The Humanitarian and Conflict Response Institute (HCRI)

The University of Manchester

PG Certificate in Global Health

Programme Handbook

2016 - 2017

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Contents

1.   Welcome and Introduction

The Humanitarian and Conflict Response Institute (HCRI) at the University of Manchester is inspired by the need to conduct rigorous research and to support postgraduate training on the impact and outcomes of contemporary and historical crises. This programme is driven by a desire to inform and support policy and decision makers, to optimise joint working between partner organisations, and to foster increased accountability within a knowledge gathering framework. Bringing together the disciplines of medicine and the humanities to achieve these aims, the HCRI will facilitate improvements in crisis response on a global scale whilst providing a much needed centre of excellence for all concerned with emergencies and conflicts. The Institute is developing a novel configuration for research and teaching which will uniquely associate practitioners, non-governmental organisation (NGO) partners, theoreticians, policy makers and analysts in sustained intellectual engagement. Combining a targeted programme of research with the provision of timely analysis on current emergencies, the institute will seek to develop new methodologies in the budding field of humanitarian and conflict response research.

HCRI is proud to collaborate with the International Federation of the Red Cross and Red Crescent Societies (IFRC) to deliver this world-class, online Postgraduate Certificate in Global Health. Working closely with IFRC we have been able to incorporate their rich source of practical insights into the course content thus providing students with real life case studies from one of the world's largest social movement. This course is also accredited by the Royal College of General Practitioners.

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/

3.   Staff

Students will have access to leading multi-disciplinary academics and practitioners including:

Dr Rony Brauman, Director

Qualified as a medical doctor, Rony Brauman has worked in the field of international medical assistance since 1977. Initially serving as a field physician in developing countries with Médecins San Frontières (France), he became the President of the organisation from 1982 -1994. Director of HCRI, Rony is also Associate Professor at L'Institut d'Études Politiques (Paris), and Director of Research at the MSF Foundation also in Paris.

Professor Bertrand Taithe, HCRI Executive Director

Born in France, Professor Bertrand Taithe studied at the Sorbonne with Professor François Crouzet and began his career as a historian of urban sociology. He later moved into the history of medicine and sexuality and is particularly interested in the history of humanitarian aid. Professor Taithe is a prolific author, Editor of the European Review of History, and acted as Executive Director of the Humanitarian and Conflict Response Institute until 2012.

Professor Tony Redmond, Deputy Director

Tony has led medical teams to sudden onset disasters, complex emergencies and conflicts for over twenty-five years. He recently led medical teams to the earthquakes in china in 2008 and Haiti in 2010. He is Director of the UK international Emergency trauma register which aims to improve training and accountability of those who respond to large scale emergencies overseas. He is academic lead for global health education at Manchester medical school.

Adele Aubrey, Institute Manager

Adele is currently completing a Doctorate in Education; her research explores what excellence in enquiry-based learning is, and the dimensions, and dilemmas in teaching and learning. She is a Fellow of the Higher Education Academy, and has facilitated a diverse portfolio of innovative curriculum design projects, particularly in the areas of technology enhanced learning, and sustainability. She has worked at the University of Manchester since 2003 in educational design, and management. Whilst Manager at the Centre for Excellence in Enquiry-based Learning (2008-11) she created a strategic plan that involved positioning the centre around three contextual themes: sustainable development, global citizenship and ethics, providing real-world research-led challenges, for multi and inter-disciplinary student enquiry.

Dr Amy Hughes, Clinical Academic Lecturer in Emergency Response

Dr Amy Hughes is a Clinical Academic Lecturer in Emergency Response at the Humanitarian and Conflict Response Institute (HCRI), University of Manchester. She is heavily involved in the development of the UK International Emergency Trauma Register and training of its clinicians. The UKIETR aims to provide a structured approach to training of medical teams deploying to disasters to ensure a governed, co-ordinated, clinically competent and guided approach to medical care in disasters. As part of the UK team Amy has recently returned from supporting the UK response to the West Africa Ebola outbreak. Amy is also completing a PhD and is course convener for the Emergency Humanitarian Assistance module and contributes to the Global Health Diploma and MOOC. Clinically, Amy is an Emergency Medicine and Pre-Hospital Care clinician, having recently finished working with London Helicopter Emergency Medical Service prior to which she worked with Medecins Sans Frontier in post-conflict Northern Sri Lanka. She has completed the Diploma Tropical Medicine and Hygiene (Liv) and European Masters in Disaster Medicine.

