

Part A: Programme Summary Information

1 Title of Programme	Public Health (Sexual and Reproductive Health)	
2 Programme Code	MPH(I)SRH	
3 Entry Award (s):		
3a Entry Award 1	MPH – 180 Credits:7	
3b Entry Award 2	PGDip – 120 Credits:7	
3c Entry Award 3	PGCert – 60 Credits:7	
4 Exit Award (s):		
4a Exit Award 1	MPH – 180 Credits:7	
4b Exit Award 2	PGDip – 120 Credits:7	
4c Exit Award 3	PGCert – 60 Credits:7	
5a Start Date	September 2022	5b End Date September 2023
6 Frequency of Intake	Annually	
7 Mode of Study	FT	
8a Applicable Framework	LSTM LT REG 01	
8b Exemption Required		
8c Exemption Approved		
8d Details of Exemption		
9 Director of Studies	Nara Tagiyeva-Milne	
10 Board of Studies	International Public Health Masters Board of Studies	
11 Board of Examiners	Master's Board of Examiners	
12 External Examiner(s)	tbc	
13 Professional or Other Body	None	
14 Reference Points	<p>QAA Master's Degree Characteristics Statement (2020); The UK Quality Code for Higher Education: Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)</p> <p>Priorities of relevant national and international organisations in public health (The Foreign, Commonwealth and Development Office, UK; United States Agency for International Development; World Health Organization)</p> <p>Association of Schools of Public Health in Africa (ASPHA), Public Health England, Faculty of Public Health, The Association of Schools of Public Health in the European Region.</p>	
15a Home/EU Fee		15b Overseas Fee
16 Additional Costs to the Student	<p>The programme fee covers the cost of a project based in LSTM and, this includes lab projects. However, students on programmes that are not lab-based may only be able to do a lab project if they are suitably qualified.</p> <p>Some projects also involve a short period of data collection overseas (normally 2-4 weeks). Students who choose projects with overseas travel must cover any additional costs for the overseas trip (estimated £3,500). Students are not required to pay these additional costs at registration but must have the necessary funds available in March when booking travel, accommodation etc.</p>	

Part B: Programme Aims and Outcomes

17 Overview of the Programme

This programme prepares students for leadership and equips them to assume an active role in and responsibilities for improving population health in a range of settings. It covers a wide breadth of contemporary issues in international public health and explores approaches to reducing health inequities by enhancing policy and practice based upon sound, evidence-based principles. The programme gives graduates key transferable knowledge and skills in epidemiology, research methods and social science. The Sexual and Reproductive Health stream prepares students for leadership roles in improving sexual, reproductive, maternal, adolescent health (SRMNAH) in a range of settings in low-and middle-income countries. It covers a broad range of contemporary issues in SRMNAH, provides students with many opportunities for experiential learning and application of evidence-based principles at the both the policy and health system levels.

Following the taught component, students on this stream complete a research dissertation project on a topic relevant to sexual or reproductive health either overseas or locally and could be desk based or field work. The programme is underpinned by LSTM's mission to reduce the burden of sickness and mortality in disease endemic countries through the delivery of effective interventions which improve human health and are relevant to the poorest communities. The programme has been developed around a series of Public Health competencies derived from the international reference points (see Reference Points above) and mapped to these competencies (see Appendix 1).

18 Aims of the Programme

No.	Specific Aim	Entry Award
1	To equip students with public health (Level 7) knowledge, skills and analytical tools to recognise, evaluate and analyse public health challenges at relevant local, national and global levels.	All Awards
2	To underpin students' abilities to contribute to developing high quality, effective interventions that address health inequities, strengthen health systems and improve health in resource poor settings.	All Awards
3	To provide students with knowledge and skills that will help to protect populations against contemporary and emerging threats or hazards and enable them to influence the wider social, environmental and structural determinants of health.	All Awards
4	To enhance students' epidemiological, and other qualitative and quantitative research skills, so they can critically appraise evidence, plan and implement evidence-based interventions, undertake research, and monitor and evaluate public health activities.	MPH only
5	To enable students to develop as resilient, effective public health leaders with excellent communication skills and high professional standards who have the ability and motivation to continue learning and work effectively and efficiently within global health systems.	All Awards

