

**BSc Student Handbook 2020-21**

**Centre for Global Public Health**

**Institute for Population Health Sciences**

**Queen Mary University of London**

**This handbook is for all BSc Global Health Students**

**How to use this handbook**

This handbook should be used together with the Academic Regulations and arcs.qmul.ac.uk/students. This handbook provides information specific to the Institute of Population Health Sciences, while arcs.qmul.ac.uk/students gives information common to all students at Queen Mary. The Academic Regulations provide detailed information on progression, award and classification requirements. Nothing in this handbook overrides the Academic Regulations, which always take precedence. TheAcademic Regulations are available online at: <http://www.arcs.qmul.ac.uk/policy/>

This handbook is available in large print format. If you would like a large print copy, please contact Emily Mclean-Inglis (bsc-enquiry-globalhealth@qmul.ac.ukor 0207 882 2310). If you have other requirements for the handbook, please also contact Emily.

The information in this handbook is correct as of September 2019. In the unlikely event of substantial amendments to the material, the Institute will inform you of the changes by email. Queen Mary cannot accept responsibility for the accuracy or reliability of information given in third party publications or websites referred to in this handbook.

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# Welcome to the Centre for Global Public Health

Welcome to the Centre for Global Public Health, which is part of the Institute for Population Health Sciences at Barts and the London School of Medicine and Dentistry.

You will already have some notion of what global health is, and, over the coming year, you will develop new knowledge and understanding about global health, and you will also learn to think critically about the many issues that shape the pattern of disease, illness, death, disability and health inequality across the world.

A key feature of this degree is that it is multi-disciplinary. Among the subjects and academic specialisms you will encounter are: epidemiology, sociology, anthropology, law, economics, politics, medicine, and geography. You will discover that all of this is highly relevant to most, if not all, critical public health issues - whether it is the challenge of controlling pandemic diseases like Ebola or HIV/AIDS; increasing access to medicines in poor countries; responding to the threat of climate change; or preventing the further increase in drug resistant strains of bacteria.

A strong theme that runs through this course is social justice and equity (another word for ‘fairness’). Our biggest global health challenges are all shaped by the fact that we live in an increasingly unequal and precarious world. Similarly, you will find that it is impossible to consider the solutions to our pressing global health challenges without having to confront the influence of politics, power and money.

This degree is intended not just to produce knowledgeable and skilled graduates, but also socially responsible and progressive global citizens. The last few decades has seen the world become increasingly interconnected through various processes that are part of what is known as ‘globalisation’. The transmission of diseases and the growing cross-border flow of patients and medical services are just two examples as to why public health has to adopt a global focus, and not just one that is local or national.

For this reason, you will also learn about the international and supra-national actors, laws and systems that exist to address health from a global perspective. These include the World Health Organisation and other UN agencies. But also the Gates Foundation and the network of non-government organisations (NGOs) that have sprung up in size and number of the past few decades.

You will be taught primarily by public health scholars. But you will also learn from public health practitioners, civil society organisations and activists. Finally, you will learn from and with your fellow students. Developing the skills and aptitude for critical thinking and self-learning is a critical part of any university education. But this is not something we can spoon-feed you with. You have to work at this yourself, and with your classmates.

We wish you enjoyable, inspiring, and beneficial undergraduate studies with us, and we look forward to getting to know you and working together on this exciting programme.

Professor David McCoy

Director of Centre for Global Public Health

**Welcome to the BSc Global Health at Queen Mary University.**

Welcome to the BSc Global Health at Queen Mary University of London (and to our second-year and third year students: welcome back)! We hope that you all had a great summer, and that you are excited about starting or continuing your studies in Global Health.

As our existing students have already experienced, our teaching team’s expertise is rich and diverse – whether it is in terms of the variety of disciplines and backgrounds (ranging from anthropology to epidemiology); international research experience (covering countries as diverse as Nepal, South Africa and Brazil); or even their countries of origin (we can almost form our own mini-United Nations!).

Moreover, apart from the people in our team, you will meet several guest lecturers. The mix of academic experts, activists, and policy makers that we have invited will further show you how diverse the field of Global Health is, and how it involves and integrates a broad range of perspectives.

Together, our teaching, management and administrative support staff are committed to make the BSc Global Health a successful and valuable programme. During the course of next year, we are looking forward to your questions, suggestions and comments (both critical and positive!)

We hope that you will have a study year that will be great in all respects, and we are looking forward to the teaching sessions and to studying and discussing global health issues together with you.

Dr Andrew Harmer,

BSc Programme Director

**Dates and Deadlines**

**Semester 1**

14 September - 11 December 2020

Study week: 14 December - 18 December 2020

Bank holidays: 25 and 28 December 2020, 1 January 2021

**Semester 1 - Examination Period**

Study period: 4 January - 6 January 2021

Examinations: 7 January - 22 January 2021

**Semester 2**

25 January -16 April 2021

Bank holidays: 2 and 5 April 2021

**Semester 3 - Examination period for Semester 2 & Year Long Modules**

Study period: 4 May - 5 May

Examinations: 6 May - 4 June 2021

Bank holidays: 3 and 31 May 2021

**Late Summer Resit Period**

2 August - 13 August 2021

If you need to re-sit any assessments from semester 1 or/and 2 you will be required to do this during the late summer re-sit period. The exact date of the late summer re-sit period will be communicated to you by the Teaching Support Manager when it has been confirmed centrally by the University.

\* Please be aware that you may be required to re-sit any failed exam during August in the late summer re-sit period. **We therefore advise that you should not book family holidays until the end of the examination period.**

For more information on dates see <https://www.qmul.ac.uk/about/calendar/>

**Reading week**

Reading weeks provide all students with the opportunity to complete outstanding coursework and carry out sustained reading. Reading weeks are NOT vacation time and the university expects students to be able to attend teaching activities that may extend over all or part of a reading week. Reading weeks normally take place during week 7 of each semester. For 2019–2020 they are:

Semester 1: 2-6 November 2020

Semester 2: 15-19 February 2021

**Coursework deadlines**

Deadlines for all coursework are available on the QMplus pages for each module. A table summarising all hand in and feedback dates can also be found on QMplus. Please ensure you are aware of the penalties associated with the late submission of coursework and the grounds for requesting deadline extensions via extenuating circumstances.

**Extenuating circumstances claim submission dates**

If you are unable to sit an assessment you can apply for extenuating circumstances (see p29 for guidance on extenuating circumstances and how to submit them). You will have to submit extenuating circumstances at least 3 days before the exam board for semester 1, 2 or the late summer re-sit period. The deadline for submitting extenuating circumstances will be communicated to you by the Taught Programmes Administrator if and when necessary.

**Exam board dates**

Exam board dates will be communicated to you by the Teaching Support Manager on a term-by-term basis.

**Graduation dates**

Graduation dates are set centrally and will be made available on the Graduation Ceremonies page on the QMUL website.

**Safety and Emergencies**

You should familiarise yourself with emergency procedures for all areas in which you work, noting the location of emergency exits, assembly points, and equipment. In case of a fire, immediately leave the building by the nearest exit point. Do not use the lifts. Fire action notices are displayed in corridors and by fire escapes.

In an emergency, dial 3333 from any internal phone and clearly state the nature and location of the problem, your name, and the number you are calling from (if known). If there is no internal phone available, call 999 and follow the normal procedure. You should ensure that corridors and doorways are not obstructed and that fire-fighting equipment is not removed from its station.

First aid assistance for minor accidents can be obtained by dialling 3333 from an internal phone, or 020 7882 3333 from any other telephone.

**Use of Queen Mary ID Cards**

You will receive a Queen Mary photo-ID card upon enrolment. This card is very important, and must be worn at all times on campus. You may be removed from the building or from campus if you do not produce this card upon request and satisfy staff that it is your card through comparison of your face and the photograph. The card shows your Student Number. You must take your card into all examinations, and display it on your table for inspection. You will also need to copy the Student Number onto your paper. The card also serves as your library card, and as an access device for certain buildings. Many buildings have security points at which you must show your card, and others require you to scan your card to release the doors. It is vital that you keep your card safe and with you at all times on campus.

If you lose your card, or if your card is stolen, you should contact Student Enquiry Centre (Queen’s Building, room CB02), who will be able to help you. You will be charged £15 for a replacement card, which will need to be paid via QM’s e-shop.

