



Programme Information Document

2022 - 2023



MSc/PGDip/PGCert in Global Mental Health

Online Distance Learning

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Section 1: Programme Information

Induction Information

A link will be sent to your student email for the online induction course.

Key Contacts

<p>Programme Lead</p>	<p><u>Dr Julie Langan-Martin</u></p> <p><u>Julie.Langan@glasgow.ac.uk</u></p> 
<p>Programme Administrator</p>	<p><u>Ms Amanda Smith</u></p> <p><u>Amanda.Smith.2@glasgow.ac.uk</u></p>

External Examiner

The external examiners for this programme are Dr Keith Edwards, The Open University, and Andreas Dimopoulos, University of Huddersfield.

Advisers of Studies

The Chief Adviser of Studies for students on this programme is Dr Julie Langan-Martin.

Welcome

Hello and welcome to the MSc/PGDip/PGCert in Global Mental Health at the University of Glasgow.

Here at the University of Glasgow we have a vision to be a world class, world-changing university with a mission to bring inspiring people together and create a world-class environment for learning and research, empowering staff and students to discover and share knowledge that can change the world.

Within the Institute of Health & Wellbeing we have a mission to: prevent disease, improve health and wellbeing, and reduce inequalities: locally, nationally and globally and so the MSc Global Mental Health programme sits within both the Institute's and wider University's mission.

Throughout the programme an understanding of the Global Burden of Mental Health will be developed. A range of initiatives and associated efforts to scale up mental health services in low and middle-income countries will be explored. This programme will aim to develop mental health leaders of the future, who will be able to understand the importance of developing culturally appropriate services to support mental health and well-being.

A range of academic abilities, personal qualities and transferable skills which will enrich you for life after graduation will also be developed.

This information document outlines the programme content and lists the main events throughout the programme.

Programme Aims

B762A-5100 MSc in Global Mental Health (Online Distance Learning)

The aim of the MSc Global Mental Health (Online Distance Learning) is to provide online teaching to students to introduce core material in the area of Global Mental Health and provide specialist education on concepts relevant to current practice in the field of Global Mental Health.

The program also aims to teach practical skills in evaluating research design, developing skills in understanding statistical analysis and support the development of skills in the communication of research findings.

Finally this programme aims to enable students to design, plan and complete a research project within an area of Global Mental Health allowing the generation of new knowledge within this field.

B762A-5112 PG Diploma in Global Mental Health (Online Distance Learning)

The PG Dip Global Mental Health (Online Distance Learning) provides opportunities for students to develop and to demonstrate knowledge and understanding, skills, qualities and other attributes which are in line with the University of Glasgow's graduate Attributes.

The aim of this course is to introduce students to core material in the area of Global Mental Health and provide specialist education on concepts relevant to current practice in the field of Global Mental Health. The course also aims to teach practical skills in evaluating research design, developing skills in understanding statistical analysis and support the development of skills in the communication of research findings.

B762A-5113 PG Certificate in Global Mental Health (Online Distance Learning)

The PG Cert Global Mental Health (Online Distance Learning) provides opportunities for students to develop and to demonstrate knowledge and understanding, skills, qualities and other attributes which are in line with the University of Glasgow's graduate Attributes.

The aim of this course is to introduce students to core material in the area of Global Mental Health and provide specialist education on concepts relevant to current practice in the field of Global Mental Health. The course also aims to teach practical skills in evaluating research design, developing skills in understanding statistical analysis and support the development of skills in the communication of research findings.

Intended Learning Outcomes

By the end of this programme students should be able to:

- Critically evaluate a range of key concepts related to Global Mental Health Research and Practice
- Critically appraise different types of research evidence and publications which investigate relevant aspects of Global Mental Health
- Critically evaluate the roles of cultural, social and biological factors in how mental health difficulties are manifested across the life-span and across cultures.
- Formulate strategies to develop, deliver, improve access to and evaluate interventions for mental health difficulties in a global context.
- Synthesise and effectively communicate information relating to an appropriate area of research within the field of Global Mental Health to a variety of audiences.
- Design, plan and complete a Research Project within the area of Global Mental Health, which adds to existing theoretical and/or empirical knowledge. (Master students only)

Programme Structure

MSc & PG Diploma in Global Mental Health

Features: This programme has 60 credits of core courses and 60 credits of optional courses.

Whether you join us in September, January or April, you will take a course immediately available to you, i.e. if beginning in September, take Semester 1 course Themes in Global Mental Health. If beginning in January, take a Semester 2 optional course, e.g. Mental Health Promotion Across the Lifespan. If beginning in April, take Semester 3 course Mental Health and Disability: International Law & Policy.

Course Title	Course Code	Credits	Core	Optional	Semester(s) taught
Themes in Global Mental Health	MED5587	20	Y		1 (Year 1)
Mental Health and Disability: International Law and Policy	MED5450	20	Y		3 (Year 1)
Research Methods in Health and Wellbeing	MED5499	20	Y		1 (Year 2)
Introduction to Statistical Methods	MED5477	20		Y	1
HTA: Policy and Principles	MED5275	20		Y	1
Outcome Measurement and Valuation for Health Technology Assessment <i>Must be taken with MED5454</i>	MED5379	10		Y	1
Qualitative Research Methods for Health Technology Assessment <i>Must be taken with MED5379</i>	MED5454	10		Y	1
Improving Access to Mental Health Care in the Global Context	MED5447	20		Y	2
Mental Health Promotion across the Lifespan	MED5449	20		Y	2
Statistical methods for Health Technology Assessment and Evidence Based Medicine	MED5372	20		Y	2
Health Technology Assessment in a Global Context	MED5377	20		Y	2
Globalisation and Public Health	MED5431	20		Y	2
Qualitative Research Methods for Public Health	MED5436	20		Y	3
Understanding Evidence for the Real World: Critical Appraisal for Healthcare	MED5437	20		Y	3
Cultural, Social and Biological determinants of Mental Health	MED5445	20		Y	3
Health Promotion: Principles and Practice	MED5432	20		Y	3
Health Economics for HTA	MED5023	20		Y	3
Data Science	MED5378	20		Y	3
Dissertation* *Taken by MSc students only	MED5446P	60	Y		Year 3

MSc in Global Mental Health with specialism in Health Promotion

Features: This programme has 100 credits of core courses and 20 credits of optional courses. The dissertation will focus on Health Promotion.

