

of York

STUDENT HANDBOOK

MSc in International Humanitarian Affairs (MIHA)

2016 / 17 entry

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Section 1 Introduction

1.1 Departmental Welcome

Welcome to all of you. We are delighted you have chosen to study the MSc in International Humanitarian Affairs (MIHA). Our aim is to provide a supportive learning environment to enable each of you to fulfil your potential. We have a dedicated group of staff, with years of experience between them, who are here to guide and support you through your studies. I truly believe we offer one of the best UK educational programmes in humanitarian affairs so good luck, work hard and I hope you thoroughly 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 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 Services team](#), stands ready to help.

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



Karl Atkin
Head of Department

1.2 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.

Janaka and Jo

Dr Janaka Jayawickrama	Programme Leader	janaka.jayawickrama@york.ac.uk
Dr Jo Rose	Deputy Programme Leader	Jo.rose@york.ac.uk

1.3 The Purpose of this Handbook

This handbook is a reference guide to help you and should be kept for reference alongside the University Handbook.

It provides a comprehensive introduction to the **Department of Health Sciences and information on all aspects of MIHA.**

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

1.4 Where Else Can I Find Information?

This Departmental handbook should be kept for reference alongside the University Handbook. The University Handbook provides information on central services and support for students.

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.

We have developed 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, guidelines on referencing, together with links to relevant pages on the main University website. You can access the Student Intranet by visiting www.york.ac.uk/healthsciences/student-intranet/



1.5 If Things Go Wrong

We hope that you will count your programme of study at University amongst the best learning experiences of your life. However, it is important that you know where to go to and who to turn to, should you experience any difficulties.

Your first point of call within the Department is Student Services, which is based in the Seebohm Rowntree Building. A full range of services and information is available to all students, particularly those with specific professional related queries. Visit: <https://www.york.ac.uk/healthsciences/student-intranet/student-support/>

There are lots of different services to support you at York. The University's student webpages <https://www.york.ac.uk/students/support/> include emergency contacts. They also detail support and services provided by Student Support Services, such as emotional and psychological support, healthcare and support for disabled and international students. Faith contacts are found here too. Advice on welfare issues is also available and covers accommodation, student finance, and childcare.

In addition, the University has a set of web pages dedicated to providing general support for you if things go wrong. For further information, visit: www.york.ac.uk/students/help/

The Students' Union Advice and Support Centre is the Union's main portal for providing information and help to students who have to overcome problems at University. All communication is confidential and free. For further information:

YUSU Academic and Welfare Team

Email: asc@yusu.org

Telephone: [01904-323720](tel:01904-323720) or 324207

Location: Academic & Support Centre (based in Student Centre) James College.

www.yusu.org/advice-and-support

Graduate Students Association - <http://www.yorkgsa.org/site>

Email: info@yorkgsa.org

Telephone: +44(0) 1904 322718

1.6 Disclaimer

Whilst the University tries to ensure that information contained in this document is accurate when published, the University does not accept liability for any inaccuracies contained within it. Where circumstances occur or change outside the reasonable control of the University, the University reserves the right to change or cancel parts of, or entire, programmes of study or services at any time without liability, before or after students have registered at the University. Circumstances outside the University's reasonable control include: industrial action, over or under-demand from students, staff illness, lack of funding, severe weather, fire, civil disorder, political unrest, government restrictions and concern regarding risk of transmission of serious illness. The University's contract with its students does not confer third party benefits under the Contract (Rights of Third Parties) Act 1999.

Section 2

Section 3 Department of Health Sciences

3.1 Overview of the Department

The Department of Health Sciences is large and multidisciplinary, offering a broad range of taught and research programmes in the health and social care field. 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.

3.2 Departmental Student Information Services

The Departmental Student Services function supports all Health Sciences students and acts as a first point of contact if students need information or assistance. The Student Services 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 Services team is to work towards making the student experience as fulfilling and enjoyable as possible. For more information visit:

www.york.ac.uk/healthsciences/student-intranet/student-support/student-services/

You can contact Student Services between Monday-Friday from 8.00am to 4.30pm

All enquiries not specifically listed below:	Student Information Service	+44(0)1904 321321 dohs-student-services-group@york.ac.uk
All enquiries relating to assessments:	Student Assessment Office	+44(0) 1904 321309 or 321721 dohs-assessments@york.ac.uk
All enquiries relating to exceptional circumstances claims:		dohs-mitigation@york.ac.uk
All enquiries relating to studying with a disability:		+44(0) 1904 321380 dohs-disability@york.ac.uk

3.3 Staff Contacts

As a student of MIHA, your first academic points of contact are Dr Janaka Jayawickrama and Dr Jo Rose, the dedicated teaching team. Their e-mail contacts are given in Section 1.2. Staff contact information can be found on our Student Intranet and on each VLE module site, including information of staff in key Departmental roles. For further information, visit: <https://www.york.ac.uk/healthsciences/our-staff/>

3.4 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 **vital information** such as:

- any revisions to your teaching activities or assessment dates
- information regarding reassessment arrangements
- mitigation 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 \(Section 7.12\) 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. Their contact details can be found at: <http://www.york.ac.uk/it-services/>

Email etiquette

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

- use a concise and specific email subject line
- 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.

3.5 Health, Safety and Security

For information about the University's Health, Safety and Security policy, visit: www.york.ac.uk/admin/hsas/

3.6 Your Supervisor

The Department allocates every student a personal supervisor at the start of their programme and they are usually the first person that you will approach with a problem.

Your personal supervisor is there to provide confidential advice and guidance on academic issues, offer pastoral support on personal issues, discuss academic progress and performance, and assist with career and personal development plans. In summary s/he is there to guide you through your programme, and it is therefore important that you maintain contact with your supervisor, and keep him/her informed of any circumstances which may impact on your academic performance.

Contacting your supervisor

It is primarily your responsibility to book appointments with your personal supervisor for telephone / Skype meetings, and it is better to arrange these in advance either by email. Please do not automatically expect your personal supervisor to be available to talk to you if you just call or Skype unannounced. If you fail to establish supervisory telephone / Skype meetings with your personal supervisor, s/he will make reasonable attempts to contact you 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 telephone / Skype meetings then this will be reported to the Chair of the Graduate School Board.

Records of your meeting (<https://www.york.ac.uk/healthsciences/student-intranet/teaching/supervision/#tab-2>) will be kept by your supervisor – these may be accessed by other staff if necessary, which may be for continuity purposes if, for example, you change supervisor.

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 recommended that you keep regular contact with your dissertation supervisor. It is your responsibility to ensure that records of your meeting (<https://www.york.ac.uk/healthsciences/student-intranet/teaching/supervision/#tab-2>) are promptly completed and signed by all parties before they are uploaded onto your e:Vision record.

When you wish to request that your supervisor provides feedback on your dissertation please ensure you give him/her adequate notice to do so. Generally your supervisor will acknowledge receipt of draft work by email, indicating when s/he will be able to provide comments; normally feedback will be given on part(s) of a draft assignment within five working days.

Procedure for changing your supervisor

If the relationship between you and your supervisor breaks down, you are first of all encouraged to raise this with your existing supervisor. However if you feel that this is not possible, then you should ideally discuss this with your programme leader, or another member of Departmental staff. The request to change supervisor will be considered and we will do our best to arrange matters to everyone's satisfaction. You will be informed in writing of the member of staff who will take over responsibility for acting as supervisor. Please note that you cannot request a change to a specific new supervisor.

3.7 Module leader

The module leader co-ordinates module-specific learning activities and provides academic supervision regarding the module specific content. S/he is 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 e-mail.

Acceptable support

The amount of support that is required or appropriate from supervisors may vary in relation to the student's level of expertise and familiarity with academic conventions. However, regardless of level or familiarity, in the above situations the University defines academic support which is acceptable as:

The identification and correction of errors related to:

- Word usage (excluding specific terminology)

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

3.8 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 at: <https://www.york.ac.uk/healthsciences/our-staff/key-dept-roles/>. 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. The Board of Studies has devolved responsibility for particular functions and programmes to relevant sub-committees.

Programme Boards

The Graduate School Board has devolved responsibility for the quality of teaching and delivery of particular postgraduate 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; 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 7.12) in the Assessment, Progression and Award Section of the Handbook.