**Use of Personal Data**

**Personal information and data protection**

During application and at (re-)enrolment you provide us with personal information about yourself such as relevant addresses and information about your background, which is held in systems such as MySIS. It’s important that you ensure this information is accurate and keep it up to date. Throughout your studies (or after you graduate) you may also provide, or we may collect, other personal information and you should be aware that this also includes any work you submit for assessment in the course of your studies. Tutors may occasionally use anonymised student essays (or portions from them) as part of the teaching process. We hope you will be willing to support your fellow students by allowing this, but you may opt out by contacting your school office. Other markers of engagement are monitored to help support students. If you engage with your Advisor or other support services, notes may be kept and shared with appropriate individuals.

We ensure that all personal data is held securely and not disclosed to third parties without your consent, unless we are obliged to do so by law - for example the annual student record that we submit to the [Higher Education Statistics Agency](https://www.hesa.ac.uk/) - or other conditions allow.

HESA requires us to collect details of our students’ ethnicities and disabilities as a means of monitoring the success of equal opportunities policies at a national level. This information is kept confidential and helps us to provide you with support and information on facilities and services that may be useful.

When you enrol or re-enrol online you will be asked to read a privacy notice about the purposes for which we use your personal data and to whom we may disclose it when required. You must read thiscarefully. All personal data is maintained in accordance with data protection legislation. For more information, visit: <https://www.qmul.ac.uk/privacy/> and/or contact Queen Mary’s Data Protection Officer via data-protection@qmul.ac.uk.

**Updating your personal information**

It is important that Queen Mary has up to date personal details for all students.You will be able to update your address and contact details online using MySIS, however a change in name must be done in person at the Student Enquiry Centre with accompanying identification. You can find out more information on the Student Enquiry Centre website. <http://www.arcs.qmul.ac.uk/students/mysis-record/index.html>

**Institute Information**

**The Institute for Population Health Sciences**

Based in Whitechapel in the heart of London’s East End, the Institute brings together some of the UK’s leading researchers, practitioners, and educators in a vibrant, multidisciplinary group, including those with backgrounds in public health, general practice, medical sociology, political science, economics, law, biostatistics, immunology, genetics, nursing, bioethics, and psychology. The Institute is situated within the Barts and The London School of Medicine and Dentistry (SMD), the medical faculty of QMUL.

**Institute location and contact details**

The Institute for Population Health Sciences is located in the Yvonne Carter Building, which is on the corner of Ashfield Street and Turner Street in Whitechapel. You will be able to access the building from the entrance on Ashfield Street, which will give you easy access to the main lecture and seminar room in the centre, the Michael Mason Lecture Theatre.

**Institute information and facilities**

The Global Health Office is located in room G.06 in the Yvonne Carter Building. The standard opening hours are from 9am to 5pm.

**Institute seminars**

The institute seminarstake place on Wednesdays at 12:15 in the Michael Mason Room.

**Contact information**

Postal address: Yvonne Carter Building, 58 Turner Street, London, EC1 2AB

Email address: bsc-enquiry-globalhealth@qmul.ac.uk

Phone number: +44 (0)207 882 2310

For more information about the Institute see the website: <https://www.qmul.ac.uk/blizard/research/centres/institute-of-population-health-sciences/>

**The library**

You will mainly use the Whitechapel Library, located in the Church of St Augustine with St Philip, in Newark Street, behind the main Royal London Hospital building, and the Mile End Library along with the East and West Hive. Each has areas for silent study, group work, and Student Services PCs. You may also wish to use the West Smithfield Library in the grounds of the Barts Hospital.

For information on library opening hours, using the library, direct links to the library catalogue and a range of information resources and services, please see [www.library.qmul.ac.uk](http://www.library.qmul.ac.uk)

**Please remember**

* always consider the needs of other users of the library
* there are bookable study rooms as well as plenty of open study space
* be silent in the areas designated for silent study
* switch mobile phones to silent mode in all areas of the library, noting the areas where talking on mobile phones is and is not permitted
* your behaviour should be acceptable for a collaborative academic study area

Students who cause disturbance in one of the libraries or the Hive may be suspended from all or partial use of the library and the Hive, and will be reported to the Centre.

Our Centre is fully supportive of the disciplinary measures implemented by the library and we may take our own action against any student who does not respect the study environments it provides. It is in the interest of all of us, as members of an academic community, to ensure the library is respected and supported as a place of serious study.

As a student of the University of London you are also permitted to use the University of London Library (ULL) at Senate House in Bloomsbury. You are eligible to borrow from ULL, and can access their electronic collections (many of which complement those of QMUL). http://www.senatehouselibrary.ac.uk/

**IT Services**

Our services to support students range from email and internet access, to state-of-the-art teaching and learning facilities and high performance computing in support of research. There are a number of rooms around the campus that contain computers which students can use. You sign in using your Queen Mary username and password. In general, any computer you use will have all the applications that you need for your course available to you.

**Your IT Account:** Details of your Queen Mary username and password will be emailed to your personal address before you enrol.

**The IT Service Desk** is the first point of contact for all IT help, support and advice You can Live Chat with the Service Desk 24/7 <http://www.its.qmul.ac.uk/contact/>, call on 020 7882 8888 or raise a ticket via the Self Service portal <https://servicedesk.qmul.ac.uk/>. Visit us in the Queens' Building on the Mile End Campus. Our opening hours are Monday to Friday, 8am-6pm.

**Find an available PC on campus**: an interactive map showing which rooms have empty seats <http://availability.stu.qmul.ac.uk/>

**Print, Copy, Scan**: There are printers in the computer rooms and in the Library. The larger devices in the Library also offer copying and scanning facilities alongside printing. We also offer a wireless printing service. You are charged for printing and copying by clicks (one click = one side of paper). The cost of a single side is 4p but drops to 3.5p when you print double-sided. All students get £10 each year through your iPay account for printing and copying.

**The CopyShop:** A quick, professional and cost-effective photocopying and printing service. We can print a range of items for you, including: Theses/Dissertations, Lecture notes, Posters and much more.

**Book Scanning Service:** The CopyShop offers students a professional scanning service. If you wish to retain a section of a publication for study use, the CopyShop produce a clear image without fingers tips, black areas and poor results for you.

We can also scan materials you wish to include in your research materials in the correct format you need, for example Research Posters.

**Wi-Fi:** The wireless network you use to connect your devices is **eduroam**. Halls of residence are fully networked with Wi-Fi and a wired socket in each study bedroom. Access to e-mail, QMplus the online learning environment and other services relevant to your study at Queen Mary is available from the internet as a whole.

**Mobile app:** Queen Mary’s mobile app is available as a native app for Android (version 2.3.3 or higher) and iOS (version 6.0 and above) devices. The app allows you to do a number of things on the move, including: check your course timetables, log into QMplus and your Queen Mary email, search for and renew library books directly from your phone.

**Policies**: The use of IT facilities is covered by University regulations prohibiting, among other things, software piracy and unauthorised computer use. IT Services policies are published here: <http://www.its.qmul.ac.uk/governance/policies/index.html>

The IT Services website contains information on a number of our services and includes a range of self-help guides <http://www.its.qmul.ac.uk/support/index.html>

**Contact the IT Service Desk**

Telephone: 020 7882 8888 (24/7)

Self Service: <https://servicedesk.qmul.ac.uk/>

IT Services on the web: [www.its.qmul.ac.uk](http://www.its.qmul.ac.uk)

**The Language Centre**

The Language Centre offers a range of programmes in academic English and study skills, including in-sessional programmes for students currently studying at Queen Mary, pre-sessional programmes, foundation programmes and pre-masters graduate diplomas to prepare students for their undergraduate and post-graduate studies, courses in modern foreign languages, and courses for specific purposes (including law and medicine and dentistry).

It runs modules focusing on:

* academic writing
* listening and speaking
* reading
* accuracy

For more information about the Language Centre, see <http://language-centre.sllf.qmul.ac.uk/>

**Reprographics facilities**

There are two reprographics facilities at Queen Mary, both of which are available to students. You should note that these are professional services and will require time to get the work done for you. You should not therefore expect to take work along and get it done while you wait. Further details, including prices, can be obtained from the web or in person. See [www.scs.qmul.ac.uk/copyshop/](http://www.scs.qmul.ac.uk/copyshop/)

**Careers service**

QM Careers can help you throughout your time as a student at Queen Mary, with advice on career choice and on how to maximise the career opportunities available to you. They also provide a service for internships, part time work, and volunteering while you study. For more information, see <http://www.careers.qmul.ac.uk/>

**Advice and Counselling Service**

The Advice and Counselling Service offers confidential, professional support services to students. We are located on the ground floor of the Geography Building on the Mile End campus, and are open on weekdays throughout the year, including most vacations. Detailed information and advice is available on our website [www.welfare.qmul.ac.uk](http://www.welfare.qmul.ac.uk)

**Financial, Immigration and Welfare Advice**

Our Welfare Advisers can advise you on solutions and options relating to financial, legal and welfare issues. We can advise you about your rights and entitlements to different sources of funding and welfare support, and also offer an advocacy service if you need professional representation to remedy your difficulties e.g. if you need help dealing with Student Finance England or the UK Home Office. We provide specialist advice and support on all aspects of student finance (loans, grants, bursaries), hardship funds, welfare benefits and dealing with debt. We also offer preventative advice, on issues such as planning a budget and maximising your income from a range of sources, to help you avoid problems emerging during your studies.

