



Graduate Programme in Health Informatics

Dissertation in Health Informatics

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Key CHIME Contacts for Dissertation in Health Informatics

Module Tutors

Pippa Bark

Email: p.bark@ucl.ac.uk

Phone: 020 7288 3383

Dr Paul Taylor

Email: p.taylor@ucl.ac.uk

Phone: 020 7288 3548

CHIME Manager and Programme Co-ordinator

Mrs Espy Rodrigues

Email: e.rodrigues@ucl.ac.uk

Phone: 020 7288 5966

Postal Address

CHIME

Division of Population Health

University College London

4th Floor Holborn Union Building

Archway (Whittington) Campus

Highgate Hill

London N19 5LW

Main External Phone

020 7288 5966

Fax

020 7288 3322

Please mark your fax clearly:

FAO (the name of the intended recipient)

The UCL Virtual Learning Environment (VLE)

Dissertation in Health Informatics uses the UCL Virtual Learning Environment which acts as an electronic repository of documents and support materials. The VLE also provides online forums to facilitate communication with your fellow students and tutors and is at:

<http://moodle.ucl.ac.uk/>

Note

This module handbook applies only to the module *Dissertation in Health Informatics* in the academic year 2011-2012. The CHIME Departmental Teaching Group reserves the right to make minor changes as necessary to the module content after this document has gone to press.

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1 Introduction

Welcome to *CHMEGH98: Dissertation in Health Informatics*. The module provides a structure for taught and independent study to enable you to:

- explore the theoretical principles, approaches and methods of research in health informatics ;
- manage the practicalities of research such as project planning, dealing with ethical committees and so on;
- undertake your own research project; and
- write up your work in a reflective and scholarly way to submit as your dissertation.

What you choose as the focus of your research project and dissertation will depend very much on your own interests, and the opportunities you have available locally. The requirements for this module are that your project is a) relevant and motivating to you; b) small enough for you to be able to focus on developing and demonstrating key research skills (rather than laboriously collecting and analysing large amounts of data); and c) discussed and agreed with the dissertation team.

2 Aims

The aims of this module are:

- To encourage students to explore and contribute to the academic literature on research in health informatics ;
- To provide the opportunity for students to undertake an original research project;
- To provide students with practical knowledge of how to implement a piece of research and report findings;
- To promote the development of higher level academic skills relevant to the preparation of a masters dissertation.

3 Module Structure

3.1 Structure

This module attracts 60 credits, the equivalent of 600-900 hours of study. The module is spread over three terms. In the Autumn term you scope the topic area (6 weeks) and undertake detailed planning for your research project (6 weeks). In the Spring term you undertake the project, and the Summer term is for you to complete the write-up of your dissertation.

You will be working on your individual research throughout the year with online and face-to-face support from:

1. Your supervisor. The majority of work will be done independently by yourself in collaboration with your supervisor.
2. The dissertation team
3. The student support site

Most of your individual work will be in conjunction with your dissertation supervisor. For generic skills and for you to progress your work with additional researchers and with your peers, the dissertation team run 6 full attendance days in October, November, March, April, May and June. These are to keep your project on track and offer support on generic skills. Attendance is strongly recommended. Topics are flexible according to need, but will usually be similar to those mentioned in the following section.

Teaching topics

- Proposal development
- Critical Appraisal
- Writing Proposal
- Literature search
- Clarifying aims and objectives
- Ethics
- Pilot and project update
- Planning analyses
- Writing the introduction
- SPSS input and cleaning data
- Writing the method
- Writing the results
- Summarising and analysing data
- Writing the discussion

The structure of this module is to begin by taking a broad approach and to focus progressively. Start thinking about the dissertation as soon as possible. We will be asking you to think over ideas and start exploring general ideas at the end of Summer. This means that in the Autumn term you begin with a broad topic area, identifying a range of possible research ideas and methods that you might develop further. By the middle of the term (after 6 weeks) you are expected to produce a detailed plan of your own project, and you will find that many of the ideas you had reshape (ie shrink) into a manageable size. In the Spring term you are expected to undertake your research project and continue to contact your tutor at regular intervals so you can share your experiences and reflect on problems along the way. You will be writing as you go along, and finalising your report in the Summer.

3.2 Term 1: Scoping your topic area

You will explore the theoretical principles, approaches and methods of health services research as applied to health informatics, and identify and define your own topic area. You will be expected to undertake a lot of reading in this first term, to enable you to scope the field and work out how what you want to do fits into the bigger picture of health informatics research. You will probably need to revise material from earlier modules on how to search electronic databases, how to use referencing software, and how to critically appraise papers.

