



**The Humanitarian and Conflict Response Institute  
(HCRI)**

**MSc in Global Health Dissertation  
Handbook**

**2016 - 2017**

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## **PART 1: INTRODUCTION TO THE HANDBOOK**

### **1.1 Introduction**

This Dissertation Handbook for the MSc Global Health Taught Programme ('handbook') aims to serve as a guide through the various stages of your dissertation programme at The University of Manchester. Although there are a large number of regulations and other policy documents included, we have tried to make it as easy as possible to find the information you need.

The handbook provides more detailed information specific to your dissertation, including the contact details for your academic tutors, guidance on programme regulations, course unit overviews and dates for coursework and dissertation submission deadlines.

In addition to this handbook, you will find useful information available on the School's student intranet [www.alc.manchester.ac.uk/studentintranet](http://www.alc.manchester.ac.uk/studentintranet)

### **1.2 My Manchester**

Please use your handbook in conjunction with resources available in My Manchester <http://my.manchester.ac.uk/>

My Manchester brings all your online university services together in one place. From My Manchester you can access the student self- service system which will allow you to view your timetable, select course units and access your grades for assessed work. My Manchester also allows you to access university services including Blackboard and your University library account.

You can login into My Manchester at: <http://my.manchester.ac.uk/>

Features include:

- ☐ My Studies - view your Courses, To Do List and Calendar in Blackboard 9
- ☐ My Library - search the extensive catalogue, book study rooms and see loans and reservations
- ☐ Email - access to your Outlook Live account
- ☐ My Services - see your personalised student record and access key services
- ☐ Future Life - careers advice and opportunities, plus information about further study
- ☐ Student Support - find the help and guidance you need quickly and easily
- ☐ Students' Union - services and information offered by the SU

For further information on using My Manchester, please see the Crucial Guide:

<http://www.studentnet.manchester.ac.uk/crucial-guide/>

## PART 2: GETTING STARTED

All students on the taught MSc Global Health programmes within the Humanitarian and Conflict Response Institute (HCRI) are required to submit a dissertation on a topic approved by the Programme Director. Dissertations should contain an element of original research which may be achieved through reflection and reading as well as through the collection of primary or secondary data. The dissertations contribute a third of a programme's assessment (60 credits of 180 for a Masters programme) and must be submitted in September of the final year of study.

Students are free to consider a wide range of topics for their Masters dissertation, subject to approval, and dependent on:

- ☐ the feasibility of the topic within the timescale of the programme,
- ☐ the extent to which the topic supplements and extends knowledge gained from following the particular programme of study.

These guidelines have been produced to help you with the process of preparing and completing a dissertation. The document sets out the initial objectives and requirements of the dissertation, advises on dissertation preparation, outlines formatting and submission arrangements, and details the assessment criteria. You should use it as an aide memoire alongside your Handbook and the advice of your supervisor.

Your main contacts:







MSc Course Convenor: Bill Thomson ([William.thomson@manchester.ac.uk](mailto:William.thomson@manchester.ac.uk))

Online Programmes Director: Maura Duffy ([maura.duffy@manchester.ac.uk](mailto:maura.duffy@manchester.ac.uk))

Administration ([online@hcri.ac.uk](mailto:online@hcri.ac.uk))

### 2.1 Aims of the Dissertation

The overall aims of postgraduate dissertations are to:

-  provide students with an opportunity to plan, manage and conduct a programme of research on a topic related to their programme of studies;
-  further students' knowledge of a relevant body of literature, and develop powers of critical reasoning;
-  allow students to seek new research findings which add to the existing body of knowledge on a particular subject area (noting the majority of dissertations do not involve primary data collection but review or reinterpretation of materials already available);
-  develop fully students' knowledge of, and competence in, an appropriate range of research methods, including the development of a focal question or hypothesis, an appreciation of the research methodology and analytical techniques to be utilised, the undertaking of a specific research study, the synthesis and evaluation of findings, and a clear statement of conclusions and recommendations;
-  develop students' writing, presentation and bibliographic skills; and
-  develop students' experience of developing and managing a specific programme of work through to final submission.

In addition and complementary to those above, the aims of the dissertation are to:

- ☐ enable students to demonstrate their understanding of different theoretical perspectives and to assess critically the relevance of their application to a relevant problem;

- ☐ develop students' ability to apply critically different analytical techniques and methods that are relevant to their dissertation topic; and
- ☐ provide the opportunity to demonstrate the capacity for independent, self- managed learning.

## 2.2 Objectives

On completing the dissertation, students should be better equipped to:

- ☐ Conduct literature reviews and secondary research using a range of bibliographic techniques and sources, including those available through the world-wide web.
- ☐ Analyse and synthesise relevant concepts and methods, and apply these to a relevant problem.
- ☐ Where appropriate and feasible, conduct small-scale primary research activities.
- ☐ Manage their own work and learning processes in relation to a research project that can be completed in three months.
- ☐ Produce a dissertation conforming to the conventions of academic writing.

## 2.3 Dissertation Requirements

### ***Dissertation word length***

- ☐ HCRI students should submit a dissertation of 12,000-15,000 words.
- ☐ The word count **includes** chapter footnotes and endnotes.
- ☐ The word count **does not include** references, interview transcripts and abstracts; however no more than five pages of appendices are permitted.

Ideally you should aim for 15,000 words. Your supervisor will guide you and ensure you are clear on word length requirements and potential implications. ***Policy on Word Limits***

- ☐ The target word length for a written piece is indicative of the optimum length required to compose a successful essay at that level, and is designed to correspond as closely as possible to the weighting that the assessment has within the course unit.
- ☐ The purpose of enforcing word limits is;
  - (a) to ensure parity and fairness by creating a level playing field;
  - (b) to help students produce well-focused and cogent written work;
  - (c) to instil the discipline essential for real-life writing tasks, where word limits are often rigid; and
  - (d) to ensure that students acquire the ability to edit their writing effectively and cut away inessential material, skills invaluable both for academic work and the workplace.
- ☐ students must observe the word limit specified for each assessment. The upper limit is an absolute maximum and must not be exceeded (there is no '10% rule').
- ☐ the word count for each piece of written work must be displayed clearly on the top right-hand side of the first page.
- ☐ word count is here defined as including quotations and the footnotes or endnotes in the essay itself. It does not include the bibliography or any appendices. Appendices are for supporting, illustrative material only; they may not be used to elaborate or extend the argument.
- ☐ material that exceeds the upper limit will not be read or considered in the marking. It is not expected that staff will check individual submissions unless they are concerned that the stipulated length has been exceeded. In such cases, markers may request electronic copies of work in order to verify the word count.

## 2.4 Submission Arrangements

All students are required to submit the final copy of their dissertation on Blackboard by **Sunday 13 August 2017**.

As with coursework assessment, the Mitigating Circumstances mechanism also applies to dissertations.

Any student who considers that their dissertation may be delayed due to 'unforeseen' and 'unpreventable' circumstances should Submit a Mitigating Circumstances application (<http://www.intranet.sed.manchester.ac.uk/students/mitigatingcircumstances>), along with supporting documentation.

All work to be considered under Mitigating Circumstances should be submitted as soon as is practicable but note that any work submitted after the **13 August 2017** may be too late to be marked and considered in time for **December 2017** graduation.

Any assessed coursework submitted after the deadline without good cause will incur a penalty determined by the lateness of its arrival:

- ☐ **ten marks will be deducted for the first day after the deadline**
- ☐ **ten additional marks will be deducted for each day thereafter (including weekends)**

Where relevant, students should alert their supervisor to any extenuating circumstances well in advance of the submission deadline.

Students who do not submit or fail the dissertation component will normally be granted one opportunity to resubmit unless they have approved and verified mitigating circumstances. All resubmission marks are capped at 40%

## 2.5 Assessment Arrangements

Once submitted, dissertations are independently assessed by two internal markers. A sample of dissertations is sent to the relevant external examiner for the programme, who validates standards. Final marks are confirmed by the Board of Examiners, which will meet early September, 2017. A full explanation of the assessment criteria for the dissertation is set out in **Part 5**.

## 2.6 Further Reading

There is an extensive range of reading material associated with dissertation preparation and research methods, and specific reading may be distributed by programme directors as appropriate. Please also visit the MSc BB space and Global Health BB space for updates and links for study skills, writing, referencing support. Some generic texts include:

### Guidance on Postgraduate Dissertation-Type Research

- ☐ Howard, K., Sharp, J. and Peters, J. (2002) *The Management of a Student Research Project*, Gower, London
- ☐ Saunders, M., Lewis, P. & Thornhill, A. (2012) *Research Methods for Business Students*, Pitman Publishing, London.
- ☐ Allan, G. & Skinner, C. (2007) *Handbook for Research Students in the Social Sciences*, The Falmer Press, London.

- ☐ Bell, J. (2005) *Doing Your Research Project: A Guide for First-Time Researchers in Education, Health and Social Science*. Open University Press, Maidenhead.
- ☐ Collis, J. & Hussey, R. (2009) *Business Research: A Practical Guide for Undergraduate and Postgraduate Students*, Palgrave Macmillan, London.
- ☐ Gill, J. & Johnson, P. (2010) *Research Methods for Managers*, Paul Chapman, London.
- ☐ Walliman, N. (2005) *Your Research Project: A Step-by-Step Guide for the First Time Researcher*, Sage, London.