We offer dedicated support for students who no longer have contact with their family (estranged), and students who have experience of local authority care, and students from a refugee background. We also provide support for students experiencing domestic abuse or forced marriage.

We provide confidential advice on all student and Tier 4 related immigration issues. The Welfare Advisers in the Advice and Counselling Service are the staff at Queen Mary who are authorised by the UK government to offer immigration advice to our students. See our website [www.welfare.qmul.ac.uk](http://www.welfare.qmul.ac.uk) for information about immigration advice.

**Counselling**

Life can seem like a struggle at times, and it is normal to sometimes feel a bit low or anxious. Sometimes, though, emotional and psychological issues can become too challenging, and may have a negative effect on your studies and well-being. Our Counsellors can help you to make sense of difficult experiences and feelings. If you are finding life too much of a struggle, the opportunity to think and talk reflectively about your difficulties can bring relief and meaningful changes.

The first step is meeting confidentially with one of our Counsellors to discuss what type of support might be most useful to you. This might be short term counselling, group therapy, cognitive behavioural therapy or a referral for longer term support or specialist services outside Queen Mary  / in the NHS. For many students, just one or two sessions can really help. Our Counsellors are all highly experienced in working with students, and all types of issues.

**Contacting the Advice and Counselling Service**

We offer pre- booked appointments, as well as a limited number of same day first come first served appointments, Monday to Friday during the main university term times. For more information and contact details please visit the Advice and Counselling Service’s website. If you are on a placement, studying abroad, or find it difficult to get to Mile End, some services can be provided via telephone or email.

[www.welfare.qmul.ac.uk](http://www.welfare.qmul.ac.uk)

Telephone: 020 7882 8717

Email: [via website online form](https://www.welfare.qmul.ac.uk/about-us/opening-times-and-contact-us/#contactus)

**Disability and Dyslexia Service**

The university’s Disability and Dyslexia Service (DDS) offers advice, guidance and support for students with disabilities, including specific learning differences like dyslexia and dyspraxia, as well as mental health difficulties, from application through to graduation. The range of support that the DDS is able to provide includes:

* Support and guidance in applying for the Disabled Student’s Allowance (DSA)
* Support for international disabled students
* Liaison with staff in Queen Mary’s Schools regarding ‘reasonable adjustments’
* Support in ensuring that course materials are fully accessible
* Diagnostic assessments for students who think that they might have specific learning differences
* Specialist one-to-one study skills support for students with dyslexia and other specific learning differences
* Specialist mentoring support for students with mental health difficulties and autism
* On-site DSA needs assessments
* Access to non-specialist human support, e.g. note-taking
* Access to assistive technology
* Guidance in accessing examination concessions such as additional time

**Contact**

Telephone: 020 7882 2756

Web: [www.dds.qmul.ac.uk/](http://www.dds.qmul.ac.uk/)

Email: dds@qmul.ac.uk

**Student Health Services**

The [Student Health Service](http://www.studenthealth.qmul.ac.uk/) (SHS) is a free National Health Service (NHS) providing a wide range of services. Students living in Queen Mary accommodation at Mile End or Whitechapel and students living in the borough of Tower Hamlets (E1, E2, E3 and E14) are encouraged to register with the SHS (located on campus in the [Geography Building, Mile End (number 28 on map](http://www.qmul.ac.uk/docs/about/26065.pdf)). You can see a doctor or nurse there every weekday during term time. If you cannot register with the SHS, you can find your nearest doctor through the [NHS website](http://www.nhs.uk/Pages/HomePage.aspx). Queen Mary students who are not registered patients may be able to use the service in certain circumstances. Please, visit [SHS](https://www.studenthealth.qmul.ac.uk/) for further information.

**Communications with academics and teaching support team**

To ensure we can deal with all enquiries in a timely and effective manner please follow the guidelines on communication below.

**Module enquiries:**

If you have a question about a module that is not answered by looking at the relevant area on QMplus, please contact the module lead in the first instance.

**Programme enquires:**

If you have any questions about the following:

· Timetables and seminar groups

· Academic rules and regulations

· Student support services

· General programme information

Please email the global health teaching support team on the following email address:

**bsc-enquiry-globalhealth@qmul.ac.uk**

This email will be checked daily from Monday to Friday each week. Please do not email our administrators directly unless you require help with an urgent issue.

|  |
| --- |
| **Key staff** |

|  |  |  |
| --- | --- | --- |
| **Name** | **Role** | **Contact details** |
| Prof Dave McCoy  | Director, Centre for Global Health  | d.mccoy@qmul.ac.uk  |
| Dr Megan Clinch | Teaching Executive Committee | m.clinch@qmul.ac.uk |
| Dr Jennifer Randall | Lead for Student Experience | jennifer.randall@qmul.ac.uk |
| Dr Kevin Deane | Co-Director DBL | k.deane@qmul.ac.uk |
| Dr Jonathon Kennedy | Director postgraduate programs | j.kennedy@qmul.ac.uk |
| Dr Andrew Harmer | Director BSc Global Health | a.harmer!qmul.ac.uk |
| Maddy Preedy | Teaching Support Manager | m.preedy@qmul.ac.uk |
| Farzena Khanom | Teaching Support Administrator | f.khanom@qmul.ac.uk |

If you require any information or help please contact the Teaching Support Manager or Teaching Support Administrator via the bsc-enquiry-globalhealth@qmul.ac.uk address in the first instance.

Information about how to contact the module leads, seminar leads and teaching assistants can be found in this Handbook and also on the QMplus pages for each module. Staff biographies can be found on the Institute website.

**Personal Tutor (PT)**

Each student is allocated a PT who will remain with you for the duration of the program. You will meet with your PT at least once at the beginning of each semester and discussion points will be recorded on Co-Tutor. The expectations for PT meetings for each year of the programme are as follows:

Year 2: One ‘Annual Feedback and Progression Meeting’ at the start of each term.

Year 3: One ‘Annual Feedback and Progression Meeting’ at the start of each term.

The purpose of the ‘Welcome Meeting’ is for you to get to know your PT. The purpose of the ‘Annual Feedback and Progression Meeting’ is for you to assess your overall progress and identify areas you need to work on over the coming year.

The role of PT is described on the QM Personal Tutor/Student Adviser webpage, but typically a PT can offer the following advice about study options:

* advice about module selections
* general academic guidance
* development of key skills within a student’s curriculum
* advice and guidance about academic progress
* advice to students who are encountering academic difficulties, such as meeting deadlines or concerns over performance and, in some cases, careers advice.

Your PT may also provide basic pastoral advice and act as a first point of contact for students within the Centre/Institute.

This may include:

* advice regarding interrupting studies
* advice concerning extenuating circumstances
* advice about academic complaints and appeals
* guidance on accessing student support services

See QMplus for your allocated PT.

If you are unable to contact your PT and it is an urgent matter, you should contact the Teaching Support Manager, the program coordinator Dr Andrew Harmer or a member of the Teaching Executive (either Dr Megan Clinch or Dr Anuj Kapilashrami). If there are issues that you would prefer to discuss with a female member of staff, you may contact any of our female members of staff above or in particular Emily, Megan or Anuj. If you would prefer to speak to a male member of staff please contact Andrew.