In November, you will be expected to come with a rough idea of the area you want to work on, and the seminars will focus on honing this into a workable project and helping you to draft a proposal. You will probably choose a broad area of enquiry and then need to whittle it down with the help of your supervisor and peers to something that is manageable in the time frame.

Detailed planning

The next stage is to develop your detailed plans for your research project, so that by the end of December you will have a 3000 word assessed proposal. You will address the following sorts of questions:

- What is the research question?
- What type of research design is most appropriate to this question?
- What are particular tools and techniques will you use (e.g. a questionnaire instrument, a focus group)?
- How will you involve service users in the design of your project?
- Who will be the research participants (if relevant) and how will you recruit them?
- How will you ensure that your study is protected from bias?
- What (if anything) will be your intervention?
- How will you measure the impact of your intervention (that is, what outcome measures will you use)?
- What resources will be needed?
- Who will do what (e.g. how will you use a research assistant or data handler if you have one)?
- What ethical issues will your study raise and how will you deal with them?
- How will you store and transmit data, and does your work meet legal and ethical requirements for confidentiality and data protection?

We all know that research should be valid, reliable, and based on robust measurements. But what do these terms actually mean - and how can we ensure rigour in the messy environment of health care? In this term, you will consider the different sorts of validity and reliability, and apply these concepts to the tools, instruments and methods you are thinking of using in your study. You will also work on a formal submission for ethical approval for your study and consider issues of confidentiality and data protection. Remember that the exam board may wish to look at raw data including questionnaires, interview transcripts, tapes, and so on, so make sure that that is clear in your explanation of anonymity and confidentiality.

At the end of this term we would like you to submit your proposal to a sufficient standard that will persuade a professional on (say) an ethical committee that you can be trusted to undertake the project independently.

3.3 Term 2: Understanding your research project

This part of the module is for you to run your project, and also includes a requirement for reporting through regular email to your supervisor so we can keep track of your progress. We will meet for seminars on, for example, pilot studies, ethical issues, checking reliability, writing drafts, etc. You will be drafting sections of the write-up such as the method and critical appraisal as you go.

3.4 Term 3: Writing up your dissertation

In this last term of the module your focus is on converting your various draft materials (your literature review, method, results, and so on) into a scholarly dissertation. The writing-up stage involves:

- identifying the key theoretical issues/questions arising from your own original research work and undertaking further literature searching and review that explores these questions;
- incorporating the comments you have received on your written work to date from the dissertation team and fellow students, and the key findings from your literature review.

4 Planning your time

As with other modules, you should expect to spend 12 -15 hours a week on the course, although it may be particularly difficult with this module to separate out what counts as study time for the MSc and work that you are engaged in as part of your job. In defining the overall scope of your research project and dissertation, it is important that you bear in mind that the entire module is the equivalent of roughly four months of full time work. Banish any thoughts of squeezing it into an intensive holiday period.

You should bear in mind that if you want to carry out your project in January and February, you will need to have submitted your application for ethical approval in advance of the Christmas break. We recognise that local circumstances may mean that you have to be flexible as to when you undertake your research project, but bear in mind that university regulations are fairly inflexible and if you let the project slip too much you will miss the deadline for this year's submission. Please be sure to discuss your timing with your dissertation supervisor as early as possible.

There will be an overall module timetable and we strongly recommend that you submit drafts of work throughout the year.

5 Choosing your research project

Choose an aspect of health informatics that is meaningful to you and that will hold your interest. The research dissertation should be an original piece of empirical work relevant to health informatics which demonstrates your ability to apply scientific principals and undertake rigorous investigation. The course supports a range of approaches and paradigms: what is important is that the methods chosen are appropriate to the questions being investigated. You may choose to do a qualitative, quantitative or mixed design. However, whatever methodology you choose, the clearer your question, the easier you will find the project. You may choose to work with a member of department on a piece of research they already have ongoing. Approach staff members who work in a field that interests you to discuss ideas.

5.1 When should I pick my research project?

Some people have a very clear idea early on exactly what they want to do for their practical research project. Indeed, you may have embarked on this MSc mainly to get a particular project up and running. More usually, you will have an area of interest but no firm idea of exactly what aspect of it you want to study or how. As a general rule you should take your initial idea and cut it down to one-third.

