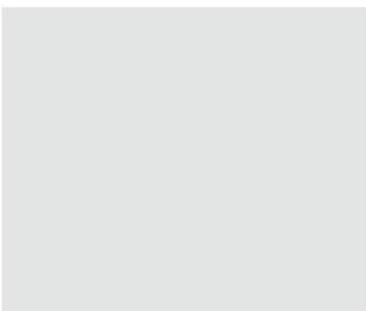


Welcome to York

DEPARTMENT OF HEALTH SCIENCES PROGRAMME HANDBOOK

MSc International Humanitarian Affairs
2022/3



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Section 1 Introduction

1.1 Introduction to the Department

Welcome to all of you and congratulations on gaining a place at York. We are delighted you have chosen to study with us and we will work with you in providing a supportive learning environment to enable each of you to fulfil your potential. We have a dedicated group of staff, with years of high-calibre teaching and clinical experience between them, who are here to guide and support you through your studies. We are one of the top UK providers of nursing and midwifery professional education whose graduates have and will continue to help deliver, shape and innovate health and social care in the modern era. Your time with us will benefit from a blend of high-level education and clinical practice coupled with exposure to our world-leading research. Success is achieved through working hard as an individual and in supportive teams, which is something we foster through our programmes of study and overall approach. Our Student and Academic Support Service teams are also here to help so please do use their expertise.

I hope you enjoy your experience of studying in the Department of Health Sciences at the University of York.

This handbook has been prepared to cover the information you will need for your programme or course and to assist you as a student in the Department. Please read it through and use it as your first point of reference. If you have any concerns, our Student and Academic Support Service team, located on the ground floor of the Seebohm Rowntree Building, stands ready to help.

On behalf of everyone in Health Sciences, I wish you an enjoyable and successful programme of study.

Kate Flemming
Head of Department

1.2 The Purpose of this Handbook

This handbook provides a comprehensive introduction to **the Department of Health Sciences and information on all aspects of your programme of study.**

It outlines what you should expect of your Department and what we can expect from you, and clarifies the policies and procedures relevant to your area of study.

It should be used alongside the University Handbook. You will find a copy of the University Handbook on the [welcome pages](#).

General information can also be found on the [student pages](#) of the website.

You should also log in to the Student Homepage for your personalised timetable, information, and news. For general information you can search the student pages from this site via the left-hand side navigation.

Our [Departmental Student Intranet](#) to enable you to access electronic learning material such as this programme handbook, your assessment schedule, your module descriptors and information that is pertinent to your programme of study. The Student Intranet also includes general information relevant to Health Sciences students such as Departmental policies, together with links to relevant pages on the main University website.



Your first point of call within the Department is the [Student and Academic Support Service](#) team on the Ground Floor of the Seebohm Rowntree Building (room ATB/023a). A full range of services and information is available to all students. The Student and Academic Support Service team is experienced in assisting distance learning students.

1.3 Disclaimer

We have tried to ensure that the information contained in this document is accurate as of September 2022. Please check our website for any changes to this information.

Section 2 Your Department

2.1 Welcome to your Department

You are now a member of an academic department. The Department is made up of teaching staff, researchers, support staff and other students like you.

- **Academic staff (teaching and research)** are there as leaders in their field willing to share their expertise and experience to help you learn, grow, and push the boundaries of your capabilities and knowledge.
- Your **supervisor** is here to help guide your studies and to monitor your progress over your programme.
- **Support staff** make the department run smoothly. They will communicate important information, provide technical assistance, and help signpost you to other services and support you might need within the University.

You are now also part of the **student community** belonging to your department. **Course representatives (course reps)** are there to help represent your views to the Department and to the University – so there is always a way to get your views heard.

The Department delivers full-time pre-registration professional programmes, part-time post-registration programmes, a range of taught postgraduate masters programmes, PhD/MPhil programmes and freestanding modules.

The Department aims to develop the role of scientific evidence in health and healthcare through high quality research, teaching and other forms of dissemination. The Department of Health Sciences is one of the largest departments on campus and supports hundreds of students each year on a broad range of taught and research programmes.

2.2 Departmental Student and Academic Support Service (SASS)

The Departmental [Student and Academic Support Service](#) function supports all Health Sciences students and acts as a first point of contact if students need information or assistance. The Student and Academic Support Service team are all experienced in dealing with a diverse range of enquiries and student contact is undertaken in a sensitive and confidential manner. The common aim for the Student and Academic Support Service team is to work towards making the student experience as fulfilling and enjoyable as possible.

The Student and Academic Support Service office is open Monday to Friday from 8.30am to 4.30pm.

All enquiries not specifically listed below:	Student and Academic Support Service	01904 321321 dohs-sass@york.ac.uk
All enquiries relating to assessments:	Programmes Office	01904 321318 dohs-assessments@york.ac.uk
All enquiries relating to exceptional claims:		dohs-ex-circs@york.ac.uk
All enquiries relating to studying with a disability:		01904 321318 dohs-disability@york.ac.uk

2.3 Staff Contacts

[Staff contact information](#) can be found on our Student Intranet and on each VLE module site, including information of staff in key Departmental roles.

2.4 Communicating with the Department

Email

It is **essential** that you use your University email account. This is the sole means of electronic communication and should be accessed regularly. No other email addresses will be used.

Your University email will be used to send **information** such as:

- any revisions to your teaching rooms or assessment dates
- information regarding reassessment arrangements
- exceptional circumstances claim outcomes
- your progression and result information
- enrolment information

If you do not receive key information, such as reassessment arrangements, failure to check your University email cannot be used as grounds for exceptional circumstances. For further information, please see Exceptional Circumstances (Section 6.13) in the Assessment, Progression and Award Section of the Handbook.

If you experience any problems accessing your University email account you must resolve this quickly with [IT Services](#).

Email etiquette

You should use your University email account when communicating with the Department. To assist email communication, we request that you:

- use a concise and specific email subject line; where relevant please include your Name of Programme/Cohort reference e.g. MIHA/Sept22.
- sign off your email with your **full name** and student ID number (nine-digit student number – not your seven-digit exam number).

Please note this is regarded as formal communication which will be filed on your student record, so you should try to avoid using unprofessional language such as text abbreviations.

2.5 Departmental Facilities

Staff offices

Departmental staff are located within two buildings on campus, Seebohm Rowntree and ARRC, both of which are situated within Alcuin College.

An [interactive map](#) of the University is available on the website.

2.6 Health, Safety and Security

Information about the University's [Health, Safety and Security policy](#) is available on the website.

2.7 Your Supervisor

You will be allocated a supervisor who is a member of staff in the Department. Your supervisor is allocated to you when you arrive and is there to help and advise you on all aspects of life at University. Supervisors have three principle functions:

- to provide advice on and support for your academic progress;

- to support your personal development and acquisition of academic and employability skills;
- to provide general pastoral guidance, assisting you to identify appropriate specialist support should you require it.

They can advise what to do if things go wrong and refer you to the right people in the University for help with more personal matters.

More information on the [role of the supervisor](#) is available on the website.

Contacting your supervisor

It is primarily your responsibility to book appointments with your personal supervisor for supervisory meetings via telephone or video-conference (e.g. Skype), and it is better to arrange these in advance by email. This is an important point of academic contact for all students. If you are unable to attend a supervisory telephone/video-conference meeting with your personal supervisor, you should make reasonable attempts to contact your supervisor and to re-arrange the meeting. However, if you persistently fail to make contact with your supervisor and/or you fail to attend scheduled supervisory meetings then this will be reported to your programme leader and Chair of the Postgraduate Teaching Committee.

[Records of your meeting](#) will be kept by your supervisor – these may be accessed by other staff, if necessary, for example, for continuity purposes if you change supervisor. You can access notes from supervision meetings via your e:Vision record.

Dissertation supervision

Once you have selected your dissertation topic area you will be assigned a dissertation supervisor who will take over all aspects of your supervision. It is your responsibility to ensure that [records of your meeting](#) are promptly completed and confirmed by your supervisor in your e:Vision record. When you wish to request that your supervisor provides feedback on your dissertation please ensure you give them adequate notice to do so and negotiate this date with them. Generally your supervisor will acknowledge receipt of draft work by email, indicating when they will be able to provide comments.

Procedure for changing your supervisor

Ideally, you should have the same supervisor throughout in the initial and dissertation supervision stages during your time here but, if your supervisor is away for an extended period, you will be allocated a different supervisor.

Occasionally, the supportive relationship that we hope will develop fails to do so. You are encouraged to discuss any difficulties with your supervisor to try to resolve these. However, if you find that you cannot communicate well with your supervisor, for whatever reason, then talk to your programme leader, the Chair of the Postgraduate Teaching Committee, or if you prefer, contact one of the other support services.

2.8 Module Leader

The module leader co-ordinates module-specific learning activities and provides academic supervision regarding the module specific content. They are responsible (with members of the module team) for marking module assessments. In addition, the module leader will be responsible for providing support for the assessment. This might be delegated to a member of the module team. Questions should be directed to the module leader via email.

2.9 Programme Leader

Each postgraduate degree has a Programme Leader who oversees all aspects of your course. They should be the first point of contact for any questions, comments or problems relating to the programme.

Programme Leader: Dr Jo Rose (email: jo.rose@york.ac.uk)

Deputy Programme Leader: Ms Claudia Adler (email: claudiamilena.adler@york.ac.uk)

MIHA Lecturer: Dr Janaka Jayawickrama (email: janaka.jayawickrama@york.ac.uk)

2.10 Departmental Committees

The work of the Department is overseen by a number of committees. Further information and contacts for each of the Board/Committee chairs is available on the [Key Departmental Roles](#) website. A brief summary of each academic committee can be found below.