**Staff/Student Behaviour and Conduct**

**QMUL Charter**

The QMUL Charter contains a list of expectations for both staff and students to help create a community which is mutually supportive and works to further knowledge creation and dissemination.

|  |  |
| --- | --- |
| **What we expect from each other**  | **What students can expect from staff**  |
| * Teaching and learning informed by research
* Ethical approaches in support of our values and mission
* Respect for one another and our diversity of views and backgrounds
* Responsible behaviour and integrity Promotion of tolerance
* Active participation in our learning community
* Shared responsibility for our learning experience and development
* Fair and constructive feedback
* Commitment to provide adequate resources to support our endeavours
* Effective and open communication
* Awareness of the need to maintain a safe environment
 | * High quality teaching informed by research
* Constructive and effective use of contact time
* Opportunities to develop additional skills for life after QMUL
* Commitment to following procedures
* Commitment to supporting the development and success of students
* Commitment to fairness and equality of treatment
 |

|  |  |  |
| --- | --- | --- |
| **What staff can expect from students**  | **What students can expect from students**  | **What staff can expect from staff**  |
| * Attendance and active engagement in learning and research
* Commitment to own learning experience
* Commitment to following procedures
* Engagement in developmental opportunities for life after QMUL
 | * Responsibility for own actions
* Acceptance of shared responsibility in collaborative working
 | * Respect for the contribution and expertise of all colleagues
* Cooperation and collaborative working
 |

We expect all staff and students to commit to the charter. We use the charter as a reference point to inform the development of our programmes (e.g. to respond to feedback gathered via the SSLC and module evaluations).

**QMUL Code of Student Discipline**

All Queen Mary rules, regulations and codes can be accessed via the Academic Registry and Council Secretariat (ARCS) ‘policy zone’. You are expected to behave in an orderly manner, both on and off campus, and to abide by both the Academic Regulations and the regulations governing student conduct, including the Code of Student Discipline.

Be aware that improper use of social media which contravenes the guidelines set out in the Code of Student Discipline can be deemed as misconduct. Students have been disciplined in the past for making defamatory statements about members of staff and peers online as well as for acts considered to bring QMUL into disrepute.

All students are subject to the Code of Student Discipline when on QMUL premises, involved in QMUL affairs or dealing with other members of QMUL. The penalties for breaches of the code may involve fines, payment of compensation or for more serious offences suspension or expulsion.

**Zero Tolerance campaign**

In support of its values, Queen Mary takes a zero tolerance approach to all forms of behaviour from staff, students or visitors that might violate the dignity of others. Zero tolerance means that Queen Mary will never tolerate, condone or ignore bullying, harassment or hate crime of any kind. All members of Queen Mary have a collective responsibility to: encourage a culture of dignity and respect; to treat others fairly, with courtesy and consideration; and to challenge inappropriate behaviour when it is safe to do so. More information on the Zero Tolerance campaign can be found here: <https://www.qmul.ac.uk/zerotolerance/>

**Conduct within the Institute for Population Health**

While in the Institute you are also requested to behave in a professional and courteous manner to all members of staff and fellow students, who should behave towards you in the same way. ID access will be given to you for building entry via Ashfield Street, and you will be advised during induction which facilities in the centre are available to you. Please make sure you understand how to use the centre facilities effectively and respectfully.

**QMUL Student Engagement Policy Framework**

**Markers of Students Engagement**

Lectures and seminars are an important part of your studies and you should attend and actively participate in them. Your participation enables lectures to better develop their teaching material and to write more informed references for jobs, further study, and scholarship applications. The Centre uses the following markers of student engagement to ensure that you are well supported and given every opportunity to progress with your studies and to achieve to your fullest potential while here.

**Attendance**

Attendance at all teaching sessions is compulsory and registers of attendance are kept and monitored regularly. **If you are not able to attend a teaching session for any reason you should let the lecturer or personal tutor know beforehand** if possible (you can telephone to leave a message on 0207 882 2310). You should also explain the reasons for non-attendance as soon as possible afterwards in writing providing medical or other supporting evidence if necessary. Failure to regularly attend teaching sessions will impair your ability to fully engage with module learning materials and the successful completion of coursework.

**Monitoring attendance and engagement**

Attendance and punctuality will be recorded at the start of each seminar/workshop by the academic lead via a register. On the register the teaching staff will record one of the following next to your name:

Y: Yes in attendance.

S/E: Sick or excused due to other circumstances in combination with an email/phone message

L: Arrival at class 5 minutes after the scheduled start time.

A: Absent without notification

The teaching team will look at registers every 3 weeks across each team. Poor attendance (broadly defined as attendance that falls below 75% during any 3 week period) will result in your personal tutor calling you in for a meeting in which you will be asked to discuss why attendance has been poor and what can be done to improve this. All teaching staff understand that there are a number of reasons why attendance might be an issue and will aim to work with you to develop a solution that is right for you. This meeting will be followed up by an email from the adviser summarising the steps agreed to improve attendance.

Continued poor attendance across the term will result in further action to taken by the Director of the Institute Professor David McCoy in conjunction with your Personal Tutor. Poor attendance and engagement might also be reported to your student loan company/funding body; to the UK Visa and Immigration service in the case of Tier 4 international students (see: http://www.arcs.qmul.ac.uk/students/immigration/tier-four/tier-four-student-responsibilities/95917.html for an overview of tier 4 student responsibilities); or to other universities and/or prospective employers when staff are asked to provide a reference.

**Participation in formative activities**

All undergraduate students are expected to participate in a range of activities (with or without the allocation of marks) that help to inform teaching and learning during the learning process. Examples of such activities are subject related quizzes, or exercises linked to module materials on QMplus. This activity will be monitored by the module leads and any students who are not participating to an acceptable standard will be required to meet with their personal tutor in the first instance. If their engagement does not improve they will be required to meet with the programme coordinators, and if necessary the director of the programmes. These meetings will focus on supporting the student including signposting them to additional support services (e.g. Advice and Counselling, the Language Centre, the Disability and Dyslexia Services).

**Coursework submission and marks from summative assessments**

All undergraduate students are expected to submit reports, exercises essays, and other pieces of coursework associated with each module for which they are registered as part of their programme of study, by the individually advertised deadlines and method of submission. *They* are also expected to participate in a range of activities assessing the outcomes of a learning process. Provisional and/or

confirmed marks allocated from such summative assessments, e.g., weekly tests, coursework, and examinations, often contribute to the overall module grade and programme degree classification. Any students who are struggling will be identified after the mid-term and end of term assessment periods and asked to meet with their academic advisers. Again, the main purpose of these meetings is to make sure that students have the support they need to engage with their degree to a satisfactory standard.

**Other student engagement activities**

All undergraduate students are expected to participate in a range of formal or informal activities that signify continued engagement with their programme of study. Examples of such activities are scheduled meetings with academic advisers and participating in group work.

**Action following identification of students who may require support**

Actions by Schools are designed to support students to engage or re-engage with their study programme. The underpinning principles are that the School, once it has admitted a student to a programme of study, has a duty of care to that student, whilst in turn the student has a responsibility to engage with the available support. In such cases, support will be designed by the School around the needs of the individual student.

A student identified as approaching or falling below the minimum requirements of engagement set by their School will be contacted alerting them to this, outlining support mechanisms to deal with the issues that may be contributing to this.

Once a student is identified as in need of support in order to re-engage with their studies, they will be invited to a meeting with their Personal Tutor to discuss issues that might be affecting their studies, and for the provision of encouragement/advice (with possible referral to Queen Mary support services if necessary). The first port of call is the Personal Tutor, who in turn may liaise with the School’s Student Support/Experience Manager. In exceptional circumstances, a senior member of the School team, such as the Head of Department or the Head of School, may be involved in this process.

The School will always try to help students who are experiencing problems, but we cannot do so if we are not kept informed of them. If there are factors making a student’s engagement with their programme difficult, it is essential that the **student discusses these with their Personal Tutor or an appropriate person in the School, at an early stage. This will give us the opportunity to intervene and provide the necessary support.**

**Deregistration, interruption and withdrawal**

The University’s [Academic Regulations 2019-20](http://www.arcs.qmul.ac.uk/media/arcs/policyzone/academic/Academic-Regulations-2019-20.pdf) provide the following definitions and guidance:

2.38  A student may leave Queen Mary before completing their programme of study. Where this is an active decision initiated by the student this is known as ‘withdrawal’. Where the action is taken by Queen Mary it is known as ‘deregistration’ (used in situations including where a student has failed to meet the requirements for engagement, exhausted all opportunities to pass or progress in their programme, or reached the maximum permitted duration of study). Both withdrawal and deregistration lead to the immediate termination of registration and enrolment, upon which the individual ceases to be a student of Queen Mary.

2.39  A student will not normally be admitted to a new programme of study until at least 12 months have passed following deregistration or withdrawal. Exceptions will be considered for approval on a case- by case basis by the Senate, or its delegated nominee (the Head of Admissions).

2.40  In accordance with its statutory obligations, Queen Mary will report when an individual ceases to be a registered student to the relevant governmental and other external agencies. These include but are not limited to: UK Visas and Immigration, the Student Loans Company, Local Education Authorities, any other sponsors, and Transport for London.

