



Leadership Education Academic Partnership (LEAP) Programme

MSc/PGDip/PGCert in Humanitarian Practice

Course Handbook 2021-22

Please Note:

Information relevant to all postgraduate taught programmes in the School of Arts, Languages and Cultures (SALC) can be found in the School Postgraduate Taught Handbook, which should be read and used as a reference in conjunction with this Handbook. The School Handbook is available online here:

<http://www.alc.manchester.ac.uk/studentintranet/postgraduatetaught>

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1 INTRODUCTION

1.1 LEAP Programme

The Leadership Education Academic Partnership (LEAP) programme is delivered jointly by the Humanitarian and Conflict Response Institute (HCRI) at the University of Manchester and the Liverpool School of Tropical Medicine (LSTM) in partnership with Médecins Sans Frontières (MSF). It brings together the disciplines of epidemiology, history, politics, anthropology, development studies, international relations, public health, management and humanitarian medicine, as well as the expertise of academics and leading practitioners. As an HCRI and LSTM student, you will benefit from a comprehensive and interdisciplinary approach to teaching and research, as well as individual tutoring and supervision from academics from a wide range of disciplines

The programme crosses traditional subject boundaries to enable you to reflect critically on issues arising from your own work, the wider humanitarian agenda and develop the skillset needed for contemporary humanitarian practitioners. Focusing on a wide range of humanitarian issues, this course offers a thorough investigation of the agents of change in the humanitarian field. Alongside the expertise of specific course unit conveners, the programme draws on staff from a wide range of disciplines at both institutions and partners with professional experience and insights from different humanitarian organisations, including MSF.

1.2 My Manchester

This handbook should be used in conjunction with resources available in My Manchester <http://my.manchester.ac.uk/>

My Manchester brings all your online university services together in one place. From My Manchester you can access the student self-service system which will allow you to view your timetable, select course units and access your grades for assessed work. My Manchester also allows you to access university services including Blackboard and your university library account.

You can login into My Manchester at: <http://my.manchester.ac.uk/>

Features include:

- My Studies - view your Courses, To Do List and Calendar in Blackboard
- My Library - search the extensive catalogue, book study rooms and see loans and reservations
- Email - access to your Outlook Live account
- My Services - see your personalised student record and access key services
- Future Life - careers advice and opportunities, plus information about further study
- Student Support - find the help and guidance you need quickly and easily
- Students' Union - services and information offered by the SU

For further information on using My Manchester, please see the Crucial Guide: <http://www.studentnet.manchester.ac.uk/crucial-guide/>

1.3 Learning Resource

Both universities use an online (or virtual) teaching environment. These are specific internet sites where the teaching is conducted. They are used for both online teaching and face to face teaching.

- Blackboard is the UoM online teaching environment, units managed by UoM will be running through these systems. All core units (such as Research into Practice, Critical Approaches to Evidence or History of Humanitarian Affairs) are taught on Blackboard.
- Brightspace is the LSTM learning environment; if you are taking a LSTM module you will need to use that system. This system is used for both online learning (Distant Learning) and to support learning in class.

To log into these systems, you will need to have email addresses provided by each institution. Normally you will have two addresses (one for UoM and one for LSTM).

The four LEAP core modules are provided on Blackboard.

Blackboard: modules (units) and enrolments

The teaching and learning activities within your course programme are enhanced and supported by the use of Blackboard. All of your units/spaces are listed in: <http://my.manchester.ac.uk/> under the 'Blackboard' tab. Courses become available to students one week before the start of teaching.

Here you will find:

- a list of all the units you are registered to take, under the 'Course List',
- a list for programme spaces or other 'Organisations', in the 'My Communities' list.

To ensure that you have access to all of your units within Blackboard, you must be enrolled on them through the Student Records system. Once enrolled, your units should appear in Blackboard within 24 hours. Also, your tutor needs to have 'activated' your Blackboard course in order for you to access it. If you cannot see a course you expect to see, please:

- contact your Programme Administrator to check that you have been enrolled;
- check with your tutor that they have made the unit available;

Note: If you change your course enrolments there will also be a delay of up to 24 hours in acquiring your new units and removing those you are no longer taking.

Your Blackboard unit(s) will contain different elements, depending on how your tutor(s) have set them up. They may be used for course materials, lecture handouts, coursework submission, quizzes, additional resources, discussion boards or blogs, for example. If you have any queries about the content, please check with your tutor first.

After enrolment or changing your enrolments, if your units are not correctly listed in Blackboard after 24 hours, please let us know which course(s) you are missing by going through the Support Portal found on the following website <http://www.manchester.ac.uk/servicedesk/>

If your unit is assessed by coursework, and the submission of coursework is done online via Turnitin, you can find detailed video guidance at <https://video.manchester.ac.uk/> by logging in and searching for Turnitin Induction.

If your tutor delivers feedback on your coursework also online you can also look up the guidance on how to access your feedback 'A Student Guide to Submitting an Assignment via Turnitin' at: <http://documents.manchester.ac.uk/display.aspx?DocID=13011> (document) or via a video search for Turnitin Feedback at <https://video.manchester.ac.uk/>

For general information on Blackboard and access to support information, please visit: <https://my.manchester.ac.uk/portlet/user-guide>

The University of Manchester Library and other Libraries

<http://www.library.manchester.ac.uk/>

As part of your Virtual Induction delivered through Blackboard, you will be able to find out more about the online resources you will have access to during your time studying on the LEAP Programme. This includes the My Learning Essentials skills programme offers online resources, workshops and drop-ins designed to help to develop your academic, wellbeing and employability skills.