Board of Studies

The Board of Studies has overall responsibility for the quality of the teaching and programmes offered by the Department, at both undergraduate and postgraduate levels. The Board is therefore responsible for the monitoring and evaluation of the Department's teaching programmes, via external and internal methods including student feedback, and the performance and progress of individual students within the programmes of study offered by the Department. The Board of Studies is also responsible for research degree provision.

Postgraduate Teaching Committee

The role of the Postgraduate Teaching Committee is to co-ordinate and govern all quality assurance activities related to postgraduate taught programmes in the Department of Health Sciences and to ensure that all professional, statutory, regulatory body and University Teaching Committee requirements are adhered to. In addition, Postgraduate Teaching Committee also monitors and records progress for taught postgraduate students.

Undergraduate Teaching Committee

The Undergraduate Teaching Committee has devolved responsibility for the quality of teaching and delivery of particular programmes. They approve changes to existing modules and programmes whilst also developing new modules and programmes.

Board of Examiners

The Board of Examiners is responsible for ensuring assessment processes are operated within the University Ordinances, Regulations and Guidelines. The Board ensures that the principles of equity, clarity, consistency and openness are applied to all assessment practices; recommends progression, awards and failures; and investigates academic misconduct.

Exceptional Circumstances Committee

This Departmental committee considers students' claims for exceptional circumstances in relation to assessment including requests for extensions to submission deadlines. It is bound by the University's Exceptional Circumstances Policy.

If you are having any problems while studying at York which might affect your ability to complete assigned work, you may be eligible to apply for Exceptional Circumstances. If successful, this would allow you an extension or a resit for the assessment affected.

For further information, please see Exceptional Circumstances (Section 6.13) in the Assessment, Progression and Award Section of the Handbook.

Fitness to Practise Committee

The Fitness to Practise Committee have a remit to support students on professional programmes to maintain sufficient health and well-being to practise safely and effectively, and to address any issues of concern in relation to their health, conduct and character.

Departmental Library Committee

This Departmental committee's aim is to influence and determine Departmental policy and priorities relating to libraries and library budgets.

Equality, Diversity and Inclusion Committee

The Equality, Diversity and Inclusion Committee (EDIC) is an overarching Departmental committee. Its remit is to ensure that the Department of Health Sciences supports the University's commitment to equality, diversity and inclusion (as outlined in the University's Policy Statement) in all its activities.

2.11 YUSU Advice and Support (ASC)

The Advice & Support Centre (ASC) at YUSU provides free, confidential and independent advice and guidance to students on a range of different issues, including:

- Academic issues and related processes and procedures, such as Appeals, Complaints, Academic Misconduct, Support to Study and Fitness to Practise
- University policies and processes
- Personal and wellbeing issues

You can contact ASC by email at asc@yusu.org, and their advisers can provide advice and support in a range of formats including by email or via phone or virtual appointment. Information and guidance about the service and the range of issues that it provides advice about can also be found on the [YUSU Advice & Support webpage](#).

Opening hours: 10:00- 16:00, Monday to Friday excluding national holidays.

Email: asc@yusu.org

Telephone: 01904 32 3724

Website: yusu.org/advice-support

2.12 University of York Graduate Students' Association

York benefits from being one of the few universities to have a [Graduate Students' Association](#) (GSA) and one of the only dedicated graduate research schools in the UK. The GSA is the primary representative body for all registered postgraduate students at the University of York and works hard to support postgraduates achieve their aim: gaining a postgraduate degree. This is achieved by:

- Raising postgraduate views within departments through Postgraduate Academic Representatives, who act as a channel of communication between the University and fellow postgraduate students. If you would like to become a Postgraduate Academic Representative for your department contact advice@yorkgsa.org
- Providing support services that enhance student wellbeing, including: free sport sessions, trips, events and peer to peer groups. For further details on these services contact info@yorkgsa.org
- In addition, for postgraduates who may find themselves with exceptional circumstances, problems with progression, or suspected of academic misconduct, the GSA can provide support and representation. If you require these services please contact advice@yorkgsa.org

Address: The Graduate Students' Association, 120 Vanbrugh College, University of York, Heslington, YO10 5DD

Opening hours: 10:00- 16:00, Monday to Friday excluding national holidays

Email: info@yorkgsa.org

Telephone: 01904 32 (2718)

Website: yorkgsa.org

2.13 Course Representatives (Course Reps)

Academic representation is a partnership between YUSU, the GSA and University departments. Together, we aim to ensure that students contribute directly to the processes of reviewing, maintaining and enhancing the quality of the academic experience at York.

You can go to academic reps with any feedback about best practice, concerns or suggestions about how the department or aspects of your programme are run.

There are three types of academic reps:

- Course Reps act as the voice of their cohort and work with staff to make improvements to their course. By gathering student opinion, Course Reps become specialists in course-based issues, helping to identify and tackle problems that arise.
- Department Reps take on a leadership role and support Course Reps to make positive change to the department as a whole. Department Reps are also invaluable contacts at YUSU and take part in University-wide projects that improve the student experience.
- Faculty Reps are undergraduate students that work behind the scenes ensuring that the student voice is heard at all levels. By sitting on high-level committees, they influence University-wide decisions as well as pushing forward their own manifesto projects.

All academic reps will be given regular departmental support and resources to support their role from a named contact within the Student and Academic Support Service. Please contact the [Student & Academic Support Service](#) for more information.

Course Reps are also members of the Board of Studies, which is the main decision-making body within the Department. Reps are invited to attend the Board of Studies meeting each term. Course Reps are also responsible for ensuring that students are properly represented in regular monitoring of quality within the Department, including the 'Annual Programme Review' and 'Periodic Review' every 5-6 years.

For Departmental Course Rep information visit our [Student Representation webpages](#).

[Student-Staff Forums](#) are informal meetings and online video meetings which are arranged for all course reps to meet to raise issues with members of staff within the Department whose roles involve supporting the student experience and maintaining the quality of the teaching and learning provision. The Forums have been divided into undergraduate and postgraduate groups to enable issues relevant to different students to be raised. If issues are relevant to all students, then they can be brought to Board of Studies meeting for wider discussion. The Student-Staff Forums report to the Board of Studies to ensure that concerns are minuted and responded to appropriately. In response to the University requirements regarding the operation of Student-Staff Forums, minutes from the undergraduate and postgraduate Student-Staff Forums are received by the Departmental Board of Studies and copies of the minutes are forwarded to the Student Unions and the University Academic Support Office at the end of each academic year.

If you attend Departmental meetings as the Course Rep and the meeting clashes with a timetabled session, you will not be counted as 'absent'; however, you will be required to inform your lecturer of your whereabouts during this time. Representing your peers at Board of Studies is relevant evidence towards transferable competencies containing elements such as communication and interpersonal skills, and leadership, management and team working.

If you would like to represent the views of your fellow students and have a say in how your course is run, why not apply to be a Course Rep? You can stand for this position at the beginning of your programme. For more information, visit the [GSA Course Rep pages](#).

The University also provides [Guidelines for Course Reps on University Committees](#).

2.14 Equality, Diversity, and Inclusion

We are committed to the creation of a fair, welcoming and inclusive environment for all, where everyone is treated with dignity and respect.

The Department of Health Sciences has an active and impactful Equality, Diversity & Inclusion Committee as well as several Equality & Diversity Champions who link with the central EDI team. We recognise the importance of ensuring equality and fairness for all our staff and students and work collaboratively across the department to ensure we are at the forefront of EDI matters and that equal opportunities exist in every aspect of departmental working.

We also have an Athena Swan working group which further contributes to promoting a culture of equality in the department through undertaking work to strengthen areas such as recruiting, encouraging and retaining women at all stages of their career. An Athena Swan representative attends the Student-Staff Forum to allow students to raise and discuss issues of equality and diversity; and to facilitate two-way communication about ongoing projects that address the Department's work within this area.

For further information about the University's equality and diversity policies, visit the [Equality, Diversity and Inclusion webpages](#). To contact the Equality Champions, visit the [Key Departmental Roles](#) website. For more information about the EDI committee or Athena Swan please visit the Department's [EDI](#) and [Gender Equality](#) webpages.

Bullying and harassment

[Harassment Advisers](#) are trained members of the University who act as first point of contact for student experiencing harassment or bullying. Students can contact any Harassment Adviser directly, it does not have to be the staff member within this Department.

Section 3 Your Programme

3.1 Programme Team Welcome

Dear All

We look forward to collaborating with you in your journey of learning through the MSc in International Humanitarian Affairs (MIHA). We work in collaboration with the United Nations, INGOs, governments and community groups that are engaging in humanitarian responses, so that MIHA is based on contemporary learning from field realities.

This Programme is a combination of academic, professional, and personal development processes for both you and the Programme Team. Therefore, we need your active collaboration and innovative contribution to establish a creative and healthy learning environment.

This handbook is designed to provide a guide to your programme of study at the University of York. It does not provide all of the information that you will need, although it attempts to tell you where most of that information is to be found. After reading this guide, please do not hesitate to contact the members of the Programme Team if you have any questions. We hope you enjoy your time with the Programme.

Jo, Janaka and Claudia

3.2 Studying at York

Programme philosophy

The 21st century presents an increasing need for expertise in the field of humanitarian affairs to deal with aggregating numbers of conflicts and disasters around the world. The programme is designed to fill a widely sought after but sparsely provided focus at the postgraduate level and is specifically international in its scope. Whilst the programme deals with topics of international relevance, it also focuses on details of crucial importance at the local level in both the minority ('developed') and majority ('developing') worlds. To these ends it was proposed that the Programme continue to be developed with an open-minded approach to a dynamic and vibrant field, whilst providing an agenda guided by state-of-the-art literature and staff experience in applying this knowledge to current world issues.

The programme will enable its students to be better equipped to carry out academic analysis, project implementations, and work with different stakeholders within the context of current discourse of humanitarian affairs in a rapidly changing world.