**Interruption and withdrawal of studies**

Information on interruption & withdrawal of studies, including links to the relevant forms, can be found here:

<http://www.arcs.qmul.ac.uk/students/study/interrupting/index.html>

<http://www.arcs.qmul.ac.uk/students/study/withdrawing/index.html>

Please note that if you decide to interrupt or withdraw from your studies, you will need to sign and return the relevant forms to Registry by 3 January 2020 and 1 May 2020 (if you sign forms after these dates you will remain registered for examinations in either the January or May examination periods and failure to attend may result in marks of 0 being entered and being used towards progression and award outcomes).

**Deregistration from programme of study**

Should you not meet programme requirements for attendance or for submission of coursework, you may be deregistered from your programme of study. You will be given warnings before deregistration occurs, and you will have the right to represent your case to the School/Institute.

**Tuition Fee deregistration**

When you enrol or re-enrol at the start of each academic year you agree to Queen Mary’s Tuition Fee Regulations, <https://www.qmul.ac.uk/media/qmul/docs/tuitionfees/tuition-fee-regulations/university-fee-regulations-2019-20.pdf> , which set the deadlines for paying tuition fees. Failure to pay your tuition fees by these deadlines may lead to your deregistration from your programme of study, under College Ordinance C3

<http://www.arcs.qmul.ac.uk/governance/council/charter/>

**Religious observance and study**

Queen Mary is a diverse community of over 25,000 students and staff. With a variety of faiths and beliefs represented on campus, we are committed to tolerance, understanding and co-operation, as well as to ensuring as far as possible that our policies are consistent across all needs. Many religions and beliefs require their members to pray at specific times during the day, or have special festivals or spiritual observance days. We recognise therefore that students at Queen Mary often strike a balance between their educational and religious commitments.

One of Queen Mary’s fundamental aims is to provide an education that is judged internationally to be of the highest quality. It would be both impractical and inconsistent with our aims as a university to suspend teaching for reasons of religious observance, but we will accommodate students’ religious commitments where we reasonably can do so. This may include providing learning materials (potentially including QReview recordings) online and permitting students to attend classes at different times where there is availability.

Students are expected to stay engaged and up-to-date with their studies throughout their time at Queen Mary. Schools and institutes should make their expectations for attendance and submission of coursework clear to students at the beginning of their studies, and students should inform themselves beforehand about the potential implications of missing learning and teaching activities. Students must also inform their school or institute beforehand if they intend to miss any teaching. We will take religious commitments into reasonable account when reviewing students’ attendance, but we expect students to plan their studies so that they can submit coursework on time.

The following procedures apply in the event that a special festival or spiritual observance day would result in absence from a scheduled assessment.

* In the case of an in-class test, students may request permission in advance from their Head of School or Institute to be absent on that occasion. The Head of School or Institute will consider whether reasonable adjustments can be made, for example by permitting late submission or rearranging the test. It is important to submit requests well in advance, in case reasonable adjustments cannot be made.
* Students may notify Queen Mary of any special festivals or spiritual observance days that fall during formal examination periods by submitting the relevant form by the deadline specified in the Academic Calendar. We will accommodate such requests where we reasonably can do so. We are not able to make allowances for routine religious observance during formal examination periods.

**QMplus**

QMplus is a virtual learning environment (VLE) offering a variety of module-related resources. It is also used for online submission of coursework. QMplus is run by Queen Mary over its network and is browser-based.

**To access QMplus please go to: http://QMplus.qmul.ac.uk/**

Your login ID and password are required. You will find a module area for those modules for which you are registered. You can view and download materials and information you need for your programme, including:

* the programme handbook, timetable, seminar schedules, and key dates
* the College handbook and academic regulations
* student forms, including those for interruption of studies and extenuating circumstances
* module lecture notes and PowerPoint slides
* module reading lists and a link to the QMUL library online reading service
* module assessment guidelines
* SSLC minutes and action points

**QMplus is important, and you should familiarise yourself with it as soon as possible**.

We are committed to making sure that QMplus is as up to date and helpful to you as possible. If there are any immediate issues with QM Plus that need resolving (e.g. assessment upload area not working, missing information) please let Sarah or Ez know ASAP (see above for how to contact them). We encourage you to make suggestions on how to improve QM Plus via individual module evaluations and the SSLC.

**MySIS (Student Information System)**

Your personal data and information related to your programme of study are stored on MySIS. Each time you change your term-time or home address or your name, telephone number or another personal detail you must inform QM. You will be able to update your address and contact details using MySIS. However, a change in name must be made in person at the Academic Registry in Mile End with accompanying identification.

You can use MySIS to view your module registration and assessment marks. It is your responsibility to ensure your module registrations are correct. Please visit the ‘Your MySIS Record’ page for guidance on how to view your module registrations, assessment marks and update your personal details.

Please visit the ‘How to register for your module’ pages to find out how to register for module via MYSIS.

**Programme Administration**

**Feedback from students**

All our staff take student feedback very seriously. There are a number of ways that you can let us know how we are doing!

**Staff–student liaison committee (SSLC)**

This committee provides a formal means of communication and discussion between the Institute and its students. The committee consists of student representatives and members of staff. There are elections organised by the Students’ Union for student members at the start of each academic year. The committee is designed to respond to the needs of students, and meets during **week 5** of each semester. If you have items that you wish to be discussed, including individual modules or the programme as a whole, please contact your year representatives or see the committee chair. Matters raised in this committee are reported to the teaching team for action as appropriate. Global Health student SSLC reps will also be required to attend the Blizard SSLC committee. In this committee they will provide feedback on issues that cannot be dealt with by the core teaching and/or are an Institute issue.

The staff chair for the BSc Global Health degree is Dr Megan Clinch. In this role Megan is responsible for:

* Scheduling SSLC meetings (usually **week 5** of semester 1 and semester 2)
* Reporting issues arising from SSLC meetings back to the academic team and following up on action points (by **week 7** of each semester)
* Disseminating the outcome of SSLC meetings to the students via QM Plus.

**Further information on the roles and responsibilities of a course representative and the election process for course representatives can be found in the QMSU website***.*

**Evaluation of modules**

Every year, students have the chance to evaluate all modules that they have enrolled in. The purpose of module evaluation is to allow you the opportunity to make a positive contribution to the quality of the teaching by highlighting aspects of the module that may need some refinement or change. We welcome constructive comments and fair criticism. The results are analysed by module convenors and are reviewed by the Teaching and Learning Committee and discussed by the Staff-Student Liaison Committee. Please take the few minutes that are required to complete the evaluation process.

**National Student Survey**

All final-year undergraduate students at UK institutions take part in the National Student Survey (NSS). The NSS is a nationally recognised annual survey of mostly final-year undergraduates in the UK. The survey gives you an opportunity to give your opinions on what you liked about your time at Queen Mary as well as things that you feel could have been improved.

If you are a finalist, you will usually be contacted by email early in the spring term. Please do complete the NSS, and fill it in honestly.

The NSS results are made publicly available to help prospective students make informed decisions of where and what to study. Queen Mary and the Students’ Union will also use the data to identify areas of strengths and weaknesses to help effect change and bring about enhancements to improve the student experience for future generations of students. Data from previous surveys are available on Unistats. <http://my.qmul.ac.uk/your-voice/feedback/national-student-survey/>

**UK Engagement Survey (UKES)**

The UK Engagement Survey (UKES) is a national survey which gives you the opportunity to tell us about your learning experience at Queen Mary. It is open to all undergraduate students who are not eligible to complete the National Student Survey.

The UKES is facilitated by Advance HE, the national body that champions teaching excellence. The survey asks you about things like how you engage with the learning on your course, how you work with others, and what kind of activities help you to learn. It is a chance to reflect on how you study and what might help your studies in the future.

**Appeals**

An academic appeal is a request to review a decision about progression, assessment or award. Before you submit an appeal please speak to your School/Institute about the decision you wish to appeal as many issues can be resolved without the need for an appeal. Your School/Institute will be able to provide you with feedback on your marks, or degree classification. Please note that appeals cannot provide feedback on academic work.

Appeals against academic judgment are not permitted, this means you cannot appeal simply because you think the mark you have received is too low.

There are two grounds for appeal:

* procedural error: Where the process leading to the decision being appealed against was not conducted in accordance with Queen Mary’s procedure, such that there is reasonable doubt as to whether the outcome might have been different had the error not occurred. Procedural error shall include alleged administrative or clerical error, and bias in the operation of the procedure.
* that exceptional circumstances, illness, or other relevant factors were not made known at the time for good reason, or were not properly taken into account.

An appeal must be submitted within 14 days of the notification of the decision you want to appeal and should be submitted from your Queen Mary email to appeals@qmul.ac.uk.