Dr Darren Walter, Senior Lecturer in Global Health

Darren Walter is a Consultant in Emergency Medicine and Trauma Lead at the University Hospital of South Manchester, an EMS Assistant Medical Director of the North West Ambulance Service and Medical Director of the Regional Air Ambulance in the North West of England.

He is a Board Member of the Faculty of the Faculty of Pre-hospital Care at the Royal College of Surgeons of Edinburgh and the British Association for Immediate Care (BASICS), holding the international portfolio for both organisations.

Through the UHSM Academy, he leads a trauma education programme at Gulu University in Northern Uganda to develop a trauma system in this post-conflict region of Africa. Through this link he has been

appointed Consultant Technical Advisor for the creation of the Ugandan National Ambulance Service where he spends 25% of his time.

His research interests are focussed on international ambulance service systems and development, particularly in Africa.

When in the UK, he remains active as a pre-hospital medical responder. Working with the ambulance crews in the cold, wet and dark with limited resources is where it all began and it keeps his feet (and often knees!) on the ground.

Dr Bernard Manyena, Programme Director MSc in Disaster Management

Bernard completed his PhD   at the University of Northumbria in 2009. He was a Research Fellow at Northumbria University's   Disaster and Development Centre between 2004 and 2013. Bernard joined HCRI in January 2014 as a Lecturer in Disaster Management. Bernard's research interests are in the disaster resilience, humanitarianism and sustainable development connections. The interests emanate from his wide experience in rural development within the developing world context, particularly in Africa and Asia covering countries like Zimbabwe, Ethiopia, Mozambique, East Timor and Sri Lanka.

Dr Maura Duffy, Programme Director BSc in Global Health

Maura received an M.A. in International Development (Social Policy and Social Development) from the Institute of Development and Policy Management, University of Manchester in 2006 and was awarded a PhD in International Development (also within IDPM) in 2012. Maura took up the post of Lecturer in Global Health in 2012 and has since worked as Programme Director on the BSc in Global Health as well as lecturer on taught online and taught postgraduate courses. Her current research focuses on social policy and social change including research on health, food security and education.

Dr Rubina Jasani, Programme Director BSc in Global Health

Rubina's areas of interest are anthropology of violence and reconstruction, medical anthropology with special focus on social suffering and mental illness, and the study of lived Islam in South Asia and the UK. Her doctoral work examined moral and material 'reconstruction' of life after an episode of ethnic violence in Gujarat, Western India in 2002. Working with survivors of ethnic violence, she became interested in mental illness and has completed two pieces of research on ethnicity and mental illness in inner city areas of Birmingham and is the qualitative lead on research studies looking at help-seeking and 'institutional racism'. At HCRI, she aims to pursue further research in the areas of conflict, culture and mental health.

Dr Kirsten Howarth, PGT Director and Programme Director MA in HCR

Kirsten undertook her role in HCRI in January 2014. Prior to this, she was a Teaching Fellow in International Development at the Institute for Development Policy and Management at the University of Manchester. Kirsten completed her PhD in 2012, analysing the causes of post-war violence and crime in El Salvador. Her current research builds on from her PhD by examining urban violence and its humanitarian consequences.

Jessica Hawkins, PG Research Director

Jessica's research interests are focused on state formation in developing countries from a historical sociology perspective. Specifically, her work looks at power relations within states including military and political power with a particular focus on intrastate conflict and state service delivery in Uganda. She is also interested in the power relations between the state and humanitarian organisations with regards to IDPs and refugees.

Jessica has worked as a tutor in the Institute for Development Policy and Management at The University of Manchester since 2010 and has been a Lecturer in Humanitarian Studies in HCRI since 2014.

Lisa Ficklin, Lecturer in Disaster Management

Lisa Fickin completed a BSc in Biological Sciences with Environmental Resource Management at the University of Warwick (2001), a MSc in International Development at the University of Bath (2002) and a PhD in Human Geography at the University of Manchester (2012).

She has worked as a Teaching Fellow at both the University of Manchester (2012-2013) and Lancaster University (2013-2014), and has just completed a Research Fellowship at the University of Leeds (2014-2015). She joined the HCRI in May 2015.