Dissertation Development Committee

This departmental committee is responsible for allocating dissertation supervisors and markers to students enrolled on taught postgraduate programmes. In addition, it reviews guidelines for dissertation supervision and marking, as well as the processes involved for students choosing a dissertation topic.

Library Committee

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

Student Disability Committee

The Department's Student Disability Committee seeks to ensure that students with disabilities have access as far as reasonably possible to the full range of academic and practice support (where applicable) which the Department and service providers can offer. This commitment means that the Department of Health Sciences

Student Disability Committee aims to strengthen and promote best practice in relation to disability issues within the Department.

Handbook Committee

The Handbook Committee is responsible for ensuring each programme has a student handbook. The committee produces the handbook for each new intake and is responsible for the ongoing update of current handbooks to ensure all changes in policy or process are included.

3.9 Course Representatives

Course Representatives (Course Reps) are elected by their peers to represent the views and interests of students on Departmental committees and within the York University Students Union (YUSU) and Graduate Students' Association (GSA). There should be at least one Course Rep for your programme that you can go to with any concerns or suggestions about how the Department, or aspects of your programme, are run. As a Course Rep he/she is also a member 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: <https://www.york.ac.uk/healthsciences/student-intranet/bos/student-rep/#tab-4>.

Student-Staff Forums are informal 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 in a more appropriate way. 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 now 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. For information regarding the Student-Staff Forum visit: <https://www.york.ac.uk/healthsciences/student-intranet/bos/stu-staff-forum/#tab-2>.

If you attend Departmental meetings as the Course Rep you will be entitled to claim for your travel expenses. If 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.

At the end of each year, GSA elected course representatives co-ordinate a structured feedback session where you can express your views and suggestions on all aspects of your course. Your representatives then discuss these views with the Chair of Graduate School Board and Chair of the Research Programmes Committee, and key issues are then fed back to programme teams. External Examiners, who monitor assessment and examination procedures, also ask for student views on the course, and discuss these in their annual reports. And, of course, we do not just receive your feedback; we aim to continuously develop our approaches to teaching and learning by acting on it.

A Course Rep noticeboard is also located in the Student Services resource area.

For further information refer to: <http://www.yusu.org/campaigns-and-representation/course-reps/faqs>

If you'd 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: www.yusu.org/campaigns-and-representation/course-reps

Guidelines for course reps on University Committees are available at:

www.york.ac.uk/about/organisation/governance/members-secretaries/guidelinesforstudentreps/

3.10 Equality and Diversity and Bullying and Harassment

The University of York values the diversity of its members and is committed to the creation of a positive environment which is fair, welcoming and inclusive and where everyone is treated with dignity and respect.

There are a number of individuals who can provide support and these include Harassment Advisers. 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. For further information, please visit

<http://www.york.ac.uk/admin/eo/Harassment/HarassmentAdvisersList.htm>

The Department of Health Sciences has an Equality and Diversity Champion and to contact this individual please visit <https://www.york.ac.uk/healthsciences/our-staff/key-dept-roles/>

For further information about the University's equality and diversity policies, visit:

<http://www.york.ac.uk/admin/eo/>

3.11 Re-enrolment/re-registration

Re-enrolment/re-registration takes place at the beginning of each new stage of the programme or when you are returning after a period of leave of absence. It is important that you re-register/re-enrol when asked to do so by Registry Services. **They will contact you via post, email and text message to notify you of re-registration deadlines.** Unfortunately, failure to register on time will result in a £30.00 late registration fee, and University services such as Library access and Webmail being withdrawn.

Further details about the re-registration process can be found on the Registry Services website at:

<http://www.york.ac.uk/admin/gso/taught.htm>

Worth noting: When you re-register you may find that the university records still identify you as being on the previous stage of study. If this happens there is no need to be concerned or to submit a query. This can happen because the university systems run slightly behind your term timetable.

Change of address and contact details.

It is important that you inform both Registry Services and the Programme team of any changes to your personal details, particularly any changes to your correspondence address. You can use the same address for both your term time and home address. This will ensure that all information is sent to a single destination.

When informing the central university of any changes to your personal details, please use the online 'evision' system, which can be accessed at: <https://evision.york.ac.uk>

3.12 Acronyms and Abbreviations

Please see Appendix 1 (at the end of the handbook) for a list of acronyms and abbreviations used within the Department.

Section 4 Your Programme

General University academic regulations and procedures for students on taught programmes can be found on the following website: <https://www.york.ac.uk/about/organisation/governance/corporate-publications/ordinances-and-regulations/regulation-6/>.

4.1 Programme aims and philosophy

This interdisciplinary Masters programme aims to provide you with an academic setting to advance your knowledge and skills in understanding and responding to humanitarian needs, with a focus on the overlapping contexts of violent conflict and war, natural hazards, complex emergencies and other humanitarian crises. It will grant you a unique opportunity to study and read contemporary theories of humanitarianism and understand their nexus with international politics and development.

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.

4.2 Programme structure – overview

The programme comprises 180 credits and runs over two years in line with University term dates <http://www.york.ac.uk/about/term-dates/>.

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 and Intervention	20	Spring
HEA00097M	Humanitarian Response: Food and Nutrition, Shelter, Health and 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; this is available at <https://www.york.ac.uk/students/studying/manage/programmes/module-catalogue/module?query=&department=0026&year=2016-17&max=300&offset=0>

Links are also available at: www.york.ac.uk/healthsciences/student-intranet/timetables/mod-des-cpd-pg/#tab-2

Each module has its own **Assessment Guideline** that provides information regarding the nature of the module's assessment. Assessment Guidelines can be found at:

<https://www.york.ac.uk/healthsciences/student-intranet/timetables/assess-guide-ssprd-pg/#tab-2>

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		
<p>Modules in green are compulsory</p> <p>Modules in yellow are optional you may only select one each term</p>			

4.3 Module information

Compulsory	HEA00095M	Examining Humanitarianism	20 credits	Autumn
<p>This module introduces the tone of the MSc and presents the current policies, practices and politics of humanitarianism. The module examines the history of humanitarianism whilst linking it with contemporary arguments for and against humanitarian interventions. The students will receive the opportunity to debate and discuss various humanitarian concepts from the mainstream as well as alternative theories from different cultural and community perspectives.</p>				
Compulsory	HEA00096M	Protection and Assistance in International Humanitarian Law and Intervention	20 credits	Spring
<p>This module investigates the key conventions related to international humanitarian law within protection and assistance such as the Universal Declaration of Human Rights, Geneva Conventions, Hague Conventions and various other protocols such as the Dar-es-Salaam Declaration and the Kampala Convention. Through this investigation, students will examine the relevance and effectiveness of current International law related to protection and assistance to debate on emerging norms such as the Responsibility to Protect (R2P).</p>				
Compulsory	HEA00097M	Humanitarian Response: Food and Nutrition, Shelter, Health and WASH	20 credits	Summer
<p>This module introduces key concepts of humanitarian response in disasters and conflicts such as standards (Sphere Project), guidelines (Inter-Agency Standing Committee – IASC) and humanitarian accountability and quality management in food and nutrition, shelter, health and water, sanitation and hygiene (WASH). The students will receive the opportunity to explore, examine and understand different approaches to humanitarian responses (top-down, bottom-up, donor-driven) as well as to debate on the idea that affected communities are the first humanitarian responders.</p>				
Compulsory	HEA00098M	Research Methods in Humanitarian Affairs	20 credits	Summer Vacation
<p>This module provides the research methods learning of the MSc. The students will be provided the opportunity to learn a breadth of research methods and design approaches such as quantitative, qualitative, mixed-</p>				

methods and participatory methodological techniques that will enable them to conduct sound research that generates robust evidence to inform policy and programme decisions. The students will debate and discuss ethical implications including, health and safety issues and various international and local regulations and approaches of how to manage these. Most importantly, the module aims to examine the voice/role of affected communities in policy making and programming in humanitarian affairs.

Compulsory	HEA00101M	Dissertation (MIHA)	60 credits	Summer and Summer Vacation
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The dissertation module will allow the students to design, implement and finalise their own research project with a final research report. This module aims to encourage students to conduct their dissertation research on a subject matter or research question that is stimulating to them as well as to the field of contemporary humanitarian affairs. An appropriate tutor will supervise the dissertation and the student will receive support throughout the research period.