Further information about how to appeal and the appeal form can be found on the Queen Mary website: <http://www.arcs.qmul.ac.uk/students/student-appeals/appeals/index.html>

If you are not satisfied with the outcome of your appeal you may submit a Final Review to the Principal’s nominee. Once a Final Review is complete you will be sent a Completion of Procedures letter which outlines the final decision of Queen Mary and the reasons for the decision.

**Complaints**

Before submitting a complaint you are advised to speak to a member of staff in your School/Institute as most issues can be resolved informally without the need for a formal complaint.

If your issue it not resolved through the informal process then you will need to complete the Stage 1 complaint form and submit this to the relevant School/Institute/Professional Services Head for investigation under the Student Complaints Policy:

<http://www.arcs.qmul.ac.uk/students/student-appeals/complaints/index.html>

Most complaints are resolved at Stage 1 but if your matter is still not resolved then there are two further stages to the policy, which are the institutional level and review stage.

When the complaint process is finished you will be issued with a Completion of Procedures letter explaining the final decision and the reasons for it.

**Office of the Independent Adjudicator (OIA)**

If you are unhappy with the outcome of an appeal or complaint then you may submit a complaint to the OIA within twelve months of receiving your Completion of Procedures letter. The OIA is the independent body set up to review student complaints and is free to students. For further information regarding the OIA please visit their website: <http://www.oiahe.org.uk/>

**Progression and degree classification**

Each year you will study 120 credits. Each of the first two years is made up of eight modules of 15 credits. **The pass mark for assessments is 40%.**

In order to progress to the second year you will need to pass a minimum of 90 credits. In order to progress to your third year you need to have passed a minimum of 195 credits across year 1 and 2. You can fail (after resit) no more than 30 credits in any one developmental year. Your degree classification is based on the summative mean mark across a minimum of 18 modules but ideally 24 modules (360 credits) over three years.

The programme uses the following marking and classification system

A final mark of 70% and above - First

A final mark of 60-69.9% - Upper second

A final mark of 50-59.9% - Lower second

A final mark of 40-49.9% - Third

A final mark of below 39.9% - Fail

Your final degree result is weighted as follows:

Year 1 is weighted at 10% of the final award

Year 2 is weighted at 30% of the final award

Year 3 is weighted at 60% of the final award

**To read more about the regulations for progression and award:**

2018-19 (applies to Year 3 students)

<http://www.arcs.qmul.ac.uk/media/arcs/policyzone/academic/Academic-Regulations-2018-19-FINAL.pdf> p64ff

2019-20 (applies to Year 2 students)

<http://www.arcs.qmul.ac.uk/media/arcs/policyzone/academic/Academic-Regulations-2019-20.pdf> p35ff

**Borderline policy**

Examination boards may use a borderline policy when making recommendations for final degree classifications. The following criteria are used:

1. Students with Classification Marks within one per cent of a borderline (except at the pass/fail border) shall be determined to fall within the ‘zone of consideration’;
2. Students with Classification Marks within 1.5 per cent of a borderline and with significant extenuating circumstances in the final year not taken into account elsewhere may be determined to fall within the zone of consideration. However, if this approach is taken then the extenuating circumstances may not also be used as a reason to raise the classification itself;
3. All students falling within a zone of consideration shall be considered as possible cases for application of the borderline policy;
4. Students falling within the zone of consideration and with at least half of their final year credits (half of all credits at PG level) with marks at the level of the upper classification (or higher), shall be raised to the higher classification. The credits at the higher level may include the dissertation or project, but this is not a requirement. Where a student studies on a part-time basis, all modules comprising the full-time equivalent final year shall be used in the borderline policy.
5. Students falling within the one per cent zone of consideration and not meeting the requirements of point 4, but with significant extenuating circumstances in the final year not taken into account elsewhere shall be raised to the higher classification provided the SEB is confident that – without the effect of the extenuating circumstances – the student would have achieved the higher classification.

For more information, please refer to:

<http://my.qmul.ac.uk/course-essentials/academic-progression/>

**Student Administration**

**Registration for modules**

All new students are automatically registered for first year modules. All first year modules are compulsory. In year 2 and 3 you have the opportunity to choose and undertake modules from the Global Health programmes and other departments. Your choice of elective modules will be made available to you at the end of the academic year before you take them. You are required to register for elective modules via MYSIS and the taught programmes administrator will alert you when you can make your elective choices. Please note that elective choices are subject to availability and your choice of elective modules can change. We will endeavor to keep you as up to date as possible with the elective modules available to you.

**Approach to teaching**

Each topic will be taught using a range of methods, varying according to the subject and learning objectives of the module. Modules will usually consist of lectures, small group tutorials, and independent study, and follow a format of structured preparatory work (reading and reflection exercises), a weekly interactive lecture, a two-hour small group seminar, and topic discussions by email. Visiting speakers will describe research or clinical or service development work in different countries and settings. Some modules will focus on key ‘grey literature’ reports such as those produced by the World Health Organization. Data analysis sessions will include introduction to real datasets such as those from local or national public health observatories.

Guided and supported independent self-study will form an important component of the degree, and two modules are specifically designed to equip students with the necessary reading, writing, research, and analytical skills needed for this.

**Lectures**

Lectures are designed to give you a reasonable coverage of the main issues and debates surrounding a particular topic. The lecturer will present a summary and clarify what he or she thinks the main issues are. But remember that the lecturer’s views are not the only ones, and that you need to follow up on the lectures with further reading.

**Seminars**

These are small-group discussions, sometimes led by the tutor, sometimes by students presenting, for example, a summary of an article, or an argument for or against a particular view. Everyone can get involved in the discussion, and will get used to putting a case forward in public and to arguing it with other people.

**Online learning**

All modules have a QMplus page, providing access to learning materials and resources. In addition, some staff will use QMplus for active learning, e.g., for discussion forums, collaborative group work, and the preparation of e-portfolios.

Modules will be assessed appropriately for the respective learning objectives. Assessment methods will include traditional examinations (with essays or short 25

answer questions), tutor-marked assignments, oral and online presentations, and a research dissertation.

**Assessment**

**Academic malpractice**

Please refer to the University’s Academic Misconduct Policy 2019-20

[http://www.arcs.qmul.ac.uk/media/arcs/policyzone/academic/Academic-Misconduct-Policy-(June-2019).pdf](http://www.arcs.qmul.ac.uk/media/arcs/policyzone/academic/Academic-Misconduct-Policy-%28June-2019%29.pdf)

The university states that the following are all types of assessment academic malpractice (not including those relating to invigilated examinations):

“1.

iii. plagiarism (including self-plagiarism).

iv. fraudulent reporting of source material.

v. fraudulent reporting of experimental results, research, or other investigative work.

vi. collusion in the preparation or production of submitted work, unless such joint or group work is explicitly permitted.

vii. use, or attempted use, of a ghost-writing service for any part of assessment;

viii. impersonation of another student in an examination or assessment, or the employment of an impersonator in an examination or assessment.”

**Plagiarism**

“5.

Queen Mary defines plagiarism as presenting someone else’s work as one’s own irrespective of intention. Close paraphrasing; copying from the work of another person, including another student; using the ideas of another person without proper acknowledgement; and repeating work that you have previously submitted – at Queen Mary or at another institution - without properly referencing yourself (known as ‘self-plagiarism’) shall also constitute plagiarism.”

**Penalties that may be applied from the Academic Regulations 2019-20**

“13.

If the Head of School is satisfied that misconduct has been committed they will impose one of the following penalties, considering all evidence and any mitigating factors:

1. a formal reprimand.
2. failure (a mark of zero) in the element of assessment in which misconduct occurred, with a resubmission of the element permitted with the same attempt at the module. This will not count as an additional attempt, but the mark for the resubmitted element will be capped to the minimum pass mark.
3. failure with a mark of zero for the relevant element of assessment, with no right to resubmit1.

1 In some circumstances this may result in failure of the module as a whole, with no right of resit. The Head of School will consider whether this is a proportionate penalty, where that is the case.”

**Assessment Offence procedure for major elements of assessment**

All potential offenses on coursework worth 30 per cent or less will be handled within the unit by the plagiarism officer, plagiarism committee, and unit director. A major element of assessment is a coursework component worth 31 per cent or more towards the overall mark for any module, and to allegations of a second, or subsequent offence and exam offences. If an offense is detected, the following procedure will occur:

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**Group work**

Students working as a group should be aware that collaboration in collecting the data is acceptable but that the writing up of the work should be done individually. Using another student’s written work in such circumstances constitutes plagiarism. You may not submit the same piece of work (or a substantial part of a piece of work) for assessment for more than one module.

