computer programs) must be the student's own work. Quotations must be placed properly within quotation marks or indented and must be cited fully. All paraphrased material must be acknowledged. Infringing this requirement, whether deliberately or not, or passing off the work of others as the work of the student, whether deliberately or not, is plagiarism.'

A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as does a single unacknowledged long quotation from a single source.

What does plagiarism look like?

The most obvious form of plagiarism is to use someone else's words verbatim without any acknowledgment whatsoever. However, **inadequate referencing is also considered to be plagiarism**. For example, inserting a section of text (of any size) from someone else's work in to your own without quotation marks and a page reference would be plagiarism even if the source were acknowledged. **If you use verbatim material from other sources it must both be in quotation marks and precisely referenced with page numbers.**

When the paraphrased or summarised ideas of another author are used, they should always be acknowledged, including the source and the author(s), for example (Smith et al 2015).

Self-Plagiarism

A piece of work may only be submitted for assessment once. Submitting the same piece of work twice (or a significant part thereof, as determined by examiners) will be regarded as an offence of 'self-plagiarism' and will be considered under the School's Regulations on Assessment Offences. This includes work by you previously submitted at a different institution or a different course at LSE. However, earlier essay work may be used as an element of a dissertation, provided that the amount of earlier work used is specified by the department and the work is properly referenced.

Avoiding Plagiarism

The appropriate citation of sources is an important tool for scholarly work and the responsibility for learning the proper forms of citation lies with the individual student. However, the Department of Social Policy and the School do provide resources to assist students.

If you are unclear about plagiarism and/or require assistance with the academic referencing conventions used by the School you should seek guidance from your Academic Adviser or the Library:

Further useful sources of information:

<http://www.plagiarism.org>

<http://www.plagiarismadvice.org/index.php>

Detection of Plagiarism

Examiners are vigilant for cases of plagiarism and the School uses plagiarism detection software to identify plagiarised text. Work containing suspected plagiarism may be referred to an Assessment Misconduct Panel, which may result in severe penalties. In a case of suspected plagiarism, the Department will act according to the School's Regulations on Assessment Offences.