From the following modules you need to select 40 credits. You must discuss your choices with your personal supervisor and check the timetable carefully.

Optional	HEA00103M	Education in Emergencies	20 credits	Autumn
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This module creates an opportunity for students to debate and discuss the emerging concerns of education in emergencies. One of the key features of disasters and conflicts are that they destroy educational facilities that affect the children and youth within the community. The students will investigate International approaches, local case studies and traditional educational mechanisms in disasters and conflicts that promote prevention, recovery and eventually sustainable development. The students will also learn and discuss the practical challenges and approaches to implementing education in emergencies.

Optional	HEA00102M	Evaluating Humanitarian Programmes	20 credits	Autumn
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This module creates an opportunity for students to debate and discuss the emerging concerns of education in emergencies. One of the key features of disasters and conflicts are that they destroy educational facilities that affect the children and youth within the community. The students will investigate International approaches, local case studies and traditional educational mechanisms in disasters and conflicts that promote prevention, recovery and eventually sustainable development. The students will also learn and discuss the practical challenges and approaches to implementing education in emergencies.

Optional	HEA00099M	Communities in Humanitarian Affairs	20 credits	Spring
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In most disasters and conflicts, affected communities have been dealing with uncertainties and dangers for generations. Through their experiences, these communities have developed sophisticated, yet pragmatic approaches to dealing with and adapting to disasters and conflicts. This module will allow students to examine and understand uncertainties and dangers of disasters and conflicts from community perspectives. Community approaches to dealing with crises are founded and directed by their religions, traditions and cultures and as such the module aims to guide and facilitate students to develop and explore new ways of collaborating with affected communities.

Optional	HEA00100M	Disasters in Complex Political Emergency	20 credits	Spring
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Based on the argument that natural hazards create disasters when they collide with human beings, this module will examine disasters in complex political emergencies. Examining case studies from Sri Lanka (2004 tsunami and the conflict), Aceh (2004 tsunami and the conflict), Somalia (2004 tsunami and the conflict) and Central African Republic (famine and the conflict), the module aims to encourage students to examine and understand the double-bind catastrophe that people are facing through disasters in complex political emergencies. Further, the module will deliver a deep-level learning of the political (national and international), social, cultural, economic and environmental aspects of field realities.

4.4 Module choices and changing module

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 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 beginning of the Research Methods Module. As you are a part-time student you will need to complete the module choices forms for your second year of study by the end of the second week of the Summer Term.

All completed module choice forms should be given to Student Services.

If you wish to change module you will need to complete a change of module form which is available from the VLE or Student 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 3** of that term.

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. If you change modules without informing anyone you will not be on the email list for that module and you will not be enrolled for the module's assessments.

4.5 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 forms. You will receive these from your module team for every module; all you have to do is complete them.

Every UG and PG module will be evaluated **once**.

In addition, for all of our postgraduate programmes (PGCert/PGDip/MSc) there will be an end of programme evaluation.

Once the module leader has received the forms, they will summarise all the responses and will outline what actions they intend to take in response to your feedback. You will find those summaries on the module VLE site not later than 4 weeks following the module evaluation.

We will also review all the summaries once a year to inform our teaching and share good practice across the Department and the University.

If you are dissatisfied with any of the responses from module leaders, please inform your course representative that you are dissatisfied and explain why.

Thank you for supporting us to ensure your learning and teaching experiences are the best they can be.

4.6 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.

4.7 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 at: <https://www.york.ac.uk/healthsciences/student-intranet/exam-assess/markgrid/>.

Word limits

The maximum word limit for the MIHA dissertation is 15,000 words. Remember anything over 10% greater than this will not be marked. However, students should not feel compelled to write up to this limit. Good dissertations can be written with a smaller word count, and students should be guided by the needs of producing a well organised and structured piece of work rather than trying to write up to a set limit.

The dissertation word limit is **15,000 words** for MIHA

Everything in the main body of the text (ie Introduction, Method, Results, Discussion, Conclusion) **apart from tables, boxes 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.

Content guidance

Details on what you need to include in your dissertation can be found on the student intranet (https://www.york.ac.uk/healthsciences/student-intranet/teaching/postgrad_diss/#tab-3)

Formatting and presentation

Details on how to format and present your dissertation can be found on the student intranet (https://www.york.ac.uk/healthsciences/student-intranet/teaching/postgrad_diss/#tab-3).

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. (2008). *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.)

4.8 Problems with your Programme

Anything that prevents you from undertaking your studies in the usual way is called an academic progress issue. If you are having problems with your course you should seek help and advice as soon as possible (in the first instance you may wish to talk to your supervisor).

Support can also be provided by the Departmental Student Services Team, see <https://www.york.ac.uk/healthsciences/student-intranet/student-support/>

Assistance is also available through the Students' Union Advice and Support Centre (YUSU) and the Graduate Student's Association (GSA). All communication is confidential and free. For further information contact:

YUSU Academic and Welfare Team,

Email: asc@yusu.org

Telephone: +44(0) 1904-323720 or 324207

Location: Academic & Support Centre (based in Student Centre) James College.

www.yusu.org/advice-and-support

GSA Representation Advice and Welfare Co-ordinator

Email: advice@yorkgsa.org

Telephone: +44(0) 1904 322718 (internal 2718)

Location: Wentworth College.

<http://www.yorkgsa.org/>

If you are having any problems while studying at York which might affect your ability to complete assessed 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 7.12) in the Assessment, Progression and Award Section of the Handbook. You can also find advice here: www.york.ac.uk/students/help

4.9 Change your Plan

Change your plan – absence, transferring or withdrawal

Most students progress routinely through their course 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. 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 of study due to changing academic interests or because you want to change the structure of your degree programme. Alternatively if you are studying for a Masters you may wish to change to a postgraduate diploma, postgraduate certificate (or vice-versa).

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. It is important to note that there is no automatic right to transfer between programmes. Furthermore, different programmes have different compulsory or core modules meaning that it may not be possible for you to start your new programme until the next available opportunity as you may have missed key aspects of the programme.

Full details of the University process on how to change programme can be found at:
<https://www.york.ac.uk/students/studying/manage/plan/taught/transfers-taught/>.

Leave of absence

If a student is away from the programme for more than four weeks, a period of leave of absence will be recommended. A leave of absence allows a student to take an authorised break in their studies for a maximum of one calendar year in the first instance. Grounds for leave of absence include: medical, compassionate, financial and maternity leave. In addition, for part-time students a change in employment circumstances is also considered as grounds for leave of absence.

Leave of absence will normally be granted for a maximum of a period of one year at a time.

A leave of absence can only be processed if a student is able to meet the entry requirements of the proposed programme they will be returning to (ie if the 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 them to return to.

Full details on the application procedure and information about LOA return arrangements can be found at:
<https://www.york.ac.uk/students/studying/manage/plan/taught/loa-taught/>.

Assumed Withdrawal

Assumed withdrawal is the term used when a student decides to permanently leave the University prior to completion of the award for which they are registered, whether for personal or academic reasons.

Details about these options are available at: www.york.ac.uk/students/studying/manage/plan/

For further support, visit the Student Support Hub in Market Square or visit: www.york.ac.uk/sshub

In the event that you wish to withdraw from the programme, an appointment must be made to discuss this with your supervisor. You will be required to complete an exit interview and relevant documentation.
<https://www.york.ac.uk/students/studying/manage/plan/taught/withdraw-taught/>

For further information, please see Exceptional Circumstances (Section 7.12) in the Assessment, Progression and Award Section of the Handbook

4.10 Working whilst studying

As you are 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.

4.11 Personal issues

Keeping us informed of changes to personal information and contact information

You must notify the programme leader and the Department's Student Services team of any changes of personal and contact details – for example keeping 'Home' and 'Term-time' contact addresses, telephone numbers and details of next of kin up-to-date.

Students with English as a second language

If English is not your first language you may require specific support. If you do have any difficulty with language you should bring it to the attention of your personal supervisor early in your programme.

With respect to examinations please note that translation dictionaries are not permitted in the exam room.