### **Developing/Transitional Country-Based Research**

- ☐ Barrett, C. & Cason, J. (2010) *Overseas Research: A Practical Guide*, Routledge, London
- ☐ Laws, S., Harper, C. & Marcus, R. (2003) *Research for Development: A Practical Guide*, Sage, London.
- ☐ Pratt, B. & Loizos, P. (2003) *Choosing Research Methods: Data Collection for Development Workers*, Oxfam, Oxford.
- ☐ Scheyvens, R. & Storey, D. (eds) (2003) *Development Fieldwork: A Practical Guide*, Sage, London.
- ☐ Sumner, A. and Tribe, M. (2008) *International Development Studies: Theories and Methods in Research and Practice*, Sage, London

## PART 3: DISSERTATION PREPARATION

This section offers some pointers on drafting MSc Global Health dissertation. It contains important information relating to the key dates, initial process of preparation and the structure of the final dissertation.

### 3.1 Choosing a Dissertation Topic

It is important that you begin the process of choosing a topic as soon as possible. There are, of course, no hard-and-fast rules on how to choose a dissertation topic. However, a sensible approach is to identify a broad area of study – for example, related to one of your lecture courses







– but then to narrow this down to a set of more focused research questions or hypotheses. It is important that you avoid vague and over-generalised topics. Proposals for studies like ‘something on essential medicine’ or ‘something on East Africa’ are insufficiently well- focused. Try to avoid something as vague as ‘disasters in Latin America’, and instead choose something tighter and more focused, like ‘leading organisational change in health care institutions in Oman’.

Secondly, you must select a topic which interests you and will retain your enthusiasm for many months, but also one which is practicable within the available time. This seems an obvious point to make, but one which nevertheless is often overlooked as students select topics which they think will appeal to potential supervisors, but which are of little personal interest. Such an approach is rarely successful since any topic must be of sufficient interest to retain your attention for several months.

In the initial stages, it is likely that some of you will have difficulty in selecting a topic. For initial ideas, it is often useful to look through recent academic journal publications to gain an idea of broad fields of contemporary research interest. In addition, trade or practice journals contain stories on areas of current professional interest, some of which may offer potential for more detailed investigation. Likewise, newspaper stories might stimulate initial ideas, though journalistic writing will need to be translated into suitably robust academic questions and hypotheses. You can also search for titles of recently-completed dissertations via the University library catalogue. They can offer some initial pointers about possible research topics. Bear in mind, however, that the quality of earlier dissertations varies enormously.

### 3.2 Submitting Dissertation Topic Suggestions

You are required to indicate your proposed dissertation topic, using the Dissertation Planning form shown in Appendix A which you should submit on **20th November, 2016**. You should note that:

-  Topic suggestions are indicative only, and used principally to inform the allocation of supervisors.
-  It is possible for you to amend dissertation topics/titles, but you must confirm a final, formal title.
-  You need not, at the initial stage, agonise unduly about the precise title for the dissertation; the topic is of greater importance. Again, the final title, when it has been agreed, needs to be concise.
-  You will not be permitted to conduct primary research in countries or areas deemed too risky (after you have completed the risk assessment with your supervisor), and which are thus not covered by University of Manchester insurance.
-  You will not be permitted to do primary research with minors, the sick, vulnerable or incarcerated or with any other human groups where ethical consent is problematic, because it is not possible to provide formal Ethical Consent, for these groups, within the timeframe of an MSc in Global Health.
-  Even where primary research is not being conducted with the aforementioned groups, some procedures of research will also not be permitted for ethical reasons. This would include, although this is not exhaustive, investigative procedures involving subterfuge; undisclosed participant observation; and interviewing in non-public spaces (See also **Appendices B**).



Many dissertations do not involve primary research or data collection, and finished work is not penalised for not including these. Similarly, the vast majority of dissertations do not include original or novel 'discoveries'. In other words, you should feel reassured that some of our best dissertations are those which correctly review current literature and secondary data, and reinterpret these in a professional and insightful way.

Some students will want to do primary research, and they are welcome to do so subject to their supervisor and Programme Director's approval of their title, methods and ethical statement. Getting the approvals from the requisite committees takes time and organisation and will have to begin as early as possible. Also be warned that the concerns of a current or previous job or your longstanding commitment to a project or community are not necessarily the best topics for a dissertation. There can be hidden hazards in doing research 'close to home', which may involve your relatives, friends, or people to whom you otherwise have a responsibility, involving what ethics committees term 'coercion'

– people may feel obliged to answer your questions; let alone bias – people may tell you what they think you want to hear based on their prior knowledge of you.

### 3.3 Ethical Approval for Dissertation Research

All students must submit a 1 page ethical declaration form with the research outline (which states whether or not there are any ethical issues). Research involving data collection involving human participants normally require prior ethical approval to ensure the safety, rights, dignity and well-being of the participant and those of the researcher. In the School of Arts, Languages and Cultures, the process of ethical approval may take up to three stages as follows:

1. Students complete an 'SALC Research Ethics Assessment Doc'. The form is available here: <http://www.alc.manchester.ac.uk/studentintranet/research/researchethics/pgt-students-forms-deadlines/> (see also Appendix B). ***Please have a good read of the information on this link.***

You should use this form to outline which ethical issues are raised by your research and to explain how these ethical issues are to be addressed. The form should be countersigned by your programme director and should be submitted as per the guidelines

2. All applications are assessed by the School Ethics Sub-Committee on behalf of the School's PGT Committee. **Students must not start their dissertation until they have received ethical approval.**
3. If further information and/or clarification does not permit the relevant School committee to take a decision, the declaration will be forwarded to the University Ethics Committee for consideration.

N.B. It is the responsibility of students to ensure that approval is sought for ethical issues raised by their dissertation research. If in doubt, please consult with your dissertation supervisor. For full guidelines on research ethics see:

<http://www.alc.manchester.ac.uk/studentintranet/research/researchethics/>

If you have any queries regarding ethical or risk assessment you contact your supervisor in the first instance.

It is best to consider risk and ethical review as soon as is practicable, which normally means as you are deciding or committing to a subject area or title. This would normally be done in the FIRST discussion with your supervisor. Just imagine how frustrating it would be to have done a number of months' work on a topic, which you then discover you cannot research for risk or ethical reasons! Any amount of pleas to the Programme Director about your lost time, or your emotional commitments to a particular community, will not override a refusal of a topic or method, should it fall outside our allowable risk and ethical framework: basically, the University has a duty to protect your safety, and to respect other participants in the research process, and if it cannot cover you within its insurance policy, or is not happy that your procedures are respectful enough you will NOT be permitted to submit that work for your dissertation.

If you do proceed to undertake fieldwork with human subjects, you will be required to provide them with information about participation in your research and to obtain their consent to participate.

### ***Research ethics declaration***

All postgraduate students writing a thesis or dissertation (regardless of whether you have ethical issues in your research) must complete an ethical approval pre- screening declaration form. Postgraduate taught (PGT) students must submit this as part of their Dissertation Research Outline, to MA Dissertation module convenors.

The purpose of the ethical approval pre-screening declaration form is for you to consider how your research raises ethical issues and whether or not you need to apply for ethical approval. The key principle here is that all research using human subjects must be reviewed or identified as being exempt from review by a University Research Ethics Committee (UREC) or a designated screening panel using agreed templates at School level.

### ***Research ethics***

As a postgraduate student writing a thesis or dissertation, you must think carefully about the ethical issues raised by your particular project. This will involve considering the research ethics norms of your discipline and consulting up to date guidance produced by relevant disciplinary or professional bodies. It may also involve applying for ethical approval from the University.

The key principle here is that all research projects conducted by University staff or students that involve human participants in a way that might harm, disturb or upset them (however slight the possibility) or where they can be deemed to be in a vulnerable or disadvantageous situation, must receive approval a designated screening panel using an agreed Template at School level. **No work on a research project that involves ethical issues can take place until pre-screening has been fully completed and, if required, formal ethical approval has been obtained.**

Research that takes place in unpredictable and volatile environments, engages with vulnerable or dependent human participants, asks participants to provide personal and sensitive information likely to lead to significant levels of distress and/or otherwise presents more than a minimal level of risk to researcher or research participants must be reviewed by the SALC Research Ethics Panel and then forwarded to the University Research Ethics Committee for approval.

If your research does involve contact with human participants, including online or virtual contact, you must consider whether you can apply for ethical approval via the SALC Ethics Template. The Template allows the SALC Research Ethics Panel to approve research with adults and children (where that research is carried out in an accredited setting such as a cultural institution, school or youth club and where the child is accompanied by a carer or professional with a duty of care). Research covered by the Template must also not ask participants to provide personal and sensitive information likely to lead to significant levels of distress, or present more than a minimal level of risk to researchers and/or research participants. The Template adheres to accepted principles of informed consent and University regulations on data management and IT security.

Please review the Template and the 'Guidance on assessing risk' document carefully. If your research does comply with the Template, please send a completed version of the Template form and supporting documents, to the [daniel.bylo@manchester.ac.uk](mailto:daniel.bylo@manchester.ac.uk). The Template is in part a diagnostic tool that should help you decide on the appropriate procedure for applying for ethical approval. However, if

you are in any doubt once you've consulted the Template, please send an enquiry to Daniel Bylo in the School Research Office ([daniel.bylo@manchester.ac.uk](mailto:daniel.bylo@manchester.ac.uk))

No work on a research project that involves ethical issues can take place until a project has been identified as exempt from review or formal ethical approval has been obtained.