Brightspace: Modules (units) and enrolments

Brightspace is used for modules provided by LSTM only. These modules are identified by a code of 4-6 letters and 3 numbers. For example: TROP801 or DLTROP207. DL in the beginning means this is an online module (Distant Learning). Students can access Brightspace with their LSTM email accounts which are sent to them before the module starts. If you have not received your registration details ontime, please contact: studentsupport@lstmed.ac.uk. If you have received the required information, but have IT related difficulties that prevents you from accessing the material, please write to: TEL@lstmed.ac.uk.

In Brightspace you will find the specific modules you are enrolled to in LSTM, as well as a study skills section that will help in improving your academic capacities.

As in Blackboard, module assignments are usually submitted via Turnitin, which is an application within your modules. Please consult the "Assessment" sections of your module in advance to understand the submission process.

2 PROGRAMME AIMS AND LEARNING OUTCOMES

2.1 Aims

The LEAP programme has been created to meet the professional and personal development needs of those working in the humanitarian sector, producing graduates who will be expected to meet the increasing demand for humanitarian leadership. The blended nature of this education programme promotes lifelong learning.

The overarching aim of the programme is to enhance the leadership and management capacities in medical humanitarian operations, through employing multidisciplinary, self-reflective, and collaborative approaches and epistemologies and to:

- nurture graduates who are critical thinkers, effective communicators, innovative problem solvers, lifelong learners and ethical leaders with humanitarian principles;
- advance interdisciplinary knowledge to meet the changing operational needs of humanitarian fields;
- lead and excel in professional education, applied research and partnership for the betterment of humanitarian movements.

2.2 Intended Learning Outcomes

A. Knowledge & Understanding	
A1.	Develop critical insights into competing perspectives on emergency response and humanitarian actions;
A2.	Demonstrate the capacity to implement practical knowledge in humanitarian management, including resilience building, leading teams, epidemiology and developing critical reflections of their own role in the humanitarian context;
A3.	Critique humanitarian policy and standards, including competency in developing a reasoned argument, critically considering data sources, and defending different approaches;
A4.	Synthesize current theories and best practices in the humanitarian sector and be equipped to apply advanced knowledge to influence decision making in humanitarian contexts using a multidisciplinary approach;
A5.	Analyse issues related to emergency humanitarianism assistance, including international actions taken by government, intergovernmental, and nongovernmental organisations in response to emergencies of natural and human origins;
A6	Apply techniques of research and inquiry to a relevant research area to establish evidence-based knowledge and practice, evaluate research and professional literature, and comprehend their applications in the humanitarian field.
A7.	Conduct innovative projects in research approaches and techniques, including data gathering, collation, analysis, and dissemination of results in humanitarian contexts.
B. Intellectual Skills	
B1.	The ability to synthesize and evaluate data relating to humanitarian management and practice
B2.	Skills in interpreting and evaluating theoretical arguments and empirical evidence relating to

	humanitarian practice and management.
B3.	A critical awareness of different approaches relating to knowledge and research in the area of humanitarian practice
B4.	The capacity for independent and self-managed learning
B5.	The ability to plan and execute an independent piece of academic research (MSc only)
C. Practical Skills	
C1.	Conduct bibliographic searches and collect relevant resources
C2.	Manipulate and analyse basic quantitative datasets and critically analyse qualitative research
C3.	Present information, analysis, argument, and commentary, in a form appropriate to the intended audience
C4.	Apply a range of general ideas to the ways in which humanitarian action interventions are organized and undertaken
C5.	The ability to apply the above skills in the management of an independent research project related to humanitarian practice
D. Transferable Skills and Personal Qualities	
D1.	Participate constructively in person and online in teams or groups
D2.	Structure and present ideas effectively
D3.	Manage time and work to deadlines
D4.	Exercise initiative and self-reliance skills, and work independently
D5.	Critically evaluate their own role within an organisation/team
D6.	Demonstrate IT skills including use of the Internet, word processing, and software packages

3 PROGRAMME STRUCTURE AND PATHWAYS

3.1 MSc/PGDip/PGCert Humanitarian Practice (Part-Time - Blended Learning)

Award	Programme Title	Total Credits	Expected Duration
MSc	Humanitarian Practice (MSc)	180	36 months
PgDip	Humanitarian Practice (PGDip)	120	24 months
PGCert	Humanitarian Practice (PGCert)	60	12 months

Required core units by programme level

Course unit	Credits	MSc	PG Dip	PG Cert
(A) HCRI70010 Critical Approaches to Evidence	15	Y	Y	✓ Students must take at least 2 of A, B and C
(B) HCRI70040 Critical Approaches to Management of Humanitarian Operations	15	Y	Y	✓ Students must take at least 2 of A, B and C
(C) HCRI60080 History of Humanitarian Aid	15	Y	Y	✓ Students must take at least 2 of A, B and C
(D) HCRI70030 Research into Practice	15	Y	<i>optional</i>	<i>optional</i>
(E) HCRI70000/71070 Dissertation	60	Y	<i>N/A</i>	<i>N/A</i>

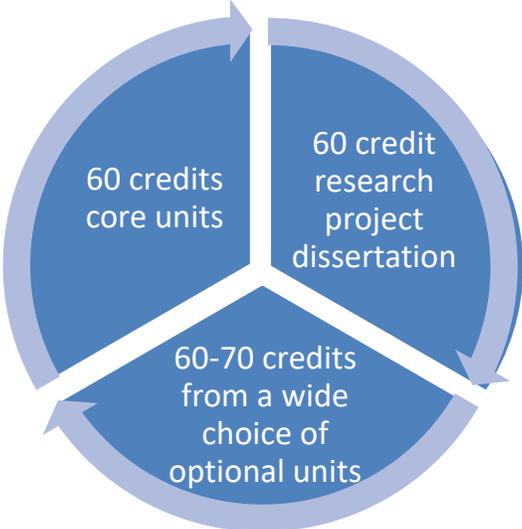
MSc Pathway

Minimum 180 credits will be required for the MSc pathway. There are four 15 credit units that form the 4 essential cores (total 60 credits); a wide range of 10-20 credit optional units (total 60 credits); and 60 credits for the MSc Dissertation.