As above, whether you join us in September, January or April, you will take a course immediately available to you, i.e. if beginning in September, take Semester 1 course Themes in Global Mental Health. If beginning in January, take a Semester 2 course Mental Health Promotion Across the Lifespan. If beginning in April, take Semester 3/Summer course Mental Health and Disability: International Law & Policy. In Year 2, an optional course can be taken in Semester 2.

Course Title	Course Code	Credits	Core	Optional	Semester(s) taught
Themes in Global Mental Health	MED5587	20	Y		1 (Year 1)
Mental Health Promotion across the Lifespan	MED5449	20	Y		2 (Year 1)
Mental Health and Disability: International Law and Policy	MED5450	20	Y		3 (Year 1)
Research Methods in Health and Wellbeing	MED5499	20	Y		1 (Year 2)
Cultural, Social and Biological Determinants of Mental Health	MED5445	20	Y		3 (Year 2)
Introduction to Statistical Methods	MED5477	20		Y	1
HTA: Policy and Principles	MED5275	20		Y	1
Outcome Measurement and Valuation for Health Technology Assessment <i>Must be taken with MED5452</i>	MED5379	10		Y	1
Qualitative Research Methods for Health Technology Assessment <i>Must be taken with MED5379</i>	MED5454	10		Y	1
Improving Access to Mental Health Care in the Global Context	MED5447	20		Y	2
Statistical methods for Health Technology Assessment and Evidence Based Medicine	MED5372	20		Y	2
Health Technology Assessment in a Global Context	MED5377	20		Y	2
Globalisation and Public Health	MED5431	20		Y	2
Qualitative Research Methods for Public Health	MED5436	20		Y	3
Understanding Evidence for the Real World: Critical Appraisal for Healthcare	MED5437	20		Y	3
Health Promotion: Principles and Practice	MED5432	20		Y	3
Health Economics for HTA	MED5023	20		Y	3
Data Science	MED5378	20		Y	3

Dissertation (Health Promotion)	MED5532P	60	Y		Year 3
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PG Certificate in Global Mental Health

Features: This programme has a 20 credit core course and 40 credits of optional courses. 60 credits to be taken from the list of courses.

Course Title	Course Code	Credits	Core	Optional	Semester(s) taught
Themes in Global Mental Health	MED5587	20	Y		1
Research Methods	MED5499	20		Y	1
Mental Health Promotion Across the Life-span	MED5271	20		Y	2
Improving Access to Mental Health Care in the Global Context	MED5449	20		Y	2
Cultural, Social and Biological determinants of Mental Health	MED5445	20		Y	3
Mental Health and Disability: International Law and Policy	MED5450	20		Y	3

Learning & Teaching Approaches

Teaching methods used on the programme include:

- Online interactive lecturing
- Online seminars
- Self-directed learning activities
- Virtual learning environment activities
- Forum tasks and activities.

Student-directed activities will include:

- Directed private study
- Projects
- Essays

A range of tasks and activities have been included in each learning session and these provide students with an opportunity to reflect on their learning and to develop the critical thinking skills essential for Masters level study.

Academic guidance is that students should commit 100 learning hours to a 10 Credit course with 90 of these being independent study.

Students are expected to manage their own learning and completion of the tasks is not compulsory. Learners are offered the flexibility to self-assess their learning needs, to gauge the level of engagement they require with the tasks and complete tasks at a convenient time.

Please be aware that the tasks are designed to support your learning and the applications of the themes highlighted can optimise the quality of your responses if you apply them appropriately to the coursework.

The courses within this programme contain two types of learning tasks: core tasks and supplementary tasks. The majority of these are core tasks, however a number of *supplementary tasks* have been included.

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- The core tasks have been designed to be integral to the attainment and application of the intended learning outcomes for the course. As such, it is recommended that core tasks be completed in synergy with the other learning materials within each section and where practicable within the time (week) allocated. Where indicated, forum contribution for those tasks will optimise the learning experience.
 - The supplementary tasks aim to help learners widen and deepen the core knowledge gained in the course. Observation of previous GMH MSc students demonstrates that effective completion of these styles of tasks and engagement with the recommended reading are associated with higher performance on the summative assessments.

Assessment Methods

Throughout the Programme, assessment will be via coursework assignments. A variety of assessment methods will be used to enable the assessment of the full ranges of intended learning outcomes, including knowledge & understanding, subject-specific and practical skills, intellectual skills and transferable/key skills.