19 Skills and Other Attributes

No.	Skill/Attribute	Module(s)	Mode of Assessing
1	To identify issues, evaluate, critically appraise and interpret evidence and undertake basic research	700, 702, 703, 732	MCQ exam, critical reflection on mini qualitative research project, scientific report, research proposal, research report, critical analysis, epidemiological report, essay, group presentation, reflective piece
2	To communicate concepts, arguments, evidence and public health strategies effectively to a variety of audiences using a range of media and technologies	700, 713, 718, 732	Scientific report, research proposal, research report, critical review, group presentation, written report
3	To solve problems and make decisions through the creative application of knowledge to protect population health in complex and unpredictable situations	702, 718, 721, 720, 732	MCQ exam, critical reflection on mini qualitative research project, research report, written report, poster presentation, critical review, group presentation, epidemiological report, essay, reflective piece, critical analysis
4	To negotiate effectively and work in partnership with a wide range of	700, 713, 718, 721,	Scientific report, research proposal, group presentation,

	stakeholders to improve population health, health services and systems	729	individual report, critical analysis, essay, reflective piece, critical review, policy brief, poster presentation
5	To apply numerical and IT skills with confidence and accuracy	702, 720	MCQ exam, critical reflection on mini qualitative research project, written report, poster presentation, epidemiological report

20 Subject Based Learning Outcomes

A Knowledge and Understanding. Upon successful completion of the programme, a student should have developed and be able to demonstrate:

No.	Learning Outcome	Module(s)	Mode of Assessing	Entry Award
	Critical knowledge and understanding of major global health threats, with a focus on the determinants of health in resource poor settings	703, 713, 718, 729	Critical analysis, group presentation, written report, critical review, policy brief, poster presentation	All Awards
	An understanding of how health systems and services respond to health issues, including financing.	713, 721	Group presentation, individual report, critical analysis	All Awards
	Mastery of the fundamental principles of epidemiology, public health and related research methods	702, 732, 703, 713	MCQ exam, and critical reflection on mini qualitative research project, critical analysis, group presentation & individual report	All Awards
	Critical knowledge of the history, politics, policies and strategies that influence health	703, 718, 729, 721	Critical analysis, critical review, group presentation, policy brief, poster presentation	All Awards
	Critical knowledge and understanding of human rights, legal frameworks, and professional values	700, 720, 718, 729	Scientific report, research proposal, poster presentation, written report, critical review, group presentation, policy brief, poster presentation	All Awards

B Cognitive Skills. Upon successful completion of the programme, a student should be able to:

No.	Learning Outcome	Module(s)	Mode of Assessing	Entry Award
	Critically analyse, synthesise and evaluate information from a variety of sources to assess population health risks and wellbeing status	700, 702, 703, 713, 718, 720, 727, 729 732,	MCQ exam, and critical reflection on mini qualitative research project, research report, critical analysis, group presentation, written report, policy brief, poster presentation, critical review, scientific report	All Awards
	Use a holistic, problem-solving approach to analyse health issues and offer creative solutions to improve health	700, 702, 718, 720, 721, 729, 732	Scientific report, research proposal, MCQ exam, critical reflection on mini	All Awards

			qualitative research project, group presentation, policy brief, poster presentation, research report, critical review, written report, critical analysis.	
	Apply critical thinking skills to the development and delivery of public policy for health and wellbeing	700, 703, 718, 720	Scientific report, research proposal, critical analysis, written report, poster presentation, critical review, group presentation,	All Awards
	Critically appraise literature and other evidence to inform the development, monitoring and evaluation of interventions to improve health and health services	700, 713, 721, 729, 732	Scientific report, research proposal, research report, critical analysis, group presentation with individual report, policy brief, poster presentation	All Awards
	Learn independently through continuous professional development	700, 713, 721	Scientific report, research proposal, group presentation with individual report, critical analysis, group presentation	

C Practical/Professional Skills. Upon successful completion of the programme, a student should be able to:

No.	Learning Outcome	Module(s)	Mode of Assessing	Entry Award
	Manage time and resources effectively	700, 713, 721, 732	Scientific report, research proposal, group presentation with individual report, critical analysis, research report	All Awards
	Apply appropriate governance frameworks to engage effectively with communities to improve health and wellbeing	700, 718, 720	Scientific report, research proposal, critical review, group presentation, written report, poster presentation	All Awards
	Design and undertake research investigations in a responsible and ethical manner, including the use of appropriate technology.	700, 702, 732	MCQ exam, critical reflection on mini qualitative research project, scientific report, research proposal, research report	All Awards
	Take a leadership role in managing change and contribute effectively in responding to population health issues	700, 703, 713, 718, 721	Scientific report, research proposal, critical analysis, group presentation with individual report, critical review	All Awards
	Communicate and negotiate effectively with colleagues and the public, and act as an advocate to improve health for all, but especially for disadvantaged groups	700, 713, 729, 721	Scientific report, research proposal, group presentation with individual report, policy brief, poster presentation, critical analysis.	All Awards