The programme is innovative in that:

- It provides the opportunity to be engaged in academic, policy and practice debates of humanitarian affairs by bringing the experience and expertise of the students.
- It is supported by case study material and research experience reflecting many years of the teaching teams' research and consultation in humanitarian affairs in disaster and conflict situations worldwide.
- It provides for flexible learning.

3.3 Programme Aims and Learning Outcomes

Statement of Purpose

This interdisciplinary Masters programme will provide you, as an active professional in the field of international humanitarian affairs or as a newcomer, with the opportunity to reflect on core debates, policy and practice issues in humanitarianism, whilst also strengthening your abilities to operate knowledgeably and decisively in regions

subject to violent conflict and war, natural hazards and complex political emergencies. During the distance-learning programme, you will engage in international communities of learning and research, enabling you to share your experience and expertise with other professionals and advance the boundaries of knowledge and understanding of humanitarian practice. This course is the only online postgraduate programme in the UK that focuses on humanitarian affairs. Your learning will be supported by online platforms that provide the full postgraduate experience with a world leading University for teaching and research. As a graduate of the programme, you will have enhanced your professional capabilities enabling you to play a pivotal role in the humanitarian arena in terms of both policymaking and operations.

Programme Learning Outcomes

On successful completion of the programme, graduates will be able to:

1. Critically evaluate humanitarian crises, and responses to them, drawing on an advanced understanding of the dynamic relationship between humanitarian affairs theory, policy and practice (Subject Knowledge).
2. Appraise the design and delivery of humanitarian projects to improve the impact, efficiency and effectiveness of responses to humanitarian crises (Subject Knowledge and Skills and Professional Development).
3. Use strategic and innovative thinking to deal with the challenges of humanitarian crises (Skills and Professional Development).
4. Coordinate, cooperate and communicate effectively with different cultures and organisations, and collaborate with disaster and conflict affected communities as equal partners of change (Skills and Professional Development).
5. Carry out accurate, ethical, evidenced-based academic, policy and practice research into humanitarian affairs using an appropriate range of methodological skills and presenting the results in audience-appropriate formats (Skills and Professional Development).
6. Operate as ethical professionals, based on knowledge of contemporary protection and legal frameworks of humanitarianism and their challenges (Management and Personal development).
7. Approach humanitarian work with humility, demonstrated through their ongoing personal reflection on practice (Management and Personal development).

3.4 Programme Structure & Progression

The programme comprises 180 credits and runs in line with [University term dates](#) with modules taught in Autumn, Spring and Summer Terms.

There are four compulsory taught modules for the MSc in International Humanitarian Affairs (MIHA) – Examining Humanitarianism, Protection and Assistance in International Humanitarian Law and Intervention, Humanitarian Response: Food and Nutrition, Shelter, Health and WASH and Research Methods in Humanitarian Affairs – which are equivalent to 80 credits in total. In addition, you have to complete a 60-credit dissertation.

Compulsory modules			
Module code	Module Title	Credits	Term Taught
HEA00095M	Examining Humanitarianism	20	Autumn
HEA00096M	Protection and Assistance in International Humanitarian Law	20	Spring
HEA00097M	Humanitarian Response: Food & Nutrition, Shelter, Health & WASH	20	Summer
HEA00098M	Research Methods in Humanitarian Affairs	20	Summer Vacation
HEA00101M	Dissertation	60	Summer and Summer Vacation

The remaining 40 credits are taken from the module options below. The details of these modules are correct at the date of publication and in the unlikely event that details change (eg timing or availability) this will be communicated to you via your University email account. Please note that you can only select **one** Optional Module from each Term.

Your choice may be limited by the timing of the modules, and you should make sure that you check the timetable summary (shown below) carefully. You should also ensure that you discuss your module options with your supervisor **at the beginning of** the Research Methods module.

Optional Modules			
Module code	Module Title	Credits	Term Taught
HEA00103M	Education in Emergencies	20	Autumn
HEA00102M	Evaluating Humanitarian Programmes	20	Autumn
HEA00099M	Communities in Humanitarian Affairs	20	Spring
HEA00101M	Disasters in Complex Political Emergencies	20	Spring

Modules

Each module has its own **Module Descriptor** which includes module learning outcomes and module specific information. The [Module Catalogue](#) provides you with information about the modules running in a year of study.

Each module has its own **Assessment Guideline** that provides information regarding the nature of the module's assessment. [Assessment Guidelines](#) can be found on the Student Intranet.

Teaching Timetable			
Term	Year 1 Modules	Year 2 Modules	
Autumn	Examining Humanitarianism HEA00095M	Education in Emergencies HEA00103M	Evaluating Humanitarian Programmes HEA00101M
Spring	Protection and Assistance in International Humanitarian Law and Intervention HEA00096M	Communities in Humanitarian Affairs HEA00099M	Disasters in Complex Political Emergencies HEA00100M
Summer	Humanitarian Response: Food and Nutrition, Shelter, Health and WASH HEA00097M	Dissertation HEA00101M	
Summer Vacation	Research Methods in Humanitarian Affairs HEA00098M		

Modules in blue are compulsory

Modules in yellow are optional. You may only select one each term

3.5 Module information

Examining Humanitarianism, Protection & Assistance in International Humanitarian Law, Humanitarian Response: Food & Nutrition, Shelter, Health & WASH, Research Methods in Humanitarian Affairs and your Dissertation are

all compulsory for your programme and you will be automatically enrolled on these modules. The other 40 credits should be selected from the modules above in consultation with your supervisor.

You will have the opportunity to discuss your module options with your supervisor during induction and the first week of term. You will need to complete the module choices forms for your first year of study by the end of the second week of the Autumn Term, and for your second year of study at the start of the Autumn Term in your second year.

All completed module choice forms should be forwarded to Student and Academic Support Services.

If you wish to change module you will need to complete a change of module form which is available from Student and Academic Support Services. You must discuss any module changes with your supervisor prior to completing any paperwork, in order to ensure that the modules are compatible with your programme of study.

Please note that you will **not be allowed** to change modules in any given term after the **end of Week 2** of that term. You should only attend modules on which you are registered.

There may be occasions when modules do not run, and you will be informed of this as soon as possible and asked to choose another module. It is important to remember that any timetable changes and other information from administrative offices and academic staff are emailed to students officially enrolled for a module.

3.6 Module Evaluation Statement

We aim to give you the best learning experiences on all your modules, but we cannot do that without your feedback. Please help us ensure that we produce teaching of the highest standard by completing the module evaluation.

You will have an opportunity to evaluate each module. The module leader will summarise the student feedback and outline any actions they intend to take in response. Summaries will be published on the module VLE site not later than 4 weeks following the module evaluation. Module evaluations are also considered as part of the module reporting process, which includes scrutiny by the External Examiner.

If you are dissatisfied with any of the responses from module leaders, please inform your course rep that you are dissatisfied and explain why. Course reps can take your concerns forward to the appropriate committee.

3.7 Dissertation: Choices

An important aspect of your programme is your dissertation, and we recommend that you start to think about this as soon as possible. You will discuss your dissertation with your supervisor, and they will help you identify a topic and formulate a plan.

3.8 Dissertation: General tips

The following guidance is provided to help you in your dissertation preparation.

Marking criteria

An essential first step is to look at the criteria that are used to mark dissertations. Examining the criteria for the higher marks will provide an indication of what your dissertation should contain. The descriptions for the lower marks will provide you with indicators of what to avoid. The [marking criteria](#) for dissertations can be found on the student intranet.

Word limits

Know your dissertation word limit. Remember anything over 10% greater than this will not be marked.

Everything in the main body of the text (ie Introduction, Method, Results, Discussion, Conclusion) **apart from tables and figures** is included in your word limit. Everything before (eg Abstract, Acknowledgements, Contents page etc) and after the main text (eg References, Appendices etc) is **not** included.

You should provide a word count at the start of the dissertation.

Ethical and research governance approval

If you are conducting a primary research study, you will need to get ethical approval from the departmental [Research Governance Committee](#). Your supervisor will help to guide you through this process.

Content guidance

Details on what you need to include in your dissertation can be found on the [Dissertation Information website](#).

Formatting and presentation

Details on how to format and present your dissertation can be found on the [Dissertation Information website](#).

Referencing

For guidance on referencing please refer to Section 4.4

Dissertations from previous years

It may help to look at some of the dissertations from previous years. This will allow you to quickly answer many of the questions about formatting and structure that you may have when you come to write your dissertation. It may be particularly useful to look at a dissertation that uses a similar type of research design to the one you are using (eg systematic review, analysis of secondary data). PDFs of good examples of dissertations are available to view on the dissertation VLE site.

Books on writing dissertations

There are a number of books written to help people with their dissertation and it may be worth having a look at one of these. One useful book written specifically for Masters students is:

Biggam, J. (2018). *Succeeding with your master's dissertation: a step-by-step handbook*. Oxford: Oxford University Press.

Timetable

Another useful first step is to agree with your supervisor a timetable for your dissertation. If you do not allow suitable time for the write up of your work, it will be difficult to do a good job. Working out the time you need for each task is one of the ways to avoid this problem.

Proofreading

It is important to pay attention to spelling and grammar. If you require help with this, your supervisor may be able to provide you with details of proofreading services. (You will need to meet the cost of the services.)

3.9 Working whilst studying

As a part-time student the Department recognises that it is possible that you may be working whilst studying. However, if you suddenly experience a change in workload we recommend that you notify your personal supervisor of this as a matter of urgency so that we can support you to rearrange your timelines.

3.10 Problems with your Programme

If you are having problems with your programme, you should seek help and advice as soon as possible. In the first instance you may wish to talk to your supervisor.

You can also find advice on the [‘If things go wrong’ webpages](#).