### **3.4 Keeping on Top of the Dissertation Process**

#### ***Planning ahead***

When you are planning your schedule, please do remember that your own time and application is only one of the determining factors. You need to take into account your supervisor's time as well as your own when you are estimating overall time needed. Data collection always takes longer than you expect, as does, for example, the writing of a literature review, and even the completion of your reference list. Given your overall timing constraints, this may require that you find more time than you initially anticipated from your weekly schedule to devote to your dissertation.

#### ***Organising and backing up your work***

Organising your work is of key importance. You should build up separate reference files of material as the study develops including notes of all documents read, and copies of particularly useful papers or diagrams, and notes of all meetings and discussions. Ensure that all references are complete, using the Harvard System. Allow time for the development of ideas and arguments through revision and redrafting and full discussions of each section of study. Preparing summaries of each section as part of the drafts can help you achieve this.

Remember to make back-up copies of your work. There is no excuse for not backing-up your files. This can be done using your P: drive, cloud-based services, a CD/DVD, or a USB memory stick. If you have a PC or laptop, back-up copies using some of these alternatives. Note that any such 'disasters' of lost work will not justify late submission. Make sure you leave plenty of time to proof read work, format the layout, chase-up any remaining references and print the final copies; these invariably take much longer than you expect.

#### ***The writing process***

A golden rule is to write down as much as you can from as early on as you can – and your task will become easier. There are several good reasons for this advice. For some people, actually getting thoughts and methods down on paper presents one of the biggest stumbling blocks. If you feel this way, take comfort that this is a common feeling. However, this must be overcome early in the process. Quite often, it is difficult to spot the flaws in your reasoning until it is set out on paper, so you are well advised to write up bits and pieces in draft as early as possible. Early discussions with your supervisor should be followed by a period where you get down on paper and develop ideas that have been mentioned. Another reason for writing early on is that your supervisor will want to see your reasoning is committed to paper; feedback based on loose ideas can be a waste of time. One of the reasons why you might be reluctant to do this is lack of confidence. Many people who have not written such an extended piece of work before are diffident about committing their critical thoughts and methodology descriptions to paper. Try to rise above this! A more positive reason for getting down to it early is that you will be pleasantly surprised at how many words it takes to put down your ideas. The daunting task of 15,000 words does not seem nearly so unattainable when you realise how many thousands you have already written on literature review and a description of methodology.

## PART 4: SUPERVISORY STRUCTURE

### 4.1 The student's role

The initiative for requesting supervisions lies entirely with you, the student. Agree methods of getting in contact with your own supervisor: email is usually the best way. You must ensure that dissertation supervisors are kept fully informed on progress and difficulties, and that you prime them with specific questions about issues on which you want feedback. The onus is on you to make sure that you arrange contact with your supervisor: you will not be 'chased' by supervisors.

Your responsibilities include:

- ☐ Discussing with your supervisor the type of guidance and comment that you find helpful.
- ☐ Beginning the submission of title process, including submission of Ethical Issues and/or Risk Assessment forms if applicable.
- ☐ Taking the initiative in arranging consultations, raising questions, problems or difficulties encountered.
- ☐ Delivering drafts several days before you want feedback.
- ☐ Maintaining a schedule of work as agreed with your supervisor.
- ☐ Delivering notice of submission to the Postgraduate Office at the time of submitting the dissertation.
- ☐ Keeping any data you have collected (such as responses to interview questions and questionnaires) in a safe place until such time as the assessment of your dissertation has been fully and formally completed.
- ☐ Submitting the completed dissertation, correctly bound on the agreed date having submitted a completed online Notice of Submission form. Information on where and when to submit your dissertation and the link to the online Notice of Submission form will be sent to you by your programme administrator as the time for submission draws near.

Your supervisor will almost certainly be supervising a variety of other projects; therefore, you should not assume that s/he can immediately recall the last discussion you had together about yours. You should never expect on-the-spot responses. There will also be periods when your supervisor is not available, either because s/he is heavily committed with other duties such as examining, or on leave for work or holiday reasons. Do make sure that you and your supervisor are aware of each other's periods of absence.

It is important that you submit whole chapters for feedback in good time for feedback from your supervisor, accompanied each time by an updated outline, a running bibliography and any necessary appendices. Your supervisor cannot deal with smaller sections since it is impossible to see how these relate to the whole.

Your supervisor will not have the time to read your entire dissertation as you prepare it. It would be a good idea, therefore, to discuss this and establish which sections s/he wishes to see. Examiners, however, read all of it! Also, supervisors are not to be expected to proof read or to correct spelling/grammar. Students are advised to buy-in or otherwise arrange such services if needed.

To a large extent, then, the dissertation has to be a self-managed process. Your role is to organise the research programme as a whole, taking advice from your supervisor and taking the initiative in raising problems/difficulties. The supervisor's role is to give advice and help about the nature and standard of the work. But remember, the ultimate responsibility remains yours: this is your work and the quality depends on you. Do **NOT** expect your supervisor to read drafts and re-drafts of every piece of your work, and above all, do **NOT** expect your supervisor to guarantee it is of a pass standard. When submitted, the dissertation is referred to internal and, in some instances, external examiners who will make an independent judgment of your work in its entirety.

### 4.2 Role of Supervisor

The role of the supervisor is to:

- ✓ give guidance concerning the nature of the research process, the standard of work required

and in planning the programme of research involved.

- ✍ establish at an early stage the supervisor's responsibilities in relation to the student's written work, including the nature of guidance and comments to be offered as work proceeds.
- ✍ agree completion dates for successive stages of the work, receiving first draft chapters as appropriate and returning written material with constructive criticism on the broad shape and structure of the work (but not on its detailed content).
- ✍ provide advice and guidance to help improve the quality of the work. At all times, however, it must be made clear that dissertation preparation for a higher degree is undertaken within the general principle that the dissertation must be the student's own work.

### 4.3 Starting the Dissertation

You will be allocated a dissertation supervisor who is experienced and knowledgeable regarding the dissertation process and research methods. All dissertation supervisors will be able to advise students on the intellectual process of writing a dissertation, including the standards required, research design and dissertation structure, and will be able to respond to student queries regarding the aims and research questions of the dissertation, the conduct of a literature review, methodology and ethics/risk assessment. Each year we have students who want to pursue legitimate topics within the wide subject area of development policy and management. Do not be anxious if the member of staff assigned to supervise your work is not someone you have met or know. Please also note that, as well as being provided a dissertation supervisor, you may approach any member of staff during office hours for specific advice.

### 4.4 Contact with the Dissertation Supervisor

You are expected to have contact with your supervisor at intervals throughout the dissertation process. Although individual instances will vary, you are permitted a maximum of **four substantive consultations** with your supervisor. *It is your responsibility to arrange these before the supervision period ends in mid-July.* It is advisable to make arrangements for subsequent contact at the end of each prior contact. If you are unable to meet with your supervisor, you should agree the most convenient way of proceeding (for example through email or by telephone).

### 4.5 Timetable

Your dissertation timetable (Table 1) has been constructed using commonly used dissertation outline.

**Table 1: Dissertation Timetable**

Key dates	Activity
17 October 2016	Induction Week
Sunday 20 November 2016	Research Topic and Ethics Submission Date
Friday 25 November 2016	Allocation of Supervisor
Sunday 25 December 2016	Dissertation Proposal Submission Date
Sunday 12 February 2017	Critical Literature Review Submission Date
Sunday 02 April 2017	Methodology Submission Date
Sunday 7 May 2017	Presentation of findings Submission Date
Sunday 11 June 2017	Discussion Submission Date
Sunday 9 July 2017	Conclusion Submission Date
Sunday 13 Aug 2017	Dissertation Submission Date
November 2017	Final Examination Board
November 2017	Receive notification of Board Decision

## **DURING WELCOME WEEK:**

You will familiarise yourself with the Dissertation Blackboard space, reading any important documentation made available to you, and also re-familiarise yourself with the Programme Blackboard space.

You will send your contact details via email to the administrator ([onlinehcri@manchester.ac.uk](mailto:onlinehcri@manchester.ac.uk)) including your email address, telephone number(s), skype details, and any other contact details which may be relevant. You must also indicate your current location so to inform your supervisor about your time zone. It is your responsibility to ensure that your contact details are updated should the details change.

## ***Research Topic and Ethics Submission***

You will be required to submit your research topic by Sunday 20th November 2016. This will form the basis for allocating you to supervisors who may have expert knowledge in your subject area. Appendix D contains examples of research topics and questions that have been suggested by the IFRC, the International Federation of Red Cross and Red Crescent Societies, which comprises 189 RC National Societies. These topics are the current focus areas for IFRC in Global Health. However, students are free to choose a topic outside the topics in Appendix D.

## ***Allocation of Supervisors***

Your supervisor will be allocated by 25th November 2016 and each student will be notified who their supervisor is by email. The first task is to contact your supervisor, and work out the basis for your first discussion. This should focus on assisting you in the framing of your research - in particular the development of your specific research questions – and also discussion of the conceptualisation and methodology for your work. In other words, discussion at this time focuses on laying the foundations for your dissertation.

Your supervisor will ensure that you are made aware when progress on the dissertation is below the standard expected and are given guidance as to how the problem should be rectified. If you feel that the dissertation is not proceeding satisfactorily and are unable to resolve the difficulty with your supervisor, you should seek advice by writing to your personal tutor or the Programme Director. If both of these are your dissertation supervisor, the letter should go to the Head of Institute.