5.2 What counts as a good research project?

All research must have the potential to generate new, generalisable knowledge. But in the context of your work for this MSc, a 'good' research project is one that enables you to develop and demonstrate the key research skills that will be important to you. Important skills in research include:

- Literature searching;
- Hypothesis setting;
- Project planning and management - including getting people outside the core project team to cooperate with you;
- Communicating the key elements of your project to lay people and officials - both through formal information sheets and informally;
- Dealing with ethical committees;
- Choosing an appropriate sample;
- Gaining access to potential participants and recruiting them;
- Using tools and techniques to gather data (e.g. semi-structured interviewing; running focus groups or consensus panels; developing and distributing questionnaires; accessing routinely collected data; and so on);
- Interpreting and manipulating data - including dealing with uncertainties and ambiguities;
- Presenting your findings - orally to an audience, informally in discussions, and as a written paper.

5.3 Where can I find a good research project

There are two ways of identifying a research project. The first - and probably the best - is from your own experience. You may already have produced work for previous modules which suggests that more research is needed in a particular area. You may not resubmit work that has already been offered for other modules, but you may certainly build on the ideas you developed. The second way to identify a topic is by reading the journals and other literature. Have you been inspired by a piece of published research in your chosen topic? Do the authors of this paper suggest additional avenues for further research? In practice, you will find yourself drawing on both practical experience *and* the published literature, since if you begin with the former you will need to do a literature review to see what is already known, and if you begin with a published paper you will need to consider how the findings apply to your own context and practice. Also look at past health informatics dissertation and talk to those in the year ahead for ideas and inspiration.

5.4 How do I know if my project meets academic requirements?

The academic requirements for this course are flexible and designed to allow you to do research into any area of health informatics that is interesting and relevant to you. If you want to design and/or implement a piece of software, make sure that you are addressing a research issue. If you are doing a piece of healthcare research make sure that it has a clear health informatics angle. You must share your initial idea with your dissertation supervisor and team to ensure that it will count in the eyes of the examiners. The work submitted must not have been submitted for any other degree or qualification.

5.5 Can I work with other people?

It is possible to carry out a project that is part of a larger ongoing research programme or to work with another dissertation student on related subjects as long as your part is clearly defined. The central criterion is that you should be making a substantial independent contribution. In addition, whilst it may be helpful if someone offers to assist you, ensure that your project does not rely on anyone else completing work (however willing they may be) without some sort of backup as this could block your progress. The exam board may require evidence of raw data to demonstrate your individual contribution.

5.6 Will my project be practically achievable?

Students meet stumbling blocks early on due to over optimistic expectations. Do not assume:

1. that everyone in the workplace will have the time and motivation to help;
2. that you will get access to relevant information, material, participants and data; or
3. that your seniors will endorse the project as necessary.

You should not undertake a project in your workplace until you have discussed it with your colleagues and line manager. A small feasibility project (for example, attempting to recruit just three participants; attempting to get a letter of introduction from one senior clinician, and so on) might give you an idea of how difficult the project as a whole is likely to be.

5.7 What can my project offer my organisation?

You may find that your work managers are more willing to give you protected time to work on your research if your topic ties in with something they also want doing, but make sure that the project is

primarily your area of interest. If you plan to undertake research in your own workplace, you will find that a project that offers some immediate payback to the organisation will be better received than one that is of purely 'academic' interest. For example, can you couch your project in terms of a solution to a problem that someone in the organisation has (e.g. a tool for calculating cardiovascular risk, a web-site for teaching doctors about palliative care, a text-messaging service reminding patients of appointments)? You may find that offering to produce a report tailored to the organisation's needs will open doors for you, and that the additional work will be worthwhile in terms of contacts and backing.

5.8 Where is my career heading?

You should aim to produce something worthy of publication in a journal or presentation at conference. We encourage students to publish to disseminate findings and to enhance their CVs. If you are doing something that may be seen as controversial make sure that your organisation will allow you to publish.

If you plan to undertake a higher degree after completing this MSc, you might like to consider this project as a preliminary step towards a more substantial piece of research. Discuss with your supervisor how to ensure that this small project forms a firm foundation for something bigger.

6 Roles

6.1 Your responsibilities

Your responsibilities as laid out in UCL code of practice for taught masters are

- To pursue your chosen area of study effectively, to an adequate standard and within the prescribed time period
- To agree and strictly abide by a timetable for attendance, the supervision of work and the preparation for and writing of the dissertation
- To establish and maintain contact with your supervisors
- To bring any problems to the attention of the supervisor or module leader and to inform the module leader where any problem may be interfering with work (sickness issues must be supported by a medical certificate)
- To present your work
- To consult in confidence with the module leader if a change of supervisor is for any reason desirable
- To follow the procedures for interruption of study.