Life does not always run as planned

We hope all runs smoothly for you during your studies. Unfortunately life occasionally is unpredictable and therefore if you find yourself in the position where significant life events occur, or you are struggling with any difficulties, it is really important that you disclose this information to your personal supervisor so he/she can offer support and guidance. Occasionally your personal supervisor may be required to make a statement to support you in regard to leave of absence or to support an exceptional circumstances claim. Therefore it is important that your personal supervisor is made aware of problems as early as possible. Sometimes it is difficult to ask for help but we would like to reassure you that staff are supportive and will do their best to assist you. However, if you feel unable to talk through an issue with your personal supervisor you can contact one of the Student Services Manager or the Open Door Team, , Sally Baldwin Buildings, Block B, Tel: 01904 322140
Email: opendoor@york.ac.uk

4.12 Disciplinary procedure

Disciplinary offences are dealt with under University of York Ordinances and Regulations (Regulation 7 – University Discipline <http://www.york.ac.uk/about/organisation/governance/corporate-publications/ordinances-and-regulations/regulation-7/>).

4.13 Making a Complaint

You can complain about your experience of a service you have received as a student within the University, whether academic or non-academic. For further information, visit: www.york.ac.uk/students/help/appeals/ or see Making an Appeal (Section 7.14) in the Assessment, Progression and Award Section of the Handbook.

4.14 End of programme information

Reference request

Students should generally only request references from their supervisor.

Notification of results and certificates

All final marks are released to students after ratification at a Board of Examiners.

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. If you require additional copies of your academic transcript and/or confirmation of study from the University you can apply to the Registry for these. Full information about applying and paying for additional copies can be found at: <http://www.york.ac.uk/students/studying/manage/student-record/document-request/>

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.

The following link provides detailed information about the full graduation process, including how to register for graduation or how to graduate in absentia:

www.york.ac.uk/students/studying/graduation/

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 5 Teaching and Learning

5.1 Teaching methods

Lectures (including those delivered on-line) are used to deliver knowledge, to interpret and explain difficult concepts and to illustrate their use. In most lecture courses you will find that you need to consolidate your understanding of the content by undertaking extra reading between lectures. An important skill to develop is the ability to write a coherent set of notes covering the essential points of each lecture.

Electronic information sources will also be provided for you to access through Yorkshare – the ‘Virtual Learning Environment’ (VLE) which is a web-based portal for the exchange of academic materials (<http://vle.york.ac.uk>). You will need your University username and password to access the VLE.

Teaching timetable

Your timetable is available via the Student Home Page at www.york.ac.uk/students. 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 <https://www.york.ac.uk/students/computing/>

5.2 Online 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.

Persistent absence

If you are absent for three or more consecutive weeks then your personal supervisor will be notified, and they will contact you accordingly.

Any planned absences of more than 3 days need approval by Graduate School Board.

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.

<https://www.york.ac.uk/healthsciences/student-intranet/teaching/mitcircs/>

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 Graduate School Board. 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, please see Section 3.7.

If you stop turning up to scheduled teaching sessions without saying you are withdrawing, and do not respond to our efforts to make contact with you within a specified time-scale, the Graduate School Board will assume that you have withdrawn from your studies. For further information on the decision process, visit: www.york.ac.uk/staff/supporting-students/issues/academic/taught/withdrawing/

If you are unable to attend due to illness please see What If I Cannot Attend Scheduled Teaching Sessions (Section 4.3) on reporting absence in the Teaching and Learning Section of the Handbook. If you are having problems with completing your studies please see the Exceptional Circumstances (Section 7.12) in the Assessment, Progression and Award Section of the Handbook.

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 Graduate School Board. 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, please see Section 3.7.

If you stop logging on to the VLE or attending scheduled sessions without saying you are withdrawing, and do not respond to our efforts to make contact with you within a specified time-scale, the Graduate School Board will assume that you have withdrawn from your studies. For further information on the decision process, visit: www.york.ac.uk/staff/supporting-students/issues/academic/taught/withdrawing/

If you are unable to participate due to illness please see What If I Cannot Attend Scheduled Teaching Sessions (Section 4.3) on reporting absence in the Teaching and Learning Section of the Handbook. If you are having problems with completing your studies please see the Mitigating Circumstances (Section 7.12) in the Assessment, Progression and Award Section of the Handbook.

5.3 What if I cannot attend scheduled teaching sessions?

It is your responsibility to always notify the Department if you are unable to attend teaching and learning for any reason. You are responsible for meeting learning outcomes for missed sessions. Lesson lecture notes are usually available on the VLE; alternatively you should discuss the missed session(s) with the module leader.

All absences must be reported to:

Student Services

Area 1, Seebohm Rowntree Building
University of York
Heslington
York
YO10 5DD

+44(0) 1904 321321

dohs-student-services-group@york.ac.uk

Illness and assessment

If your illness interferes with your studies, please see Exceptional Circumstances (Section 7.12) in the Assessment, Progression and Award Section of the Handbook

Leave of Absence from the programme

Periods of sickness lasting more than four weeks usually require a formal Leave of Absence (suspension of studies). If approved this would usually necessitate taking a full year's absence and joining the next intake the following year. If you experience such difficulties and wish to discuss this option you should see your personal supervisor in the first instance. A Leave of Absence would be subject to the approval of the Department's Graduate School Board and the University's Special Cases Committee. Refer to Section 3.7 for further more detailed information.

5.4 Academic Integrity – Compulsory Exercise to Complete in Term One

Academic integrity represents a set of values and behaviours which members of the academic community abide by. 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.

Please note: You are required to successfully complete the University Online Academic Integrity Tutorial, preferably within your first term to progress smoothly into your next term (i.e. receive 100% on the three tests included in the tutorial) The module can be found on the VLE; more information is available on www.york.ac.uk/integrity/ This module will take you through key principles around referencing, and how to avoid things like plagiarism and collusion.

5.5 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. For a list of what the University considers as academic misconduct, visit: www.york.ac.uk/about/departments/support-and-admin/registry-services/academic-misconduct/

What is academic misconduct?

There are a number of forms of academic misconduct which are described briefly below:

- Plagiarism – the presentation of ideas, material, or scholarship sourced from the work of another individual, group or entity – or from the student's own work previously submitted for assessment – without sufficient acknowledgement.
- Collusion between students taking the same assessment – the process whereby two or more students work together – without official approval – and share ideas, solutions or material in work submitted for assessment.
- Cheating – failure to comply with the rules of closed assessments e.g. unauthorised access to materials in a closed assessment.
- Commission and incorporation – to seek to gain advantage by incorporating material in work submitted for assessment that has been improved by, or commissioned, purchased or obtained from, a third party e.g. family members, essay mills or other students not taking the same assessment.
- Fabrication – to seek to gain advantage by incorporating falsified or fabricated material or data in work submitted for assessment or publication.

Collusion and plagiarism are the two forms of academic misconduct that can cause most confusion and further details about these are given below.

Collusion is particularly important in a context where group work may be encouraged at times to develop teamwork skills. While you are encouraged to collaborate with peers to discuss and debate issues, and on occasion to collect primary data, it is important to avoid collusion in assessed work. Where a piece of work contributes towards formal individual assessment, collaboration at this stage constitutes academic misconduct (collusion). The only exception is when the assessment is based on a single piece of work produced by the group as a whole.

Plagiarism is the most common form of academic misconduct and involves passing the ideas and words of another off as your own without proper acknowledgement of the original source – this can either be intentionally or unintentionally. To avoid plagiarism any words from any source copied word for word must be put in quotation marks (“.....”) and the source (name and date) acknowledged immediately after the quote. You can also paraphrase texts, putting their ideas or arguments within your sentence structure, providing you give a reference. For published sources, a full reference must be supplied in a footnote or reference list in your assignment. If the source used is the Internet, then the acknowledgement details provided should allow another person to go straight to the site or webpage. You should try to use quotes sparingly – it is not good practice to build an essay by linking a series of quotations without synthesis or interpretation. Note also that the use of people’s data and illustrations should also be acknowledged and the source provided.

It is your responsibility to ensure that your work does not contravene the University’s rules on academic misconduct which are set out in Regulation 5.7 of the Ordinances and Regulations <http://www.york.ac.uk/about/organisation/governance/corporate-publications/ordinances-and-regulations/regulation-5/>. If you do not uphold the values and conventions of academic integrity and conform, you may be subject to the University’s academic misconduct procedures.