If you are having any problems while studying at York which might affect your ability to complete assigned work, you may be eligible to make a claim of “Exceptional Circumstances affecting Assessment”. If successful, this would allow an adjustment to be made, such as an extension or further sit for the affected assessment. See the section on Exceptional Circumstances affecting Assessment under Assessment for further information.

3.11 Making a Complaint

If you are dissatisfied with your experience of a service you have received as a student you should let us know. In the first instance you should speak to someone within the department or service where the issue occurred.

If you are dissatisfied with their response, you can find more information on how to make a complaint on the [Appeals and Complaints website](#).

For information on academic appeals, see Making an Appeal (Section 6.14) in the Assessment, Progression and Award Section of the Handbook.

3.12 Change your Plan – transferring, absence or withdrawal

Most students progress routinely through their programme with no changes. However, if you do wish to or need to make changes to your plan you should discuss any problems or doubts you are experiencing with your supervisor in the first instance. Support can also be provided by the Department’s Student and Academic Support Service team. We try to accommodate students who encounter changes or challenges and who may need to change their plan.

Transferring to another programme of study

You may wish to transfer to another programme or field of study due to changing academic interests or because you want to change the structure of your degree programme. Transfers cannot be guaranteed, and are dependent on you meeting the academic requirements of the new programme and there being space on your preferred programme. If you are considering transferring, you should speak to your supervisor as soon as possible. Guidance can also be provided by the Department’s Student and Academic Support Service Team.

Leave of absence

If you are away from the programme for more than four weeks, a period of [leave of absence](#) will usually be recommended. A leave of absence allows you to take an authorised break in your studies for a maximum of one calendar year in the first instance. This can be for a variety of reasons including medical or compassionate grounds.

If approved this would usually necessitate taking a full year’s absence and joining the next intake the following year.

You can only apply for leave of absence if you are able to meet the entry requirements of the proposed programme to which you will be returning (i.e. if your original programme is no longer running or no longer running in the same format in the future). There must be an appropriate entry point on an appropriate programme for you to return to.

Any application for leave of absence requires you to provide contemporaneous evidence supporting the reasons for the request.

Withdrawal

[Withdrawal](#) is the term used when a student decides to leave the University permanently, prior to completion of the award for which they are registered, whether for personal or academic reasons.

Leaving the University is an important decision, so we want to make sure that you are aware of all the options available and that you have access to the right advice and support. Therefore, once you submit the 'Intention to Withdraw' form, the Department of Health Sciences Trained Leaver Contact (Student Support & Engagement Manager) will contact you within two working days.

If after your conversation with the Department of Health Sciences Trained Leaver Contact (Student Support & Engagement Manager) you still wish to withdraw, you will be asked to complete a 'Confirmation of Withdrawal' form.

For further support, visit the [Student Hub](#).

Section 4 Teaching and Learning

4.1 Teaching Methods

Teaching is delivered in the Department using a variety of methods. The methods outlined below are not an exhaustive list:

Lectures: Lectures are pre-recorded presentations by a lecturer to a large group of students, made available via the VLE or University of York YouTube channel. Lectures are effective for conveying information and when used in conjunction with other methods, such as set reading, seminars, and tutorials, they can provide a useful overview of a subject and help students to make sense of their other work.

Online Discussion Boards: Online discussion boards are forums facilitated by a lecturer on a specific subject which may have been outlined in an associated lecture. The online discussion boards support the student to apply the information from lectures to practice and/or their other academic work.

Tutorials: Tutorials refer to one to one online meetings with your supervisor enabling you to look specifically at your academic progress and pastoral support.

All of the methods are used to deliver knowledge, to interpret and explain difficult concepts and to illustrate their use. In most sessions you will find that you need to consolidate your understanding of the content by undertaking extra reading. An important skill to develop is the ability to write a coherent set of notes covering the essential points of each session.

Electronic information sources will also be provided for you to access through the [Virtual Learning Environment](#) (VLE) which is a web-based portal for the teaching and exchange of academic materials for the programme. You will need your University username and password to access the VLE.

Teaching timetable

Your timetable is available via the [Student Home Page](#). You will need your University username and password to log on.

On this page, you are able to view your timetable and, should you wish to do so, link this up with your Google Calendar, smartphone or tablet. Please note that it is your responsibility to configure your smartphone or tablet correctly and that you must have regular internet access.

It is important that you check your personal timetable using a personal computer on a regular basis.

For any queries about your timetable you should contact the [Central University IT service](#) in the first instance.

4.2 Attendance and Participation

All students must use the VLE regularly and as an approximate guide we would suggest logging on to read the discussion and to check other forums and blogs etc 3-5 days per week. As a participatory approach to learning, all students must post at least once per week in the weekly online discussions or group work. The optimal approach for you and your group is for students to contribute regularly using brief/concise postings (150-200 words). We do not want to use mini-essays or long statements as contributions. They are designed to be 'discussions' and therefore need to be interactive and collaborative and demonstrate the value of listening.

Assessments are compulsory. You must complete all assessments by the published assessment date unless there are exceptional reasons why you cannot. Please see the University policy on [Exceptional Circumstances](#) where the details on acceptable reasons for deferring an assessment are made clear.

Absence

If you must be absent, you must consult your Supervisor who can permit an absence of no more than three days.

An absence of over three days, but no longer than four weeks, can be approved by the Chair of the Postgraduate Teaching Committee. Any longer absence during a term which will be counted towards completion of your degree programme requires the approval of University Special Cases Committee. For further information on taking a Leave of Absence, see the information on taking a leave of absence in Change your Plan (Section 3.12) in the Your Programme Section of the Handbook.

If you stop attending scheduled teaching sessions without saying you are withdrawing and do not respond to our efforts to make contact with you within a specified timescale, the Board of Studies will assume that you have withdrawn from your studies. This is known as '[assumed withdrawal](#)'.

If you are having problems with completing your studies, please see the Exceptional Circumstances (Section 6.13) in the Assessment, Progression and Award Section of the Handbook.

Special leave, compassionate leave and carer's leave

If you need special, compassionate or carer's leave, you should request approval for absence from your personal supervisor. If you require additional or more protracted leave for the circumstances, you should contact your programme leader.

Illness and assessment

If your illness interferes with your studies, please see Exceptional Circumstances (Section 6.13) in the Assessment, Progression and Award Section of the Handbook.

4.3 Academic Integrity – Compulsory Exercise

[Academic integrity](#) represents a set of values and behaviours by which members of the academic community abide. To be a trusted member of this academic community you must understand and demonstrate academic integrity in your studies and the work you produce. Such values include honesty, trust, fairness, respect and responsibility.

You are required to successfully complete the University Online Academic Integrity Tutorial (i.e. receive 100% on the three tests included in the tutorial). The tutorial must be completed by the deadline indicated on your assessment schedule.

You will be unable to progress to the dissertation stage and/or award of your programme without having successfully completed the Tutorial.

The module can be found on the VLE. This module will take you through key principles around referencing, and how to avoid plagiarism and collusion.

If you do not uphold the values and conventions of academic integrity, you may be subject to the University's academic misconduct procedures.

Referencing

References are the sources of information that you have referred to in your academic work that are useful and beneficial to presenting your argument. Whilst the marker is interested in your opinion academic writing requires that you provide some evidence for the points you make. Referencing is the way in which you acknowledge the source of that evidence.

The [Harvard referencing style](#) is used by this Department.

Please note that incorrect or non-existent referencing can constitute misconduct.

4.4 Academic Misconduct

Academic misconduct means breaking the rules of academic integrity and this is why we regard any form of academic misconduct as a very serious offence.

The University provides guidance on the correct acknowledgement of sources on the [Academic Integrity webpages](#). This includes referencing from the internet.

A list of what the University considers as academic misconduct, and the policy covering misconduct, is included in the University [Guide to Assessment, Standards, Marking and Feedback](#) (Section 25)

Students facing academic misconduct issues can contact the [GSA Advice Service](#) or [YUSU Advice & Support Centre](#) for help.

Turnitin

[Turnitin](#) is a text-matching software designed to help students integrate material into assignments correctly. All students can access and use Turnitin themselves if they have completed the required Turnitin training workshop.

You can complete the online Turnitin tutorial on the VLE to learn what the system is and how you can use it. You can find information on how to access the Turnitin tutorials via the [Academic Integrity website](#).

The Department of Health Sciences submit all summatively assessed work through Turnitin. It is utilised as a tool alongside academic judgement to identify instances of plagiarism, poor academic referencing and other poor academic practices.

4.5 Breach of Confidentiality

Sometimes assignments that you write will require you to draw on the experiences you have gained within work settings. In drawing on these experiences, however, all professionals and students of nursing, midwifery, health and social care have a duty to maintain confidentiality. It is important that details are not disclosed that could lead to the identification of particular individuals, families/significant others or places as this would constitute a [breach of confidentiality](#).

4.6 Work-related References, Academic Transcripts and Confirmation of Study

You must only request references from your personal supervisor. You should not ask other Departmental staff to provide references for you.

For proof of award only, an official academic transcript and/or confirmation of study is required from the University.

Academic transcripts

An academic transcript is a full record of your academic study at the University of York and includes marks from all years of study. Full information about applying and paying for additional copies can be found on the [Request a Document website](#).

Section 5 Study Skills and Support

The module leader co-ordinates module-specific learning activities and provides academic supervision regarding the module specific content. They are responsible (with members of the module team) for marking module assessments. In addition, the module leader will be responsible for providing support for the assessment. This might be delegated to a member of the module team.

See also Feedback on Assessment (Section 6.6) in the Assessment, Progression and Award Section of the Handbook.