21 Career Opportunities

There are many career opportunities in the field of Public Health e.g. disease outbreak control, disease surveillance, health service re-design, development & delivery of non-communicable disease strategies, childhood vaccinations, development of government policies & strategies, & reducing infant mortality. Employment opportunities within the SRH field are with small & large NGOs, UN organisations, as well as reproductive health community programmes & family planning, working towards Sustainable Development Goals (SDGs). There are also many research opportunities, useful for programme managers, nurses, midwives, & doctors who are working in the field of sexual & reproductive health.

Graduates on the SRMNAH stream can become global health consultants, educators, researchers, managers, health promoters/protectors, global health specialists/diplomats, advocacy workers, & community workers in SRH/Maternal & Newborn Health/Adolescent Health.

Part C: Entrance Requirements

22 Academic Requirements	Open to health professionals and graduates in health or related disciplines. In addition, candidates with qualifications such as law, psychology, education, social work/care, finance, business management, engineering, philosophy, anthropology, sociology, history, architecture and politics/international relations are welcome, particularly if they have relevant health related experience. Non-graduates with considerable work experience in the health sector of low or middle-income countries and evidence of continued academic development through appropriate in-service training will also be considered. Medical students who have completed at least three years of study and wish to intercalate are also accepted onto the programme.
23 English Language Requirements	The programme is taught in English. Applicants whose first language is not English must normally provide evidence of an IELTS (International English Language Testing System) score of at least 6.5 with a minimum of 5.5 in all learning components, or a TOEFL (Test of English as a Foreign Language) score of at least 88 for the Internet-based Test (iBT), with minimum scores of 21 for Listening and Writing, 22 for Reading and 23 for Speaking. Tests should be within their validity period of 2 years. Other English Language Tests and country specific English Language qualifications are also accepted - a full list with details of levels required can be found on the LSTM website (http://www.lstmed.ac.uk/study/how-to-apply/english-language-requirements). Applicants who have recently completed a degree level qualification taught in a majority English speaking country (as defined by UK Visas and Immigration (UKVI)) may also be accepted at the discretion of the Director of Studies.
24 Recognition of Prior Learning	All programmes of study will permit entry with credit attributed to previous certificated study up to a total of one third of the credits required to be awarded a Master's degree, Postgraduate diploma, Postgraduate certificate or Postgraduate award.
25 Work Experience	Candidates generally require professional or voluntary experience in health or a related area in a low or middle income country. Candidates without this experience are eligible, provided they can demonstrate an understanding and engagement in international public health issues or evidence of appropriate training. A protocol for assessing this has been developed and approved by the admissions team and senior management.
26 Other Requirements	Basic computing skills (e.g. word processing; emailing; webcam; printing)

Part D: Programme Structure

27a Overview

The MPH (Sexual and Reproductive Health) programme is modular in structure with each taught module worth 20 credits and the dissertation project 60 credits. Each module (20 credits) represents 200 hours of student learning including assessments and self-directed study.

The MPH (Sexual and Reproductive Health) is offered within a dynamic research-led environment and its content is informed by the cutting-edge research activities of the academic staff. It is designed to enable the professional development of the student, to be relevant to students from both the UK and overseas and to promote approaches to study that will enable graduates to continue their learning into the future.