Lisa's research focuses on disaster capitalism and the post-disaster political space in Nicaragua; and policy pathways that combine disaster risk reduction with climate adaptation and sustainable development in Swaziland, South Africa and Cuba.

Gemma Sou, Lecturer in Disaster Management

Gemma received a BA in International Relations and Politics at the University of Sheffield (2008), an MA in Urban Planning with specialism in cities of the Global South (2009) at the University of Manchester and a PhD in Development Studies (2014), also here at the University of Manchester. She has worked on diverse projects for BBC Worldwide, the ESRC and DFID, the Ford Foundation, Goldsmiths University of London, The Natural Environment Research Council, the World Bank and UNOY Peacebuilders, based in The Hague.

Broadly speaking her research focuses on the experiences of marginalised groups in cities of the Global South and their representation in development discourse. She focuses particularly on multi-scalar approaches to address disaster risk in 'Southern cities', the intersection of disaster risk management and broader development processes and how vulnerable groups are embedding disaster risk management into social and cultural norms at the grassroots level.

Betty-Ann Bristow, HCRI Communications & Events Officer

Betty-Ann Bristow obtained her BA(Hons) in Ethics, Philosophy and Religion at Lancaster University, and completed her MRes in Philosophy here at The University of Manchester. Betty-Ann has worked in the School of Arts, Languages and Cultures since since 2007, working in programmes & assessment administration, student support, and events management. She was awarded an Outstanding Contribution to Peer Support award for 2009 -2010. Betty-Ann joined HCRI in Nov 2011, acting as the dedicated administrator for the online programmes in Global Health from 2011-2015, and now manages HCRI's extensive programme of events. She is also responsible for the development and delivery of HCRI's communication strategy.

4. **Programme Aims and Learning Outcomes**

This online programme covers issues related to the worldwide improvement of health, the reduction of disparities, and protection against global threats that disregard national borders and is unique in bringing together the study of emergency medicine, disaster management, community health, anthropology and the sociology of health and illness. As such it offers both a practical means of study and an inclusive approach which mirrors the reality of health interventions within a humanitarian context. The structure and content of the course was tailored to the specific needs of Global Health experts, in consultation with key stakeholders, particularly the International Federation of the Red Cross Red Crescent Societies.

The programme will extend the knowledge base and develop the practical skills of current and future practitioners in global health. The programme aims to:

1. Provide students with critical insights into competing perspectives on how Global Health can be understood, analysed and explained – from both an historiographic and contemporary viewpoint.
2. Develop students' analytical skills in critically evaluating the idea of Global Health and the ways it has been organised, justified and implemented. This includes competency in developing a reasoned argument, critically considering data sources and defending different approaches.
3. Develop students' skills in gathering, organising and using evidence and information from a wide variety of sources. This will be complemented by guidance on how best to manage workloads and obtain research materials.

Upon completion of this programme, participants should be able to demonstrate a critical understanding of:

1. Key issues and debates in Global Health, different theoretical approaches to these issues, practical problems, and the diversity of policies at international and national levels;
2. both the range of social science topics associated with Global Health and the normative and historiographic assumptions which underpin these issues;
3. the analytical and policy literature concerning the related issues of health inequalities, ethics and international governance structures and institutions, the role and perspectives of the state, multilateral and bilateral agencies, international and domestic NGOs and other civil institutions.

5. Programme Structure

Students must successfully complete a total of 60 credits in order to graduate with a Postgraduate Certificate

The course units available for students on this programme are:

Course Code	Title	Credits
SALC74000	Health, Systems and Markets	15
SALC71000	Community Approaches to Health	15
SALC72000	Ethics, Human Rights and Health	15
SALC77000	Risk, Vulnerability and Resilience	15

6. Timetable

Each unit will comprise of 8 weeks of teaching followed by 4 weeks of self- study and the completion of assessed assignments. Key dates include:

Key Date	Activity
September 19, 2016	Programme begins Please log onto the Global Health space on Blackboard (under my communities) where there is lots of information on the programme Orientation and Familiarisation with Blackboard Platform and Programme Material
September 26, 2016	Module One, *Health Systems & Markets*, commences
November 21, 2016	Module One teaching period is completed
November 21– 4 December 2016	Period for completing assignments for Module 1
December 4, 2016	Assessed assignment(s) for Module One must be completed
December 5, 2016	Module Two, *Community Approaches to Health*, commences
January 30, 2017	Module Two teaching period is completed
30 January – 12 February 2017	Period for completing assignments for Module 2
February 12, 2017	Assessed assignment(s) for Module Two must be completed
February 13, 2017	Module Three, *Ethics, Human Rights and Health*, commences
April 10, 2017	Module Three teaching period is completed
April 10 – 23 April 2017	Period for completing assignments for Module 3
April 23, 2017	Assessed assignment(s) for Module Three must be completed
April 24, 2017	Module Four, *Risk, Vulnerability and Resilience*, commences

June 18, 2017	Module Four teaching period is completed
June 19 – 02 July 2017	Period for completing assignments for Module 4
July 02, 2017	Assessed assignment(s) for Module Four must be completed

7.   Assessment

7.1 Types of assessed work

Pieces of assessed work include Multiple Choice Questions, Group Assignments, wikis, essays and contribution to the discussion boards.

Of all these forms assessment, the contribution to the discussion board, needs highlighting. During the eight weeks of the module, you will be expected to make four 'substantial 'contributions to the discussion board. These can be opinion pieces, blogs or literature review relating to your studies totalling between 350 and 500 words. The pieces of work should be referenced using the Harvard style. These pieces of work will constitute 10% of your course work. You will also be expected to reply to postings from student colleagues. Your GTA and module lead will provide further guidance on these pieces and requirements of word length and content will vary between modules and weeks. Wiki's, when used, will be graded as a group mark and will be assessed based on the contribution from all members of a group working together to produce a required outcome.

7.2 Submission of work

The University fully supports the use of Turnitin as web-based systems (accessed via Blackboard) for the submission and marking of assessed coursework. The Turnitin software tool is also used to check submitted work for plagiarism and to locate sources of material in suspected cases of academic malpractice. Guidance for students on plagiarism and other forms of academic malpractice can be found here: http://documents.manchester.ac.uk/display.aspx?DocID=2870

Online submission deadlines are set at 23.59 on Sundays. It is your responsibility to keep a copy of the digital receipt containing your unique ID number. You must retain an electronic copy of their work.

Marking Rubric
All essays will be marked according to the marking rubric below. Please refer to this matrix when completing your assessed work. This matrix will also be available on your blackboard space.

	70-100%	60-69%	50-59%	40-49%	30-39%
1. Structure and Argument *How the argument is introduced, developed and concluded.*	Introduction lucidly sets out issues and methodology. Proposes the candidate's argument clearly and develops it systematically. Conclusion expresses the candidate's own independent judgement in a mature way.	Introduction sets out problem(s) and method of approach. Different arguments presented clearly. Concludes with a synthesis that is not just a summary, and which shows some independence of view.	An attempted argument, even if it does not always flow smoothly, with a conclusion which summarises the position argued and shows some critical awareness of relevant issues. Not always clearly structured.	A discussion of relevant points in some order. Deals with some of the issues but treats those issues superficially and is too descriptive. Does not answer the question directly. Does not come to a justifiable conclusion.	An assortment of points without apparent structure.

2. Knowledge and Understanding *How the student grasps the relevant issues and concepts*	Deep and detailed knowledge and understanding. Sophisticated use of concepts/technical terms. Shows wide-ranging awareness of context, and an independent approach to the issues raised. Makes interesting and/or original connections. Makes independent judgement.	Good knowledge and understanding with accurate and well-contextualized use of concepts/technical terms. Shows awareness of the implications of issues raised. Shows some independent judgement.	Work shows general knowledge and understanding. Issues are discussed and concepts/ technical terms are used, but not always appropriately.	The work shows some knowledge of the subject, but the candidate has not identified the key issues and/or has handled material inaccurately.	Work misses the point of the title/question. Material has been misunderstood and concepts/technic al terms are mishandled.
3. Use of Sources *How critically and accurately the student handles the sources*	Wide-ranging and insightful use of primary/secondary sources, at least some of which are located by the candidate. Excellent range and depth of reference to primary sources. Engages critically with evidence in secondary sources.	Critical use of sources, showing ability to make comparisons between different secondary interpretations, to quote aptly and to reference accurately. Good range and depth of reference to primary sources and to relevant critical and background material. Full and accurate presentation of references and bibliography	Use of and reference to several sources, though summarizing rather than analysing. Based largely on secondary sources and class notes. Shows adequate reading but little originality.	Limited use of sources, with inconsistent	Use of lecture notes and own opinion without evidence of adequate
4. Style and Presentation *Use of grammar, punctuation and academic conventions (e.g. footnotes, bibliography)*	Excellent standard of work. Efficiently and lucidly written, without unnecessary complication. Faultless presentation, expression and bibliography. Carefully word-processed with judicious use of academic conventions.	Accurate and lucid expression. Good standard of written English. Clear and correct presentation with very few errors of form or style. Footnotes and bibliography follow conventions in the Handbook.	Moderately good standard, though room for improvement in matters of stylistic expression and/or grammar and punctuation. Some capacity to present work with appropriate references and, in course work, a bibliography.	Needs to be improved in most respects. Writing is unsophisticated. A basic knowledge of grammar, syntax, spelling and punctuation. Is weakened by inappropriate or inaccurate language.	Inappropriate style and/or command of written English.