Acceptable Support

The University defines academic support which is acceptable as:

The identification and correction of errors related to:

- Word usage (excluding specific terminology)
- Spelling, punctuation, capitalisation, italics, abbreviations, headings, quotations, metrification, numbering, citations, referencing, tables, illustrations, footnotes and appendices

The identification (but not correction) of issues related to:

- Grammar and syntax
- Clarity of expression
- Voice and tone
- Issues with logical sequencing and linkage between sentences and paragraphs
- Ambiguity
- Repetition

For summative work, undertaking the following tasks for a student is **inappropriate**:

- Adding or re-writing any of the student's sentences or sections of work
- Rearranging passages of text, sequences of code or sections of other material for the student
- Reformatting the material for the student
- Contributing additional material to the original
- Checking calculations or formulae
- Rewriting formulae, equations, or computer code
- Re-labelling figures or diagrams

Further information can be found in the [Guide to Assessment, Standards, Marking & Feedback](#).

5.1 Managing your Workload Through Independent Study

Teaching at York is delivered by academic experts who will introduce you to academic subject areas, key concepts and outline your learning objectives. You are responsible for researching, studying, and managing your own learning.

You will need to plan your time carefully and be aware of timescales and deadlines for assessments, projects, and exams.

Your lecturers and your supervisors are there to assist and we have the support in place through the Student Skills Hub to help you gain any additional skills you might need with your maths, academic writing and referencing, IT

or languages. For further information, please see Study Skills (Section 5.6) in the Study Skills and Support Section of the Handbook.

Planning your independent study

Your own private thought and study time is where you can gain deeper insights into the subject you are studying. Most lecturers would agree that the main steps in learning occur during further reading and through private study.

Your responsibilities for learning go much further than the simple attendance requirements. In planning your work, you should bear in mind that each 10-credit module involves 100 hours of work, and each 20-credit module involves 200 hours of work, and so on. This is made up of contact time in lectures but also includes a large amount of private study.

We would recommend that your study plan includes a number of hours to be spent preparing tutorial work, going through lecture notes, reading a textbook or journal papers to enhance understanding, etc. It is important for such a weekly plan to be realistic, and that you do not leave all your work until the last minute. Remember that a 'normal working week' in theory is not restricted to the hours 09.00 till 17.00 on five days: you may need to commit some evenings and weekends to study.

Whatever you decide is best for you, try to adhere to your programme, both during term time and vacations. If you are struggling with your studies, you should discuss this with your personal supervisor.

Occasionally, it may be necessary for students to complete reassessments or deferred assessments during vacation periods. You should check the [Assessment Schedules](#) in advance so you are aware of when the scheduled reassessment dates are. You should take these dates into consideration when booking holidays to avoid clashing with reassessment dates. Holidays are not valid grounds for missing a reassessment.

For support with your studies visit the [Study Skills website](#).

5.2 Reading Lists

Reading lists and resources are provided in each module [VLE](#) site via the 'Reading Lists' button and are regularly updated by the module leader.

Your [online reading lists](#) are designed to help you get started with reading for your module. Your lecturer might have structured your lists by topic or by week to help you navigate them more easily, and you'll find that items are tagged as essential, recommended or background so that you know which to read first.

The online system provides information about where items are in the Library and it also tells you if books are out on loan. If we have electronic resources, they will link directly to the reading so it is really easy for you to access it.

5.3 Library

For general information, visit the [Library webpages](#).

For an introduction to using the University Library and its resources, visit the Library's [Information for new students website](#).

This includes information on using the library catalogue, your library account, online induction resources and opening hours.

For general help, contact the [Library Help Desk](#)

Your Academic Liaison Librarian is David Brown. David can help you to search effectively for resources, understand how to use and evaluate these and how to reference your work correctly. David can be contacted at lib-healthsci@york.ac.uk/+44 (0)1904 323846. Further details can be found in the [Health Sciences Subject Guide](#).

Digital literacy

Your Academic Liaison Librarian can help you search effectively for resources; understand how to use and evaluate these and how to reference your work correctly. Contact details of your academic liaison librarian are provided in the box above.

Further details can be found in the [Health Sciences Subject Guide](#). The Subject Guide contains links to useful resources, as well lots of online materials to develop your literature searching and study skills and a set of [literature searching FAQs](#).

Electronic resources

The University Library also provides access to a wide range of e-resources via its web pages. These resources include over 10,000 electronic journals. Access is also provided to bibliographic databases such as Medline, CINAHL Complete, The Cochrane Library, British Nursing Database, Embase, and PsycINFO which help you search the literature. You can access these e-resources both on and off-campus.

5.4 Online Resources – IT Services, VLE and Others

For information on the facilities and services IT Services provides, consult your University handbook or visit the [IT Services webpages](#).

VLE

The [VLE](#) enables you to access electronic learning materials such as lecture notes, presentations and reading lists (including links to e-journal articles and websites). The Department uses electronic submission through the VLE as standard for written assessments. Specific assessment submission guidance will be provided in Module Assessment Guidelines and on the Student Intranet which are both also accessible through the VLE

The [VLE](#) is available using your University of York username and password (via a PC with web access) from home, campus and your workplace in the UK or overseas.

e:Vision

The [e:Vision](#) web portal system provides you with electronic access to data held about you in the University's student record system, and also allows you to maintain your own address and contact details. If you change address or telephone number, you can use your e:Vision account to update your contact details on the University's records system. You have an obligation to ensure that your personal data is up to date and accurate and you should notify the appropriate person within the University where data held on the system is not correct.

Assessment and module results are released to you through your e:Vision account, and supervision records are also held here.

You will require your University username and password to access your records.

IT Facilities for students

The University Library & IT Help Desk is located within the JB Morrell Library, West Campus, and can be contacted via Tel: 01904 323838 or on [Twitter](#).

Software available to students	You can purchase software available to students via IT services. Microsoft Office 365 is also available to students.
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Working off campus	Students can access many services off campus including email and filestore.
Virus & malware protection	The University provides free anti-virus protection to all students.

5.5 Support Services

Most of our students have a happy and trouble free time whilst at York, but sometimes you might need some specific advice and guidance and our network of support services is on hand to help. Your College and Supervisor and our Department's Student and Academic Support Service team are at the heart of the support network here at York. They will help and advise you or call on other appropriate support services within the wider university (Student Hub, Student Financial Support Unit, Open Door Team, Disability Services, Careers Service, College Team, Students Union, Graduate Students' Association, and Chaplaincy).

For further information please visit the [student support webpages](#).

5.6 Study Skills

The [Study skills webpages](#) outline the helpful Centres and resources which are available to the whole university community. These resources will be at your disposal throughout your studies:

- The Academic Skills Community – for online resources, workshops and guides on a wide range of skills development
- The Writing Centre – for planning academic work and discussing academic writing
- The Maths Skills Centre – for discussing issues with mathematics, statistics and numeracy skills
- The Library – for addressing information skills and accessing research materials
- IT skills – for solving IT issues and developing more advanced IT capabilities
- Online Skills Guides
- Language skills – for further developing academic English language and engaging with other languages
- Transferable skills – for working in teams, presenting to audiences and other employability skills

5.7 Accessibility and Disability Support

The University [Disability Services](#) can provide support, advice and guidance for those with a diagnosed disability, Specific Learning Difficulty (SpLD) or long term physical or mental health condition that has an impact on your ability to study. All students with disabilities are encouraged to contact them to discuss meeting your individual needs. In order to provide you with support Disability Services will require you to provide evidence of your condition.

What evidence do I need?

If you need academic adjustments or extra support because of your disability or long term health condition, you will need to provide medical evidence. In most cases this is a letter from your doctor (General Practitioner), or other appropriate healthcare professional.

The medical evidence must include:

- details of the diagnosis and the way in which it is likely to have a profound effect on your ability to study at University
- confirmation that your condition has lasted, or is likely to last, twelve months or more
- information about any treatment you are receiving

If you have a diagnosis of a Specific Learning Difficulty, you will need to provide evidence of this (such as an Educational Psychologists report) before reasonable adjustments and individual arrangements for formal examinations can be arranged.

It is essential that you contact Disability Services as soon as possible to arrange for a Student Support Plan to put in place, as this enables reasonable academic adjustments to be organised. Please note that at least 6 weeks is required for adjustments to be put in place.

Support is flexible and based on needs. You will need to discuss your case with one of the Disability Advisers to determine reasonable adjustments for your course and explore what other support options may be available to you. Your Disability Advisor can also provide guidance about applying for [Disabled Students Allowance \(DSA\)](#), which are grants that can contribute towards some of the additional costs of studying at university with a disability, SpLD or long-term health condition.

Your Student Support Plan will be shared with your Personal Supervisor to enable them to offer support and opportunities to review whether your learning needs are being met and that you are accessing and receiving appropriate support to meet those learning needs.

Within the Department, there is also a Departmental Disability Lead whose role is to act as a point of contact for students and staff within the Department. The Departmental Disability Lead can be contacted by email on dohs-disability@york.ac.uk

5.8 Prizes

Every year the Department of Health Sciences awards prizes to outstanding students in recognition of excellence in both theory and practice. For full details of the prize criteria and nomination processes visit the Board of Studies [Prizes website](#).

Section 6 Assessment, Progression & Award

6.1 Guide to Assessment

The University's [Guide to Assessment Standards, Marking and Feedback](#) contains the University's formal procedures relating to the conduct of assessment. It provides clear and detailed information on each aspect of student assessment and is a useful resource if you want to know more about how your work is assessed.

6.2 Assessment Methods

You will encounter two types of assessment during your time at University: formative and summative.

Formative assessment has a developmental purpose and is designed to help you learn more effectively by giving you feedback on your performance and on how it can be improved and/or maintained. You will not receive a mark/grade and it does not contribute to your final degree mark

Summative assessment takes into account the extent of your success in meeting the assessment criteria and how well you have fulfilled the learning outcomes of a particular module or programme. This type of assessment will contribute to your final degree mark and/or towards progression decisions.