Any form of academic misconduct is viewed as an extremely serious matter by the University and penalties will be applied to students who are found to have attempted to mislead examiners. The penalties awarded vary depending on the seriousness of the offence, but can result in students having their degree class reduced, failing their degree or being asked to leave the University.

All scripts will be examined to ensure they have not been copied from published work or internet sources and in the case of suspected academic misconduct, students will be asked to provide an electronic copy of their work so that the work may be checked through plagiarism detection software.

Finally, if you have any queries about what constitutes academic misconduct and in particular about the proper attribution of material derived from another’s work, you should seek advice from your supervisor.

Referencing

The Department provides guidance on the correct acknowledgement of sources on the Student Intranet. This includes referencing from the Internet. 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 and the Departmental guidelines on the use of references in academic work can be found on at: <http://www.york.ac.uk/integrity/harvard.html>

5.6 Breach of Confidentiality

Often assignments that students write will sometimes require them to draw on the experiences they have gained within work settings. In drawing on these experiences however, all professionals and students 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.

For more information, visit: <https://www.york.ac.uk/healthsciences/student-intranet/teaching/breach-conf/>

Section 6 Study Skills and Support

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. Independent learning means you are expected to prepare for lectures, seminars and tutorials and to complete assessments based on your studies.

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

Your supervisor is 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 Student Skills Hub (Section 5.5) in the Study Skills and Support Section of the Handbook.

6.1 Planning your private 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. Lecturers are willing to assist you with your understanding of module material, either face to face or by email.

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

You should plan a pattern of work which best suits you. We would recommend that it includes a number of hours to be spent preparing tutorial work, going through lecture notes, reading a book to enhance understanding or talking to an expert from the field. 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' 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 stick 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 schedule 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 Assessment Schedules visit: <https://www.york.ac.uk/healthsciences/student-intranet/timetables/assessment-schedules/#tab-6>

6.2 Reading and journals

Reading lists and resources are provided in each module VLE site via the EARL button and are regularly updated by the module leader. To access the VLE go to: <https://vle.york.ac.uk/>

6.3 Library resources

Visit: www.york.ac.uk/library

For an introduction to using the University Library and its resources, visit:

www.york.ac.uk/library/informationfor/newusers

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

The University Library is open 24 hours a day, 362 days a year. For general help, contact the Library Help Desk in the JB Morrell Library.

Email: lib-enquiry@york.ac.uk
Tel: +44(0) 1904 323873

Your Academic Liaison Librarian is **David Brown**. He can help you search effectively for resources, understand how to use and evaluate these and how to reference your work correctly. He can be contacted at lib-healthsci@york.ac.uk. Further details on your Academic Liaison Librarian and your subject guide can be found at: <http://subjectguides.york.ac.uk/healthsciences>

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, The Cochrane Library, Embase, and PsycINFO, which help you search the literature. You can access these e-resources both on and off-campus.

Digital Literacy

Your Academic Liaison Librarian, David Brown can help you search effectively for resources, understand how to use and evaluate these and how to reference your work correctly. He can be contacted on +44(0) 1904 323846 or lib-healthsci@york.ac.uk. David also runs regular Library Surgeries in the Student Services where you can drop-in with questions.

Further details on your Academic Liaison Librarian and times for Library Surgeries can be found on the Library's Health Sciences Subject Guide: <http://subjectguides.york.ac.uk/healthsciences>

The Library provides a range of online materials to support you in developing your literature searching and study skills. You can find these at: <http://subjectguides.york.ac.uk/healthsciences/tutorials>

There is also a set of literature searching FAQs you can access by following this link: <http://subjectguides.york.ac.uk/healthsciences/faq>

6.4 Online resources – IT services, VLE and others

For information on the facilities and services IT Services provides, consult your University handbook or visit: www.york.ac.uk/it-services/

VLE

The VLE, or Yorkshare, 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 has introduced electronic submission for most written assessments. Specific assessment submission guidance will be provided in the Assessment Guideline and on the Student Intranet and which is also accessible through the VLE.

Yorkshare 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.

The VLE also has a Discussion Board facility which allows you to openly communicate with your fellow students. Not all modules use this facility and your module leader will give you more information if this function is being used. For VLE information visit: <http://vle.york.ac.uk/webapps/portal/frameset.jsp>

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.

In addition, assessment and module results are released to you through your e:Vision account.

To access your e:Vision account visit: <https://evision.york.ac.uk/>. You will require your University username and password to access your records.

Replay for Lecture Capture

Replay for Lecture Capture is an automated lecture recording service which allows academics to record lectures and presentations and make them available to students through the VLE or email. Students are able to recap key parts of a lecture and can focus on specific sections of a lecture. Replay Capture is a complimentary and supplementary resource, it is not intended to be a replacement to attendance at a lecture.

6.5 Student Skills Hub

The Student Skills Hub offers a variety of ways to help you gain the necessary skills to study and deliver work at all levels of study. There are many opportunities to develop a wide range of skills in York, across many disciplines. Many of these are free of charge and may help with future employment. These include:

- Academic study skills
- Information skills
- IT skills
- Language skills
- Transferable skills

For further information, visit: www.york.ac.uk/student-skills-hub

The writing centre also offers additional support for international students <https://www.york.ac.uk/students/studying/develop-your-skills/study-skills/writing/internationalstudents/>.

Other support available relates to referencing and citation. All students are required to complete the academic integrity tutorial in order to develop this skill: <https://www.york.ac.uk/integrity/>. The University also provides access to Turnitin, a text matching system to help with integration of source material into your assignments.

6.6 Centre for English Language Teaching (CELT)

The Centre for English Language Teaching provides a variety of term time classes and summer courses for intermediate and advanced level English language support. Visit: www.york.ac.uk/celt

6.7 Accessibility and Disability Support

Students who consider they may have a disability or have a diagnosis of a disability can access support from the University of York's Disability Services located in the Sally Baldwin Building. With the student's permission, the Disability Office will share details of their support needs with the student's personal supervisor and relevant members of Departmental staff, if the student requests this.

Disability Services can provide support, advice and guidance regarding specific learning difficulties; Asperger's syndrome; visual and hearing impairment and physical/medical impairments amongst others. All students with disabilities are encouraged to contact them to discuss meeting their individual support needs.

Please let the Department know as soon as possible if you have a disability and may require support. You can discuss this with your supervisor. For further information, visit: www.york.ac.uk/students/support/disability/

For further information, please see Formal Examination Requirements (Section 7.6) in the Assessment, Progression and Award Section of the Handbook.

The Departmental Disability Officer can be contacted by email on dohs-disability@york.ac.uk

6.8 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: <https://www.york.ac.uk/healthsciences/student-intranet/bos/prizes/>

6.9 University of York Graduate Students' Association

Further information about the Graduate Students' Association (GSA) can be found at: www.yorkgsa.org

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 mitigating 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

Section 7 Assessment, reassessment, progression and award

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.

For further information, visit: www.york.ac.uk/about/departments/support-and-admin/registry-services/guide/

This section highlights the key rules and requirements concerning progression through your programme and your award at the end of your programme.

The Department's Student Assessment Office can be contacted regarding assessment queries on +44(0) 1904 321380 or 321721 or by email to dohs-assessments@york.ac.uk

7.1 Eligibility for an award

SUMMARY

To be eligible for an award from the University of York, you must:

- undertake an approved programme of study
- obtain a specified number of credits at specified levels
- meet any other requirements of the award as specified in the Award and Programme specifications and other University regulations (eg payment of fees, completion of the Online Academic Integrity Tutorial, meet the requirements of professional bodies).

This summary is explained further through the following questions and answers. These should be read thoroughly and in the order they are presented to fully understand the progression and award system.

7.2 What is the basic structure of Masters, Postgraduate Diploma and Postgraduate Certificate programmes?

Your programme of study is made up of modules of different durations and credit value. Modules count for credits which are awarded on successful completion of assessments.

To be awarded a Masters degree you must successfully complete modules worth 180 credits.

The programme will include a number of taught modules (general and specific) and a dissertation which will require you to undertake your own project or piece of research. There is a formal checkpoint partway through a Masters programme, between the taught part of the programme and the dissertation. At this point, a decision is made about whether you can continue with the dissertation and complete the Masters, or whether it is more appropriate to aim for a smaller-volume award (ie a PG Diploma or PG Certificate).