Assessments will be in the following forms:

- Written reports
- Essays
- Information sheets
- Presentations and posters
- Podcasts

Progression to Year 2 and Year 3 (Dissertation)

Full information: [University Regulations](#)

7.1 A candidate's progress on the programme will be considered as follows:

a) **After two academic sessions:** A candidate for a Masters degree, a Postgraduate Diploma or a Postgraduate Certificate who after two academic sessions of registered study has achieved fewer than 60 credits will be permitted to remain registered on their programme of study only if they have obtained a grade point average^[4] of at least 7.0 on their completed credits.

b) **After completion of 60 credits:** A candidate for a Masters degree or a Postgraduate Diploma who after completion of 60 credits of the taught courses described in §4 has obtained a grade point average of at least 7.0 will be permitted to progress to the subsequent 60 taught credits on the programme.

c) **After completion of 120 taught credits:** A candidate for a Masters degree will be permitted to progress to preparation of the substantial independent work required by the degree, only if they have obtained a grade point average of 12.0 or above in the 120 credits of taught courses described in §4 with at least 75% of the credits at grade D3 or above and all credits at grade F3 or above.

7.2 The Programme Document may specify a course or courses in respect of which a specific grade is a minimum requirement of progression.

7.3 Exceptionally, a candidate for a Masters degree may be required to commence work on the substantial independent work before the assessment of the taught courses referred to in §4 has been completed. Such a requirement shall not indicate that the candidate has satisfied the requirements for award of the degree in relation to the taught courses. In the event that subsequently after all opportunities at assessment have been exhausted the candidate does not achieve the standard required in relation to the taught courses specified in §9.1, the candidate will not be eligible for the award of the Masters degree, and the following will apply:

- If the substantial independent work has been submitted, it will be marked and a grade published.
- If the substantial independent work has not been submitted but is substantially complete and no further supervisory input is required, the candidate may submit the work by the published deadline. The work will be marked and a grade published.
- If the substantial independent work is not substantially complete or requires further supervisory input, the work should be discontinued and no submission made. No grade will be published for the candidate.

7.4 Progress from Postgraduate Certificate or Postgraduate Diploma

- A candidate registered for a Postgraduate Certificate may progress to study for a Postgraduate Diploma where such a programme is available in the same subject if the candidate has obtained a grade point average^[4] of 9.0 in 60 credits, with not less than 40 of these credits at grade D3 or above.
- A candidate registered for a Postgraduate Diploma may progress to study for a Masters degree where such a programme is available in the same subject if the candidate has obtained a grade point average of 12.0 in the taught courses described in §4 with at least 75% of these credits at grade D3 or above and all credits at grade F3 or above. The Programme Document may specify a course or courses in respect of which a specific grade is a minimum requirement of progression.

Award of MSc with Distinction & Merit

The programme regulations can be found in section *Generic Regulations for Masters Degrees* in the [College of MVLS Regulations](#).

The Code of Assessment, the Appeals Procedure and the Complaints Procedure can all be found in the [University Fees & General Information for Students section](#). Please also see this [guide for understanding the marking system](#).

Section 2: Information for Students

Registration & Enrolment

Registration for Postgraduate Taught students is now open.

Guidance on registration and enrolment is available [here](#). Please feel free to contact the MSc Administrator, Amanda Smith, if you have any issues.

Student Email

Guidance on how to access student email can be found [here](#).

Students are responsible for checking their student email accounts on a daily basis throughout the academic year.

Session Dates

Please note, you may be expected to submit assignments via Moodle out-with the (typically) 10 or 11 teaching weeks on your course timetables. Check with your course administrator if you are unsure.

Graduation at the University of Glasgow will generally be in late November for September starts, April for January starts and June for April starts.

Electronic Learning Environment (Moodle)

Programme information (including this handbook) and course documentation and resources are held on a secure e-learning site (Moodle). The location of this site, plus instructions for logging on, will be sent to students via email at the beginning of semester 1. Students must engage with Moodle; this is absolutely essential for online courses and is a fundamental aspect of the degree.

Netiquette: Consideration When Posting Things Online

Courtesy: Whether sending an email or speaking in a discussion forum, it is important to be courteous and respectful of others online. Sometimes it can be hard to gauge the tone/emotion within written text, so it can be good to read through what you have written once again before finally posting things to the discussion board. Contributing to discussions online in a written format means that your postings are available for participants to re-read over the year. So think about what you are posting.

DON'T SHOUT - Writing everything in capital letters equates to shouting and is considered very rude online. A word or two in capitals is fine, but shouting is not recommended as it can be seen as domineering or aggressive in online discussions.

Language Inappropriate language is not acceptable. In addition, participants on the MSc in Global Mental Health have different levels of English language skills, so try to be clear about what you mean when you contribute to discussions and spell out any abbreviations. Please ask if someone uses abbreviations or terminology you don't understand.

Copyright Photos, writing or other resources that you have found on the internet and wish to use may be copyright protected. Make sure you cite where you have found information and give credit to people whose work you use.

Information about studying online can be found on [Moodle](#).

Unauthorised Distribution of Course Material

Please note that lecture recordings and ALL course materials provided are for your own personal use and can only be used in relation to your studies. Any unauthorised distribution of course materials, including uploading them onto unauthorised web sites and social media sites, such as YouTube or Course Hero, will be considered in breach of the code of conduct and will be subject to disciplinary action.

Student Absence

The Student Absence Policy can be found [here](#).

Students are expected to engage with courses and complete assessment.

Students must complete a MyCampus absence report for any significant* absence.

Even if not formally defined as significant, students are recommended to complete an absence report for any absence for which they would like the University to take account of special circumstances regarding their ability to attend university, e.g. the cumulative effect of several (non-consecutive) days of absence. Students with a disability related absence and who have their support co-ordinated by the Disability Service are not expected to complete multiple absence reports for absences related to their disability.

Guidance for submitting a Student Absence Report can be found [here](#).

*A significant absence is:

1. an absence of more than **seven consecutive days** (including weekends) during semester time
2. an absence of any duration if it prevents a student from:
 - a. attending an examination, or
 - b. fulfilling any other published minimum requirements for the award of credit (e.g. compulsory attendance at a tutorial or laboratory class or meeting a deadline for handing in an assignment).