Methods of assessment

The MSc International Humanitarian Affairs assesses students using **open assessments**. This is defined as an assessment other than a closed examination, e.g. the writing of an essay, report, dissertation etc.

6.3 Assessment Format and Submission of Work

Assessment deadlines

The submission dates for all assessments are published on the [Assessment Schedules](#) which are available on the student intranet.

Assessment formatting

Refer to the [formatting guidance](#) on the student intranet for information on how to format a written assessment.

How to submit

Summative work is usually submitted electronically via the VLE. This is a simple process of uploading your assignment and full details of [how to submit](#) are on the student intranet.

Please note that assignment submissions must not exceed 30MB of data. Your upload will not be successful if the maximum file size is exceeded.

Some larger audio/video submissions may be submitted via the University [Deposit Service](#). Where this is the case, it will be communicated in the assessment guidelines and submission instructions on the module VLE site.

The deadline for submission/completion is usually 12.00midnight on the published date. Any exceptions to this are published on the [Assessment Schedules](#). This deadline is strictly enforced and submission after this point will incur a late penalty in line with University policy.

You are reminded to keep back-up copies of all work as the Student Assessment Office is unable to provide copies of your work post-submission should you lose access to your assessments e.g. through computer failure or theft.

Use of your exam candidate number

You are allocated a random exam candidate number when you enrol with the University. The number is shown next to the word 'Exam' on the back of your University card. You can also access your exam candidate number through your e:Vision student record.

You should use your exam candidate number instead of your name on all summative assessments that are marked anonymously. Your exam candidate number is used for both exams and other forms of assessment.

However, there are a small number of occasions when it is appropriate to use your name to identify your assessment rather than your exam candidate number e.g. video recordings or commentaries on presentations/interviews etc. You will be advised if this applies to your assessment. The 'Assessment Guideline' for the module will also state when it is necessary to use your name rather than your exam candidate number. Assume that unless you are notified to the contrary that you should always identify your assessment or examination script with your exam candidate number and not your name.

It is **your responsibility** to correctly submit your assessment scripts anonymously using your exam candidate number. If you fail to identify your assessment correctly you will jeopardise your anonymity during the marking process and throughout your programme of study.

On **no occasion** should you include your exam candidate number on your **formative assessments**. Only add your exam candidate number as a header on the document prior to submitting the final script for assessment.

Please note that if you have previously studied with the University your examination candidate number may have changed since you last studied. It is very important that you use your current examination candidate number when submitting your assessments.

Exam candidate numbers are not given out over the phone or by email. You are advised not to divulge your examination number to anyone else.

There is a significant difference between your University '**student number**' (nine digit number) and your University '**exam candidate number**' (seven digit number preceded with a Y). Your 'student number' can identify you as this is available to all staff; however your 'exam candidate number' is confidential and is only available to staff in the Student Assessment Office.

6.4 Penalties

Knowing how to manage your time, write succinctly and provide a complete and comprehensive piece of work to a strict deadline are skills you will develop at University.

In the interests of equity, fairness, and transparency we have strict rules around deadlines and the quality or quantity of work submitted and have clear penalties for any student where these rules are not followed.

All work submitted late, without an approved claim of Exceptional Circumstances affecting Assessment, will have marks deducted for each day (or part of each day) that the work is late, up to a total of five days, including weekends and bank holidays, e.g. if work is awarded a mark of 70 out of 100, and the work is up to one day late, the final mark is 60.

After five days, the work is marked at zero. Note, however, that the penalty cannot result in a mark less than zero.

Submitted	Penalty
Up to one hour late	5% deducted from mark
1 day	10% deducted from mark
2 days	20% deducted from mark
3 days	30% deducted from mark
4 days	40% deducted from mark
5 days	Work marked at zero

The penalty for submitting late for a module marked on a pass/fail basis is a fail.

Failure to submit

If you fail to submit an assessment by the deadline after five days or fail to attend an examination, with no approved claim of Exceptional Circumstances affecting Assessment, a mark of zero will be awarded. You may be given the opportunity for reassessment. However, if the examination or assessment missed is already a re-sit or reassessment to redeem an initial failure, no further reassessment opportunities will be available without proof of exceptional circumstances.

For further information, please see Resits, Repeats and Readmission (Section 6.11) in the Assessment, Progression and Award Section of the Handbook.

If you are struggling to meet deadlines, submit a piece of work or will miss an exam due to personal circumstances you will need to inform the University as soon as possible and apply for Exceptional Circumstances.

For further information, please see Exceptional Circumstances (Section 6.13) in the Assessment, Progression and Award Section of the Handbook.

What should I do if there has been an unforeseen event on the day of submission?

In the event of an emergency arising when an assignment is due for submission (e.g. humanitarian emergency), students should contact the Department's Student Assessment Office by email: dohs-assessments@york.ac.uk

You can apply through the [Exceptional Circumstances Policy](#) for the late penalty to be waived but you would need to provide supporting evidence for this to be considered.

Assessment word limits

Word limits are prescribed for each specific assessment and are published on the module's Assignment Guideline.

Assignments will be marked up to the word limit (plus 10%) and marking will cease once the word limit is exceeded.

Everything in the main body of the text (i.e. Introduction, Method, Results, Discussion and Conclusion) apart from appropriate tables and figures is included in the word limit.

Everything before the main body of the text (i.e. Abstract, Acknowledgements, and Contents etc.) and after the main text (i.e. References, Appendices etc.) is not included in the word limit.

6.5 External Examiners

External Examiners comment and give advice to the Department on programme content, balance and structure. External Examiners provide specific and general advice to the Departmental Board of Studies via Board of Examiners meetings and their External Examiner Annual Report. The Department provides a [list of current External Examiners](#) for information.

It is inappropriate to make direct contact with external examiners. If you have any issues or concerns, you can register these through appeal or complaint.

For further information, please see Making an Appeal (Section 6.14) in the Assessment, Progression and Award Section of the Handbook and Making a Complaint (Section 3.11) in the Your Programme Section of the Handbook.

There are ways of engaging with the process through which the University considers and responds to External Examiners. Your Course Rep will have the opportunity to attend the relevant Programme Committee where feedback from External Examiners will be shared and discussed.

6.6 Feedback on Assessment

'Feedback' at a University level can be understood as any part of the learning process which is designed to guide your progress through your degree programme by providing commentary on your work to date. We aim to help you reflect on your own learning and help you feel clearer about your progress through clarifying what is expected of you in both formative and summative assessments.

A comprehensive guide to feedback and to forms of feedback is available in the [Guide to Assessment, Standards, Marking and Feedback](#).

The Departmental Statement of Feedback

The purpose of providing feedback to you on your progress in relation to formative and summative assessments is to facilitate improvement through reflection and promote learning. Feedback can also be a means of helping you to understand why you have been awarded a particular grade, especially in relation to summative assessment.

Feedback could be the provision of either constructive comments or a model solution. Feedback, where possible and appropriate, should link explicitly with the Assessment Guideline and the Marking Criteria.

Feedback should demonstrate the following characteristics:

- be clear and unambiguous.
- strike a balance between being constructive, encouraging and motivating, and providing explicit comment on where there are failings and how improvements can be made.
- be specific and focussed to the content and context in which it is given.
- be actionable – feedback that you can act upon.
- be tailored to the needs of the individual student.
- reflect/support the mark/grade awarded.

Formative assessments

Each module you undertake on the programme has a formative assessment and a summative assessment. Formative assessments have a developmental purpose designed to help you learn more effectively by providing feedback on your performance and how it can be improved and/or maintained. Summative assessments are designed to evaluate the extent of your learning at the end of a module against the module learning outcomes.

You will receive feedback on your formative assessments which can support you in preparing for the summative assessment.

Feedback on draft dissertations

Your supervisor will respond to specific questions on your draft dissertation, for example referencing, structure, construction of argument etc. When requesting feedback, you should be specific about which aspects of your draft work you would like feedback on, for example level of critical analysis or appropriate use of source material.

Usually no work will be seen in the seven working days prior to the submission date. Work will not be seen unless you have previously negotiated this with your supervisor.

Examples of how to, and how not to, pose questions on your draft work are provided below:

Question posed		Guidance
✗	<i>Am I on the right track?</i>	This question is not specific enough. A simple yes or no will not give you the feedback you require to strengthen your academic work.
✓	<i>Please can you comment on the construction of my argument?</i> <i>Please could you give me feedback on my referencing style: is it accurate and consistent?</i>	These questions are specific and the feedback can be tailored to address your strengths and limitations.
✗	<i>Will this pass?</i>	Your supervisor cannot respond to this question as your supervisor is there to provide formative feedback and guidance on draft work. When reviewing a draft assignment your supervisor is not marking the assignment and as such cannot offer an indication of final mark.
✗	<i>Can you proofread this?</i> <i>Please can you check the spelling and grammar?</i> <i>Can you edit this?</i> <i>I'm over the word limit what can I take out?</i>	It is not the responsibility of your supervisor to proofread and edit your assignments. Your supervisor is there to offer general feedback about your academic writing style. It would be acceptable to phrase a question along the lines of....
✓	<i>Please can you review this particular paragraph and provide feedback regarding my academic writing style: is it appropriate?</i> <i>I've tried to write this direct quote in my own words, have I accurately represented the author's point?</i> <i>Have I developed a reasoned logical argument?</i> <i>You keep telling me my writing is descriptive but I don't know how to change it. I've provided a section of my assignment can you give me specific feedback on this issue?</i>	These questions are deemed to be appropriate questions to accompany a draft assignment when seeking feedback from your supervisor, as these are specific and relate to the relevant marking criteria.

Communication of marks and feedback

Marks and written feedback will be released to you within twenty working days of the date of submission or examination. Full details of dates are found on your programme [Assessment Schedule](#).