Core modules: Prior to the dissertation research, you must have undertaken the 4 core modules. In rare circumstances some core modules can be waived, provided you already have equivalent training, but approval is required.

Optional modules: in addition to the core modules, you can choose any of the optional modules (10-20 credits) to meet the 60 credits requirement of the MSc pathway.

The MSc pathway structure (180 credits)



Core and optional modules delivery plan

<u>MSc Pathway (180 Credits)</u>	
<u>Semester One (Autumn) Core Modules</u>	<u>Semester Two (Winter) Core Modules</u>
HCRI70040 Critical Approaches to Management of Humanitarian Operations <i>(offered by HCRI, 15 credit module)</i>	HCRI70010 Critical Approaches to Evidence <i>(offered by LSTM, 15 credit module)</i>
HCRI70030 Research into Practice <i>(offered by LSTM, 15 credit module)</i>	HCRI60080 History of Humanitarian Aid <i>(offered by HCRI, 15 credit module)</i>
HCRI70000 Dissertation <i>(60 credits)</i>	

PG Diploma pathway

Minimum of 120 credits will be required for PG Diploma. There are three 15 credit units that form the essential core modules. You will be able to spend the remaining 75 credits on optional modules to total 120.

<u>PGDip Pathway (120 Credits)</u>	
<u>Semester One (Autumn) Core Modules</u>	<u>Semester Two (Winter) Core Modules</u>
HCRI70040 Critical Approaches to Management of Humanitarian Operations <i>(offered by HCRI, 15 credit module)</i>	HCRI70010 Critical Approaches to Evidence <i>(offered by LSTM, 15 credit module)</i>
	HCRI60080 History of Humanitarian Aid <i>(offered by HCRI, 15 credit module)</i>

PG Certificate pathway

Minimum of 60 credits will be required for PG certificate. There are four 15 credit units that form the 4 essential core (specifically designed for MSF) modules. You should choose any 2 (or more) of these modules. The remaining credits can be used for optional modules to total 60 credits.

<u>PGCert Pathway (60 Credits)</u>	
<u>Semester One (Autumn) Core Modules</u>	<u>Semester Two (Winter) Core Modules</u>
Students must choose and two of the following four modules	
HCRI70040 Critical Approaches to Management of Humanitarian Operations <i>(offered by HCRI, 15 credit module)</i>	HCRI70010 Critical Approaches to Evidence <i>(offered by LSTM, 15 credit module)</i>
	HCRI60080 History of Humanitarian Aid <i>(offered by HCRI, 15 credit module)</i>

Optional Modules

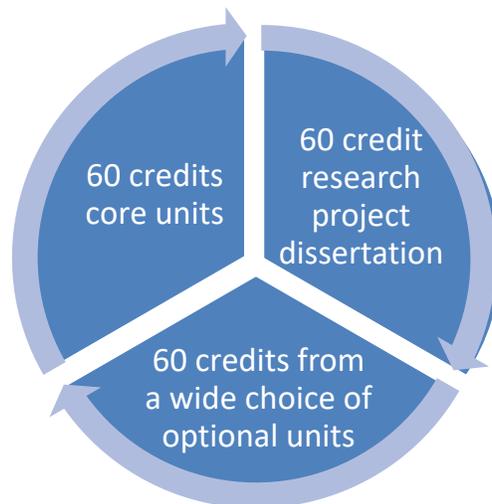
Optional Modules		Credit
Semester one		
HCRI71060	Emergency Humanitarian Assistance	15
HCRI74000	Health Systems and Markets	15
HCRI75000	Diseases and Trauma in Developing Countries	15
HCRI76000	Management and Leadership in Health and Humanitarianism	15
HCRI77000	Risk, Vulnerability and Resilience	15
DLTROP201	Global Health	20
DLTROP207	Climate Change and Health	
Semester two		
HCRI70090	Humanitarianism and Conflict Response Inquiries	15
HCRI71000	Community Approaches to Health	15
HCRI72000	Ethics, Human Rights and Health	15
HCRI79000	Disaster Preparedness	15
DLTROP203	Leadership in Health Systems Management	20
DLTROP205	Qualitative Research in Global Health	20
DLTROP206	Global Health in Local Contexts	20
TROP706	Development of a Disease Control Programme	10
TROP708	Organisation and Management	10
TROP807	Complex Humanitarian Emergencies	20
TROP809	Media, Policy and Advocacy in Humanitarian Action	10
TROP915	HR Planning and Management	10
TROP923	Key Concepts in Sexual and Reproductive Health	10
TROP924	Maternal and New-born Health	10
TROP926	Reproductive, Sexual and Adolescent Health	10
TROP971	Statistical Methods for Epidemiological and Clinical Research	10
TROP972	Quality Improvements in Maternal and New-born Health	10
TROP976	Health Promotion	10

* Please note that the LSTM 'TROP' coded modules take place face-to-face and are taught in blocks, meaning that you cannot take multiple modules from the same block as the teaching may overlap. You will find out more about the timetables for these units when selecting your modules.