Incomplete Assessment & Good Cause

It is your responsibility to bring any factors that may have affected your academic performance to the attention of the University.

If you are unable to submit your assessment on the submission date, please email your course coordinator, copying in the programme administrator, with a request for an extension. **Five working day extensions (equal to 7 consecutive days, i.e. one week) can be provided at the course coordinator's discretion.**

For longer extensions, students may wish to consider the Good Cause Claim process. Submission of a Good Cause Claim is the mechanism which allows your circumstances to be considered by the Good Cause Committee and the Board of Examiners.

Guidance on what counts as 'Good Cause' and details of how to submit a good cause claim are available [here](#).

If it is accepted that your assessment was affected by good cause, the work in question will be set aside and you will (as far as is practicable) be given another opportunity to take the assessment with the affected attempt discounted, or you will be given an appropriate extension to complete the work. Please note that Boards of Examiners are not permitted to award marks on the basis of undemonstrated performance and therefore your grade(s) will not be increased because your performance was impaired by medical or other personal circumstances.

Penalties for Late Submission of Work

The following excerpt is taken from the [Code of Assessment](#):

Penalties for late submission of coursework

6.25 Deadlines for the submission of coursework which is to be formally assessed will be published in course documentation, and work which is submitted later than the deadline will be subject to penalty as set out below.

16.26 Where the work in question is a piece of independent work for which, in order to qualify for the honours degree, a minimum grade is prescribed, any late penalty will be discounted for the purpose of determining whether that prescription has been met.

16.27 Except as modified by §16.28, the primary grade and secondary band awarded for coursework which is submitted after the published deadline will be calculated as follows:

a) In respect of work submitted not more than five working days after the deadline:

i) the work will be assessed in the usual way, and the primary grade and secondary band so determined will then be reduced by two secondary bands for each working day (or part of a working day) the work was submitted late;

ii) where work is submitted after feedback on that work (which may include grades) has already been provided to the student class, grade H will be awarded. Feedback may be provided to the student class less than five working days after the submission deadline in relation to no more than 25% by weight of a course's summative assessment.

b) Grade H will be awarded where work is submitted more than five working days after the deadline.

Deferral of deadlines

16.28 A candidate who is unable to submit coursework by the published deadline, or who anticipates being unable to submit, may apply for a deferral of the deadline, or exemption from the penalties set out in §16.27(a). Any such application will be considered in accordance with the following:

a) Where the actual or anticipated delay in submission is five working days or less:

i) The application will be submitted to, and considered by, the person (normally the course convener) identified in course documentation as responsible for coursework assessment.^[5]

ii) The outcome of the application will be determined at the discretion of the person responsible for coursework assessment who will require to be satisfied that the candidate submitting the application has been prevented by circumstances beyond their control from submitting the relevant work on time.

iii) Deferral of the submission deadline, or exemption from a late penalty, will be commensurate with the duration of the circumstances causing the late submission.^[6]

iv) Where the application is not submitted until after the deadline for submission of the work itself, relief from a late penalty will normally be granted only where the circumstances preventing the candidate from submitting work on time have also prevented application for a deferral of the deadline for submission.

b) Where the actual or anticipated delay in submission is more than five working days the candidate shall apply for deferral of the submission deadline or exemption from penalties by making a claim in accordance with the procedures set out in §16.45 - §16.53 Incomplete Assessment resulting from Good Cause:

i) The application must be made by submission of a claim to MyCampus and must show that the delay in submission is the consequence of good cause as defined in §16.45(a) and must be supported by evidence as defined in §16.45(b).^[7]

ii) The Head of School^[8] shall determine the outcome of such an application in consultation with the relevant Assessment Officer. The outcome shall be notified to the candidate as soon as reasonably practicable.

iii) In considering such applications:

- the evidence provided by the candidate claiming good cause shall be scrutinised;
- fairness to the individual candidate claiming good cause must be balanced with fairness to other candidates and the integrity of the assessment as a whole;
- it shall be determined whether the requested deferral of submission deadline is justified by good cause.

iv) Where it is determined that the evidence presented supports the candidate's claim that they will be unable to submit coursework in accordance with the published date, deferral of the submission deadline will be granted^[9] commensurate with the nature of the relevant circumstances.

v) Where it is determined that the evidence presented does not support the candidate's claim that they will be unable to submit the coursework in accordance with the published deadline, the candidate will be informed^[9] that the published deadline will apply and if the candidate fails to submit by the deadline late penalties will be imposed in accordance with §16.27.

Penalties for Exceeding Word Count

Adherence to the word count when completing coursework is not only an administrative requirement but also required to formally assess the student's ability to effectively synthesise and communicate complex information (Programme ILOs).

If unavoidable, assignments can exceed the set word limit by up to +10%, without incurring a penalty. A penalty of one grade point will be applied to each additional 10% (or part thereof).

Please note, this only applies to our mental health courses – please check each course information document (handbook) for details on potential penalties for exceeding word count.

Generating Higher Education Achievement Reports (HEAR) & Certifying Letters

The number of students graduating from university is increasing every year, and it is becoming increasingly difficult to stand out from the crowd. A good degree is still important, but employers now need a richer picture of student achievement to determine who offers the best fit for their company.

The Higher Education Achievement Report (HEAR) is an extended form of the traditional degree transcript. All Glasgow graduates will receive a HEAR alongside their traditional degree certificate.

Certifying letters confirming your personal information and programme information can also be generated from My Campus. This is a useful facility for students who are claiming council tax exemption. Instructions for how to do this can be found [here](#).