## ***Proposal***

You will submit your research proposal outlining the structure of your study. There are no formal 'marking criteria' for the Research Outline; successful completion results in an agreement in principle to proceed to the dissertation. Detailed guidance on the written and presentation elements of the Research Outline can be found in **Appendix C** of this document. Before you conduct your research, you will be required to complete an ethics form as stated in **Section 2.3**.

## ***Critical Literature Review***

This should provide an overview of a range of literature relevant to the topic chosen, including relevant policy documents and technical reports as well as other academic work detailing research findings in your chosen field of study. The purpose is to identify gaps in the overall body of research and to outline the (modest) ways in which your research can fill those gaps and expand the larger body of knowledge. It is not simply a summary of everything written on a particular topic; rather, it is an attempt to locate your research within the broader array of knowledge on a particular subject. This, in turn, will provide a detailed justification for, and explanation of, the research questions or hypotheses around which your work will be structured.

## ***Methodology***

You will outline the methodology you have employed to attempt to address the research questions or test the hypothesis, outlining both the broad research design and justifying the particular methods and techniques selected. You may also incorporate either here or in the previous chapter details of the conceptual framework that shapes your work.

## ***Presentation of findings***

Here you will be presenting your results, outlining the findings of research undertaken (e.g. review of policy and technical documents, interviews with key actors, questionnaire-based surveys, or analysis of data collected from secondary sources).

## ***Discussion***

You will provide an analysis and evaluation chapter, exploring the significance of the results, relating them to the 'bigger picture' issues outlined in your literature review and highlighting the implications in light of the research questions or hypotheses.

## ***Conclusion***

You will conclude your study, relating findings presented in the previous chapters to the research questions/hypotheses, and highlighting the implications of your work for policies, practices, theories or techniques, and setting out the ways in which your research has advanced or reinforced knowledge of your chosen subject area. During this period you should also be write-up and organising your dissertation, working independently without further supervisory input.

## **Sunday 13 Aug 2017 – Dissertation Submission Date**

You will submit your dissertation online via Turnitin. Please note that any alteration to the dissertation title can be made on the Notice of Submission form at the time of dissertation submission. However, if a change to dissertation title affects ethical issues and/or fieldwork, please resubmit the Notification of Title form along with any other relevant forms to the programme administrator.

**Your dissertation must be no larger than 20MB.**

## ***Final Examination Board***

Please be warned that HCRI does not grant extensions for dissertations. The submission of the dissertation marks the completion of your degree, and we need the time following the deadline in order to mark, second mark, review and process your grades in time for the Exam Board in September and your graduation in December. As with coursework assessment, the Mitigating Circumstances mechanism also applies to dissertations. Any student who considers that their dissertation may be delayed due to 'unforeseen' and 'unpreventable' circumstances should submit a Mitigating Circumstances application

(<http://www.alc.manchester.ac.uk/studentintranet/support/mitigatingcircumstances/>), along with supporting documentation. Following the Mitigating Circumstances Committee weekly meeting, you will be notified of the outcome of your application by email to your student email address, usually within 7-10 working days. All marks are provisional until the Final Examinations Board. If the Committee have recommended to the Board of Examiners that mitigation should be considered then you will be notified of the outcome of the board's decision by email following the Exam Board

All work to be considered under Mitigating Circumstances should be submitted as soon as is practicable but note that any work submitted after **13<sup>th</sup> August 2017** may be too late to be marked and considered in time for December graduation.

## ***Notification of Board Decision***

The final results will be announced following the exam board in November 2017. Successful students will be able to graduate at the ceremonies held in December 2017.

The Student Services Centre deals with all matters relating to graduation, degree certificates and official transcripts of marks. They will provide graduation information to students in advance of the ceremonies.

Once you have received notification of a successful result, you will be informed how to confirm your place at the Graduation Ceremony. If you are unable to attend graduation then you are still required to let the Student Services Centre know in order that your certificate can be posted directly to you.

Further information can be found at:

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/graduation>

## 4.6 Structure for Dissertation

Your dissertation is likely to be structured along the following lines. It is helpful to have brief introductory and concluding paragraphs for each chapter to introduce its content and draw findings together and link to the next chapter.

- ☐ Introduction
- ☐ Literature review
- ☐ Methodology
- ☐ Results
- ☐ Discussion
- ☐ Conclusion
- ☐ Bibliography /References, covering *all* works cited in the main text
- ☐ Any other relevant reference materials, which may be presented in the **appendices**.

## Chapter 2: Literature review

The second chapter might be a literature review, although again the structure will vary according to the precise topic selected and should be discussed at length with your supervisor.

The literature review is something which confuses many students. In essence, the aims of a literature review are two-fold. First, it should bring the reader up to date on **previous research findings** in the field, with particular reference to your chosen topic. This can point towards areas of general agreement (or disagreement) among researchers, highlighting what different studies say about your chosen topic. To use the example of outsourcing once more, it may be the case that previous research has yielded important findings on success and failure of outsourcing initiatives (even if some studies disagree), but there have been recent changes in the market and regulatory environment within a particular sector (say, the banking sector) which raise new and unanswered sets of questions which your research will proceed to explore. The central aim is to pull out the key ideas and findings from past research and 'locate' your study within that broader body of knowledge.

Secondly, where your chosen topic is related to particular **policies or strategies**, your literature review should consider relevant policy/strategy and/or technical



documents, in addition to the more 'academic' literature. For instance, in the case of the outsourcing topic, the literature review might also assess the ways in which different types of organisations (both public and private) have attempted to develop strategies that seek to use outsourcing to achieve rapid organisational transformation and explore the extent to which they have met with any success in doing so. In other words, some dissertations may have a 'policy/strategy review' as well as a 'research review' as part of the overall literature review.

In summary, then, a literature review should *synthesise* others' work, highlighting the key themes to emerge from other studies and applying these to your own research. You should **not** treat the literature review as simply a summary or précis of policy documents, journal articles and books: it should not be, for example, 'everything I know about organisational change', or 'everything I know about development policy'. Instead, the literature review must be related to the tightly defined research questions or hypotheses which your study is intended to address. In other words, it requires your own assessment of the key findings of earlier work which relates to your topic. A literature review has to be comprehensive, covering policy debates as well as theoretical and conceptual issues (i.e. academic literature). It is also important that you concentrate on literature which is of direct relevance to your work; ignoring related material of only marginal relevance.

You might well select (or create via synthesis of multiple sources) a conceptual model or framework that you will apply to your research. If not in this chapter, then it would likely appear in the next. **It is also vital that you avoid plagiarism**, whether unintentional or deliberate. If you lift ideas, or quote a short passage from others' work – which is, of course, perfectly acceptable – you have to acknowledge the source by full and proper referencing.

A useful starting point for literature reviews is to read a small number of core texts, and then trace back the more detailed articles cited. For example, if your dissertation is on 'The role of public-private partnerships in healthcare in Nigeria', you might begin your literature review by looking at broad texts on healthcare, before focusing-in upon more detailed (and directly relevant) work cited in these texts (e.g. other research on public-private partnerships). You should also try to make use of a full range of sources for literature review material. In particular, learn to use the library search facilities. In particular, make use of the bibliographic databases and other sources that offer pointers to journal papers that you can readily access online. You may also find Google Scholar useful for the same purposes.

### **Chapter 3: Methodology**

The dissertation should attempt to build upon the material covered in the literature review through a programme of further desk-based analysis, or possibly the collection of data in the field. This might take the form, for example, of:

- a short programme of structured, semi-structured or unstructured interviews (e.g. face-to-face, or by email);

- the collation of data from published sources such as via published case studies or other government or industry surveys.
- the collation of relevant policy documents, both published and unpublished (e.g. consultants reports, donor reports, – again the list is endless);
- a structured questionnaire survey (again, face-to-face, by telephone or by email).

You can structure this into Chapter 3 in the following way:

### Research questions and/or hypotheses

Building on the key areas of interest you have identified in the literature review, the first part of Chapter 3 would normally contain a question or set of questions to be addressed by your dissertation, a particular issue to be explored, or a set of hypotheses to be tested. It is vital that you set out in detail the research questions, hypotheses, issues or problems your study addresses. This could take the form of either of the following *research questions*, e.g. in what ways are organisations in developing countries formulating strategies for outsourcing information systems, what form do these strategies take in different types of organisations, and to what extent do strategies differ according to sector and country location?

- *hypotheses* to be tested, e.g. 'Cash transfers have led to greater expenditure by men than women within low- income households'. The veracity of this hypothesis would be tested, possibly by using appropriate quantitative methods, or through qualitative interviews with relevant sources. . However, you should bear in mind that it is not always possible to develop such research hypotheses for certain topics; and it may not be possible to collect the type of primary data that is required to test them effectively. A detailed description of the research question(s) may be more appropriate. In addition, it is vital that you devise hypotheses which are not over-ambitious: remember that your study is limited in both time and in the length of the final dissertation.

### Aims and objectives

The second part of chapter 3 could show the aims and objectives for your study:

- *Aims*: these set out the overall purpose of the study. They are broad statements which explain what you are trying to achieve to a non-expert reader who may not be familiar with your topic area.
- *Objectives*: these are the specific operational targets which will assist in meeting the broad aims of the study. Since these objectives are clearly set out, they will be used to judge what you have been able to achieve at the end of your dissertation. It is thus unwise to be over-ambitious by setting objectives which are not realistically achievable.