To be awarded a PG Diploma you must successfully complete modules worth 120 credits. A PG Diploma programme will include a number of taught modules (general and specific) BUT does not include a dissertation.

To be awarded a PG Certificate you must successfully complete modules worth 60 credits. A PG Certificate programme will include a number of modules BUT not a dissertation.

7.3 How do modules and module credits relate to my programme?

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).

Award	Number of credits
Masters	180
Postgraduate Diploma	120
Postgraduate Certificate	60

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.

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.

- * One credit involves a notional workload of 10 hours. So 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 credit level indicates the module's relative intellectual demand, complexity and depth of learning and of learner autonomy.

7.4 What do module marks mean?

The University applies the following mark scale to **taught postgraduate** work:

Distinguished performance at postgraduate level	70-100%
Good performance at postgraduate level	60-69%
Satisfactory performance at postgraduate level	50-59%
Fail (potentially compensatable)	40-49%
Fail (outright fail)	0-39%

The marking criteria for your assessments (Level 7) can be found on the Student Intranet at:
<https://www.york.ac.uk/healthsciences/student-intranet/exam-assess/markgrid/>

MODULE PASS MARK

The module pass mark for your programme is **50%**

7.5 What does credit-weighting mean?

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

To calculate your credit-weighted award mark multiply each of your module marks by the credits associated with the module, total the result and divide by the number of credits for your programme.

A worked example for a Masters award calculation is illustrated below:

Masters			
Module	Mark	Credits	Calculation
Examining Humanitarianism	55%	20 credits	55 x 20 = 1100
Protection and Assistance in International Humanitarian Law and Intervention	62%	20 credits	62 x 20 = 1240
Humanitarian Response: Food and Nutrition, Shelter, Health and WASH	57%	20 credits	57 x 20 = 1140
Research Methods in Humanitarian Affairs	68%	20 credits	68 x 20 = 1360
Option Module	60%	20 credits	60 x 20 = 1200
Option Module	68%	20 credits	68 x 20 = 1360
Dissertation	65%	60 credits	65 x 60 = 3900
Total 11300 ÷ 180 credits = 62*			
62% is the credit-weighted mean mark for the award The student has a first attempt mark of 65% for the dissertation The student is awarded an Masters with MERIT			

7.6 Is there a minimum standard I have to reach after the taught part of my Masters programme?

Once you have completed the taught part of your Masters programme, a decision is reached on whether you have achieved the necessary number of credits, as specified in the Programme Specification and Student Handbook. If you have not managed to pass each module, it may be possible to apply the compensation or reassessment procedures to obtain the credits (see below). However, if you still have not achieved enough credits after compensation and reassessment have been applied, there are no other opportunities for continuing your studies on this programme. There are no further opportunities for taking modules again, but it may be possible to transfer to a lower-volume award.

7.7 What kind of award can I get?

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 <u>Masters with distinction</u> you must achieve the following <u>at first attempt</u> (ie without compensation or reassessment): <ul style="list-style-type: none"> • 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 <u>Masters with merit</u> you must achieve the following <u>at first attempt</u> (ie without compensation or reassessment): <ul style="list-style-type: none"> • 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 <u>Masters pass</u> you must achieve the following: <ul style="list-style-type: none"> • 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 Criteria	
Distinction	To be recommended for a PGDip with distinction you must achieve the following <u>at first attempt</u> (ie without compensation or reassessment): <ul style="list-style-type: none"> • 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 <u>at first attempt</u> (ie without compensation or reassessment): <ul style="list-style-type: none"> • 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 <u>PGDip pass</u> you must achieve the following: <ul style="list-style-type: none"> • 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 Criteria	
Pass	To be recommended for a <u>PGCert pass</u> you must achieve the following: <ul style="list-style-type: none"> • 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%

7.8 What happens if I fail one or more modules?

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 Section below).

Dissertation failure

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 the sections on Compensation and Reassessment for more details.

7.9 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. The following is provided as an example for full details, please see the Guide to Assessment, Standards, Marking and Feedback www.york.ac.uk/about/departments/support-and-admin/registry-services/guide/

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%

An example of how the compensation rules are applied to Masters and PGDip is provided below:

Masters or PGDip example			
Module	Credits	Mark	Grade
Examining Humanitarianism	20	67%	Pass
Protection and Assistance in International Humanitarian Law and Intervention	20	56%	Pass
Humanitarian Response: Food and Nutrition, Shelter, Health and WASH	20	52%	Pass
Research Methods in Humanitarian Affairs	20	54%	Pass

Option Module C	20	48%	Fail
Option Module D	20	40%	Fail

In this Masters/PGDip example, none of the module marks are below 40%, no more than 40 credits-worth of modules have marks between 40-49% and the credit-weighted mean over all non-dissertation modules is 54%.

Therefore, the marginal failures (ie marks between 40-49%) in the modules C–D can be compensated by the achievement in the other modules.

This student would be able to obtain the credit for all modules without the need to be reassessed in any modules.

7.10 Reassessment

- If you get a module mark below 40, this cannot be compensated and you will have to be reassessed in that module. However, there is a limit to the number of credits failed below 40 in which you can be reassessed.
- 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. For details see full rules in the Guide Assessment, Standards, Marking and Feedback.
- 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.
- You can only be reassessed in a module once. If you also fail the reassessment and the failure cannot be compensated, you will not be able to progress and will fail the programme.
- In a **Master's programme**, reassessment opportunities are available in modules up to a total of 40 credits, provided that no more than 60 credits have been failed, with no more than 40 credits of outright fail (ie module marks of less than 40).
- If you fail and are reassessed in a module, you are not allowed to gain an advantage over those who passed the module first time. Your first-attempt mark, not the mark obtained on the second attempt, is used when calculating the overall credit-weighted award mark. (The award mark will be increased to the bare minimum to pass, if the calculation based on first-attempt marks gives a result below the pass mark.)
- The marks for all modules, both first-attempt and any reassessments, are included on your final transcript.

Masters/PGDip

You are not eligible for any reassessment attempts if you fail more than **60 credits** at first attempt (without valid mitigation) and/or have more than **40 credits of outright fail** marks, and consequently you would be discontinued from your programme.

PGCert

You are not eligible for any reassessment attempts if you fail more than **30 credits** at first attempt (without valid mitigation) and/or have more than **20 credits of outright fail** marks, and consequently you would be discontinued from your programme.

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.

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.

Reassessments

Exact dates for reassessment can be found on your programme Assessment Schedule. You should discuss this with your supervisor.

7.11 Do the same compensation and reassessment rules apply to my dissertation?

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

- a dissertation cannot be compensated
- if you fail a Masters dissertation with a mark below 40%, then no reassessment is permitted. 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 following section as well as in the Guide to Assessment, Standards Marking and Feedback.

7.12 Dissertation marginal failure assessment

When awarding a 'marginal fail' for a dissertation, the guiding principle that the markers use is that a student should be able to undertake the work required to bring this up to pass level:

- **without** access to the University's physical facilities
- **without** further supervision
- with no more than two weeks full-time equivalent effort

The sort of revisions that are likely to be considered suitable would include:

- editorial corrections, for example:
 - use of English
 - style
 - spelling
 - grammar
 - word limit
 - restructuring
 - referencing
- further theoretical analysis/better argumentation

- better critical reflection on the work itself (eg research methods)
- better use of literature

If the markers decide that the work required to bring a marginal fail up to a pass would require more time or support, taking into consideration the above requirements, then an outright fail should be awarded (ie a mark below 40%).

In awarding a marginal fail there is no expectation that there will be further:

- data collection
- experiments
- extended literature reviews

If the markers decide that a student is required to undertake any of the above in order to pass, then an outright fail will be awarded (ie a mark below 40%).

When resubmitting a student will be required to include a cover sheet detailing the changes he/she has made.

If a pass is achieved following resubmission, the overall final dissertation mark is capped at 50%.

A student will be given up to two months in which to resubmit in recognition of the variation in personal circumstances students may be in following the end of the programme; even though it is expected that no more than two weeks full time effort will be required. Students will be informed of the resubmission date when they receive their feedback.