6.2 Supervisor

You will be assigned a dissertation supervisor who is interested in your area who will be responsible for supporting you throughout in designing, running and writing up your project. We suggest that you meet with your dissertation supervisors about every 3-4 weeks in the initial stages to set up the project; meetings will usually become less frequent as the project progresses. You will need to contact them to arrange meetings and send them drafts at each stage. The role of the UCL research supervisor is to provide specialised academic research expertise, e.g., on research design, analysis or writing up the thesis. You can expect your supervisors to help you agree a topic that is manageable within the timeframe, agree a basic structure and work-plan, suggest readings, help you plan and design your study, provide prompt and constructive feedback on drafts of the thesis, discuss work accomplished and revise objectives as the work proceeds. They cannot write sections for you, run reliability studies or do any analysis for you.

Choosing your supervisor

If you have someone in the department you would particularly like to work with, discuss your idea with them and inform the module leader. Work closely with your supervisors throughout. Choose people who

- Are keen on the topic
- You are comfortable with
- Have time to spend with you

- Have different skills to you (eg if you are task orientated you may want someone who is creative and good at seeing the whole picture; if you are a procrastinator you will benefit from a supervisor who gives you strict deadlines and breaks down the tasks into manageable pieces).

Managing your supervisor

- Set regular meetings. Make sure well ahead of time that they know you are coming in and are booked in to see you.
- Agree tasks and deadlines. This includes agreeing when they will be able to provide feedback. Please do not ask your supervisors to read a lot of material just before the due date and do not expect people to send back lengthy drafts immediately – allow time. Check when they are away (especially in August as this may alter your time-plan)
- Be aware that you may get contradictory advice as research issues are not always rigid
- Stay in touch throughout. If you are missing deadlines or feeling stuck, they are there to help you unblock whatever is getting in the way

6.3 Dissertation leaders

The dissertation leader is responsible for overseeing all projects. They will assign you a dissertation supervisor and also be there to offer guidance on running your project. He/She is responsible for having an overview of the progress of everyone's projects and for giving general advice on carrying out and writing up the project. They will be running teaching days on general dissertation issues to provide additional support for you. These days should be in addition to and not instead of tutorials with your dissertation supervisor. You should keep in touch about the development of your dissertation, especially if any problems arise or if you are stuck. We want to make sure you achieve your aim of completing the degree, and will do what we can to help you through the frustrating research moments. There will be regular workshops on different aspects of the projects. If you are having trouble with time-management, motivation, writing, etc we will also offer or find you help to get you going again.

If you are having problems that you have not been able to resolve with your supervisor, the dissertation leader will assist you in finding further help where appropriate. In case of a major problem in the supervisory relationship, the module leader will try to resolve difficulties between you and your supervisor. If it proves impossible to work things out, we will help you find an alternative supervisor.

6.4 Statistics Advisor

If you have particularly statistical questions your supervisor may help or you are welcome to contact Dr Henry Potts for advice. He will advise you on analysing the data and interpreting the findings.

6.5 Your peers

Do not hesitate to ask other colleagues, students or experts for advice and comments. Work together whenever possible. Attendance at the F2F sessions will help you keep the momentum up and give you additional support from peers and other staff members. Share references, help with reliability assessments, use each other for validity and reliability studies. Comment on each other's drafts and profit from your group expertise. You may do parallel projects or share data collection, as long as the final reports are individual and original. You are welcome to show drafts of your work to anyone you choose, bearing in mind that the dissertation is a chance for you to produce high quality research and to demonstrate an ability to find sources of information.

7 Assessment

7.1 The module has two assessments:

- Research proposal submitted **4.30pm 3rd January 2012** which is between 2500-3000 words (20%),
- Dissertation report which is 15,000 - 20,000 words (80%) **4.30pm 31st August 2012** (80%). Your dissertation will be assessed by two internal examiners and moderated by an external examiner. You may be required to show your raw data including interview transcripts, questionnaires, tapes, resources and so on. Occasionally a viva may be requested for borderline cases.

The pass mark is 50% overall, with distinction at 70% or over. The proposal and report marks will be amalgamated to get your final mark (with the 20-80 weighting). For you to be awarded a merit on your masters overall, you will need to average 60-69% on all you modules and get 65% or over on your dissertation. To be awarded a distinction on your masters degree you will need to average 70% or over on your modules and get 70% or over on your dissertation.