3.2 MSc/PGDip Humanitarian Practice (Full-Time – Face to Face)

MSc Pathway

Minimum 180 credits will be required for the MSc pathway. There are three 15 credit units that form the 4 essential cores (total 60 credits); a wide range of 10-20 credit optional units (total 60 credits); and 60 credits for the MSc Dissertation.



Core Modules		Credit
HCRI60080	History of Humanitarian Aid	15
HCRI70010	Critical Approaches to Evidence	15
HCRI70040	Critical Approaches to Management of Humanitarian Operations	15
HCRI60170	Research and Evaluation Methods	15
HCRI60000	Dissertation	60

PG Diploma Pathway

Minimum of 120 credits will be required for PG Diploma. There are four 15 credit units that form the essential core modules. You will be able to spend the remaining 60 credits on optional modules to total 120.

Core Modules		Credit
HCRI60080	History of Humanitarian Aid	15
HCRI70010	Critical Approaches to Evidence	15
HCRI70040	Critical Approaches to Management of Humanitarian Operations	15
HCRI60170	Research and Evaluation Methods	15

Optional Modules

75 credits should be chosen from this list of optional course units. 15 credits should be taken in Semester one with the remaining 60 taken in Semester two.

Optional Modules		Credit
Semester one		
HCRI60031	Humanitarianism and Conflict Response: Inquiries	15
HCRI60131	Anthropology of Violence and Reconstruction	15
HCRI60141	Disaster Management - Theory and Application	15
HCRI60261	Disaster Governance	15
HCRI71060 (Online)	Emergency Humanitarian Assistance	15
HCRI74000 (Online)	Health Systems and Markets	15
HCRI75000 (Online)	Diseases and Trauma in Developing Countries	15
HCRI76000 (Online)	Management and Leadership in Health and Humanitarianism	15
HCRI77000 (Online)	Risk, Vulnerability and Resilience	15
Semester two		
HCRI60062	Humanitarianism and Displacement – Researching Legacies	15

HCRI60072	A Critical Introduction to GIS and Disasters	15
HCRI60222	Humanitarian Diplomacy and Negotiation in Practice	15
HCRI60412	Security, Emergencies and Technologies of Control	15
HCRI60512	Young People in Conflicts and Displacement	15
HCRI60612	The Politics of International Intervention, Conflict, and Peace	15
HCRI70090 (Online)	Humanitarianism and Conflict Response Inquiries	15
HCRI71000 (Online)	Community Approaches to Health	15
HCRI72000 (Online)	Ethics, Human Rights and Health	15
HCRI79000 (Online)	Disaster Preparedness	15
DLTROP203 (Online)	Leadership in Health Systems Management	20
DLTROP205 (Online)	Qualitative Research in Global Health	20
DLTROP206 (Online)	Global Health in Local Contexts	20
TROP706	Development of a Disease Control Programme	10
TROP708	Organisation and Management	10
TROP807	Complex Humanitarian Emergencies	20
TROP809	Media, Policy and Advocacy in Humanitarian Action	10
TROP915	HR Planning and Management	10
TROP923	Key Concepts in Sexual and Reproductive Health	10
TROP924	Maternal and New-born Health	10
TROP926	Reproductive, Sexual and Adolescent Health	10
TROP971	Statistical Methods for Epidemiological and Clinical Research	10
TROP972	Quality Improvements in Maternal and New-born Health	10
TROP976	Health Promotion	10

* Please note that LSTM face-to-face units are taught in blocks, meaning that you cannot take multiple modules from the same block as the teaching may overlap. You will find out more about the timetables for these units when selecting your modules.

4 DISSERTATION (MSc ONLY)

4.1 General Information

All students on the MSc pathway within the LEAP are required to submit a dissertation on a topic approved by the Dissertation Module Convenor. Dissertations should contain an element of original research which may be achieved through reflection and reading as well as through the collection of primary or secondary data. The dissertation contributes a third of a programme's assessment (60 credits of 180 for a Masters' programme).

Dissertation word length

- 12,000-15,000 words.
- The word count includes chapter footnotes and endnotes.
- The word count does not include references, interview transcripts and abstracts. However no more than five pages of appendices are permitted.
- Ideally you should aim for 15,000 words. Your supervisor will guide you and ensure you are clear on word length requirements and potential implications.
- You must observe the word limit specified for each assessment. The upper limit is an absolute maximum and must not be exceeded (there is no '10% rule').

Submission arrangement

You are required to submit the final copy of your dissertation on Blackboard within by the submission date in the module. This is approximately 9 months from the approval of the dissertation topic.

As with coursework assessment, the mitigating circumstances mechanism also applies to dissertations. If you consider that your dissertation may be delayed due to 'unforeseen' and 'unpreventable' circumstances you should submit a mitigating circumstances application (<https://www.alc.manchester.ac.uk/student-intranet/support/mitigating-circumstances/>), along with supporting documentation. All work to be considered under Mitigating Circumstances should be submitted as soon as possible within the deadlines for each Semester listed on the above website.

The standard late penalty is applied to dissertations

Any assessed coursework submitted after the deadline without good cause will incur a penalty determined by the lateness of its arrival:

- ten marks will be deducted for the first day after the deadline;
- ten additional marks will be deducted for each day thereafter (including weekends) for 5 days, after which a mark of 0 is recorded.