**For both aims and objectives, these should be stated as succinctly as possible, and should be revised, if necessary, as work progresses.** Therefore it is quite possible that your questions, aims and objectives will all be covered in quite a short amount of text.

Note, in outlining aims and objectives, you need to build on the conclusions of your literature review, the purpose of which in essence is to explain and justify the focus of your research.

### Research design

Thirdly, having generated relevant research questions and/or hypotheses, you have to explain clearly *how* you will go about answering or testing these. In other words, you must give details of the research methods to be used, outlining the overall research design – including any conceptual framework or model that you are using, and (in relevant cases) specifying methods of data collection (e.g. sources of published data that have been used, semi-structured interviews which have been conducted). You must attempt to **justify** the choice of your particular methodology, in light of the chosen research topic: you have to try to demonstrate why the methods selected are appropriate to answering a particular question, or investigating a given hypothesis. Why, for example, is a programme of interviews useful in investigating your topic? Why are particular data sources useful? Why have you chosen to collate a series of policy documents? Why have you selected particular case study areas? And how have you gone about investigating a particular case study?

*Example:* the use of a *case study* approach. You should explain briefly:

- why a case study approach is the most appropriate method to tackle the research questions;
- why you have used one case study rather than two or more, or vice versa;
- why you have used a particular case study or studies (e.g. previous research might have ignored certain places; a problem or issue might be especially apparent in that area; or the area may be representative of the general pattern);
- the ways in which you have collected information for these case studies, whether it be interviews, collation of policy documents, or use of published data for that area (it is not sufficient simply to say that you will ‘do’ a case study, without specifying the means by which this will be conducted).

*Example Two:* the use of *interviews*. You should explain briefly:

- why you have chosen to use interviews to address the research problem;
- who you have interviewed, and why;
- what questions were asked and why;
- the means by which you conducted interviews (e.g. were they unstructured discussions, structured face-to-face questionnaires, or email questionnaires?);
- how you have used the information collected (e.g. quotes from interviewees etc.).

### **Chapters 4 and 5: Fieldwork/results and analysis/evaluation/discussion**

You must also take care to avoid a purely descriptive study which is then dutifully described without interpretation, commentary or evaluation. You must try to develop themes and arguments on the basis of interviews, data assembled or documents collected. Your work must go beyond mere description, to provide an analysis of information collected, and to highlight the implications of your findings. Where you are

undertaking a case study, for example, you should ensure that you constantly refer to the bigger picture: what, if anything, does the experience of a case study area or subject say about the broader question you are exploring through your research?

In writing a suitably analytical and interpretative piece of work, it is important that you refer back continuously to your initial objectives and avoid being side-tracked on irrelevant detail, or bogged-down by the superfluous minutiae which surround any topic. At the same time, you must also take care to ensure that the information collected is not simply 'analysed' for its own sake, without identifying the implications for the study: this is one distinction between a dissertation and project work. Throughout this stage of the work, you should constantly ask yourself what is the implication of a given finding for your research question or hypothesis. For example, if an interviewee makes a particular comment, or if you note an interesting quote in a committee report, what are the implications of this for your dissertation topic? It is important to avoid writing in an over-generalised way, neglecting to concentrate on tightly defined objectives for the research. For example, on too many occasions, student dissertations read like 'everything I know about e-business/outsourcing/export-led strategy in Bangalore', rather than a study which focuses on a clear and well-defined research question and which is of interest beyond a particular case study area.






In some cases, you might opt to have two chapters devoted to 'results': a first one describing your main findings and outlining the results of any fieldwork; and a second discussing the broader implications. Whether you have one or two chapters is likely to depend upon the topic in question. Again, you will need to discuss this with your supervisor.

## **Chapter 6: Conclusions**

The concluding chapter should not merely summarise material already covered in previous chapters. Instead, you must attempt to draw together the various messages to emerge from your review of the literature, and from your 'analysis' chapter(s). Again, it is important not to be descriptive, and to concentrate on the research questions posed at the outset of your study. In particular, you should try to highlight the implications of your study for both (a) research and knowledge of a particular topic area, and (where relevant) (b) policy and practice.

## PART 5: PRESENTATION - TEXT AND FORMATTING

There are a number of conventions to which you must adhere when submitting your completed dissertation. These are listed below.

<i>Title</i>	The title must be short, unambiguous and accurate, and finalised by the time you submit the 'Title, Ethics and Risk Assessment Declaration' form (Appendix 3). On the spine of the bound copy the name of the author and year of submission must be included in gold lettering (see section 3.10 above).
<i>Title page</i>	<p>This should provide a statement as follows:</p> <ul style="list-style-type: none"><li> Title of the dissertation</li><li> The following text: 'A dissertation submitted to the University of Manchester for the degree of xxx in the Faculty School of Humanities</li><li> the year of submission (not including the month).</li><li> the candidate's name (the same as the name under which he or she is registered at the University).</li><li> the name of the candidate's School ('School of Arts, Languages and Culture').</li></ul>
<i>Table of Contents</i>	A list of contents, giving all relevant sub-divisions of the dissertation and a page number for each item (in Arabic numerals throughout). The final word count, including footnotes and endnotes, must be inserted at the bottom of the contents page. If illustrative materials are integrated within the text a separate list of illustrations should be prepared.
<i>List of Illustrations</i>	The term 'illustration' refers to all tables, maps, plans, graphs, diagrams, photographs. The list of illustrations should provide number, title, and page references. This usually appears on a separate page unless included in the table of contents.
<i>Abstract</i>	All dissertations must include an abstract. This should be undertaken when the dissertation is otherwise complete. The abstract should precede the introduction so that the reader/examiner can quickly see what the text is about prior to more detailed reading. Typically the abstract defines the problems the writer sets out to solve, the main procedures adopted, and the principal results and conclusions; it should occupy a single A4 page, and can be single-spaced.
<i>Acknowledgements</i>	Assistance given to the student in the preparation of their work must be acknowledged, and would usually include the supervisor and any key individuals (other academics, individuals from the agencies under study etc) who have

helped. Acknowledgments should not normally exceed one or two paragraphs.

*Declaration*

A declaration stating that: 'No portion of the work referred to in the dissertation has been submitted in support of an application for another degree or qualification of this or any other university or other institute of learning'.

*Intellectual  
Statement*

*Property*

All **four** of the following notes on copyright and the ownership of intellectual property rights must be included as written below:

- ☐ The author of this dissertation (including any appendices and/or schedules to this dissertation) owns certain copyright or related rights in it (the "Copyright") and s/he has given The University of Manchester certain rights to use such Copyright, including for administrative purposes.
- ☐ Copies of this dissertation, either in full or in extracts and whether in hard or electronic copy, may be made **only** in accordance with the Copyright, Designs and Patents Act 1988 (as amended) and regulations issued under it or, where appropriate, in accordance with licensing agreements which the University has entered into. This page must form part of any such copies made.
- ☐ The ownership of certain Copyright, patents, designs, trade marks and other intellectual property (the "Intellectual Property") and any reproductions of copyright works in the dissertation, for example graphs and tables ("Reproductions"), which may be described in this dissertation, may not be owned by the author and may be owned by third parties. Such Intellectual Property and Reproductions cannot and must not be made available for use without the prior written permission of the owner(s) of the relevant Intellectual Property and/or Reproductions.
- ☐ Further information on the conditions under which disclosure, publication and commercialisation of this dissertation, the Copyright and any Intellectual Property and/or Reproductions described in it may take place is available in the University IP Policy (see [http://documents.manchester.ac.uk/display.aspx?Doc\\_ID=487](http://documents.manchester.ac.uk/display.aspx?Doc_ID=487)), in any relevant Dissertation restriction declarations deposited in the University Library, The University Library's regulations (see <http://www.manchester.ac.uk/library/aboutus/regulations>) and in The University's Guidance for the Presentation of Dissertations.

<i>Text</i>	Text should be formatted as double or 1.5 spacing, with a minimum font size of 12 (Times) or equivalent for other fonts for the main text. Single-spacing should be used for indented quotations of more than three lines, footnotes and references. Pages may be single or double-sided. Chapter headings section headings should be bold and capitalised; sub-section headings should be bold.
<i>Page sizes and margins</i>	To allow for binding the margin at the binding edge of any page must be not less than 40mm; other margins must be not less than 15mm. The required paper size is A4 (197mm x 210mm).
<i>Page numbering</i>	Page numbering must consist of one single sequence of Arabic numerals (i.e. 1, 2, 3 ...) throughout the dissertation. Page numbers must be displayed on all pages except the title page. The pagination sequence will include not only the text of the dissertation but also the preliminary pages, diagrams, tables, figures, illustrations, appendices, references etc. Roman numerals must not be used for page numbering.
<i>Maps</i>	Where maps are used, these should be no larger than A4.
<i>Diagrams and tables</i>	These should be clearly presented, properly sourced, and explained in the text. See 3.5 Graphical Material.
<i>Photographs</i>	Titles with explanatory notes should be on the page preceding the photograph, or underneath the photographs, printed in a consistent manner.
<i>Quotations</i>	Direct prose quotation exceeding three lines of text should be set out in a separate inset paragraph in single line spacing (indented about 25mm to the right and left of the main text), without inverted commas. Shorter quotations should be enclosed within the main text, in double inverted commas. If there are gaps in the quotation use three dots '...' to indicate where the words are left out. For all quotes, the author and page number must be stated. If it is desired to draw attention to a phrase in a quotation do this by italics, but note in the reference whether any italics are in the original or have been added by you as author (e.g. Smith, 2012, emphasis in original; or Jones, 2009, emphasis added).
<i>Footnotes</i>	These should be used very sparingly, if at all. Where footnotes are deemed absolutely necessary, they should be of direct relevance to the topic. They should be placed at the bottom of the page. They should be numbered consecutively throughout the dissertation as a whole. The font should be 9 point (in Times New Roman or similar). Text should be single spaced.