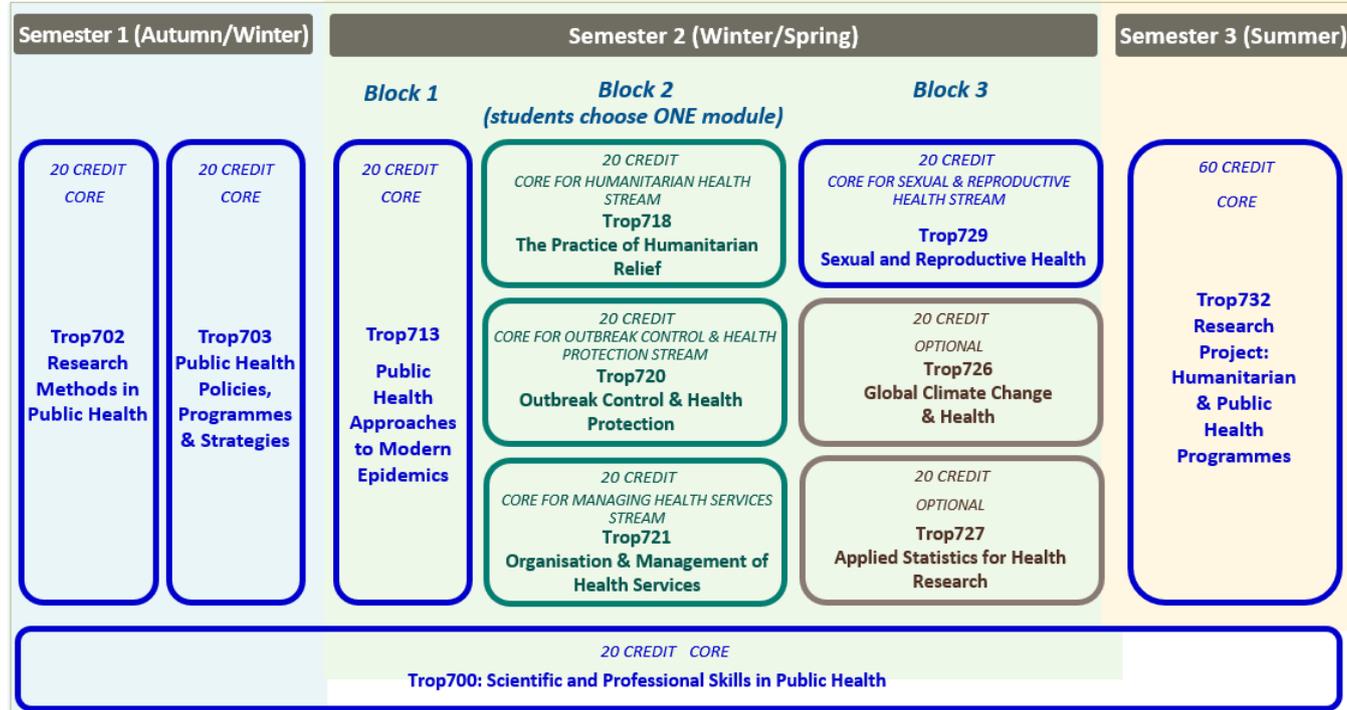
Students can carry out a fieldwork-based dissertation project overseas, in a local setting or can conduct a literature-based project that does not involve travelling abroad. All types of project have the key aims of developing the students' skills in formulating a research question, designing and implementing a research project and critically interpreting and presenting the findings. The timing of modules across the academic year recognises the financial and time constraints faced by LSTM students, many of whom are from outside UK.

The modules available to students following the programme are shown in Section 27b. Required modules are necessary to achieve the programme learning outcomes and must be taken by all students following the programme. The optional modules listed have been identified as most suitable for contributing to the attainment of the programme learning outcomes.

27b Timetable

**MPH (Sexual and Reproductive Health) programme 2022-23:
modular structure**

Core for SRH
Optional for SRH
NA for SRH



Semester	Dates	Week	Notes
Semester 1	12/09/2022	0	Induction
	19/09/2022	1	Trop702 Research Methods in Public Health (20 credits)
	26/09/2022	2	
	03/10/2022	3	
	10/10/2022	4	
	17/10/2022	5	
	24/10/2022	6	Assessment
	31/10/2022		Reading week / Programme events
	07/11/2022	7	Trop703 Public Health Policies, Programmes & Strategies (20 credits)
	14/11/2022	8	
	21/11/2022	9	
	28/11/2022	10	
	05/12/2022	11	
	12/12/2022	12	Assessment
	19/12/2022		Xmas Break
	26/12/2022		Xmas Break
Semester 2	02/01/2023		Reading / Programme Re-induction
	09/01/2023	1	Trop713 Public Health Approaches to Modern Epidemics (20 credits)
	16/01/2023	2	
	23/01/2023	3	
	30/01/2023	4	
	06/02/2023	5	
	13/02/2023	6	Assessment
	20/02/2023	7	Trop718: The Practice of Humanitarian Relief (20 credits)
	27/02/2023	8	or Trop720: Outbreak control & Health Protection (20 credits)
	06/03/2023	9	or Trop721: Organisation & Management of Health Services (20 credits)
	13/03/2023	10	
	20/03/2023	11	
	27/03/2023	12	Assessment
	03/04/2023		Reading week / Programme events
	10/04/2023	13	Trop729 Sexual, Reproductive, Maternal, Newborn & Adolescent Health (20 credits)
	17/04/2023	14	
	24/04/2023	15	
	01/05/2023	16	
08/05/2023	17		
15/05/2023	18	Assessment	
Semester 3	22/05/2023	1	Trop732: Research Project: Humanitarian & Public Health Programmes (60 credits)
	29/05/2023	2	
	05/06/2023	3	
	12/06/2023	4	
	19/06/2023	5	
	26/06/2023	6	
	03/07/2023	7	
	10/07/2023	8	
	17/07/2023	9	
	24/07/2023	10	
	31/07/2023	11	
	07/08/2023	12	
	14/08/2023	13	
	21/08/2023	14	
	28/08/2023	15	
	04/09/2023	16	