Where relevant, students should alert their supervisor to any extenuating circumstances well in advance of the submission deadline.

Students who do not submit or fail the dissertation component will normally be granted one opportunity to resubmit unless they have approved and verified mitigating circumstances, providing that a mark of at least 30 is achieved.

Assessment Arrangement

Once submitted, dissertations are independently assessed by two internal markers. A sample of dissertations is sent to the relevant external examiner for the programme, who validates standards. Final marks are confirmed by the Board of Examiners.

4.2 Dissertation Preparation

Dissertation Topic

It is important that you begin the process of choosing a topic as soon as possible within the dissertation module. There are, of course, no hard-and-fast rules on how to choose a topic. However, a sensible approach is to identify a broad area of study – for example, related to one of operational challenges in your humanitarian practice – but then to narrow this down to a set of more focused research questions or hypotheses. Try to avoid something vague, and instead choose something tighter and more focused. Secondly, you must select a topic which interests you and will retain your enthusiasm for many months, but also one which is practical within the available time. This seems an obvious point to make, but one which nevertheless is often overlooked as students select topics which they think will appeal to potential supervisors, but which are of little personal interest. Such an approach is rarely successful since any topic must be of sufficient interest to retain your attention for several months. For initial ideas, it is often useful to look through recent academic journal publications to gain an idea of broad fields of contemporary research interest. You can also search for titles of recently-completed dissertations via the University library catalogue both at University of Manchester and Liverpool School of Tropical Medicine. They can offer some initial pointers about possible research topics. Bear in mind, however, that the quality, focus and structure of dissertations varies.

Allocations of Supervisors

The Director of the LEAP programme will assign dissertation supervisors. Please note - allocation will be assigned according to areas of research (both in terms of research topic and geographic location). You cannot request a specific member of staff as your supervisor, unless you have agreed the topic with them prior to submitting your research topic.

Ethical Approval for Dissertation Research

All research proposals involving data collection involving human participants will require prior University ethical approval to ensure the safety, rights, dignity and well-being of the participant and those of the

researcher.

Full guidance on how to complete and submit your application or ethical approval can be found here:

<https://www.manchester.ac.uk/research/environment/governance/ethics/>

If any research requires the ethical approval of MSF and other organisations, please discuss with academic supervisor prior to apply ethical approval of the SALC ethics committee.

Structure for Dissertation

Your dissertation is likely to be structured along the following lines. It is helpful to have brief introductory and concluding paragraphs for each chapter to introduce its content and draw findings together and link into the next chapter.

- Introduction
- Literature review
- Methodology
- Results
- Discussion/ Case Study
- Conclusion
- Bibliography /References, covering all works cited in the main text
- Appendix: Any other relevant reference materials, which may be presented in the appendices

4.3 Dissertation Supervision

Once your supervisor has been allocated you need to agree methods of getting in contact with your own supervisor: email is usually the best way. You must ensure that dissertation supervisors are kept fully informed on progress and difficulties, and that you prime them with specific questions about issues on which you want feedback. The onus is on you to make sure that you arrange contact with your supervisor: you will not be 'chased' by supervisors.

Your responsibilities include:

- Discussing with your supervisor the type of guidance and comment that you find helpful.
- Beginning the submission of title process, including submission of ethical issues and/or risk assessment forms if applicable.
- Taking the initiative in arranging consultations, raising questions, problems or difficulties encountered.
- Maintaining a schedule of work as agreed with your supervisor.
- Keeping any data you have collected (such as responses to interview questions and questionnaires) in a safe place until such time as the assessment of your dissertation has been

fully and formally completed.

- Submitting the completed dissertation via Turnitin on the agreed date. Submission of your completed thesis will be the same procedure as submitting assignments in the past.

The role of the supervisor is to:

- Give guidance concerning the nature of the research process, the standard of work required and in planning the programme of research involved.
- Establish at an early stage the supervisor's responsibilities in relation to the student's written work, including the nature of guidance and comments to be offered as work proceeds.
- Agree completion dates for successive stages of the work, receiving first draft chapters as appropriate and returning written material with constructive criticism on the broad shape and structure of the work (but not on its detailed content).
- Provide advice and guidance to help improve the quality of the work. At all times, however, it must be made clear that dissertation preparation for a higher degree is undertaken within the general principle that the dissertation must be the student's own work.

4.4 Assessment Criteria

The dissertation aims at enhancing your ability to carry out an independent piece of research with guidance from dissertation supervisors. Your dissertation will be fully double marked (non-blind) by two internal examiners rather than moderated. One of the internal examiners for the dissertation will be the dissertation supervisor while the other examiner will be a member of staff who has had no connection with the student's dissertation. As they are fully double marked (not sampled), moderators can suggest a mark change to individual dissertations. External examiners will be sent a sample of dissertations, which will include fails and borderlines as well as a representative sample from each ten-per cent band. However, all dissertations will be available to the external examiner on request

- **Marks Below 30%:** The work fails to provide a competent description of the topic and falls far short of a competent discussion. It is poorly structured and has no coherent argument. It displays no awareness at all of theoretical or critical ideas such as those learned on the core course units. The style and presentation are so poor as to seriously impair communication and there is no evidence that the principles applicable to academic writing in the Humanities have been understood. The candidate will not be allowed to resubmit, and will be awarded an exit award of Postgraduate Diploma/Postgraduate Certificate as appropriate.
- **Marks 30 - 39%:** The work is almost wholly descriptive. It reveals little awareness of theoretical or critical ideas such as those learned on the core course units and makes no sustained or developed attempt to apply them in practice. The work displays some potential to move from description to discussion of the topic and to structure a basic argument derived from this

descriptive approach but it fails to achieve this in clearly identifiable respects. The style and presentation are poor. There is little evidence that the principles applicable to academic writing in the Humanities have been understood, but communication is maintained. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Masters' level.