Course Evaluation and Student Feedback

Students are asked to complete an online evaluation form at the end of each course. The responses are considered by the Programme Coordinator and individual course coordinators. Although we cannot respond to every comment, each view will be taken seriously and discussed with the relevant course coordinator. General points arising from evaluation forms are discussed at the annual course review meeting. A summary of the evaluation and its outcome will be posted on Moodle.

Course evaluation is impossible if students do not participate. Evaluation constitutes an important aspect of course management and every effort should be made to complete your evaluations when asked. All evaluation forms are strictly confidential and anonymous. The more specific the feedback supplied the more helpful it is to course coordinators. Students may therefore find it useful to make a note of any particular comments throughout the running of a course.

Staff–Student Liaison Committee

A staff/student liaison committee convenes via Zoom at least once per semester, but more often if requested. There can be several student representatives (reps) on the course committee. Students may send additional representatives to meetings if they wish, and may deputise for one another. The committee deals with all matters relating to teaching and administration of the course except examination and assessment results. The student reps have an important role in reporting on issues/comments/feedback from their peers. The committee will be chaired by the Programme Coordinator. Elections are encouraged.

Plagiarism

The following is an extract from the [University of Glasgow Plagiarism Statement](#).

32.1 The University's degrees and other academic awards are given in recognition of a student's personal achievement. All work submitted by students for assessment is accepted on the understanding that it is the student's own effort.

32.2 Plagiarism is defined as the submission or presentation of work, in any form, which is not one's own, without acknowledgement of the sources. Plagiarism includes inappropriate collaboration with others. Special cases of plagiarism can arise from a student using their own previous work (termed auto-plagiarism or self-plagiarism). Self-plagiarism includes using work that has already been submitted for assessment at this University or for any other academic award.

32.3 The incorporation of material without formal and proper acknowledgement (even with no deliberate intent to cheat) can constitute plagiarism. Work may be considered to be plagiarised if it consists of:

- a direct quotation;
- a close paraphrase;
- an unacknowledged summary of a source;
- direct copying or transcription.

With regard to essays, reports and dissertations, the rule is: if information or ideas are obtained from any source, that source must be acknowledged according to the appropriate convention in that discipline; and any direct quotation must be placed in quotation marks and the source cited immediately. Any failure to acknowledge adequately or to cite properly other sources in submitted work is plagiarism. Under examination conditions, material learnt by rote or close paraphrase will be expected to follow the usual rules of reference citation otherwise it will be considered as plagiarism. Schools should provide guidance on other appropriate use of references in examination conditions.

32.4 Plagiarism is considered to be an act of fraudulence and an offence against the University Code of Student Conduct. Alleged plagiarism, at whatever stage of a student's studies, whether before or after graduation, will be investigated and dealt with appropriately by the University.

32.5 The University reserves the right to use systems, such as similarity checking software, to assist with the detection of plagiarism in the interests of improving academic standards when assessing student work. Such systems may be externally based.

If you are still unsure or unclear about what plagiarism is or need advice on how to avoid it, you can contact any one of the following for assistance:

Lecturer	Course Leader	Dissertation Supervisor	Adviser of Studies
	Student Learning Service		

Please note as per the University of Glasgow policy, any case of suspected plagiarism in Masters Level coursework will be referred to the Senate Assessors regardless of the severity of the plagiarism.

Fitness to Study

The Fitness to Study Procedure is a supportive method of helping students to complete their studies at a time and pace that suits them. Details can be found [here](#).

When students are fit to study the University can be confident that:

1. They are able to engage with and benefit from their academic studies with a reasonable chance of obtaining the qualification they have registered for;
2. Their behaviour does not disrupt any other members of the University community (students, staff or visitors) in their University business;
3. They do not put their own, or others, health and safety at risk. A student's fitness to study may be reviewed if any of the above are called into question. This may happen if students experience physical or mental wellbeing difficulties which have a negative impact on their studies or the experience of others around them.

Circumstances where concerns may be voiced include:

- Lack of engagement with study* (poor attendance, lack of communication with staff, non-submission of assessments);
- Behaviour or disposition which leads to concerns of underlying problems;
- Disruption to the teaching and learning activities of other students, including placements;
- Unreasonable demands being placed on staff or other students;
- Persistent behaviour which is unacceptable and appears to be caused by an underlying physical or mental health problem;
- Self-referral where the student advises a member of the University of difficulties they are experiencing;
- Concerns emerge through a third party outside the University. If concerns arise when a student is on authorised study away from the University, there will be engagement and co-operation with the partner institution to identify the most suitable arrangements that can be made to address these.

*This may apply in cases where a student has submitted a successful Good Cause Claim in relation to non-completion or underperformance in academic assessments.

Procedures for Monitoring Student Progress

Any student whose performance is marginal or poor is counselled in the first instance by the Programme Coordinator. All students receive feedback on their work (see below for details). The Examination Board will meet several times a year to consider progress and assessment results as courses are completed. Any student who fails and is required to resit, and any other student whose performance is causing concern will be contacted and invited to discuss their performance with the Programme Coordinator. Students will be given an indicative or provisional grade at the time of their feedback. However, results can only be ratified at a Board of examiner's meeting. Therefore a provisional result is only indicative as it may change following the exam board. Final ratified course results are recorded on your MyCampus record.

Withdrawal & Fee Liability

Information and guidance for withdrawing is available [here](#). If you are considering withdrawing from your programme of study, there are some practical things you should consider including tuition fee liability, access to facilities and visa implications in the case of international students. It is strongly recommended that you discuss this with the Programme Director in advance.