Trop700
Scientific &
Professional
Skills in Public
Health
(20 credits)

Appendix 1 MPH programme mapping to public health competencies.

Competency	Modules	Core modules					Optional modules						Total count	
		Research methods	Sci & Professional Skills in PH	PH policies, programs and strategies	PH approaches to modern epidemics	Dissertation	Organisation & Management Health Services	The practice of humanitarian relief	SRMNAH	Outbreak Control & HP	Applied stats health research	Climate Change & Health		
1	Knowledge	Surveillance in resource poor	X							X				2
2		Social determinants of health			X	X			X	X			X	5
3		Global burden of disease			X				X				X	3
4		Public policy, politics and influence on health			X	X		X	X	X			X	6
5		Human rights and legal frameworks especially relating to health protection			X				X	X	X		X	5
6		Health financing, including the range of methods employed to provide universal health coverage				X								1
7		Health systems	X		X	X		X	X	X	X		X	8
7		Sociology and anthropology of health	X						X	X			X	4
8	Intellectual skills	Use public health intelligence to critically assess population health risks and wellbeing status; and explore the relationship between cause and effect in a range of global settings	X						X			X	X	5
9		Critically appraise and assess evidence of effectiveness to monitor and evaluate interventions and services to improve health and wellbeing	X	X		X	X	X	X	X			X	9
10		Apply critical thinking skills to the development and delivery of public policy for health and wellbeing		X		X	X	X	X			X	X	7
11		Use a holistic, problem solving approach to analyse health problems and provide solutions that will improve health system and provide safe, reliable quality services			X			X	X	X			X	5
12	Practical / professional skills	Undertake appropriate research and analyse data using appropriate quantitative or qualitative methodologies to provide evidence to inform the development of policy, interventions and services to improve health and wellbeing	X									X		3
13		Manage organisational change effectively and efficiently		X				X	X	X				4
14		Take a leadership role and contribute effectively in responding to public health problems and the planning and development of services to improve health and wellbeing, especially in low resource settings (including emergency planning)		X		X		X	X	X			X	6
15		Develop and apply appropriate governance frameworks to improve the quality of services		X				X	X	X			X	5
16		Apply skills of cultural awareness and competency (diversity and inclusiveness) in all their work	X	X		X	X	X	X	X			X	8
17		Use evidence based skills to promote and protect health and wellbeing in a range of global health settings		X		X			X	X	X		X	6
18		Communicate and negotiate effectively with colleagues and the public, and act as an advocate for all, but in particular for disadvantaged groups to influence decision makers about policies and practices that affect health and wellbeing		X		X		X	X	X	X		X	7
19		Engage effectively with communities to improve health				X			X	X			X	4
20		Evaluate and reflect on own professional ethical behaviour		X					X				X	4
		Total count	7	9	6	11	6	10	18	14	7	2	17	

27c Options

- Managing the Health of Refugees and Displaced Persons
- Outbreak Control and Health Protection
- Organisation and Management of Health Services
- Sexual, Reproductive, Maternal, Newborn and adolescent Health