- **Marks 40 - 49%:** The work provides a superficial discussion of the topic but remains predominantly descriptive. It demonstrates a basic grasp of the topic but is lacking in critical or analytical insight in general. It reveals some awareness of theoretical or critical ideas such as those learned on the core course units but attempts to apply them in practice are inappropriate or confused. An identifiable argument is discernible, but this is poorly and inconsistently sustained. The style and presentation exhibit a large number of errors but there is some evidence that the principles applicable to academic writing in the Humanities have been understood. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Masters' level.
- **Marks 50 - 59%:** The work demonstrates a reasonable understanding of the topic and the discussion provides some evidence of analytical thought. The work also shows comprehension of critical or theoretical ideas such as those learned on the core course units but attempts to use these ideas relevantly in practice are limited in scope. The approach is generally unambitious, but a coherent argument is in place. There is an awareness of relevant secondary literature and an ability to evidence assertions by reference to relevant literature/research. The work exhibits a certain number of errors of style and presentation but an adherence to the principles applicable to academic writing in the Humanities is predominant.
- **Marks 60 - 69%:** The work demonstrates a thorough understanding of the topic and provides a good discussion of it with appropriate examples. The work shows an awareness of critical or theoretical ideas such as those learned on the core course units, supported by an ability to use these ideas relevantly in critical practice. The argument is clearly structured, and the students have begun to develop new ideas on the texts or objects of study, revealing an ability to critically evaluate existing research in the area. There is some evidence of potential for conducting research at a higher level, but this may not be wholly consistent. There are few errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood.
- **Marks 70 - 79%:** The work is focused and comprehensive, demonstrating a thorough and sophisticated grasp of the topic. The work is based on wide reading in a range of source materials and shows clear originality. The work goes well beyond the mere exposition of ideas, providing a sustained and lucid argument. An in-depth awareness of critical or theoretical ideas, such as those learned on the core course units, is demonstrated through relevant and consistent application in critical practice. The work demonstrates the ability to critically evaluate existing research on the object of study in a confident, directed manner, giving clear evidence

of the candidate's ability to complete a research degree successfully. There are no substantial or recurrent errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood and internalised as good practice.

- **Marks above 80%:** The work is excellent in every respect. It shows extensive knowledge of both the topic and the academic context(s) in which it is applied. A complex, original and relevant application of critical or theoretical ideas such as those learned on the core course units is demonstrated in critical practice. There is clear evidence of an ability to critically evaluate existing research on the object of study as the basis for identifying and defining new fields of research. The work demonstrates considerable originality and is of publishable or near-publishable quality making a significant contribution at the forefront of the discipline. The style and presentation are virtually faultless.

4.5 Extensions, Corrections, Fail and Resubmission

- **Extensions to the submission date for dissertations:** this may be sought where mitigating circumstances, outside of students' control, will delay the completion and submission by the published date.
- **Minor Corrections:** Very exceptionally, examiners may decide that a dissertation should be awarded a pass, subject to minor corrections being made. Usually these minor corrections relate to the format and presentation of the dissertation, and must be completed within 4 weeks. Failure to complete the changes to the satisfaction of the examiners within this time can result in the dissertation being failed and the Postgraduate Diploma being awarded.
- **Fail, With Permission to Resubmit:** Dissertations that do not achieve the 50% pass mark will be failed. Examiners may recommend that the student be given permission to resubmit the dissertation. In this case, feedback will be provided by the dissertation Supervisor, and a new deadline for the resubmission set. Please note, a fee maybe charged for resubmission.
- **Fail, Without Permission to Resubmit:** Exceptionally, the examiners may recommend that the dissertation be failed, without permission to resubmit. In this case, students will be awarded the Postgraduate Diploma. This is always the case for students who fail the dissertation at first attempt with a mark below 30%.

5 ASSESSMENT

5.1 Type of assessed work

The methods of summative assessments include essays and reports based on work-based projects; assessed presentations; written examination. The programme will comply with the University policy regarding anonymous marking. In addition, all submitted work will be marked anonymously by two independent staff members, one functioning as a first marker and the other as a moderator. The agreed internal marks are then forwarded to the subject external examiner with a sample of assessed work for moderation. The results are considered anonymously at the meeting of the board of examiners.

- **Essays:** The essays develop your ability to critically analyse, synthesise and communicate in a systematic manner. Usually marks for assessed essays (or other assessed work) submitted in the course of the year contributes a minimum of 60% of the overall mark for the course unit. These essays or other pieces of work should be completed as directed by the lecturer or tutor concerned. You should check most carefully the instructions and deadlines issued in each course unit you are taking, especially as the requirements will vary from unit to unit.
- **Oral presentation:** The oral presentation component of assessed presentations and debates aims to assess student's ability to verbally communicate, argue and defend their work. Oral presentations and debates are assessed by members of staff who follow programme guidelines for assessment in terms of structure of arguments, the use of sources, presentation skills and use of audio-visual media, and effectiveness of group work (where appropriate). Presentation skills including researching sources, blog writing, planning presentations, poster design, public speaking and the use of audio-visual media are developed during seminar sessions. These sessions provide opportunities for students to develop the necessary skills for delivering effective presentations, provide students with an understanding of the assessment criteria for oral presentations, and enable seminar-leader guided advance preparation for presentations and workshops.
- **Written examination and quizzes:** On certain face to face course-units, students' performance may be assessed by means of an invigilated formal examination in an examination room. It aims to ensure students have acquired the requisite knowledge and understanding to move onto the next part of the course.