Points you should check before submitting work:

* are all direct quotations, from all sources, acknowledged as such – ie, placed in quotation marks or indented?
* have you provided full details of your source of quotation?
* have you acknowledged the source of ideas that are not your own, even if you are not quoting directly from the source?
* have you avoided close paraphrases from sources?
* if you have worked closely with others in preparing the work, is the work you are submitting sufficiently your own?
* have you correctly referenced all internet sources?
* when you submit work for assessment you are making a statement that it is your own work and has not been submitted for any other assessment.

**Plagiarism detection - Turnitin**

Turnitin is a web-based plagiarism prevention system used by most universities in the UK. This document describes how Turnitin is used within the school and the data it creates about your work.

**How Turnitin works**

A Turnitin assignment is set up by a member of staff on QMplus. You then access this assignment online and upload your work before the due date. Turnitin will analyse the submitted work to identify text matches with other sources and will compare the work against:

* the current and archived web;
* previously submitted work;
* books and journals.

For each piece of submitted work Turnitin provides two things:

* A similarity index, which indicates the percentage of the submitted paper that Turnitin has identified as matching other sources.
* An originality report, which shows each of these matches in more detail, including the source(s) that Turnitin has found.

**How we use the information provided by Turnitin**

Only academic staff will make a judgement on whether plagiarism has occurred in a piece of work. An academic may interpret the originality report to help but Turnitin itself does not make this judgement. We do not use a threshold percentage to identify whether plagiarism has occurred and may review any originality report in detail.

Turnitin will highlight matching text such as references, quotations, common phrases and data tables within work that has no plagiarism issues at all. Those interpreting Turnitin reports will discount such matches and so initial percentages are often irrelevant.

Where it is suspected that plagiarism has occurred in a piece of work, the originality report may be submitted to the Head of School and possibly to an Assessment Offences Panel for further investigation.

**How you can use the information provided by Turnitin**

There will be an opportunity for you to see a Turnitin report on your work before Turnitin is used on your assessed work. You will see this after the upload of your written work to QMplus is complete.

No other student will be able to see an originality report on your work.

To help you understand what the report is telling you, please ensure you have followed the guidance on the E-Learning Unit’s website

You may find it helpful to resubmit your work after reviewing the originality report and you will generally be given one opportunity to do this. Where this is the case, the idea is to use the report to help you identify any potential issues you may not have spotted before, and not to change individual words to avoid a match. Be aware of the referencing and plagiarism guidance available via <http://www.library.qmul.ac.uk/plagiarism>

If you have a question about your originality report that is not answered by the material linked to above, please direct these to our Teaching Support Administrator in the first instance.

**Other things you should know:**

1. Turnitin stores a copy of most work submitted to it in its repository. This does not affect the ownership of or any copyright in the original work.

2. Staff may configure a Turnitin assignment such that copies of submissions are not stored in its database. This will be done for all test-runs or any ‘dummy’ assignments used for training or demonstration purposes.

3. Staff on your course will ensure that no commercially or otherwise sensitive documents are stored in Turnitin’s repository.

4. You cannot opt out of having your work scanned by Turnitin, but if you believe that your work should be deleted after it is scanned you should contact your lecturer.

**Word count penalties:**

It is very important that you ensure that you keep within the stated word limit for any written assignment. There is a 5% margin above the word limit within which you won’t be penalized. You will not be penalized for going below the word limit but it makes sense to use all the words available to you to showcase your knowledge and critical skills!

If you exceed the word limit, the following penalties will apply. Please note all word limits do not include referencing and appendices, as is standard QMUL practice:

* 5% above word limit = 5 marks deducted
* 5%-10% above word limit = up to 10 marks penalty taken from internal mark, at markers discretion
* 10-15%> above word limit = up to 15 marks penalty taken from internal mark, at markers discretion.
* 15%> above word limit: automatic fail. The assignment will not be marked and student asked to resubmit. All re-submissions are capped at 40%, meaning you cannot score more than 40% for a piece of work that is a re-submission.

**Submission of coursework**

You should submit all written work in electronic form via QMplus unless otherwise instructed by your module lead.

**If you are unable to submit your work via QMplus it is your responsibility to let the module lead and programme administrator know before the submission deadline via email, and to keep a record of all correspondence relating to this for future review.**

All written work submitted must adhere to the programme guidelines for submission of assessed work, detailed below.

With the exception of final dissertations, your name should never appear on any part of the document. Instead please use your QMUL student number as a means of identifying your work. This can be found on your student ID card and is also the same number that you were given as an application number when you initially applied. It is very important that you enter the following information as a header/footer at the top of each page of your assignment:

* your QMUL student number;
* module title;
* module code; AND
* date of submission.

Please remember that we will be processing large quantities of written work, and failure to provide us with the above information may result in delay or in the inability of the tutors to mark your work. In cases of written work where we are unable to identify the student, that work will not be marked and the student will be given a non-submission fail penalty.

Please note that specific assessment deadlines for all assessed work will be given out during the first few weeks of the programme.

**Style guide**

Essays must be word-processed, double-spaced, in size 12 Times New Roman font. Footnotes or endnotes should be clearly indicated and numbered in the body of your assignment. All references must be correctly cited in full, and essays must have a bibliography listing all sources consulted in alphabetical order by author. We ask that you used either Harvard or Vancouver referencing.

For more information on the Harvard system see here -<https://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/library/public/harvard.pdf> and for more information on the Vancouver system see here - <https://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/library/public/vancouver.pdf>

Any work submitted without any citations may be deemed inadmissible as a piece of assessed work and may be awarded a mark of zero.

For more information and for help see the following websites:<http://www.library.qmul.ac.uk/subject-guides/> and<http://www.learningdevelopment.qmul.ac.uk/>

**Requesting deferral**

A deferral of module work is the delaying of the assessment submission until the next available assessment period in the year. You may request a deferral of your module assessment no less than 10 working days before it is due. However, exceptional circumstances will be considered if this deadline cannot be met. **All requests must be accompanied by a completed extenuating circumstances form, and submitted with appropriate written evidence before they can be considered**.

**Requesting an extension**

Queen Mary University of London has strict academic regulations and assessment regulations to uphold academic standards (copies of which are also on QMPlus).

One of these important regulations relates to **the granting of extensions to assessment submission deadlines**. It is very unlikely that we will be in a position to grant extensions to assessment deadlines **unless there is a serious reason preventing you from submitting on time**.

We recommend that you apply for extenuating circumstances (see below) if – due to serious health or other unavoidable personal reasons - you need more time to work on your assessments. You should apply for them as soon as possible as they have to be approved by the Blizard sub-board, **which is outside our unit.**

**Late penalties**

Late penalties apply to submission of all written work across the programme including dissertations, and are applied to the assignment mark after it has been agreed by the internal marker, before it is presented to the subject examination board. The following mark deductions will be applied:

**Five per cent of the total marks available (i.e. five marks for an assignment marked out of one hundred) shall be deducted for each 24 hour period** or part thereof after the submission date and time, including weekends and bank holidays. **An assignment submitted more than 120 hours late (5 days) shall be awarded a mark of zero (0FL).**

**Non-submission penalties**

Students without agreed extensions or deferrals who fail to submit a module assessment via QMplus in the agreed manner or to attend an assessed written examination or presentation will be awarded a non-submission mark of 0% for that assessment element. The subject examination board will then decide whether the student should be allowed to continue on the module and be given a second attempt to submit that assessment element. Please note that once you have failed an assessment for any reason, any future pass mark in that assessment will be capped at the lowest pass mark, 40%.

**Exams**

Complete examination timetables are displayed on the Academic Registry and Council Secretariat (ARCS) Exams webpage. In accordance with College Regulations, **it is your responsibility to make sure that you know the date, time and location of each examination***.*

If you have exams your personal timetable will be available on your MySIS portal. Please check this very carefully and contact the Exams Team immediately if the module details on your timetable are incorrect. Remember that it should show all modules in which you expect to be assessed, whether by formal written examination or other methods (eg by coursework/essays only). Students are not permitted to sit any assessment, including examinations, for any modules they are not registered for.

You should make sure that you arrive at least 30 minutes before the start of your exams, allowing sufficient time for transport difficulties. However, if you do arrive late you may be allowed to enter but you will not be awarded additional time in compensation. **If you arrive more than 30 minutes late then you will only be admitted if no other student for your exam has left the venue.** You may not leave the exam venue unaccompanied in the first 30 or final 15 minutes.