Assessment marks are released to you through your e:Vision account. In addition to the marks, individual written feedback will be provided to you for every piece of summatively assessed work, with the exception of examinations. Written feedback sheets will normally be uploaded to your e:Vision account. To provide a consistent approach, the Department has a standard feedback form.

For examinations you will be provided with general cohort feedback, giving details of how the cohort performed as a whole in the exam.

If there was an unavoidable delay in releasing your marks by the date indicated on the Assessment Schedule you will be notified, by email to your University email account, regarding the delay and when the marks will be available.

All marks are provisional until after ratification by the Board of Examiners. This may either be at a meeting or they may be approved on Chair's Action.

In addition, your feedback may be provided verbally. Verbal feedback can be on a one-to-one basis with an academic member of staff or delivered to you on a group basis.

The Department does not consider requests from individual students or groups of students for the early marking and/or early release of marks.

Results for modules with multiple assessments

For modules with more than one assessed component you need to check your mark for **each part of the assessment** via your e:Vision account. You may have failed one component, but the overall mark may still show as a pass mark. It is therefore vital that you check you have passed **each part** of the assessment, where this is a requirement.

6.7 How is My Work Marked?

Anonymous marking

Anonymous marking is the practice of marking a piece of work without knowledge of the identity of the student concerned.

You are provided with a confidential exam candidate number on the back of your University card. This number is used to identify you for all anonymously marked summative assessment of theoretical work that contributes to final award. Only the staff in the Student Assessment Office can identify you from your exam candidate number.

Confidentiality is maintained throughout the assessment process, including external moderation. Candidate number and student name never appear together on student work or in any documentation such as results lists or minutes of Board of Examiners meetings.

Some types of summative assessments cannot be conducted anonymously. Therefore, all related documentation contains your name rather than your exam candidate number.

Marking criteria

All work is marked against published criteria and a whole integer percentage mark awarded, except where a module or assessment has approval to be marked on a pass/fail basis (i.e. no academic mark given).

General [Marking Criteria](#) relating to each mark banding are published on the Student Intranet and are provided to markers to inform the marking process.

Detailed [Assessment Guidelines](#) are also produced for students and markers for each module's assessment.

6.8 How Can I Tell if I am Making Progress?

The [Student Guide to Rules for Progression and Award in Postgraduate Programmes](#) clarifies what we mean by 'academic progress'. They explain what you need to do to progress through your degree programme and how you can calculate your current classification marks along the way.

6.9 What Happens if I Fail a Module?

If you fail a module, don't panic! In many cases there will still be an opportunity to achieve the credit required for award either through compensation or reassessment (see below).

Please note that different rules apply to reassessment for your **dissertation**. If you fail your dissertation you may only be reassessed if you are awarded a 'marginal fail' mark of between 40-49%. If you are awarded a mark of 39% or lower you are not eligible for reassessment. Refer to section 6.10 below for more details.

Compensation

For Level 7 modules the pass mark for module assessments is 50%. However, if your mark for a module is in the 40–49% range, you may still be able to get the credits for the module if your performance in other modules is good enough to compensate. In other words, a ‘marginal’ failure in one module may be compensated by achievement in others.

There is, however, a limit to the amount of credit for which you can be compensated. To be eligible for compensation, you must meet the University’s compensation criteria for your award, which are based on the module marks achieved and your credit-weighted mean for the programme.

This means that a decision about whether a failed module can be compensated can only be reached when marks for all of the modules in your programme are available. For full details, please see the [Student Guide to Rules for Progression and Award in Postgraduate Programmes](#).

If you fail one or more modules (ie achieve a module mark of below 50%) you may still receive the credit for the failed module and progress into the next stage or award provided that:

Masters and PGDip compensation criteria

- You have no more than 40 credits worth of marks between 40-49%
- You have no module marks lower than 40%
- Your rounded credit-weighted mean over all non-dissertation modules taken in the stage (including any failed modules) is at least 50%

PGCert compensation criteria

- You have no more than 20 credits worth of marks between 40-49%
- You have no module marks lower than 40%
- Your rounded credit-weighted mean over all non-dissertation modules taken in the stage (including any failed modules) is at least 50%

Reassessment

If you get a module mark below 40%, this cannot be compensated and you will have to be reassessed in that module. If you get a mark between 40% and 49% and you are not eligible for compensation (either because you have failed too many modules, or because there is another module mark below the threshold for compensation, or because your credit-weighted mean is not high enough), you may also need to be reassessed in that module.

However, there is a limit to the number of credits in which you can be reassessed. You will be entitled to reassessment in a maximum of 40 credits worth of failed modules, provided you have failed no more than 60 credits across the whole programme and have no more than 40 credits worth of outright fail (i.e. module marks lower than 40%).

Most but not all modules can be reassessed. If you fail a module that has been defined to be non-reassessable and the failure cannot be compensated, you will not be able to progress and will fail the programme.

The mark obtained for the reassessment will appear on your transcript; however, the mark will only be used in progression/award calculations if your credit-weighted stage mark is below 50%. Under these circumstances your credit-weighted stage average would be recalculated using your reassessment marks. If this new calculation is above 50%, you will pass the stage but the stage mark will be capped at 50%.

You can only be reassessed in a module once, without valid exceptional circumstances being upheld. If you also fail the reassessment and the failure cannot be compensated, you will not be able to progress and will fail the programme.

There is also a limit on the number of credits you can fail at first attempt.

Masters/PGDip: You are not eligible for any reassessment attempts if you fail more than **60 credits** at first attempt (without valid exceptional circumstances) and/or have more than **40 credits of outright fail** marks.

PGCert: You are not eligible for any reassessment attempts if you fail more than **30 credits** at first attempt (without valid exceptional circumstances) and/or have more than **20 credits of outright fail** marks.

If you are required to retake a credit-bearing non-compensatable pass/fail assessment component this will count towards the number of credits you have been reassessed in, even if you pass an accompanying academic assessment at first attempt.

For further information on reassessment, see the [Student Guide to Rules for Progression and Award in Postgraduate Programmes](#).

What is the relationship between compensation and reassessment?

If application of the compensation rules is not enough to give you the necessary credits, then you are allowed to be reassessed (within limits for each programme). The compensation rules may then be applied a second time, if needed, for you to achieve the credits. This means that some first attempt marks could be **potentially compensatable**: this happens when the compensation criteria are not met on first attempt, but there are marks in the compensation range. Reassessment in other modules might allow the compensation criteria to be met (perhaps by raising the credit-weighted mean), and so the potentially non-compensatable marks can actually be compensated without any need for reassessment in those modules.

6.10 What Happens if I Fail my Dissertation?

The rules given above apply only to taught (non-dissertation) modules. Different rules about compensation and reassessment apply to the dissertation (or Independent Study Module) of a Masters programme.

Compensation is **not permitted** in dissertations. However, if you are given a 'marginal fail' mark of between 40-49%, then you will have the chance to make amendments which will enable a minimum threshold to be reached, with the mark after resubmission capped at 50%. Details of the sort of revisions that would be expected are given in the [Guide to Assessment, Standards Marking and Feedback](#).

When you resubmit, you will be required to include a cover sheet detailing the changes you have made. You will be given up to two months in which to resubmit, even though it is expected that no more than two weeks full time effort will be required. You will be informed of your resubmission date when you receive your feedback.

If you fail a Masters dissertation with a mark below 40%, then no reassessment is permitted.

6.11 Resits, Repeats and Readmission

If you make a successful claim that an assessment is affected by medical or compassionate circumstances, you may be permitted to sit the assessment again 'as if for the first time'. This means that the original attempt will not be considered for progression decisions or your degree classification. Please note that in order for an assessment attempt to be 'voided' via an exceptional circumstances claim for performance, you must submit something into the original marking process. An exceptional circumstances claim for performance cannot be upheld against non-submission, and the assessment will therefore be processed as a fail at first attempt. Should you be unable to submit by the agreed deadline you will need to apply for an extension through the [Exceptional Circumstances process](#).

Students are not normally allowed to repeat any part of the teaching on their programme. Repeat study will only be considered in cases where a student can show that they had truly exceptional circumstances which did not allow them to benefit from the teaching on their first attempt, and that there was good reason why the student could not have informed the University of the circumstances at the time.

If you have to leave your programme because you have failed, then you will not be permitted to restart the same programme at the start of the next academic year. You may be able to return later if the Department is willing to offer you a place and the University Special Cases Committee agrees. If you withdraw from your programme, then you do not have a right to return to it if you change your mind.

For further information, refer to the [Resits, Repeats and Readmission website](#).

You will need to submit evidence of exceptional circumstances to qualify for resits and repeats, for further information, please see Exceptional Circumstances (Section 6.13) in the Assessment, Progression and Award Section of the Handbook.

6.12 Programme Extensions and Termination

A programme extension can be recommended where a student cannot complete the programme within a normal timescale because of exceptional circumstances. If you find yourself in this situation, talk to your supervisor.

If you are academically unsatisfactory the Board of Studies can recommend that your programme is ended before its normal end date. This may be due to reasons such as poor attendance (without good reason) or through having failed so much of the programme that it is no longer possible to graduate.

The University website provides [further information on programme extensions and termination](#).

Also, see 'Exceptional Circumstances' (Section 6.14) in the Assessment, Progression and Award Section of the Handbook for any other circumstances which may affect you undertaking any assessments.

6.13 Exceptional Circumstances

If exceptional events in your life significantly impact on your ability to study and work towards the completion of assessments (including examinations) then you can submit a claim to the Department for exceptional circumstances to be taken into consideration.

Any claim should be made as near as possible to the time that the exceptional circumstances have occurred and should normally be supported by evidence supplied by an independent third-party professional. Claims will be considered on the basis of the evidence received.