Section 3: Additional Information & Links

Graduate Skills Award

The Graduate Skills Award is the College of Medical, Veterinary and Life Sciences' personal development and skills programme. It provides a framework for postgraduate taught students to enhance their transferable skills and attributes through a range of lectures and a series of workshops which have been specifically designed to improve employability in a competitive job market.

By taking part, you will:

- complete an online career development and skills assessment at the beginning of the programme
- undertake a minimum of four activities to develop these skills
- reflect on your activity that you have been involved in through the online ePortfolio platform

You will be required to complete four activities, one from each of the three categories; Passionate, Professional, Progressive, plus a fourth activity of your choice from each of these categories. Further information can be found [here](#).

Academic Writing Skills

All students are required to complete the Academic Writing Skills Programme. The Learning Enhancement and Academic Development Service will be delivering this and it a course designed to allow you to get the most out of your academic writing. Further information can be found [here](#).

Athena SWAN Charter

The Institute of Health and Wellbeing has a Gold Athena SWAN award. [The Athena SWAN Charter](#) is a programme of work to promote and ensure gender equality across STEM (science, technology, engineering, maths and medicine) subjects. As part of the charter we want to ensure equality in our PGT programmes for students; this is an institute wide charter, not just aimed at staff.

Further Study

Further study for a PhD or research degree is not for everyone but it may interest you. If this is something you would like to discuss further please contact the MSc Coordinator. We will post information linked to further academic opportunities on the Moodle Hub page.

Useful Links

Useful Links

University Regulations

- [College section](#) (including Generic U/G Regulations)
- [Guidance for Students on the Code of Assessment](#)
- The [Code of Assessment](#) covers incomplete assessment and good cause. (See in particular Chapter 5 of the Code, paras 16.45-16.53) 'Good Cause' means illness or other adverse personal circumstances affecting you and resulting in you either, missing an examination, failing to submit coursework on time, or clearly prejudicing your performance in the assessment. If it is accepted that your assessment was affected by good cause, the work in question will be set aside and you will (as far as is practicable) be given another opportunity to take the assessment with the affected attempt discounted. **Please note that Boards of Examiners are not permitted to award marks on the basis of undemonstrated performance and therefore your grade(s) will not be increased because your performance was impaired by medical or other personal circumstances.** You must notify the University no later than one week (i.e. within 7 days) after the date of the examination or the due date for submission of the assessment affected. An absence notification and supporting evidence must be completed on MyCampus.
- [Information on Plagiarism](#)
- [Absence](#)
- [Academic Appeals](#)
- Religious Observance: students with religious commitments should consult the University's [policy](#) for information about classes and assessments clashing with religious activity.

Computing & IT

- [IT Helpdesk](#)
- [IT training](#)
- [Residential IT support](#)
- [Student webmail](#)
- [Virtual Learning Environment \(Moodle\)](#)
- [Accommodation, Health and Wellbeing](#)
- [Council tax](#)
- [Accommodation services](#)
- [TV License](#)
- [Counselling & psychological services](#)
- [Childcare](#)
- [Student disability](#)
- [Disabled Access Campus Map](#)
- [Doctor's surgery](#)
- [Spirituality and religion](#)
- [Sport and recreation](#)
- [SRC advice centre](#)

Student Finance & Money

- [What can I apply for?](#)
- [Available help](#)
- [Tuition fee assistance](#)
- [Scholarships](#)

- [Loans](#)
- [Other schemes](#)
- [Research councils](#)
- [Emergency money](#)
- [Further advice](#)
- [Contact us](#)
- [Tuition fees](#)
- [Opening a bank account](#)
- [Cost of living](#)

International

- [International student support](#)
- [English for academic study](#)
- [International family network](#)

Other Useful Information

- [MyGlasgow Student Portal](#)
- [Students' Representative Council \(SRC\) Campus map](#)
- [Emergencies](#)
- [Eating on campus](#)
- [Data Protection and Freedom of Information](#) (Where students disclose personal information in connection with a request for additional support or adjustment in relation to their studies there should be a clear statement about how that information will be used/shared.)
- [University and public holidays](#)
- Student Voice Website - Find out how you can provide the University with feedback on your experience as a student at Glasgow. [Find out more.](#)
- Social Networking Guidelines: Students, and the University, are increasingly using social media to interact personally and with learning. Engagement with social media can be a useful and supportive tool for learning but it can also lead to very public declarations or statements. Students are encouraged to use social media but to approach it sensibly and be conscious of security settings, the permanence of information online and the context of comments. The SRC have some food for thought [here](#).
- [Certifying letter](#), a standard certifying letter confirming your personal information, programme information and study fees can be downloaded from My Campus. You can use it to confirm your status as a registered student, or for proof of address.
- [Change of contact details](#)
- [Course catalogue](#)
- [Fraser Building: Student Services Enquiry Team](#)
- [Graduation](#)
- [Campus cards](#)
- [Language support](#)
- [Library](#)
- [Language support](#)
- [Library](#)
- [References](#)
- [Registration](#)
- [Session dates](#)

Complaints

- If you have a complaint please raise it with a member of staff in the area concerned. We aim to provide a response to the complaint within five working days. This is Stage 1.