5.2 Submission of work

The University fully supports the use of Turnitin as web-based systems (accessed via Blackboard) for the submission and marking of assessed coursework. The Turnitin software tool is also used to check submitted work for plagiarism and to locate sources of material in suspected cases of academic malpractice. Guidance for students on plagiarism and other forms of academic malpractice can be

found here: <http://documents.manchester.ac.uk/display.aspx?DocID=2870>

Students should also email a backup copy of the assignment(s) at the time of submission by emailing this to salc-assessment@manchester.ac.uk

5.3 Feedback

Written feedback, in line with University of Manchester and Liverpool School of Tropical Medicine guidelines, is provided for all summative assessments (essays, exams, presentations etc.) in order to help you further develop your skills. More information on feedback can be found on this website -

<https://www.staffnet.manchester.ac.uk/tlso/policy-guidance/assessment/practice-of-assessment/feedback-to-students/>

5.4 Plagiarism Detection

All work is submitted via Turnitin (available via Blackboard). Turnitin is a plagiarism detection software system which allows markers to see if work has been copied from other sources or from other students. Submitting the same essay – or parts of it – for two different assignments also counts as plagiarism. Students will be advised on how to submit their assignments through Turnitin at the start of the course.

Please note: The LEAP takes all cases of plagiarism very seriously. You are advised to seek further information on plagiarism and Turnitin from:

<http://documents.manchester.ac.uk/display.aspx?DocID=2870>

5.5 Late Submission of Coursework Policy

Any assessed coursework submitted after the deadline without good cause will incur a penalty determined by the lateness of its arrival:

- ten marks will be deducted for the first day after the deadline;
- ten additional marks will be deducted for each day thereafter (including weekends) for 5 days, after which a mark of 0 is recorded.

More information can be found at:

<http://www.tlso.manchester.ac.uk/map/teachinglearningassessment/assessment/sectioncreachingdecisionsfromassessment/policyonmitigatingcircumstances/?subject=MitigatingCircumstances>

5.6 Compensation and Resubmission

- A student registered on a Masters' Programme who fails to satisfy the Examiners in the assessment of taught units may be permitted to resubmit the assessment or retake the examination on one further occasion, up to a maximum of 60 credits.
- The resubmission would be due within the same academic year that the course unit was failed, following ratification by an Exam Board.
- For all resubmissions, the original pass mark will stay the same; therefore for Postgraduate Taught

resubmissions a student would have to achieve a mark of 50% (40% for PGDip/Cert) to pass, but this mark would be capped at the lowest compensable mark, 40% (30% for PGDip/Cert), unless the original mark was within the compensation zone, in which case the original mark will stand.

- Students may be awarded a compensated pass for a Masters' Programme when they fail in units totalling no more than 40 credits and receive a mark of at least 40 – 49% for those failed units.
- The maximum number of credits that can be compensated and/or resubmitted for the Masters' Programme is 60.
- Students who fail to satisfy the requirements for the award of Master's, or those who wish to exit after completion of 60/120 credits, may be judged against the requirements for the Postgraduate Certificate or Diploma.

5.7 Word limit

All subject areas have agreed assessment lengths for written assessments (such as essays, reports etc.) within their programmes. At each level the target word count or range for a written piece is indicative of the optimum length required to compose a successful essay at that level and is designed to correspond as closely as possible to the weighting that the assessment has within the course unit. The purpose of enforcing word limits is (a) to ensure parity and fairness by creating a level playing field; (b) to help students produce well-focused and cogent written work; (c) to instil the discipline essential for real-life writing tasks, where word limits are often rigid; and (d) to ensure that students acquire the ability to edit their writing effectively and cut away inessential material, skills invaluable both for academic work and the workplace.

- You must observe the word limit specified for each assessment. **The upper limit is an absolute maximum and must not be exceeded (there is no '10% rule')**
- The word count for each piece of written work must be displayed clearly on the top right-hand side of the first page
- Word count is here defined as including quotations and the footnotes or endnotes in the essay itself. It does not include the bibliography or any appendices. Appendices are for supporting, illustrative material only; they may not be used to elaborate or extend the argument
- Material that exceeds the upper limit will not be read or considered in the marking

It is not expected that staff will check individual submissions unless they are concerned that the stipulated length has been exceeded.

6 AWARD CRITERIA AND PROGRESSION

6.1 Classification

- To obtain a pass for a Postgraduate Certificate, the student is required to obtain 60 credits.
- To obtain a pass for a Postgraduate Diploma, the student is required to obtain 120 credits.
- To obtain a pass for a Degree of Master, the student is required to obtain 180 credits

6.2 Award Criteria: MSc Pathway

You will be awarded your MSc according to the following criteria:

MSc Distinction: A Distinction will normally be awarded if the following criteria are met:

- An average mark, at first assessment, of at least 70%, based on the weighted programme as a whole.
- In order to achieve the distinction, a student must have passed the requisite minimum credits of the MSc in Humanitarian Practice degree regulations (180 credits).
- Students with credit awarded as a result of a referral or compensated mark will not be eligible for the award of distinction, only a merit or a pass.