## *References*

Should be in Harvard style (see information in your handbook for further details). All references must be included in the bibliography, which should be arranged by alphabetical order of author surname. Where there is more than one reference by the same author in the same year each should be differentiated by a, b, c, etc (e.g. Jones 2012a, Jones 2012b)



## **PART 6: ASSESSMENT CRITERIA**

### **6.1 Marking Criteria**

#### ***Marks Below 30%***

The work fails to provide a competent description of the topic, and falls far short of a competent discussion. It is poorly structured and has no coherent argument. It displays no awareness at all of theoretical or critical ideas such as those learned on the core course units. The style and presentation are so poor as to seriously impair communication and there is no evidence that the principles applicable to academic writing in the Humanities have been understood.

#### ***Marks 30 - 39%***

The work is almost wholly descriptive. It reveals little awareness of theoretical or critical ideas such as those learned on the core course units and makes no sustained or developed attempt to apply them in practice. The work displays some potential to move from description to discussion of the topic and to structure a basic argument derived from this descriptive approach but it fails to achieve this in clearly identifiable respects. The style and presentation are poor. There is little evidence that the principles applicable to academic writing in the Humanities have been understood, but communication is maintained.

#### ***Marks 40 - 49%***

The work provides a superficial discussion of the topic but remains predominantly descriptive. It demonstrates a basic grasp of the topic but is lacking in critical or analytical insight in general. It reveals some awareness of theoretical or critical ideas such as those learned on the core course units, but attempts to apply them in practice are inappropriate or confused. An identifiable argument is discernible but this is poorly and inconsistently sustained. The style and presentation exhibit a large number of errors but there is some evidence that the principles applicable to academic writing in the Humanities have been understood. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Master's level.

#### ***Marks 50 - 59%***

The work demonstrates a reasonable understanding of the topic and the discussion provides some evidence of analytical thought. The work also shows comprehension of critical or theoretical ideas such as those learned on the core course units, but attempts to use these ideas relevantly in practice are limited in scope. The approach is generally unambitious, but a coherent argument is in place. There is an awareness of relevant secondary literature and an ability to evidence assertions by reference to relevant literature/research. The work exhibits a certain number of errors of style and presentation but an adherence to the principles applicable to academic writing in the Humanities is predominant.

#### ***Marks 60 - 69%***

The work demonstrates a thorough understanding of the topic, and provides a good discussion of it with appropriate examples. The work shows an awareness of critical or theoretical ideas such as those learned on the core course units, supported by an ability to use these ideas relevantly in critical practice. The argument is clearly structured and the students have begun to develop new ideas on the texts or objects of study, revealing an ability to critically evaluate existing research in the area. There is some evidence of potential for conducting research at a higher level, but this may not be wholly consistent. There are few errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood.

#### ***Marks 70 - 79%***

The work is focused and comprehensive, demonstrating a thorough and sophisticated grasp of the topic. The work is based on wide reading in a range of source materials and shows clear originality. The work goes well beyond the mere exposition of ideas, providing a sustained and lucid argument. An in depth awareness of critical or theoretical ideas, such as those learned on the core course units, is demonstrated through relevant and consistent application in critical practice. The work demonstrates the ability to critically evaluate existing research on the object of study in a confident, directed manner, giving clear evidence of the candidate's ability to complete a

research degree successfully. There are no substantial or recurrent errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood and internalised as good practice.

### ***Marks above 80%***

The work is excellent in every respect. It shows extensive knowledge of both the topic and the academic context(s) in which it is applied. A complex, original and relevant application of critical or theoretical ideas such as those learned on the core course units is demonstrated in critical practice. There is clear evidence of an ability to critically evaluate existing research on the object of study as the basis for identifying and defining new fields of research. The work demonstrates considerable originality and is of publishable or near-publishable quality making a significant contribution at the forefront of the discipline. The style and presentation are virtually faultless.

## **6.2 Award Criteria**

You will be awarded your MSc according to the following criteria:

### ***MSc Distinction***

A Distinction will normally be awarded if the following criteria are met:

- ☐ An average mark, at first assessment, of at least 70%, based on the weighted programme as a whole.
- ☐ In order to achieve the distinction, a student must have passed the requisite minimum credits of the MSc Global Health degree regulations (180 credits).
- ☐ Students with credit awarded as a result of a referral or compensated mark will not be eligible for the award of distinction, only a merit or a pass.

### ***MSc Merit***

A Merit will normally be awarded if the following criteria are met:

- ☐ An average mark of at least 60%, based on the weighted programme as a whole.
- ☐ In order to achieve the merit, a student must have passed the requisite minimum credits of the MSc Global Health degree regulations (180 credits).

### ***MSc Pass***

A Pass will normally be awarded if the following criteria are met:

- ☐ An average mark of 59.9% or less based on the weighted programme as a whole.
- ☐ In order to achieve the pass, a student must have passed the requisite minimum credits of the MSc Global Health degree regulations (180 credits).

### ***Borderline Zones***

A student whose total mark at the first assessment is within the boundary zone specified in the Postgraduate Regulations, must be considered for the higher award as long as the following are satisfied:

- ☐ For the award of distinction, all course units must have been passed at the first attempt without any compensation.
- ☐ 120 out of 180 credits are equal to/ or higher than the final award.

## **6.3 Applications to Extend the Deadline for Submission of the Dissertation**

Extensions to the submission date for dissertations may be sought where circumstances, outside of students' control, will delay the completion and submission by the published date. The procedure is the same as that outlined in 'Applications to Extend the Deadlines for Submission of Coursework'.

### ***Minor Corrections***

Very exceptionally, examiners may decide that a dissertation should be awarded a pass, subject to minor corrections being made. Usually these minor corrections relate to the format and presentation of the dissertation, and must be completed within 4 weeks. Failure to complete the changes to the satisfaction of the examiners within this time can result in the dissertation being failed and the Postgraduate Diploma being awarded.

### ***Failed Dissertations/ Fail, With Permission to Resubmit***

Dissertations that do not achieve the 50% pass mark will be failed. Examiners may recommend that the student be given permission to resubmit the dissertation. In this case, feedback will be provided by the dissertation Supervisor, and a new deadline for the resubmission set. Please note, a fee is charged for resubmission, for the 2014 -15 academic session this is £150.

Payment of the resubmission fee (either cash or cheque, payable to 'The University of Manchester'). A receipt to show payment of the resubmission fee must be submitted to the Postgraduate Office.

Failure to submit a revised dissertation that satisfies the examiners within the required period will result in the Postgraduate Diploma being awarded.

## **6.4 Dissertation Checklist**

You need to check your draft for what might be termed continuity errors. Roughly speaking, this means checking that the whole text is consistent with itself from beginning to end. If you have changed some sections, there might be section headings to re-number, for example. To help you eliminate such errors, here is a checklist:

- ☐ are the headings and sub-headings in the contents list the same as those in the text?
- ☐ have you given lists of tables and figures as well as chapters in your contents?
- ☐ are they all numbered consecutively? numberings from earlier versions may persist and you may have two chapter 4s or no chapter 6. Using the automated Table of Contents wizard in Word can help enormously in this respect.
- ☐ are all the cross-references to other sections of the study correct?
- ☐ do all the references in the text have a corresponding entry in the bibliography, with the same date as the reference in the text?
- ☐ where you refer to an article within an edited collection, have you included the full book reference, with editors, as well as the chapter reference?
- ☐ are all the references complete, i.e. have you included the publication date and place, as well as the publisher's name?
- ☐ tables: check that their numbers and titles are correct, and that references to them in the text are correct.
- ☐ figures: as for tables
- ☐ have you checked all the calculations in your tables, including correct totals?
- ☐ is there enough labelling information in your tables and graphs? (e.g. if you refer to percentages, is it clear exactly what they are percentages of? Do you make it clear whether raw scores or percentages are being referred to?)
- ☐ have you calculated all the figures to the same number of decimal places?
- ☐ are you consistent about abbreviations?

None of these proof-checking tasks are the responsibility of your supervisor.

## Appendix A: MSc Global Health Dissertation Planning Form

*The form should be submitted electronically (details communicated to you by your Programme Administrator).*

<b>FAMILY NAME</b>	
<b>FIRST NAME(S)</b>	
<b>REGISTRATION NUMBER</b>	
Dissertation topic area (This may be just a broad area of interest at this stage)	
Dissertation research question (identify a question that you want to address in your dissertation)	
Student Signature	Date

## Appendix B: Taught Student Ethical Guidelines

In carrying out their work researchers inevitably face ethical dilemmas which arise out of competing obligations and conflicts of interest. All research proposals involving data collection involving human participants normally require prior ethical approval to ensure the safety, rights, dignity and well-being of the participant and those of the researcher. This is why you are required to declare whether or not this applies to your dissertation / project topic and, if so, how these ethical issues are to be addressed. In doing so, you are providing assurance that you have read the guidelines and considered whether your proposed dissertation / project research raises ethical issues which require the attention of the University's Senate Committee on the Ethics of Research on Human Beings.