Part E: Learning, Teaching and Assessment Strategies

28 Learning, Teaching & Assessment Strategy

The L&T strategy is designed to help all students express their full potential through a combination of student-centered blended learning approaches. Lectures highlight key points and provide participants with a core knowledge base in public health. Students are expected to enhance this core knowledge and become reflective independent learners through guided enquiry-based self-study and use of on-line materials. To develop cognitive and intellectual skills, the programme involves discussion of key issues, analysis and interpretation of resource material and practice in applying concepts and solving public health problems. Group work develops students' abilities to work co-operatively, promotes creativity, provides opportunities to reflect critically and enables participants to take more responsibility for their own learning, as well as learn from each other. Students can also take advantage of lectures and seminars given by the many distinguished researchers and policy makers who regularly visit LSTM. The L&T methods adopted reflect the diversity of the LSTM student population and an ethical and culturally sensitive approach is emphasised throughout. The assessment strategy is designed to encourage the student to develop and improve on a range of skills, including synthesising and evaluating information, academic writing, numerical and IT skills, team-working, presentation skills, and time management. Both formative and summative assessment approaches are used. General assessment procedures, assessment criteria and regulations with respect to late submission are communicated to the students in the LSTM Masters' Student Handbook. Students are directed to the relevant module area in Brightspace for information relating to specific assignments.

29 Assessment Schedule

Module Title ^α	Assessment ^α	Timing ^α	% of module mark ^α
Trop702: Research Methods in Public Health ^α	MCQ exam ^α	S1 ^α	50% ^α
	Critical reflection on mini-qualitative research project ^α		50% ^α
Trop700: Scientific and Professional Skills ^α	Scientific report ^α	S1 ^α	100% ^α
	Research proposal (formative but required) ^α	S2 ^α	n/a ^α
Trop703: Public Health Policies, Programmes and Strategies: Concepts and Methods ^α	Critical analysis ^α	S1 ^α	100% ^α
Trop713: Public Health Approaches to Modern Epidemics ^α	Group presentation ^α	S2-B1 ^α	40% ^α
	Individual report ^α		60% ^α
Trop720: Outbreak Control and Health Protection ^α	Written report ^α	S2-B2 ^α	60% ^α
	Poster presentation ^α		40% ^α
Trop718: The Practice of Humanitarian Relief ^α	Critical review ^α	S2-B2 ^α	70% ^α
	Group presentation ^α		30% ^α
Trop721: Organisation and Management Of Health Services ^α	Critical analysis of a case study ^α	S2-B2 ^α	70% ^α
	Group presentation ^α		30% ^α
Trop727: Applied Statistics for Health Research ^α	Epidemiological report ^α	S2-B3 ^α	100% ^α
Trop726: Global Climate Change and Health ^α	Essay ^α	S2-B3 ^α	62.5% ^α
	Individual reflective piece ^α		12.5% ^α
	Group presentation ^α		25% ^α
Trop729: Sexual, Reproductive, Maternal, Newborn and Adolescent Health ^α	Policy brief ^α	S2-B3 ^α	80% ^α
	Poster presentation ^α		20% ^α
Trop732: Research Project: Humanitarian & Public Health Programmes ^α	Research project report ^α	S3 ^α	100% ^α

30 Pass Mark

The pass mark for each module is 50%.

31 Compensation and Resits

Compensation

Where the overall average mark in all taught modules is 50% or above, a mark of 40-49% in one module of 20 credits will be deemed compensatable. The compensation rule does not apply to postgraduate award or to stand-alone modules. Marks for modules passed by the compensation rule will be recorded as a pass mark of 50%.

Re-sits

Students who fail one or more modules at the first attempt will normally be offered one reassessment opportunity for each failed component. Reassessment will normally take place in the defined reassessment period, but where this is not possible, within twelve months of the failed assessment. A failed research project may be submitted on one further occasion only, within one year of the original date of submission. Marks achieved through reassessment will be capped at 50% for the purpose of calculating the overall average mark and determining classification for an award. The actual mark achieved through reassessment will be the mark recorded on the transcript. Students will not be permitted a reassessment opportunity for any module or assignment they have passed, with the aim of improving the mark, except in the case of extenuating circumstances. Further information relating to the re-sitting of examinations, including timing of re-sits, can be found in the LSTM Masters Student Handbook.

32 Marking Descriptors

LSTM has generic assessment criteria applicable to all written work (below). Assessment criteria for individual assignments can be accessed by students in the module Brightspace folder.