Feedback

To ensure marking is fair, your work will be marked anonymously wherever possible. To access your feedback and grades online, you will be advised on how to download your marked assignment and feedback from Bb. To help ensure that students receive structured feedback on their submission as a whole, and advice on how to improve their work, staff will use the standard SALC marking categories when using Grademark:

- Structure and argument
- Knowledge and understanding
- Use of sources
- Style and presentation
- You can improve your work in future assignments by

6.3 Late Submission of Coursework Policy

Late submissions to Turnitin will be permitted. The submission date and time are always recorded and therefore appropriate penalties for late submission will be applied during the marking process. The Programme Administrator will apply the penalty and not academic staff.

In common with the other Schools in the Faculty of Humanities, SALC operates a 'sliding scale' system of penalties for coursework submitted late. 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) for five days, after which time the mark will be reduced to zero**

The mark noted on GradeMark will not include any late submission penalty as these are applied after external moderation has taken place.

6.4 Mitigating Circumstances

When coursework is submitted after the deadline, or where a candidate is aware in advance that the deadline will not be met, then a Notification of Mitigating Circumstances form explaining the reasons for the late submission, together with supporting documentary evidence (e.g. medical or self certification, counselling or police reports) as appropriate, must be submitted via the online form. Members of the School Mitigating Circumstances Committee will adjudicate on whether the penalties for late submission that would otherwise apply should be waived. The decisions will be communicated to the relevant Board of Examiners and marks will be amended accordingly.

7. Assessment and Classification

The pass mark for a Postgraduate Certificate and a Postgraduate Diploma is 40%.

To obtain a pass for a Postgraduate Certificate, the student is required to obtain 60 credits.

To obtain a pass for a Postgraduate Diploma, the student is required to obtain 120 credits.

To obtain a pass for a Degree of Master, the student is required to obtain 180 credits with a weighted average of 59.9 or less.

To obtain a Merit for a Degree of Master, the student is required to obtain 180 credits with a weighted average between 60 and 69.9.

To obtain a Distinction for a Degree of Master, the student is required to obtain 180 credits with a weighted average of 70 or above.

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.

Compensation and Resubmission

A student on any programme whose failures in units at the first attempt exceed 30 credits will be deemed to have failed the programme.

A student registered on a *Postgraduate Certificate* who fails to satisfy the Examiners in any assessment of taught units may be permitted to resubmit the assessment or retake the examination on one further occasion, up to a maximum of 30 credits.

Students may be awarded a compensated pass for a *Postgraduate Certificate* when they fail in units totalling no more than 15 credits and receive a mark of 30 – 39% for those failed units.

The maximum number of credits that can be compensated and/or resubmitted for the *Postgraduate Certificate* is 30.

A student registered on a *Postgraduate Diploma* who fails to satisfy the Examiners in the assessment of taught units may be permitted to resubmit the assessment or retake the examination on one further occasion, up to a maximum of 60 credits.

Students may be awarded a compensated pass for a *Postgraduate Diploma* when they fail in units totalling no more than 30 credits and receive a mark of at least 30 – 39% for those failed units.

The maximum number of credits that can be compensated and/or resubmitted for the *Postgraduate Diploma* is 60.

A student registered on a *Masters Programme* who fails to satisfy the Examiners in the assessment of taught units may be permitted to resubmit the assessment or retake the examination on one further occasion, up to a maximum of 60 credits.