7.13 Failure and early exit: what if I do not meet the progression or award requirements?

Masters programme failure

You will fail your programme and will not be eligible for further reassessment or progression:

- if you fail more than 40 credits at first attempt
- if you fail any module at both first attempt and reassessment attempt with a mark of less than 40%
- if you fail a module that cannot be compensated at both first and reassessment attempt with a mark of less than 50%
- if you fail any non-compensatable pass/fail assessment components or modules at reassessment
- if you have more than 40 credits-worth of final module marks in the compensatable range (ie between 40-49%)
- if after reassessment you have a rounded credit-weighted mean of less than 50% for your non-dissertation modules
- if you fail your dissertation module with a mark of 40% or less (note – you are not eligible for reassessment)
- if you receive a marginal fail (ie mark of 40-49%) at first attempt for your dissertation and do not successfully redeem this at resubmission

PGDip programme failure

You will fail your programme and will not be eligible for further reassessment or progression:

- if you fail more than 40 credits at first attempt
- if you fail any module at both first attempt and reassessment attempt with a mark of less than 40%
- if you fail a module that cannot be compensated at both first and reassessment attempt with a mark of less than 50%
- if you fail any non-compensatable pass/fail assessment components or modules at reassessment
- if you have more than 40 credits-worth of final module marks in the compensatable range (ie between 40-49%)
- if after reassessment you have a rounded credit-weighted mean of less than 50% for your modules

PGCert programme failure

You will fail your programme and will not be eligible for further reassessment or progression:

- if you fail more than 20 credits at first attempt
- if you fail any module at both first attempt and reassessment attempt with a mark of less than 40%
- if you fail a module that cannot be compensated at both first and reassessment attempt with a mark of less than 50%
- if you fail any non-compensatable pass/fail assessment components or modules at reassessment
- if you have more than 20 credits-worth of final module marks in the compensatable range (ie between 40-49%)
- if after reassessment you have a rounded credit-weighted mean of less than 50% for your modules

Lower exit awards

If you do not meet the requirements, you will not be able to progress to the dissertation part of your Masters programme, and if at the end of your programme you do not achieve the required credits, you will not be able to graduate with your intended award (Masters, PG Diploma etc). However, you may be eligible for an alternative award based on the credits that you have achieved. Similarly, if, for whatever reason, you choose to leave the University part way through your programme, you may be eligible for an early exit award based on credits achieved.

For example, if you are on a Masters programme and you do not meet the progression requirement to move on to the dissertation, you may be eligible for a PG Certificate (60 credits). In some programmes, you may be eligible for a PG Diploma (120 credits).

Section 8 Assessment and submissions

8.1 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.

For further information, visit: www.york.ac.uk/about/departments/support-and-admin/registry-services/guide/

8.2 Module assessment

Your studies involve a wide range of assessments. The form of assessment varies depending on the module. Examples of assessments across MIHA include: essays, reports, case studies, projects, evaluative studies, critiques, posters and dissertations.

During the module you will be informed of the type of assessment to expect. Where more than one type of assessment is involved, the marks from the different assessment components will be combined (weighted appropriately) to provide an overall mark for the module.

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 at:

<https://www.york.ac.uk/healthsciences/student-intranet/timetables/assess-guide-ssprd-pg/#tab-2>

The marking criteria used to assess your work can be found on the Student Intranet at:

<https://www.york.ac.uk/healthsciences/student-intranet/exam-assess/markgrid/>.

8.3 Assessment methods

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

Formative assessment is there to help you develop. While it may not contribute to your final degree mark, it will help you learn more effectively – you will be provided with feedback on this type of assessment which will help you improve your performance.

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 or towards progression decisions.

8.4 Types of assessment

The MSc in International Humanitarian Affairs assess the students through Open Assessments.

Definition: An assessment that is assessed by means other than a closed examination, eg through the writing of an essay, report and dissertation.

Assessment deadlines

The submission dates for all assessments are published at the commencement of each programme or module and are available on the Student Intranet at: <https://www.york.ac.uk/healthsciences/student-intranet/timetables/assessment-schedules/#tab-6>

Assessment formatting

A guide to formatting a written assessment is available at: <https://www.york.ac.uk/healthsciences/student-intranet/teaching/submission/>

How to submit

Summative work is now submitted electronically via the VLE. This is a simple process of uploading your assignment and full details are available at: <https://www.york.ac.uk/healthsciences/student-intranet/teaching/submission/>

Assessment schedules are available on the web at: <https://www.york.ac.uk/healthsciences/student-intranet/timetables/assessment-schedules/#tab-6>

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. Group Poster and Group Proposal. 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 a **draft script** sent to your supervisor. 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.

8.6 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 fairness, transparency and to be equitable 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 valid mitigating circumstances, will have ten per cent of the available 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 30 out of 50, and the work is up to one day late, the final mark is 25.

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

Submitted	Penalty
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

Failure to submit

If you, with no valid exceptional circumstances, fail to submit an assessment by the deadline after five days or fail to attend an examination, 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 7.10).

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 7.12) 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? For example there is humanitarian emergency.

In the event of an emergency arising when an assignment is due for submission (e.g. humanitarian emergency) students should contact the Departmental Student Services team by e-mail: 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.

The Policy can be found on the Student Intranet at: <https://www.york.ac.uk/healthsciences/student-intranet/teaching/mitcircs/>

Can I submit an assignment if I am on leave of absence?

Generally students cannot submit assignments whilst on leave of absence. However, occasionally you may be required to submit and pass assessments during your leave of absence in order to pass progression requirements to return from the leave of absence into your next stage. You would be advised of the arrangements when you go on leave of absence. For further details please refer to the Leave of Absence Policy: <https://www.york.ac.uk/students/studying/manage/plan/taught/loa-taught>

Can I submit an assignment if I am certified as ill on the day of submission?

If you are ill on the day of submission you can submit an assessment. However, if you choose to do this you must also submit an exceptional circumstances claim at the same time if you want your illness to be considered, in case you should not do as well as you thought or fail the module. Retrospective late exceptional circumstances claims are not normally accepted. Refer to the Exceptional Circumstances section of this handbook.

If you do not submit an exceptional circumstances claim your illness will not be considered once your mark is available.

What happens if my computer fails and I cannot submit my assignment?

Computer failure and data loss due to losing the back-up disk are not accepted by the University as valid reasons for late submission. You are strongly advised to make backup copies of all work and not to leave submission until the final hour of the day of submission.

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 tables and figures is included in the word limit, unless otherwise specified in the Assessment Guideline.

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, unless otherwise specified in the Assessment Guideline.

Breach of Confidentiality

A penalty can apply for a second breach of confidentiality offence. For further information visit: <https://www.york.ac.uk/healthsciences/student-intranet/teaching/breach-conf/>

8.7 External Examiners

The Department has a team of External Examiners to cover the taught programme provision. 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 the Board of Examiners meetings and their Annual External Examiner Report. Details of the Department's current External Examiners can be found on: <https://www.york.ac.uk/healthsciences/student-intranet/teaching/ext-examiner/>

It is inappropriate to make direct contact with external examiner, in particular regarding your performance in assessments. If you have any issues or concerns, you can register these through appeal or complaint. For further information, please see Making an Appeal (Section 7.14) in the Assessment, Progression and Award Section of the Handbook and Making a Complaint (Section 3.12) 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. Visit: www.york.ac.uk/healthsciences/student-intranet/

Responsibilities include review, evaluation and moderation of assessments within each programme and assistance in the calibration of academic standards. External Examiners would normally receive a sample of the assessment marking comprising:

- all second attempt fails
- all first attempt 'outright fail' referrals
- a sample of scripts with 'compensatable marks' (*only applicable for programmes where compensation applies*)
- a sample of scripts with borderline marks (ie marks that are within the 2% below the next class boundary)
- a sample of scripts with marks of 70% or above
- all closed examination scripts for those students for whom individual circumstances exist (eg extra time)
- a 10% sample of the remaining scripts
- External Examiners review a sample of a minimum of six assignments per assessment

The aims and objectives of the Board of Examiners

The aims and objectives of the Board of Examiners are to ensure that the Department's assessment processes are operated within the University Ordinances, Regulations and guidelines; and to ensure that the principles of equity, clarity, consistency and openness are applied to all assessment practices. This will be achieved by:

- Receiving and ratifying examination and assessment results for each programme of study
- Receiving and taking appropriate action on reports from External Examiners
- Overseeing the quality and consistency of the assessment process
- Investigating and reporting to the Board of Studies on cases of suspected academic misconduct.