Ethical approval should not be considered as a bureaucratic obstacle; it is a mechanism for ensuring and demonstrating that the design of your research respects the rights of those who are the participants of the research.

Who does this apply to?

All undergraduate and postgraduate taught students (researchers) must secure ethical approval for any research they conduct

All research proposals required ethical approval, particular examples of activities for which approval is required include questionnaire and interview based research involving sensitive or confidential issues, telephone interviewing or recording by audio or video tape and contact with participants who are children or considered as potentially vulnerable adults.

You will not be permitted to undertake research involving NHS patients or staff

What happens if I have not applied for or obtained ethical approval?

Failure to follow the School's procedure for ethical approval may leave you and the University open to legal action without the protection of an insurance policy and may result in disciplinary action.

What research does it cover?

All research involving human participants or human data or material must have ethical approval. Research where the information about human participants is publicly and lawfully available e.g. information published in the census, population statistics published by the government, personal letters and diaries etc held in public libraries do not require ethical approval.

- ☐ Working with children – you will not be permitted to undertake research working with children
- ☐ Working with potentially vulnerable adults – you will not be permitted to undertake research working with vulnerable adults

### Recruiting Participants

Participants should enter into the research freely and willingly and know and understand what they are agreeing to when they take part.

- ☐ No one should be made to participate in a research study against their will.
- ☐ Those recruiting participants should ensure that no undue influence is exerted in order to persuade the participant to take part in the research.
- ☐ Participants should be made aware that participation is entirely voluntary; that refusal will attract no sanction, and that they will not be required to give reasons for refusal; that if they agree to participate in the study, they are free to leave the study at any time without being required to give reasons for leaving.
- ☐ Wherever possible anonymity and confidentiality should be maintained.
- ☐ It is inappropriate to offer volunteers excessive payments which might induce them to participate in a study against their better judgement. Small payments may be made in order

to compensate participants for their time and inconvenience. Out-of-pocket expenses may also be met.

There are a variety of ways for recruiting participants:

- ☐ mail out
- ☐ email
- ☐ telephone
- ☐ advertisement
- ☐ recruitment carried out by third party (e.g. employer, doctor)
- ☐ recruitment carried out by researchers
- ☐ contact details obtained from public documents (e.g. phone book)
- ☐ contact details obtained from private sources (e.g. employee list, membership database)
- ☐ participants from a previous study
- ☐ snowball (participants suggest other potential participants)
- ☐ personal contacts

#### Information Sheet & Consent Form

Informed consent entails giving as much information as possible about the potential research so that the prospective participants can make an informed decision about their possible involvement. Normally this information should be supplied in written form (information sheet) and signed off (consent form) by the research participant(s). The primary objective is to conduct research openly and without deception.

- ☐ Written information should be supplied to participants making clear that the research is for a student project. It should be written in terms that an ordinary person rather than a specialist in the field can understand i.e. avoid technical jargon. The information provided should be accurate and concise, specific to the proposed research and appropriate for the social and cultural context in which it is being given.
- ☐ You must take time over this as it is essential to explain what you are asking participants to do and the possible implications so that they can make an informed decision whether they wish to take part.
- ☐ You should consider whether the participant will be able to read the information you provide and consider how to deal with problems of illiteracy or where the participant is not fluent in the language used.

The information sheet should include the following:

1. the name of the researcher(s)
2. an explanation of what you, the researcher, is hoping to achieve by the research
3. what is going to be done by you, the researcher
4. an explanation of the risks, pain or discomfort, if any, that the participant may experience
5. a clear explanation of what the participant is expected to do during the study
6. a statement that the participant is not obliged to take part, and may withdraw at any time
7. a clear statement of payment arrangements for compensation for the participants time and inconvenience and any out-of-pocket expenses
8. consent statement (this can be separate to the information sheet)

Other information can also be included such as:

- a. duration of the study
- b. location of the study
- c. anticipated outcomes in respect of publication of findings

Having understood the above the participant gives their consent to take part in the study by signing a consent form and is given a copy of both the information sheet and the consent form to keep. Sufficient time must be provided between the request to take part and the signing of the consent form, in order to ensure that the participant has read the information sheet and had the opportunity to ask questions about the research.

- You should be willing to answer any questions put to you by (potential) participants.
- Participants should understand how far they will be afforded anonymity and confidentiality and should be able to reject the use of data-gathering devices such as tape recorders and video cameras.
- You should inform the participant of their rights under any copyright or data protection laws. Where your research is recorded using audio or video recordings you should obtain the appropriate copyright clearances where necessary.
- You have a responsibility to ensure that the physical, social and psychological well-being of the participant is not adversely affected by the research.
- You should clarify whether, and if so, the extent to which the participants are allowed to see transcripts of interviews and notes and to alter the content, to withdraw statements, to provide additional information or to add glosses on interpretations
- Clarification should also be given to participants regarding the degree to which they will be consulted prior to publication. Where possible, participants should be offered feedback on findings, for example in the form of a summary report.
- It is important that participants should not be offered payments in order to persuade them to take part in any research in which they would not ordinarily take part, although reasonable compensation for time and inconvenience and expenses incurred may be made.
- You should take all reasonable steps to ensure that no harm occurs to participants by virtue of their participation in the study.
- Consent is only valid for procedures set out on the information sheet. Should any of the information included on that sheet change during the course of the study, new consent should be sought; participants are free to refuse consent and withdraw from the study if they wish.
- Under certain survey conditions a signed consent form may not be needed e.g. when adult participants are mailed a questionnaire, return of the questionnaire can be considered to indicate consent. However the researcher must provide proof that the participants will be adequately informed of the purpose of the study, the extent of the participant's involvement and how the data will be handled with respect to confidentiality. In the case of a postal survey a copy of an abbreviated information sheet or cover letter should be submitted with the application for ethical approval.

#### Obligations on researchers

- It is expected that, in addition to the above, you will abide by any guidelines issued by professional bodies to which you belong or which govern research in your area. Where such guidelines conflict with the above, the advice of the School's Ethics Committee should be sought.
- Researchers should never present others' work as their own. Nor should they knowingly misrepresent the findings of their research or the work of others. See also *plagiarism* ([www.campus.manchester.ac.uk/studentnet/policies/](http://www.campus.manchester.ac.uk/studentnet/policies/))
- Any study should be stopped immediately on request or if the participant shows any sign of distress and should not recommence without the agreement of the participant (or his/her parent or person acting in loco parentis)
- Should you need to use participants for your research obtained via an NHS source, ethical approval must be sought from the Central Office for Research Ethics Committee ([www.corec.org.uk](http://www.corec.org.uk))

#### Confidentiality of information obtained during research

The confidentiality of information supplied by research participants and the anonymity of respondents must be respected.

- You should not give unrealistic guarantees of confidentiality and anonymity, where given such guarantees must be honoured, unless there are clear and overriding reasons to do otherwise, for example in relation to the abuse of children. You should be aware that legal challenge may preclude the honouring of such a guarantee. Passing on confidential information without the express permission of the participant should not be undertaken lightly and legal and professional advice should be sought immediately if this is contemplated.

- Appropriate measures should be taken to store research data in a secure manner. You should be aware of your obligations under the Data Protection Act. Where appropriate and practicable, methods for preserving anonymity should be used including the removal of identifiers, the use of pseudonyms and other technical means for breaking the link between data and identifiable individuals. Data and results obtained from the research should only be used in the way(s) for which consent has been given. Informed consent is the most important part of the Data Protection rules for researchers.

What happens if I want to publish the research?

- You must tell the proposed participant in advance if you have any intention of publishing the results of the study.
- You must explain the extent to which, if at all, any identifying information about the participant will appear in the publication.
- If identifying information about the participant is intended to be published you must obtain and keep specific written agreement from the participant.
- Preferably these issues should be addressed on the initial information sheet that is issued before participant gives their consent.

Informing research participants of results of research

It is appropriate for research participants to be able to receive feedback on research they have been involved in, where this is possible. You should consider the issue of informing the participants of the results of the research or where they may be able to get access to this information (although participants may not be able to be given their individual results).