While the Department appreciates that student life can often be challenging, successful claims will be in relation to evidence of **exceptional** events only.

Claims can be made for short extensions to the submission date of written assessments or for performance in written assessments and/or examinations. Please note that you cannot normally claim for both an extension and performance for the same assessment.

If your claim is successful and the Committee accepts that your assessment was significantly affected by your circumstances, you will normally be given a new submission deadline (for an extension request) or an opportunity to take the assessment again as a first/reassessment attempt with the original first/reassessment attempt being voided (for performance requests). This does not apply to practice placements. Grades will never be altered without a further attempt at the assessment.

If you wish to apply for an extension, you must do so by 4.30pm on the scheduled submission date for the assessment for which you are claiming. For claims for performance, your claim must be submitted within seven calendar days of the assessment submission date. Claims must be submitted by 4.30pm. Where possible, claims should be submitted electronically using the [online claim form](#).

It is essential that an **accurate** and **comprehensively completed** claim form is submitted as near to the time of the exceptional event as possible. Supporting **evidence** that demonstrates **how the exceptional circumstances have impacted on your ability to study** should be provided at the same time, or as soon as it is available.

For exceptional circumstances to be considered, the exceptional event will **normally** need to have occurred within the 6 week period prior to the submission date (for open assessments) or examination date. You are advised to consult the deadlines for exceptional circumstances displayed on the assessment schedule and read the policy.

For further information refer to the Departmental [Exceptional Circumstances website](#). The Exceptional Circumstances Policy can be found in the [Guide to Assessment, Standards, Marking and Feedback](#) (Section 23).

For extensions related to existing disability arrangements (Student Support Plans) please use the form found on the Department's [Disability website](#). These claims are considered by the Departmental Disability Lead and not by the Exceptional Circumstances Committee.

If you are experiencing difficulties you are encouraged to contact your personal supervisor or the Department's Student & Academic Support Service in the first instance.

Self-certification

If you encounter a short-term problem that will prevent you from submitting your assignment or from attending your assessment, you may be eligible to self-certify this anticipated delay or absence using the [self-certification process](#) to request an automatic 4 day extension or deferral to the next attempt as it falls in the academic calendar. Evidence is not required to self-certify, but you must complete the Self-certification task on your e:Vision record for each of the assessments affected. You are only permitted to self-certify for a maximum of 3 assessments per year.

6.14 Making an Appeal

You can appeal against a procedural error in arriving at an academic decision or on the basis of Exceptional Circumstances Affecting Assessment that, for good reason, you did not declare at the time of the assessment (see Section 6.13) or a procedural irregularity in the assessment. However, you cannot appeal against an academic judgement of your work (this is the marker's opinion under the Academic Appeals procedure).

For further details visit the [Appeals and Complaints website](#) or see Making a Complaint (Section 3.9) in the Your Programme Section of the Handbook.

Assistance with appeals and representation at hearings is also available through the Students' Union [Advice and Support Centre](#) or the Graduate Student's Association [Advice Service](#). All communication is confidential and free.

6.15 Award requirements: How many credits do I need for my award?

Each programme is made up of modules that you will take. Each of the modules you undertake will have a credit value (eg 10 credits, 20 credits etc) and a credit level (eg Level 7).

One credit involves a notional workload of 10 hours. So a 10 credit module involves a notional workload of 100 hours, a 20 credit module a total of 200 hours etc. By workload, we mean all work associated with the module taken, including teaching (ie lectures, seminars, tutorials, workshops etc), private study, work required during vacations, the preparation for assessment and assessment task(s). The module credit level indicates the module's relative intellectual demand, complexity and depth of learning and of learner autonomy.

You will achieve the credit for a module by passing the module assessments. Modules are assessed by a range of methods which will usually result in a numerical module mark out of 100. However, some modules which are marked on a Pass/Fail basis, in which case they do not contribute to the award mark, although you must pass them to get the credit.

An award is awarded on the basis of credit acquired during your programme of study. In some circumstances, you may be eligible for an early exit award if you do not achieve the full requirements for the award for which you enrolled. The type of award you receive will be dependent on the number of credits you have achieved and at what level.

Award	Number of credits required	Module requirements
MSc International Humanitarian Affairs	180	All modules plus dissertation
Postgraduate Diploma in International Humanitarian Affairs	120	All core modules as well as 40 credits of optional modules.
Postgraduate Certificate in International Humanitarian Affairs	60	Any combination of taught modules (optional or compulsory).

6.16 Credit-weighting

Credit-weighting means, in calculating your average stage mark, each module mark will be given more or less weighting according to the volume of credit (i.e. workload) that is associated with it.

For further information on credit-weighting, including how you can use it to calculate your marks, consult the [Student Guide to the University's Rules for Progression and Award in Postgraduate Programmes](#).

6.17 Your Final Degree Classification

Unlike undergraduate degrees, postgraduate awards are not classified ie you do not receive a 1st, 2:1, 2:2 or 3rd classification. Some postgraduate degrees may be awarded with Distinction, or with Merit. The exact criteria are given below. They involve the credit-weighted mean over all modules, the mark for a dissertation (for Masters programmes) and a requirement that all modules should be passed at the first attempt (see below for details of reassessment).

Masters award criteria

Distinction

To be recommended for a **Masters with distinction** you must achieve the following **at first attempt** (ie without compensation or reassessment):

- A rounded credit-weighted mean of at least 70% over all modules
- A rounded credit-weighted mean of at least 70% in your dissertation
- No failed modules

Merit

To be recommended for a **Masters with merit** you must achieve the following **at first attempt** (ie without compensation or reassessment):

- A rounded credit-weighted mean of at least 60% over all modules
- A rounded credit-weighted mean of at least 60% in your dissertation
- No more than 20 credits of failed modules, with no module marks below 40

Pass

To be recommended for a **Masters pass** you must achieve the following:

- No more than 40 credits-worth of reassessed modules (excluding the dissertation module)
- No marks lower than 40% after reassessment
- No more than 40 credits-worth of marks in the compensatable range (ie between 40-49%) after reassessment (excluding the dissertation module)
- A rounded-credit weighted mean over all non-dissertation modules after reassessment of at least 50%
- A mark of at least 50% in your dissertation; either at first attempt or following successfully redeeming a marginal fail (ie mark of 40-49%) for this module

Postgraduate Diploma award criteria

Distinction

To be recommended for a **PGDip with distinction** you must achieve the following **at first attempt** (ie without compensation or reassessment):

- A rounded credit-weighted mean of at least 70% over all modules
- No failed modules

Merit

To be recommended for a **PGDip with merit** you must achieve the following **at first attempt** (ie without compensation or reassessment):

- A rounded credit-weighted mean of at least 60% over all modules
- No more than 20 credits of failed modules, with no module marks below 40

Pass

To be recommended for a **PGDip pass** you must achieve the following:

- No more than 40 credits-worth of reassessed modules
- No marks lower than 40% after reassessment
- No more than 40 credits-worth of marks in the compensatable range (ie between 40-49%)
- A rounded-credit weighted mean over all modules after reassessment of at least 50%

Postgraduate Certificate award criteria

To be recommended for a PGCert pass you must achieve the following:

- No more than 20 credits-worth of reassessed modules
 - No marks lower than 40% after reassessment
 - No more than 20 credits-worth of marks in the compensatable range (ie between 40-49%)
- A rounded-credit weighted mean over all modules after reassessment of at least 50%

For information on calculating your award calculation, see the [Student Guide to the University's Rules for Progression and Award in Postgraduate Programmes](#).

Graduation ceremony

If you are eligible to graduate you will receive an online invitation to graduate from the University Graduation Office. It is important that you ensure that you have recorded a current non-university email address on your e:Vision account, prior to completing the programme, for this purpose.

Detailed information about the full graduation process, including how to register for graduation or how to graduate in absentia is available on the [Graduation webpages](#).

You should respond to the graduation invitation even if you do not wish to attend to ensure that the Graduation Office sends your certificate and academic transcript to the correct address.

Section 7 Personal Development and Employability

Careers and Placements at the University of York offers information and advice to support postgraduate taught students with skills development and career planning. You can expect:

- individual and department-based support for your career planning from professionally qualified, experienced careers and information practitioners
- events to help you explore a range of career options, and connect with employers and alumni working in areas of interest
- access to a range of work-related opportunities from our volunteering, enterprise and placement teams
- Your Career Journey for taught postgraduates
- a comprehensive website where you can access information and career planning tools and resources

For more information, visit the [Careers webpages](#).

APPENDIX: LIST OF ACRONYMS AND ABBREVIATIONS

BoS	Board of Studies
CSU	Clinical Simulation Unit
DH	Department of Health
DoHS	Department of Health Sciences
ECSG	Epidemiology and Cancer Statistics Group
E-OAR	Electronic Ongoing Achievement Record
FTP	Fitness to Practise
GPhC	General Pharmaceutical Council
GSA	Graduate Students' Association
HCPC	Health & Care Professions Council
LFA	Languages for All
LOA	Leave of absence
MHARG	Mental Health and Addiction Research Group
MPH	Master of Public Health
NMC	Nursing and Midwifery Council
OSCE	Objective Structured Clinical Examination
PG Cert	Postgraduate Certificate
PG Dip	Postgraduate Diploma
PGTC	Postgraduate Teaching Committee
PSRB	Professional Statutory Regulatory Body
RCM	Royal College of Midwives
RCN	Royal College of Nursing
RPL	Recognition of Prior Learning
SAO	Student Assessment Office
SCC	Special Cases Committee
SASS	Student and Academic Support Service
SRB	Seebohm Rowntree Building
SSPRD	Specialist Skills and Post Registration Development
UGTC	Undergraduate Teaching Committee
UoY	University of York
VLE	Virtual Learning Environment
YTU	York Trials Unit and Statistics
YUSU	York University Students Union

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