%	COMMENTS
90-100	Distinction Absolutely outstanding answer. Factually flawless; strong degree of originality and critical insight; clearly organised; comprehensive coverage; extensive evidence of supplementary reading; style and presentation excellent.
80-89	Distinction Outstanding answer. Factually flawless; clearly organised; logical; good evidence of supplementary reading; originality and critical insight present; style and presentation excellent.
70-79	Distinction Very good answer. Factually flawless; some originality of thought and critical insight; evidence of outside reading; good coverage; style, presentation and organisation very good.
60-69	Merit Comprehensive answer. Clear; logical; thorough; factually sound with no serious errors; evidence of outside reading and/or originality and critical insight; style, presentation and organisation good.
50-59	Pass Adequate answer. Accurate but limited to lecture material; perhaps some errors or key facts missing; no originality; little evidence of outside reading; style, presentation and organisation moderate.
40-49	Fail Incomplete answer. Information fairly sparse; some inaccuracies; answer broadly relevant to question but poor coverage of lecture material; no sign of outside reading; style, presentation and organisation poor.
30-39	Fail Deficient answer. Poorly directed at question; many omissions or errors but some relevant facts correct; understanding poor; style, presentation and organisation poor.
15-29	Fail Very deficient answer. Answer largely irrelevant to the question; a few facts correct but many omissions and errors; style, presentation, grammar and organisation very poor.
0-14	Fail Totally inadequate answer. Little relevance to question or little factual material; wrong approach; style, presentation, grammar and organisation extremely poor.

33 Final Award and Alternative Qualifications

Students who attend for a minimum period of 12 months of full-time study, and who achieve a minimum of 180 credit points at FHEQ level 7, and successfully complete a dissertation/research project worth 60 credits will be eligible for the award of a Master's degree. To be awarded the Master of Public Health (Sexual and Reproductive Health), credits must include all core modules and dissertation in Public Health applied in the area of sexual and reproductive health.

A mark of Merit or Distinction will be awarded according to the criteria below. A Merit or Distinction may be awarded if a student has failed and then passed on re-sit any credit that counts towards the final award during the relevant period of study at LSTM. However, marks are capped at 50% for the purposes of calculating the award. Marks achieved in modules which are passed under the compensation rule may also be counted towards a Merit or Distinction. It should be noted that students who register on the MPH, but who exit with a lower award, will be eligible for a Merit or Distinction for the lower award, provided the student meets the criteria outlined below:

For a Master's Degree with Distinction a student must achieve:

- a Distinction grade for the dissertation; *and*
- an overall average of at least 70% in 120 credits of taught modules

For a Postgraduate Diploma with Distinction a student must achieve:

- an overall average mark of at least 70% in 120 credits of taught modules; *or*
- an overall average mark of at least 70% in 60 credits of taught modules and a Distinction grade for the dissertation

For a Postgraduate Certificate with Distinction a student must achieve:

- an overall average mark of at least 70% in 60 credits of taught modules

For a Master's degree with Merit a student must achieve:

- a Merit grade for the dissertation *and*;
- an overall average mark of at least 60% in 120 credits of taught modules

For a Postgraduate Diploma with Merit a student must achieve:

- An overall average mark of at least 60% in 120 credits of taught modules; *or*
- an overall average mark of at least 60% in 60 credits of taught modules and a Merit grade for the dissertation

For a Postgraduate Certificate with Merit a student must achieve:

- an overall average mark of at least 60% in 60 credits of taught modules

Average marks falling up to 2% below any grade boundary are deemed to be borderline cases. In these cases, the award is determined by consideration of the profile of marks across all taught modules. To be awarded the higher grade, at least 50% of the taught credits must be at the higher grade.

Students who take modules on a stand-alone basis will become eligible for an award with Distinction or Merit where they:

- Subsequently register for a programme of study which leads to an award and successfully complete the required credit through the study of appropriate modules as defined in the programme specification *or*;
- Accumulate sufficient credit for an unnamed award in accordance with an approved programme of study.

Where a student has successfully completed modules which exceed the required credit for the award the calculation of the overall average mark and determination of classification will be based on the modules with the higher marks.

Criteria for the award of an alternative qualification

If a student fails to meet the criteria for the award of a Master's degree or is unable to complete the programme registered for, he or she will be eligible for the award of one of the following as an exit qualification:

Postgraduate Certificate in Public Health - this will be awarded to students who registered for MPH, attended for a minimum period of 15 weeks full-time study, and have achieved a minimum of 60 credits. The credit may not include any dissertation credits. To qualify for a 'named' Postgraduate Certificate in Public Health, the credits achieved must include three of the core modules.