MSc Merit: A Merit will normally be awarded if the following criteria are met:

- An average mark of at least 60%, based on the weighted programme as a whole.
- In order to achieve the merit, a student must have passed the requisite minimum credits of the MSc in Humanitarian Practice degree regulations (180 credits).

MSc Pass: A Pass will normally be awarded if the following criteria are met:

- An average mark of 59.9% or less based on the weighted programme as a whole.
- In order to achieve the pass, a student must have passed the requisite minimum credits of the MSc in Humanitarian Practice degree regulations (180 credits).

Borderline Zones: A student whose total mark at the first assessment is within the boundary zone specified in the Postgraduate Regulations, will be considered for the higher award as long as the following are satisfied:

- For the award of distinction, all course units must have been passed at the first attempt without any compensation.
- 120 out of 180 credits are equal to/ or higher than the final award.

6.3 Progression: PG Diploma and PG Certificate Pathways

After successfully completing the required assessment, students will be permitted to progress to the Postgraduate Diploma or MSc on condition that:

- the student achieved a pass mark of 50% or more for each unit;

- the award of the Postgraduate Certificate is rescinded for Postgraduate Diploma or MSc
- the award of the Postgraduate Certificate and/or Postgraduate Diploma is rescinded for MSc.

Students will normally successfully complete the taught components of the Degree of Master before they can progress to the dissertation (or equivalent), and must successfully complete the taught component before submission of the dissertation (or equivalent).

In these circumstances, for a Postgraduate Diploma, students will normally be required to complete the programme no more than four academic years after initial registration, or for a Degree of Master, no more than five academic years after initial registration.

7 ACADEMIC MALPRACTICE / PLAGIARISM

It is essential that you are aware of what is acceptable and unacceptable practice in terms of completing assignments that are a product of your own studies and research. Academic malpractice is any activity – intentional or otherwise - that is likely to undermine the integrity essential to scholarship and research. It includes plagiarism, collusion, fabrication or falsification of results, and anything else that could result in unearned or undeserved credit for those committing it. Academic malpractice can result from a deliberate act of cheating or may be committed unintentionally. Whether intended or not, all incidents of academic malpractice will be treated seriously by the University. 'Academic Malpractice: Procedure for the Handling of Cases' produced by the Student Support and Wellbeing Office – <http://documents.manchester.ac.uk/display.aspx?DocID=639>

Instances of malpractice (plagiarism) include:

Plagiarism is the presentation, deliberately or accidentally, of the ideas, work or words of other people without proper, clear and unambiguous acknowledgement. It includes the copying of the work of any other person, including another student. The following are considered plagiarism:

- referencing whose inadequacy vitiates the integrity of the work
- a bibliography that omits texts drawn on in the main body of the work (compounding the failure to cite them in the main text and/or references)
- more than isolated examples of the omission of quotation marks from quotes
- close paraphrasing of phrases or sentences of someone else's material without direct and immediate acknowledgement (anything more than isolated examples where the source is reference properly elsewhere)
- extensive misuse of secondary quotations
- copying the work of another student, or submitting material from 'essay banks'
- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- changing words but using the structure of an argument from a source without giving credit
- Paraphrasing or summarising part of a source without giving credit

Self-Plagiarism is the submission, in whole or in part, of a student's own work where such work has been previously submitted for summative or formative assessment.

Collusion is when a student collaborates with another student or students on an assessment that is intended to be entirely their own work. Allowing another student to copy your work is also considered to be collusion and both the copier and the provider of the work are liable to be penalised. Please note that some pieces of assessment are collaborative, which means that several students will contribute to a single piece of work. This is not collusion as the expectation is that the group will submit a single

piece of work from all of them.

Fabrication or falsification of data or results by individual students or groups of students is the presentation or inclusion in a piece of work of figures or data which have been made up or altered and which have no basis in verifiable sources.

Instances of plagiarism will be referred to the School Academic Malpractice Officer. Markers will record a pre-penalty mark on the feedback form, indicating that this is the notional mark that the portions of the work uncontaminated by malpractice would have received. The programme administrator will apply the penalty and not the academic staff.

You are advised to familiarise yourself with the guidance on academic malpractice and plagiarism available at <http://www.tlso.manchester.ac.uk/plagiarism>

We would also advise all students to view the tutorial offered online by the UoM library at their My Learning Essentials website. The website also has online and in person tutorials on researching, note taking and referencing and constitutes a very useful tool for you to learn skills required at university:

Avoiding Plagiarism tutorial:

<https://www.escholar.manchester.ac.uk/learning-objects/mle/avoiding-plagiarism/>

My Learning Essentials:

<https://www.library.manchester.ac.uk/using-the-library/students/training-and-skills-support/my-learning-essentials/>

8 STYLE GUIDANCE

All assessed coursework submitted by LEAP students must use a recognised system of academic referencing correctly and consistently. Proper referencing is necessary to avoid plagiarism and to allow the reader to find sources, trace the development of your argument or assess the depth of your research. In HCRI, the Harvard referencing system is used as the standard and this is expected in all assessments.

You can find out more about the style of referencing in the following resource:

Harvard - <https://subjects.library.manchester.ac.uk/referencing/referencing-harvard>

9 KEY CONTACTS

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You can find out more about the staff involved in the LEAP on the following websites:

University of Manchester - <https://www.hcri.manchester.ac.uk/about/people/>

Liverpool School of Tropical Medicine - <https://www.lstmed.ac.uk/about/people>

Médecins Sans Frontières – <https://www.msfleap.org/contact-us>