Students may be awarded a compensated pass for a *Masters Programme* when they fail in units totalling no more than 30 credits and receive a mark of at least 40 – 49% for those failed units.

The maximum number of credits that can be compensated and/or resubmitted for the *Masters Programme* is 60.

Please note that the maximum number of credits that can be compensated and/or resubmitted across all three programmes (if you choose to progress through to the *Masters Programme*) is 60. If you exceed this you will be exited at the appropriate award level (Certificate or Diploma)

The maximum mark to be awarded for resubmitted coursework or retaken examination will normally be 40 for the Degree of Master and 30 for the Postgraduate Diploma [and Postgraduate Certificate]. This mark will be overall mark for the course unit.

Students may, in exceptional mitigating circumstances, and with prior permission of the Faculty, be allowed to re-take the entire programme subject to all outstanding fees being paid.

8. Progression

After successfully completing the required assessment, students may be permitted to progress to the Postgraduate Diploma on condition that:
- the student achieved a pass mark of 40% or more;
- the award of the Postgraduate Certificate is rescinded.

After successfully completing the required assessment, students may be permitted to progress to the Degree of Master on condition that:
- the student achieved a pass mark of 50% or more for Postgraduate Certificate and Postgraduate Diploma awards;
- the award of the Postgraduate Diploma is rescinded;
- The student submits a research outline.

In these circumstances, for a Postgraduate Diploma, students will normally be required to complete the programme no more than four academic years after initial registration, or for a Degree of Master, no more than five academic years after initial registration.

Students will normally successfully complete the taught component of the Degree of Master before they can progress to the dissertation (or equivalent), and must successfully complete the taught component before submission of the dissertation (or equivalent).

9. Academic Malpractice / Plagiarism

It is essential that you are aware of what is acceptable and unacceptable practice in terms of completing assignments that are a product of your own studies and research. Instances of malpractice (plagiarism) include:

- referencing whose inadequacy vitiates the integrity of the work
- a bibliography that omits texts drawn on in the main body of the work (compounding the failure to cite them in the main text and/or references)
- more than isolated examples of the omission of quotation marks from quotes
- close paraphrasing of phrases or sentences of someone else's material without direct and immediate acknowledgement (anything more than isolated examples where the source is reference properly elsewhere)
- extensive misuse of secondary quotations
- copying the work of another student, or submitting material from 'essay banks'

Instances of plagiarism will be referred to the School Academic Malpractice Officer.

Markers will record a pre-penalty mark on the feedback form, indicating that this is the notional mark that the portions of the work uncontaminated by malpractice would have received. The Programme Administrator will apply the penalty and not the academic staff.

You are advised to familiarise yourself with the guidance on academic malpractice and plagiarism available at http://www.tlso.manchester.ac.uk/plagiarism

There is a compulsory plagiarism module at the start of each course unit, which you will be required to complete in order to commence the module.

10. Style Guidance

General Example

... ... Hartman (2005), in her seminal study on urban regeneration, found no evidence to support the role of charitable donations. However, Okuda concludes that "donations can have some positive impact if the donors are involved throughout the project's history" (1995:22)

The present fieldwork indicated support for the latter viewpoint from the Bamako project (Toure 2000).

Reference List

Hartman, P.V. (2005) 'Urban regeneration in the Third World', Regeneration Today, vol. 13, no. 4, pp. 23 - 45.
Okuda, Z. (1995) Charities, Donors and Projects, Penguin, London.
Toure, S. (2000) Personal interview with author, Ministry of Irrigation, Bamako, Mali, 14 Nov.

Citations in Your Text
Author:
...Jameson (1999) first explained that...

Two authors:
...Rasmussen and Phillips (2005) make the point that...
More than two authors – use et al:
...it was found by Rasmussen et al. (1998) that...

More than one item by same author in same year – use lettering:
... (Jameson 2004a).
... (Jameson 2004b)

Quote – use page number wherever possible:
... "making information systems harder to develop" (Heeks 2001: 45).

Multiple citations in a list – use date order:
... (Zifcak 2001; Aucoin 2002; Boston et al. 2003).

Organisational authorship:
...for the revised policy document (Dept. of Internal Affairs 1997).

Web site – cite as for author/organisation rules; do not put just the Web address.

Secondary references:
...Jones (1997 cited in Tomas & Rayus 2003) states...: note include both items in the reference list.