Postgraduate Diploma in Public Health – this will be awarded to students who have previously registered for the MPH. attended for a minimum period of 30 weeks equivalent of full-time study and have achieved a minimum of 120 credits; the 120 credits may include dissertation credits to the value of 60 credits. To qualify for a 'named' Postgraduate Diploma in Public Health, the credits achieved must include three of the core modules.

Students who fail to achieve the required credits for a named award will exit with an unnamed award.

Part F: Quality Assurance

34 Examination Process

The Masters Board of Examiners consists of the LSTM Director (Chair), Dean of Education, Academic Registrar (Secretary), the External Examiners from all LSTM Master's programmes and all members of academic staff who have made a major contribution to the teaching and assessment of the programmes.

The Terms of Reference are as follows:

- To monitor methods of assessment against set learning outcomes and programme requirements
 - To ensure standards of assessment are maintained
 - To assess students' performance in accordance with regulations
 - To reach overall decisions concerning awards
 - To make recommendations to the Board of Studies on the conduct and standards of all assessment procedures
- External Examiners are responsible for ensuring that awards made by LSTM are of a comparable standard with those of similar subjects and awards of other Higher Education Institutions in the United Kingdom, as stated in the Code of Practice on External Examining of Taught Programmes which is available at: <http://www.lstmed.ac.uk/study/quality-manual>

Further information on the assessment policies and procedures can be found in the LSTM Masters Student Handbook, including:

- The penalties for the late submission of assessments
- The rules relating to plagiarism and collusion
- Ill-health and other special factors

Information on the purpose, method and schedule of assessment and the timescales for the submission of assessments can be found in the Programme Handbook (available on the LSTM student intranet) and on the Brightspace programme page.

35 Student Representation and Feedback

LSTM is committed to receiving and responding to student feedback in order to develop learning and teaching within the institution and to improve the overall quality of the student experience. Students are encouraged to evaluate individual modules and the programme via an online survey tool. The survey results are reported at Board of Study (BoS) meetings, together with any additional feedback from the student representatives. Regular focus groups will be held and there are opportunities for informal feedback via tutors and module convenors.

Students will be formally represented within the LSTM committee structure:

(a) The **Staff Student Liaison Committee (SSLC)** meets 3 times a year and includes an elected representative from each programme, including any programme streams. The minutes of the SSLC are received by the Learning & Teaching Committee (L&TC). The membership of the SSLC, its terms of reference and the manner in which it conducts its business conform to the requirements of the Code of Practice on Student Engagement and Enhancing the Student Experience - <http://www.lstmed.ac.uk/study/quality-manual>

(b) Each Master's programme has a **Board of Studies (BoS)**, which oversees its planning, operation, management and development. Membership of the BOS consists of the Director of Studies for the Programme, the Academic Registrar, elected student representatives, Registry staff supporting the programme, Convenors of Modules and those making a significant contribution to the programme.

Students play an active role in the work of the BoS, with the exception of reserved and confidential business. The minutes of all Boards of Studies are received by the L&TC.

(c) The **Quality Management Committee (QMC)** oversees the academic standards and quality assurance and enhancement of all taught programmes, ensuring that LSTM's quality assurance processes are fully informed by external expectations including the UK Quality Code for Higher Education. Two students from across all programmes serve as full members of the QMC. The QMC reports on academic quality assurance and enhancement issues to the L&T Committee. The Committee meets a minimum of four times per academic year and is responsible for:

- Approving, monitoring and reviewing programmes and modules
- Approving recommendations for the appointment of external examiners for LSTM programmes.
- Monitoring the progress of actions raised by External Examiners
- Developing, monitoring and reviewing the peer observation system

Part G: Diversity and Equality of Opportunity and Widening Participation

36 Diversity and Equality Statement

The programme's design, structure and content are consistent and compliant with the Diversity and Equality of Opportunity Policy. LSTM provides a multiracial, multidisciplinary learning environment in which all students benefit from the opportunity to share diverse experiences and outlooks, supported by staff who are themselves from a variety of national and cultural backgrounds and spend significant periods of time working overseas. LSTM provides a comprehensive range of relevant non-academic student support services. The Personal Tutor System aims to provide students with advice and support in matters related to academic work and to enable the development of independent study habits suitable for higher education. Reasonable adjustments are made to assessments for disabled students in line with the Code of Practice on Student Support and Welfare.