7.2 Procedure for written submissions

Achieving Anonymity

UCL allocates every student a candidate number, which is a short code used for examination purposes, including assessed submissions. The Registry has databases which link your candidate number to your student number and thus to your name, but access to these is tightly restricted to ensure that the work you submit for assessment is anonymous.

To preserve your anonymity, you **must**:

- Use the CHIME Assessed Coursework Submission cover sheet.
- Use your candidate number, and not your name, to identify your work – i.e. on every submission coversheet and in all other places such as the footer-lines of submissions.
- Resist the temptation to write reflective material about the assignment and its relevance to your own professional or personal circumstances where this is not explicitly requested by the task set.
- Avoid referring to any of your personal details anywhere within an assignment, for example by using data about yourself as example data.
- Submit only through the VLE, and not, for example, by email to a module tutor.

Labelling submissions

Label your submission by making the filename of your assignment your candidate number (not your student number, which is a unique identifier given to you when you first register for the programme, but your candidate number which changes every year) and the module code. For example, an dissertation written in Word by student ABCD1 should be named as CHMEGH98 ABCD1 .DOC (or CHMEGH98 ABCD1 .PDF if submitting in PDF format).

This naming scheme enables assignments to be easily tracked through the system and prevents risk to security or breach of the Data Protection Act. Please number the pages of your assignment and also put your candidate number on each page (the easiest way to do this is to insert your candidate number along with the page number in a footer or header).

Do not put your name anywhere on an assignment at this stage.

Submission

All proposals and dissertations must be submitted electronically using the relevant *Dissertation Submission* course in the VLE where full instructions will be provided.

The submission coversheet for each module will be available in this course, which is normally linked from appropriate topics of the module.

The text of assignments should be in Microsoft Word or PDF format unless otherwise specified.

Penalties for Late Submission of Coursework

The full allocated mark will be reduced by five percentage points for the first working day after the deadline for the submission of the coursework. The mark will be reduced by a further ten percentage points if the coursework is submitted during the following six days. In the case of dissertations and project reports submitted more than seven days late, the mark will be recorded as achieving a pass mark, assuming that the submitted work merits a pass.

Where there are extenuating circumstances that have been recognised by the Board of Examiners or its representative, these penalties will not apply until the agreed extension period has been exceeded.

Penalties for over-length coursework

Assessed work should not be more than 10% longer than the prescribed word count. Assessed work with a stated word count above this maximum should not be accepted for submission (i.e. it will not be date-stamped or otherwise recorded as formally submitted), but immediately returned to the student with instructions to reduce the word length. The work may then be resubmitted and penalties for late submission may apply.

If submitted work is subsequently found to have an inaccurately stated word count, and to exceed the upper word limit by at least 10% and by less than 20%, the mark will be reduced by ten percentage marks, subject to a minimum mark of a minimum pass, assuming that the work merited a pass.

For work which exceeds the upper word limit by 20% or more, a mark of zero will be recorded.

Tables, pictures and graphs and associated captions are not recorded as part of the word limit.

Extensions to submission deadlines

As a general rule extensions to assessment deadlines are not permitted.

In exceptional circumstances, extensions may be permitted for a maximum period of one month.

If an extension of more than one month is required, the assignment must be submitted by the submission date specified for the relevant module in the next academic year or 1 calendar year later if the module concerned is not being offered in the next academic year. If the reasons for requesting an extension are deemed valid by the Board of Examiners, this submission may be considered as a first submission. If the reasons for requesting an extension are not deemed valid by the Board of Examiners, the student will be deemed to have made a failed attempt at the module.

As a guideline, the following will not normally be considered valid reasons for requesting an extension:

- Being busy at work
- Difficulties with the module
- Moving house
- Changing job
- Computer malfunction

Students must apply for an extension at least 72 hours before the deadline date and *must* provide a) evidence in support of the request (e.g. medical certificate) and b) work completed to date. Extensions will only be considered after this point for extreme unforeseeable circumstances arising within 72 hours of the deadline.

- Applications for extensions must be made using the form which may be found online in the *Health Informatics Programme Documents & Resources* course in the UCL VLE. Completed forms together with supporting documentation should be sent to the Programme Co-ordinator
- All request for extensions are dealt with by the Graduate Tutor or, in her absence, the Programme Director
- All requests for extensions are reviewable by the Board of Examiners

7.3 Deferral of assessment to next occasion

Exceptionally, submission of an assessment may be deferred on grounds including

- Medical
- Bereavement (of a close relative)
- Academic (problems gaining data for a project etc.)
- Financial hardship

UCL authorities will approve an application to defer an element of assessment (including the submission of a dissertation) until the next occasion only (i.e. to the same time in the following academic session). Deferment is approved under exceptional circumstances only.