No author – for newspaper or magazine use name of newspaper/magazine:

... (The Economist 2006).

No author – use the title of the work ... budgetary mechanisms have failed (Beating the budget blues 1999).
Other notes:
Citations at end of sentences should appear inside the full stop. Reference
List Arrange in alphabetical order of author surname:

Book:

Author/Editor surname, initials. (Year) Book Title, Publisher, Place of publication.
Hogan, J.F. (2003) Urban Profiling in Developing Countries, Harper, New York. Two authors (note edition):
First author surname, initials. & Second author surname, initials. Rest as per normal.
Link, C.J. & MacLean, P. (2001) Rapid Rural Appraisal, 3rd edn, Polity Press, London.

Many authors: Don't use et al in reference list.
Sheridan, M.C. , Jacobs, C., Thomas, A. & Raward, S. (1998) The Government Management Primer , Oxford University Press, Oxford.

Edited book: Put (ed) or (eds) after name:
Heeks, R.B. & Jones, G. (eds) (2005) ICTs in High Mountain Regions , Routledge, London.

Chapter in book/proceedings:
Author name(s). (Year) 'Chapter title', in Book Title, eds Editors names, Publisher, Place of publication, Page numbers.
Walsham, G. (1992) 'Centralisation of data processing', in Social Implications of IT,
S. Bhatnagar & M. Odedra (eds), McGraw - Hill, New Delhi, pp. 134-51.

Journal article:
Author surname, initials. (Year) 'Title of article', Title of Journal, Vol. no., Part/issue no., Page numbers.

Wittmer, P. (2000) 'Project control under the microscope', Journal of International Development, vol. 16, no. 5, pp. 124-32.

Newspaper article:
Author surname, initials. (Year) 'Title of article', Title of Newspaper [place], Date, Page number(s).
Kennedy, C. (1999) 'China feels the heat of Clinton campaign', The Guardian [London],
13 Dec., p. 12.

Item with no author:

Item title. (Year) then book publisher/journal location details as per normal.
Beating the budget blues. (1999) People Management, vol. 14, no. 14, p. 6.

Organisational document:
Organisation name. (Year) Title of Document, Organisation name again, place of publication.
UKCVO (2004) Best Practice for NGOs, UK Council for Voluntary Organisations, London.

Government document:

Name of government department. (Year) Title of Document. Government printer/publisher

(or originating department), Place of publication.
Ministry of Rural Development. (1998) Rural Infrastructure Projects, Indian Government Stationery Office, New Delhi, India.
CIA (2004) Update Assessment on Iraq, Central Intelligence Agency, Washington, DC.

Conference paper:
Author details. (Year) 'Title of paper', paper presented at Title of conference, Place and date of conference.
Nichols, J.R. (1998) 'Patterns of NGO development', paper presented at the Development Studies Association annual conference, University of Bradford, UK, 12- 14 September.

Handouts:
Lecturer's name. (Year) Title of Handout, Course unit title handout, Department, University, Place, Date of issue.
Heeks, R.B. (2007) Information in Organisations. Fundamentals of Information and Information Systems course unit handout, IDPM, University of Manchester, Manchester, 8 Oct.

Interview:
Interviewee's name. (Year) Personal interview, Place and date of interview.
Teller, J. (2006) Personal interview, Ibadan, Nigeria, 12 July.

Email message:
Author details. (Year) Message title, Email to whom [Online], Date sent, Available: Email: email address of recipient [date accessed]
Nicholson, B. (2004) Re: Indian software industry, Email to R. Heeks [Online], 13 Oct., Available: Email: richard.heeks@manchester.ac.uk [Accessed: 14 October 2004]

Web page/document:
Author details. (Year) Page title/heading, Publisher/organisation [Online], Available: URL [date accessed]
Bradstock, T. (2003) Egypt Online Network, Manchester College of Technology [Online], Available: http://www.mct.ac.uk/cfs/egypt.html [Accessed: 14 September 2007]

Notes: if no author is apparent, use organisation name or page title; if publication date is not clear put (n.d.)

Foreign language document:
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Ministry of Foreign Affairs (2003) Software Production and Trade in Latin America [Producción y Comercio de Software en América Latina], Ministry of Foreign Affairs, Buenos Aires, Argentina Note: What matters most is a) that the reader could locate any item in your reference list; b) that you are consistent: i.e. that you do all similar items the same way.