8.8 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. 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. <http://www.york.ac.uk/about/departments/support-and-admin/registry-services/guide/>

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.

Feedback on draft assignments

Your supervisor/module leader will respond to specific questions on your draft work, 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.

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</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.

	<i>feedback on this issue?</i>	
✓	<i>I've looked at the Assessment Guidelines and wondered if this was a suitable focus for my essay, does it meet the guidelines?</i>	This question relates to academic content and you should direct them to the module leader.

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

Communication of marks and feedback

Marks will be released to you within six weeks of the date of submission or examination. Full details of dates are found on your programme Assessment Schedule on the Student Intranet at:

<https://www.york.ac.uk/healthsciences/student-intranet/timetables/assessment-schedules/#tab-6>

Assessment marks are released to you through your e:Vision account. In addition to the marks, individual written assessment feedback will be provided to you for every piece of summatively assessed work, with the exception of closed examinations. Written feedback will be provided within six weeks of the submission/ resubmission date. Written feedback sheets will normally be emailed to your University email account or uploaded to your e:Vision account. To provide a consistent approach, the Department has a standard feedback form.

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

You are not normally notified that your marks are available. However, 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.

8.9 How is My Work Marked?

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 (ie no academic mark given).

General Marking Criteria relating to each mark-banding are published on the Student Intranet (<https://www.york.ac.uk/healthsciences/student-intranet/teaching/markgrid/>) and are provided to markers to inform the marking process.

Detailed **Assessment Guidelines** are produced for students and markers for each module's assessment. These are available on the Student Intranet at: <https://www.york.ac.uk/healthsciences/student-intranet/timetables/assess-guide-ssprd-pg/#tab-2>.

A detailed instruction rubric of the structure of a closed exam is given on the front page of every examination paper.

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 (normally your exam number starts with a Y).

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 exam board minutes.

Summative assessments in practice placement, audio/video recordings and presentations that are carried out by practice-based assessors cannot be conducted anonymously. Therefore all related documentation contains the student's name rather than his/her exam candidate number.

Arrangement for marking

Double blind marking is where two markers both mark the assessment without access to each other's marks or comments. Markers meet to discuss and agree on a final mark through reference to the criteria and reasoned argument based on evidence. Double blind marking is used for all of your taught modules.

The two markers independently mark and then meet to reconcile any differences and to ensure that unambiguous feedback is provided for students. If first and second markers are unable to agree on a mark to be awarded, a third internal marker (appointed by the Chair of the Board of Examiners) will moderate. The third marker's mark decision will be final. If there is a marker discrepancy of 10% or more the markers will provide a written explanation to the External Examiner explaining how the final mark was agreed.

Marker disagreements

If the marker and second marker are unable to agree on a mark to be awarded, a third internal marker will be appointed by the Chair of the Board of Examiners. The third marker's mark decision will be final.

8.10 Resits, repeats and reassessment

If you have failed or missed an examination because of medical or compassionate circumstances the Department may request permission for you to take the examination again 'as if for the first time', which means discounting the failed or missed attempt.

If you want to repeat part of your programme then you will need to show that you have personal circumstances which mean that you did not benefit from the teaching the first time.

For further information, visit: <https://www.york.ac.uk/students/support/academic/taught/resits/>

You will need to submit evidence of exceptional circumstances to qualify for resits and repeats, for further information, please see Exceptional Circumstances (Section 7.12) in the Assessment, Progression and Award Section of the Handbook.

Further information about re-assessment can be found in section 6.10.

Full details of reassessment dates are found on your programme Assessment Schedule on the Student Intranet at: <https://www.york.ac.uk/healthsciences/student-intranet/timetables/assessment-schedules/#tab-6>

8.11 Programme Extensions and Termination

A programme extension can be recommended where a student cannot complete their programme within the normal timescale. The paperwork for a recommendation for a programme extension is completed by your supervisor and the Chair of Graduate School Board and submitted to the University Special Cases Committee (SCC); however, you will need to provide evidence to support this. If you think you may need a programme extension then please discuss this with your supervisor.

If, for whatever reason, you are deemed to be academically unsatisfactory the Graduate School Board can recommend to the University Special Cases Committee (SCC) that your programme is ended before its normal end date. A student might be academically unsatisfactory for reasons such as poor attendance (without a good reason) or through having failed so much of the programme that it is no longer possible to graduate.

More information about programme extensions and termination can be found at:

<https://www.york.ac.uk/students/support/academic/taught/programme/>

Also, see 'Exceptional Circumstances' for any other circumstances which may affect you undertaking any assessments (Section 7.12) in the Assessment, Progression and Award Section of the Handbook or visit

<http://www.york.ac.uk/students/support/academic/mitigation/>

8.12 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 account. The Exceptional Circumstances Policy is available at:

<https://www.york.ac.uk/healthsciences/student-intranet/teaching/mitcircs/>

For a list of the circumstances that are normally accepted and not accepted, visit:

<https://www.york.ac.uk/healthsciences/student-intranet/teaching/mitcircs/>

Any claim should be made as near as possible to the time that the exceptional circumstances are happening and should normally be supported by independent third party first-hand evidence usually provided by professionally qualified people at the time the events were taking place. Claims will be considered on the basis of the evidence received.

Successful claims will be in relation to evidence of **exceptional** events only. Relating this statement to the world of work, the principle should be that the event is equivalent in terms of scale, significance and duration to that accepted by an employer from an employee to excuse a period of non-attendance in the workplace.

If your claim is successful and the Committee accepts that your assessment was significantly affected by your circumstances you will normally be given an opportunity to take the assessment again as a first/reassessment attempt with the original first/reassessment attempt being void. If it is an open assessment (for example an essay) then you may be given an extension to the submission date. Grades will never be altered without a further attempt at the assessment.

For your application to be considered, the exceptional event will **normally** need to occur within the 6 week period prior to the submission date (for open assessments) or examination date.

It is essential that an **accurate** and **comprehensively completed** claim form is submitted as near to the time of the exceptional event as possible along with any supporting evidence that demonstrates **how the problematic circumstances have impacted on your ability to study**.

8.13 Making an appeal

You can appeal against a procedural error in arriving at an academic decision or on the basis of mitigating circumstances that the examiners did not know about (see Section 7.12) 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 on both terms and how to appeal, visit:

www.york.ac.uk/students/help/appeals/

Assistance with appeals and representation at hearings is also available through the Students' Union Advice and Support Centre. All communication is confidential and free. For further information, visit: www.yusu.org/advice-and-support

YUSU Academic and Welfare Team, Email: asc@yusu.org Telephone: +44(0) 1904-323720 or 324207 Location: Academic & Support Centre (based in Student Centre) James College. www.yusu.org/advice-and-support	GSA Representation Advice and Welfare Co-ordinator Email: advice@yorkgsa.org Telephone: +44(0) 1904 322718 (internal 2718) Location: 2nd floor in Wentworth College. http://www.yorkgsa.org/
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Careers and employability for Postgraduates

As a postgraduate and online/distance-learning student, there are many ways for you to gain from University beyond your degree. If you are student who is already in a job, you can start to think about developing skills related to your field. If you are fresh from your undergraduate degree, then start to think about how you can enhance your personal and professional development.

The MSc in International Humanitarian Affairs, the Department and University are dedicated to facilitate your learning to become the professional you want to be. There are opportunities to engage with humanitarian and development organisations to intern, volunteer and find work placements that suit your needs.

If you are thinking of professional development, please talk to the MIHA Teaching Team. They will be able to guide you or refer you to relevant organisations or professionals.

Careers

You can develop your skills and employability by engaging with the support and opportunities available through the University Careers:

Employability Tutorial (<https://vle.york.ac.uk>)

The tutorial, available through Yorkshare (the University's VLE), can help you to generate career ideas, access work experience, find ways to achieve your goals and boost your career prospects. The tutorial's *Employability Journal* offers you somewhere to record your activities, skills and experiences and the *Employability Plan* helps you set out your career ideas for discussion with your supervisor.

Careers information and expert advice

Access a wide range of information through Careers' web pages, one-to-one appointments with advisers, and an extensive programme of skills and networking events, involving employers and graduates on campus, throughout each term.

Careers supports you to **make the most of your time at University** so that you are best placed to do whatever you want to do next. Visit the Careers website www.york.ac.uk/careers

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