Students with disabilities, specific learning difficulties like dyslexia and short-term conditions (e.g. broken limbs, pregnancy) can apply to the Disability and Dyslexia Service for Special Examination Arrangements (SEA's).

**Do not attempt an exam if you are unwell!** In attending you are judged fit enough to sit the exam (‘fit to sit’) and the mark that you obtain will stand. It is important to note that you cannot get extra marks to compensate for any illness you were suffering on the day.

If you feel unable to sit an exam due to illness then you must notify your school or institute by submitting a claim for extenuating circumstances (see below) as soon as possible before the deadline in your school or institute. This must be accompanied by a doctor’s certificate giving details of your illness and confirming that you were unfit to attend on the date of the exam. You should aim to see your doctor on the day.

If your claim is accepted by the Exam Board then you will normally be permitted to take the exam at the first available opportunity as if for a first time (a ‘first sit’). If you are absent without good reason then you are likely to fail the module. Once you have completed the examination, it is not possible to claim for extenuating circumstances retrospectively.

**Exam stress**

Being anxious about exams is very common, and very normal. The fact is that you are being tested, explicitly about knowledge of your subject, but implicitly for your ability to perform under pressure, so in a way, you are meant to be anxious!

More information and advice about managing exam anxiety can be found online here: <https://www.welfare.qmul.ac.uk/emotional-wellbeing/>

**Extenuating circumstances**

Extenuating circumstances are defined by Queen Mary as:

Circumstances that are outside a student’s control which may have a negative impact on a student’s ability to undertake or complete any assessment so as to cast doubt on the likely validity of the assessment as a measure of the student’s achievement.

Extenuating circumstances are usually personal or health problems. Health problems include your emotional wellbeing and mental health, as well as your physical health. Extenuating circumstances do not include computer problems, misreading your exam timetable, planned holidays or events, or local transport delays.

Queen Mary operates a fit to sit policy, which covers all assessments including coursework and exams. If you sit an exam or submit a piece of coursework you are deemed to be fit to do so. In such instances a request for extenuating circumstances will not normally be considered. If you do not feel you are well enough to attend an invigilated exam then you should not attend and should submit a claim for extenuating circumstances instead. You will need to attend a medical consultation within three days of the date of your exam that you missed. Similarly if you get sick during an exam and have to leave you will need to attend a medical consultation within three days.

Submitting an extenuating circumstance claim is done on Mysis.

Your form must be accompanied by relevant supporting evidence (for example medical certification, death certificate, police report and crime number, or other written evidence from a person in authority). It is in your best interest to provide evidence and supporting documentation that is as comprehensive as possible. Students are also allowed 3 self-certification claims per academic year.

. All claims must be received no later than three working days before the relevant examination board meeting otherwise they cannot be considered.

All extenuating circumstances claims are kept confidential until they are considered by a subcommittee of the School/Institute’s Subject Examination Board. All proceedings of the subcommittee are strictly confidential, and will not normally be discussed at the full examination board meeting.

It is your own responsibility to submit any claims for extenuating circumstances, not that of your tutor. Please ensure that if you have what you believe is a valid case, you complete the submission process in accordance with the Institute guidelines and deadlines.

It is not possible to make a retrospective claim for extenuating circumstances, specifically once you know your results. Therefore claims submitted after the deadline will not be considered by the examination board. Please refer to the full guidance notes on extenuating circumstances from the Advice and Counselling service or online at <https://www.welfare.qmul.ac.uk/guides-and-forms/student-advice-guides>

For further guidance, see <https://www.welfare.qmul.ac.uk/extenuating-circumstances/>

**Assessment marking**

BSc assessments (including exams) will be marked in accordance with the programme regulations detailed below, which are designed to ensure accuracy, accountability, and fairness:

* All assessments (except presentations and dissertations) will be ‘blind’ marked, which means that the markers will not be provided with your names. For this reason you should never include your name on any assessed work, and always include your student number.
* All assessments will be marked by an internal marker, who will agree the final mark to be submitted to the subject examination board.
* A percentage of all assessments will be moderated by a second marker, across the performance range.
* All assessments will be marked against a scoring matrix, which will indicate the maximum number of marks available for each element of the work. These matrices will be available for you to view on QMplus as a guide to writing your assessment.
* All internal marking and feedback of assessments will be reviewed for quality and consistency by the nominated programme external examiner. Their role is to ensure that the quality of decision-making and feedback remains consistent throughout the assessment.

**Release of results**

We aim to release provisional results to you via QMPlus **within 15 working days of assignment submission**. Results will remain provisional and subject to change until ratified by the degree examination board.

You can view your assessment marks by logging in to MySIS. Marks are provisional until they are agreed by the subject examination board. MySIS will indicate whether the results are provisional or confirmed.

**Feedback**

We will provide written or verbal feedback for all assessment elements apart for exams.. It is expected that when examination marks are released, module leads will notify students of a time when they can meet to receive verbal feedback. We work hard to ensure that feedback is as helpful as possible and welcome suggestions for how the quality of feedback can be improved. Reporting back on the quality of feedback via the SSLC would be welcomed.

**Examination boards**

All marks are subject to approval by examination board before they become official. The subject examination board (SEB), held in February, June and September, approves module and programme results, reviews extenuating circumstances, and recommends progression or completion awards. The degree examination board approves or rejects the SEB’s recommendations and ensures that correct University of London procedures and standards have been applied.

Examination boards have the discretion to recommend an upgrade of award classification in limited, specified situations, provided that they are satisfied that the student’s performance warrants the higher classification and meets any criteria set for the use of discretion.

**The Programme**

**Programme structure**

For further information about individual modules, including module lead, assessments and indicative timetable, please refer to QMPlus or search by keyword/code on the University’s Module Directory <https://www.qmul.ac.uk/modules/>

**Year 1 overview**

Students on the BSc in global health will gain an understanding of the key political, social, economic, clinical, and population health concerns around global health and global health inequalities. They will develop an insight into improving health and wellbeing at the country, regional, and international levels. The programme draws on expertise from a range of scholarly disciplines including public health, politics, sociology, geography, and economics.

Semester 1

* Social determinants of health (ICM4010)
* Basic issues in politics and global health (ICM4011)
* Introduction to research, writing and analysis for global health (ICM4012)
* Introduction to epidemiology and statistics (ICM4013)

Semester 2

* Society, medicine and health (ICM4014)
* The international politics of global health: an introduction (ICM4015)
* Introduction to health economics (ICM4016)
* Global Worlds (GEG4112)

**Year 2 overview**

Students will apply the theories, methods, concepts, and approaches learnt in the preceding year to a set of health issues: maternal and child health, communicable diseases, non-communicable diseases, and medicines and pharmaceuticals. In addition, they will continue to develop their skills in research, writing, and analysis as well as in epidemiology.

Semester 1

* Communicable diseases (IPH5000)
* Non-communicable diseases (IPH5001)
* Research, writing and analysis (IPH5002)
* Elective\*

Semester 2

* Maternal and child health and nutrition (IPH5003)
* Medicines and pharmaceuticals (IPH5004)
* Advanced epidemiology and statistics (IPH5005)
* Elective\*

**\*Electives from:**

Semester 1

* Health, Space and Justice (GEG5135)
* Economic Geographies (GEG5129)

Semester 2

* Geographies of Biomedicine (GEG5134)
* Society and Space (GEG5127 – this module is capped to 10 students only)
* Spaces of Uneven Development (GEG5128 – this module is capped to 10 students only)

(please note that these modules are subject to availability and may be changed or withdrawn at short notice)

**Year 3 overview**

Students will be introduced to the topic area of health systems, and provide students with a set of optional modules. It will also include a compulsory ‘capstone’ module that provides advanced level, cross-disciplinary perspectives on evolving issues in the field and which will allow students to draw on the knowledge and skills they have acquired in considering problems and dilemmas in the global health arena from Years 1 and 2. Students will also undertake a dissertation.

Semester 1

* Health systems, policy and practice (ICM6104)
* Contemporary issues in global health (IPH6100)
* Public Health in Practice (IPH6107)
* Dissertation (IPH6102)

Semester 2

* Planetary health and International Health Policy (IPH6106)
* Dissertation (ICM6102)
* Elective module 1
* Elective module 2

**Electives from:**

* Gender, sexuality and health (IPH6008)
* Globalisation and contemporary medical ethics (IPH6002)
* Global health governance and law (IPH6009)
* Health systems theory and political economy (IPH6010)
* Human Rights and Public Health (IPH6004)

(please note that these modules are subject to availability and may be changed or withdrawn at short notice)