**Whilst these guidelines are not exhaustive, they indicate a set of obligations to which researchers should normally adhere. Responsibility for both interpretation and compliance rests with the researcher.**



## Further sources of information

Source of information / act	URL
Economic and Research Council (ESRC)	<a href="http://www.esrc.ac.uk">www.esrc.ac.uk</a>
Arts, Humanities Research Council (AHRC)	<a href="http://www.ahrb.ac.uk/images/4_94629.doc">www.ahrb.ac.uk/images/4_94629.doc</a>
British Sociological Association	<a href="http://www.britisoc.co.uk/new_site/index.php">www.britisoc.co.uk/new_site/index.php</a>
Association of Social Anthropologists	<a href="http://www.theasa.org/">www.theasa.org/</a>
Political Studies Association	<a href="http://www.psa.ac.uk/">www.psa.ac.uk/</a>
Criminal Records Bureau (CRB)	<a href="http://www.disclosure.gov.uk">www.disclosure.gov.uk</a>
Central Office for Research Ethics Committee – COREC (NHS)	<a href="http://www.corec.org.uk">www.corec.org.uk</a>
The Human Rights Act (1988)	<a href="http://www.hmsa.gov.uk/acts/acts1988/19980042.htm">www.hmsa.gov.uk/acts/acts1988/19980042.htm</a>
Data Protection Act (1988)	<a href="http://www.opsi.gov.uk/ACTS/acts1998/19980029.htm">www.opsi.gov.uk/ACTS/acts1998/19980029.htm</a>
UK Copyright Act (1988)	<a href="http://www.opsi.gov.uk/acts/acts1988/Ukpga_19880048_en_1.htm">www.opsi.gov.uk/acts/acts1988/Ukpga_19880048_en_1.htm</a>
Race Relations Act (1976)	<a href="http://www.homeoffice.gov.uk/documents/204501/">www.homeoffice.gov.uk/documents/204501/</a>
Race relations (Amendment) Act 2000	<a href="http://www.opsi.gov.uk/ACTS/acts2000/20000034.htm">www.opsi.gov.uk/ACTS/acts2000/20000034.htm</a>
Disability Discrimination Act (1995)	<a href="http://www.opsi.gov.uk/acts/acts1995/1995050.htm">www.opsi.gov.uk/acts/acts1995/1995050.htm</a>
Freedom of Information Act (2000)	<a href="http://www.opsi.gov.uk/ACTS/acts2000/20000036.htm">www.opsi.gov.uk/ACTS/acts2000/20000036.htm</a>
Communications Act (2003)	<a href="http://www.opsi.gov.uk/acts/acts2003/20030021.htm">www.opsi.gov.uk/acts/acts2003/20030021.htm</a>
University of Manchester	<a href="http://www.campus.manchester.ac.uk/studentnet/policies/">www.campus.manchester.ac.uk/studentnet/policies/</a>
<input type="checkbox"/> Code of Practice for Dealing with allegations of Misconduct in Research <input type="checkbox"/> Disability Discrimination Act Policy <input type="checkbox"/> Equality & Diversity Policy <input type="checkbox"/> Freedom of Information Act Policy <input type="checkbox"/> Health & Safety Policy <input type="checkbox"/> Harassment, Discrimination & Bullying Policy <input type="checkbox"/> Intellectual Property Policy (guidance on) Plagiarism and other forms of academic	
University's data protection policy	<a href="http://www.campus.manchester.ac.uk/recordsmanageme">www.campus.manchester.ac.uk/recordsmanageme</a>

## Glossary of Definitions:

**Consent** – the voluntary agreement of a person or group, based on adequate knowledge and understanding of relevant material, to participate in research.

**Confidentiality** – the obligations of persons to whom private information has been given is not to use the information for any purpose other than that for which it is given.

**Deception** – this occurs when research participants have essential information withheld and / or initially misled about procedures and purposes, including studies where participants are deliberately given misleading info about the purposes of the study.

**Ethics** – the study of morals and values; that is, the study of right & wrong, justice and injustice, virtue and vice, good and bad and related concepts and principles.

**Ethical / Unethical** – right or morally acceptable / wrong or morally unacceptable.

**Harm** – that which adversely affects the interests or welfare of an individual or a group

**Research** – this involves systematic investigation to establish facts, principles and knowledge.

**Research participant** – living individual (or group of living individuals) about whom a researcher conducting research obtains data through intervention or interaction with the person or identifiable private information.

**Risk** – the function of the magnitude of a harm and the probability of its occurrence

**Voluntary** – free of coercion, duress or undue inducement.

## **Appendix C: The MSc Global Health Research Outline**

Successful completion of the Research Outline is the compulsory pre-requisite for the Dissertation module. Students are required to submit a written Research Outline and then present their Research Outline to the discussion Board and to obtain peers in addition to the supervisor's feedback.

### ***Aims of the Research Outline***

- ☐ To help structure the second semester of the MSc leading to the writing of a significant research based thesis
- ☐ To invite students to plan their project in a concise manner with a clear timetable and concrete attainable research objectives
- ☐ To enable students to present in written form their research ideas in order to enable them to obtain feedback at an early stage
- ☐ To give students the opportunity to develop skills in research design, project management and other transferable skills essential for their future career
- ☐ To help students considering further research to draft a potential funding application

### ***Intended Outcomes:***

- ☐ a well-defined research question
- ☐ a clear awareness of sources available to address the question
- ☐ a clear awareness of the methodological issues that need to be addressed in the research
- ☐ a clear awareness of research planning and timetabling
- ☐ correct use of bibliographical conventions applied in the discipline

### ***Submission of the MSc research Outline:***

Written Research Outlines should be submitted following the same guidelines as for other pieces of course-assessed work. Successful completion of the Research Outline results in an agreement in principle to proceed to the dissertation. Resubmissions can be made at any time before that date and, in agreement with the potential supervisor, students can re-submit as many times as they wish before the final deadline. All submissions and resubmissions should be made to the Taught Programmes office.

### ***The Written Research Outline***

The research outline will have a core document of 500-750 words stating clearly:

- ☐ Your reasons and purposes for undertaking this project
- ☐ The research problems or questions you intend to address
- ☐ The research context in which those problems or questions are located. In describing the context, you should refer to the current state of knowledge and any recent debate on the subject.
- ☐ The particular contribution to knowledge and understanding in this area that you hope to make. You should explain why the work is important. The fact that an area has not been studied previously is not, in itself, a case

- ☐ The methods and critical approaches that you plan to use to address the problems or questions you have set. We don't just need to know what you are going to work on, we need to know how you plan to go about it

On subsequent sheets you should provide supporting information:

- ☐ A brief break down of sections or chapters of the thesis (1 page maximum)
- ☐ A timetable of research and writing (1 page maximum)
- ☐ Additional training and preparation you may need, indicating any ethical issues which may arise and could require clearance from the Ethical Committee (1 page maximum)
- ☐ A selection of sources that you intend to use, including bibliographical indications if appropriate. You will need to state where these sources and materials are located and how these will be accessed. For example, if you are undertaking an archaeology project, do you need a permit to access a particular site and how will this be obtained? It is sometimes helpful to put forward alternative strategies or approaches if you are aware that problems might arise. (2 pages maximum)

### ***The Presentation and Feedback***

The presentation should be no more than 5 minutes in length and concentrate on the context of the question and clearly defining the methodology to be employed. Images and video or sound clips may be used in support of your presentation, however students are strongly discouraged from using unnecessary powerpoint. Discussion and feedback of issues arising from the Research Outline will follow the presentation. This feedback is an opportunity for students to assess the validity of their project in terms of aims and methodology and represents the beginning of supervised guidance.

### ***Guidance for the Assessment of the Research Outline***

There is no formal 'marking criteria' for the Research Outlines. Successful completion results in an agreement in principle to proceed to the dissertation.

## **Appendix D: Examples of research questions and topics**

Below are examples of research questions and topics which are currently a top priority for the IFRC. A research in these topics will help IFRC fill some of the research gaps in Global Health.

### **Research to Improve Community health approaches**

1. The feasibility and added value of realist evaluations for a global organisation like IFRC that works in a wide range of contexts and circumstance
2. Innovation and Health Research: how do theory-based evaluations, like realist evaluations, contribute to improve local community health services in a global organisation like IFRC?
  - a. When can realist evaluation findings be considered as evidence?
  - b. How can donors use this evidence to inform their decisions and expectations?
  - c. How can organisations move beyond the logical framework approach to monitoring and evaluation?
  - d. How can organisations instil contextualised, evidence-based decisions in management practices?
3. Changing organizational learning culture: How can IFRC improve its approach to community health and resilience when donors prefer measurable, short term results over long term, sustainable outcomes?

### **Community health and community volunteers**

4. How does capacity building of volunteers to deliver health services among vulnerable communities actually work?
5. How do the organisational context and management style shape the motivation of volunteers involved in health?
6. Investigating the network of Red Cross Red Crescent volunteers. How do social networks build social capital? Missing platform for first-hand global experience and knowledge sharing.
7. New age health volunteers. How are new age volunteers different from previous generations of Red Cross Red Crescent volunteers? Are their motivations coming more and more alike, becoming more and more separate to their history.
8. Health policies beyond 2015. The role and response of IFRC to global health issues in view of new diseases patterns and power shifts (meaning south-to-south negotiations).

9. Gender-based health inequities: How should IFRC address reproductive health issues while respecting local culture? For example: When health is considered as in the private realm (especially problematic with women, where they are sometimes left unprotected by the legal system). How can CBHFA be used to change gender perceptions and rights that are imbedded (shift in power relations – not necessarily between different genders/sexes).
10. Monitoring and analysing the trends in pregnancy services and outcomes in low-resource remote communities: from real-time data collection to informed decisions.

### **Community health in specific contexts**

11. Community health in refugee camps: how are power relations/gender relations affecting health activities? Use the realist approach to uncover the specific contextual factors that influence the success of the programme – focusing especially on gender/power relations of people that live/work in the camp.

### **Healthy lifestyle and noncommunicable diseases**

12. In what conditions can are mobile (e.g. sms) or online (e.g. MOOC, social media, e-learning...) systems likely to contribute to behaviour change?
13. What is the evidence of community-based health interventions in achieving NCDs prevention?
14. What aspects of HIV/AIDS interventions can be applied to NCDs intervention?
15. NCDs in emergencies: what can be done on prevention and care? Is it feasible to start prevention programmes in complex emergencies (e.g. Syria conflict)?