- If you are not satisfied with the response provided at Stage 1 you may take the complaint to Stage 2 of the procedure. Similarly, if your complaint is complex, you may choose to go straight to Stage 2. At this stage the University will undertake a detailed investigation of the complaint, aiming to provide a final response within 20 working days.
- You can raise a Stage 2 complaint in the following ways:
 - by e-mail: complaints@glasgow.ac.uk; by phone: 0141 330 2506
 - by post: The Senate Office, The University of Glasgow, Glasgow, G12 8QQ
 - in person: The Senate Office, Gilbert Scott Building, The University of Glasgow.
- Complaints do not have to be made in writing but you are encouraged to submit the completed Complaint Form (available at www.gla.ac.uk/services/senateoffice/studentcodes/students/complaints/) whether it is at Stage 1 or Stage 2. This will help to clarify the nature of the complaint and the remedy that you are seeking.
 - Remember that the SRC Advice Centre is available to provide advice and assistance if you are considering making a complaint. (Tel: 0141 339 8541; e-mail: advice@src.gla.ac.uk).

Appendix 1: Understanding the Marking System

These notes refer to the Code of Assessment which is used across the University so that the same rules apply for all students doing taught courses in all Colleges at all levels. The Code is in the Calendar which can be found on the Senate Office website at

www.gla.ac.uk/services/senateoffice/policies/assessment/codeofassessment/.

Assessment - measuring what you've learned

Assessment is used to determine what you've learned – something the University needs to know so that it can monitor progress and make an appropriate award at the end of your programme. At the same time, feedback is essential to improving your learning and, for the assessment to make sense, you need to know what you are expected to learn. For this reason all courses have intended learning outcomes (ILOs) and it's important that you check these out in your course handbook.

Primary grades and secondary bands

The grades you get reflect your achievement of the ILOs. Schedule A of the Code of Assessment includes a description of each grade in exactly these terms. Programme teams may customise these descriptions so that they are more relevant to their own subjects, so check course documentation also. There are eight grades (A to H), representing everything from full attainment of the ILOs to no attainment at all. But over such a range you need more than eight points of reference to monitor progress so the primary grades have been divided into secondary bands, usually three bands to each grade. The middle band in each grade is the default with those above and below indicating a slightly stronger or weaker performance.

Marking in numbers

Some assessments look for answers which are either right or wrong, and the number of right answers may be added up to give a mark out of, say, 50 or 100. But, when an exam of this kind is being designed, ranges of these numerical marks will be mapped to the grades and bands (A1 to H) according to how the marks reflect achievement of the ILOs.

Combining your grades

To get the overall grade for your course or programme it's necessary to combine individual grades for exams and coursework. The fairest way of doing this is by averaging the various results while adjusting them to reflect their relative weights. To do this, the 'B2's, 'C1's, etc. are turned into scores. These scores are listed in Schedule A where you will see that H converts to 0 and A1 to 22. The Code of Assessment explains how the averages are calculated and rounded.

More about Grades and what you need to do to get them

What you have read so far should have helped you understand the principles on which the marking system is based. The ILOs tell you what you should learn on your course, and your grade tells you how successfully you've demonstrated having done so.

The following guidance should provide directions on how to demonstrate the achievement of ILOs, and the characteristics that tend to distinguish work at different grades. It is very important, however, that these directions are treated as secondary to application of the descriptors in Schedule A.

Grade A

An excellent performance is likely to be characterised by several of the following:

- questions are answered clearly, comprehensively and with appropriate focus
- excellent organisation and structure of answers
- reasoned arguments developing logical conclusions
- insight, imagination, originality and creativity
- integration of new information
- sound critical thinking
- independence of judgement
- explanation of relevant theory
- citation of relevant evidence
- evidence of wide, relevant reading
- application of learning to new situations and problem solving
- accuracy and absence of errors

Grade B

A very good performance is likely to be characterised by some, at least, of the following:

- questions are answered clearly and fully
- good organisation and structure of answers
- reasoned arguments developing logical conclusions
- very good understanding of the subject
- clear evidence of relevant reading or research
- explanation of relevant theory
- citation of relevant evidence
- inclusion of highly relevant ideas
- use of relevant examples
- application of learning to new situations and problem solving
- accuracy and absence of significant errors although, distinguishing it from an excellent performance, it might be faulted on grounds of:
 - demonstrating less insight, imagination, originality or creativity
 - including a less comprehensive presentation, solution or answer
 - integrating information less successfully
 - exhibiting less critical thinking
 - exhibiting less independence of thought

Grade C

A good performance is likely to be characterised by some, at least, of the following:

- attempts made to answer questions set

- ability to solve some of the problems set
- basic to good understanding of the subject
- evidence of some relevant reading or research
- inclusion of some relevant ideas
- inclusion of some relevant examples although, distinguishing it from a very good performance, it might be faulted on grounds of:
 - lacking sufficiently well structured argument
 - not offering sufficient evidence to justify assertions
 - not including sufficient relevant examples
 - lacking insight, imagination, originality and creativity
 - offering less in its presentation, solutions or answers
 - containing some errors

Grade D

This grade is given the gloss 'satisfactory' in Schedule A of the Code of Assessment because it is the lowest grade normally associated with the attainment of an undergraduate award.

But if you are a postgraduate student you should be aware that an average of at least Grade C in taught courses is required for progress to the dissertation at masters level, and you should check your course handbook for the grade that may be required for other awards. A performance assessed as Grade D is likely to be characterised by some, at least, of the following:

- attempts made to answer questions set
- ability to solve some of the problems set
- modest evidence of understanding of the subject
- modest evidence of relevant reading or research
- inclusion of a few relevant ideas
- inclusion of a few relevant examples and, distinguishing it from a good performance, it might:
 - contain more errors of judgement, fact or application
 - present arguments which are less well structured
 - offer less evidence in support of assertions
 - offer fewer relevant examples
 - contain more errors

Grade E

A weak performance is likely to be characterised by some, at least, of the following:

- failure to answer the question set though an answer to a similar question may be offered
- partial solutions to problems set
- little evidence of understanding of the subject
- little evidence of relevant reading or research
- inclusion of very few relevant ideas
- absence of structured argument
- little evidence to justify assertions