Application for deferment of a written paper(s) must be made at least one month prior to the commencement of the first written paper. Application for deferment of the dissertation must be made well in advance of the final date for submission as given in the Regulations for the Graduate Programme. For further details see

www.ucl.ac.uk/current-students/exams_and_awards/GI/deferral_pg_exam

7.4 Plagiarism and cheating

Plagiarism

The dictionary definition of 'plagiarise' is "to take and use another person's (thoughts, writings, inventions) as one's own". The most obvious form is using someone else's words without any acknowledgement, but there are other kinds of plagiarism, such as using a verbatim passage without quotation marks even if the source was acknowledged in a reference. When work of other people is referenced, there should *always* be an acknowledgement.

Plagiarism is considered a serious offence in the academic world, which may, under certain circumstances, lead to sanctions imposed by the University. **You must familiarise yourself with the UCL policy on plagiarism** which may be found at:
www.ucl.ac.uk/current-students/guidelines/policies/plagiarism .

You should be aware that UCL uses a sophisticated plagiarism detection system (Turnitin®) to scan work for evidence of plagiarism. This system has access to billions of sources worldwide (websites, journals, etc.) as well as work previously submitted to UCL and other universities. All assignments are submitted to the plagiarism detection service. However, you should appreciate that any instance of plagiarism, whether detected by the plagiarism detection system or not, constitutes a serious offence in the academic world and is subject to sanctions.

Cheating

Cheating means submitting another person's work, knowledge or ideas to be assessed while pretending that they are your own. We encourage you to seek support from other students and to learn together in a group, but as we need to set fair and truly comparable conditions for all students, we need to know what you personally know and understand. So anything submitted for assessment must ultimately be your own work. As a guide it is probably best to ask others for help when you are planning your work, but then sit down and write the final piece on your own.

If we believe that your submitted work is not properly your own, we will report the matter to the Board of Examiners. The Board will investigate and, if cheating is proved, will impose a penalty.

7.5 Extenuating Circumstances

Students who believe that unforeseen extenuating circumstances have affected their performance in an examination or assessment should submit a "Notification of Extenuating Circumstances Form" to the CHIME Graduate Tutor **within 7 days of the examination or assignment deadline**. The form can be downloaded from the *Health Informatics Programme Documents & Resources* course in the VLE or obtained from the Programme Administrator and should be submitted, in hard copy or by e-mail with the hard copy to follow, to the Programme Administrator for the urgent attention of the CHIME Graduate Tutor.

- The "Notification of Extenuating Circumstances Form" must be supported by documentary evidence. Medical certificates should state clearly what is wrong together with the date and duration of the illness. Self-certification is deemed unacceptable by UCL.
- All submissions regarding extenuating circumstances are dealt with by the CHIME Graduate Tutor or, in her absence, the Programme Director.
- The Board of Examiners will assess the severity, duration and likely impact of all notifications of extenuating circumstances without reference to the marks for the courses concerned.
- The Board of Examiners will normally only take into account extenuating circumstances of candidates who are borderline in respect of degree awards, pass/fail or progression/non-progression boundaries.

Further details concerning extenuating circumstances appear in the UCL Regulations for Students.

7.6 Number of attempts permitted

Details of the number of attempts permitted are given in section 13 of the Academic Regulations for Students.

A student who receives the result Fail in a module at the first attempt will be permitted to make a second attempt on the next occasion that the module runs (for the dissertation, typically the following year). For details see section 2.8.

Students will not be permitted to make a second attempt at any assignment which has been successfully completed.

8 Summary

8.1 Paving the Way for Success

- Pick a topic that interests you
- Have a clear research question
- Attend all seminars and workshops – this helps keep the momentum up and gives you additional tutor and peer support
- Keep to the timetable and deadlines
- Stay in contact with your tutors, especially when feeling stuck and blocked.
- Use your peers for help and support

8.2 Do not

- Avoid the tutors or hide from phone calls
- Miss workshops
- Procrastinate to the point of not beginning
- Delay seeking ethical approval
- Leave the data collection until the Summer break
- Drift into isolation
- Delay the dissertation until a quieter year – this never seems to happen