- few relevant examples
- several significant errors

Grade F

A poor performance is likely to be characterised by some, at least, of the following:

- failure to answer the question set though an answer to a question within the same topic area may be offered
- very little evidence of understanding of the subject
- very little evidence of relevant reading or research
- inclusion of ideas relevant only in a wider consideration of the topic
- absence of structured argument
- very little evidence to justify assertions
- very few relevant examples
- many significant errors

Grade G

A very poor performance is likely to be characterised by some of the following:

- failure to answer the question set
- no evidence of understanding of the subject
- no evidence of relevant reading or research
- absence of relevant ideas
- absence of structured argument
- absence of evidence to justify assertions
- absence of relevant examples
- many significant errors

It is distinguished from a Grade 'H' performance by the fact that not all of these characteristics will be present.

Grade H

Absence of positive qualities

Appendix 2: General Guidelines for the Research Project Dissertation

To progress to submission of a dissertation, students must evidence a minimum grade point average of 12 (C3) or above. A candidate may be required to commence work on the dissertation or other substantial work before the assessment of the taught courses has been completed. Such a requirement shall not indicate that the candidate has satisfied the requirements for award in relation to the taught courses.

In the event that subsequently the grade point average for the taught courses, after all opportunities at assessment have been exhausted, is less than 12.0, the candidate will not be eligible for the award of the Master's degree, and the following will apply:

- If the dissertation or other substantial independent work has been submitted, it will be marked and a grade published.
- If the dissertation or other substantial independent work has not been submitted but is substantially complete and no further supervisory input is required, the candidate may submit the work by the published deadline. The work will be marked and a grade published.
- If the dissertation or other substantial independent work is not substantially complete or requires further supervisory input, the work should be discontinued and no submission made. No grade will be published for the candidate.

The project contributes 60 credits towards your final mark and you must achieve a D grade or better in the project in order for the degree of MSc to be awarded.

Allocation to project supervisor

Allocation of students to project supervisors will take place while the Research Methods course (MED5499) is being undertaken. Allocation will take into account students' areas of research interest as far as possible, while ensuring an equitable distribution of projects amongst staff providing supervision. If you have an interest in any specific area or have an idea of the type of project you would like to undertake, please discuss this with Dr Breda Cullen or Dr Julie Langan Martin as early as possible in the Programme.

Scope of dissertation

A research exercise is defined as an interaction between ideas and practice in a field relevant to academic practice in the context of Global Mental Health. The practice may take the form of analysis of empirical data from research activity, or the scrutiny of primary and secondary sources such as transcripts or journals. The dissertation must involve thinking at a high conceptual level. A great variety of enterprises can therefore be accepted as legitimate research exercises for the dissertation. Examples are:

- A substantive systematic review of literature relevant to an aspect of Global Mental Health
- A theoretical reflection on a theme relevant to Global Mental Health
- An empirical research study utilising qualitative or quantitative methods.

Role of supervisor

The supervisor's role is:

- a) Ensuring, where appropriate, that Ethical Committee and/or Home Office approval has been obtained as necessary, and all licensing requirements and/or safety regulations have been satisfied.

- b) Agreeing with the student a project outline and plan of work and ensuring a realistic timetable.
- c) Ensuring access to patients, equipment, facilities and consumables, and guiding the student in acquiring all necessary techniques.
- d) Helping the student assess their progress in developing their skills and generally advising, directing and encouraging the student.
- e) Being alert to the possibility that some change of emphasis, methods or goals may become necessary. Precise advice and prompt assistance is likely to be required in such circumstances.
- f) Guiding the student (or, where required, arranging additional expert guidance) in the presentation and interpretation of their results.

If you have any major problems that cannot be resolved by your supervisor, please contact Dr Julie Langan Martin as soon as possible.

Student's responsibilities

It is your responsibility to ensure that your supervisor is aware of the deadlines you have to meet. It is important to remember that project supervision is only a small part of your supervisor's day to day work and that it is unreasonable to expect them to comment on your work at short notice, particularly with respect to submission of your dissertation. Remember that it is your responsibility to ensure that the project is completed, written up and submitted on time.

Ethical considerations

Dissertation projects for the MSc in Global Mental Health may require approval from a Research Ethics Committee (REC). This could be the NHS Research Ethics Committee or the University of Glasgow, College of Medical, Veterinary and Life Sciences Ethics Committee. You should discuss this issue with your University Research Supervisor at the earliest opportunity. You can also consult the following websites for relevant forms and details of appropriate REC procedures:

www.gla.ac.uk/colleges/mvls/informationforstaff/researchadministration/collegeethicscommittee/
www.nres.nhs.uk/
www.nhsresearchscotland.org.uk/services/research-ethics
www.myresearchproject.org.uk/

Assessment of the research project dissertation

The work to be assessed consists of the following:

1. Research dissertation (8,000 to 10,000 words) - 70%
2. A poster presentation in association with an oral presentation (podcast) - 30%

The submission date for your dissertation will be **the last Thursday of July in Year 3**. Software will be used to identify evidence of plagiarism.

Further information about dissertation requirements

Please refer to the Course Handbook for MED5446P MSc Global Mental Health Dissertation, where you will find further information regarding planning, conducting, writing up and submitting your research dissertation. Specific guidance is provided regarding the format and requirements for the dissertation report, the poster and the oral presentation.

Please also refer to the Course Handbook for MED5499 Research Methods. This course provides the foundation for the development of your project methodology and critical appraisal skills. Some of the coursework for this course will be based on your dissertation project proposal.