MANCHESTER
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The University of Manchester

School of Environment, Education and Development

Global Development Institute

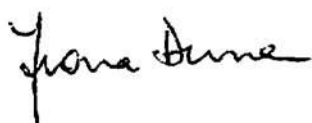**MSc Global Development**

2023 – 2024 Programme Handbook

WELCOME TO THE FACULTY OF HUMANITIES

As Vice-President and Dean of the Faculty of Humanities, I would like to extend a very warm welcome to all students in The University of Manchester. The Faculty of Humanities is one of three Faculties in the University and consists of four Schools. We offer an unprecedented range of innovative programmes at undergraduate and postgraduate level, embracing disciplines as diverse as arts and languages, business and management, social sciences, law, education, environment and development.

This rich mix of opportunities makes study at The University of Manchester an exciting and stimulating experience where you will benefit from the experience of leading scholars in your field and from being part of a large, diverse, and international student community. The city has an international sporting pedigree and one of the richest and most influential arts and music scenes, with a lively, culturally diverse city centre that's easy to enjoy on a student budget. There is much to enjoy!

Being at university is not all about what you will learn in the classroom, and you will have access to a diverse range of activities to stretch and develop your knowledge, thinking and skills from field trips and study abroad to volunteering, industrial placements and hundreds of societies. In addition, there is Stellify, a package of some of our most transformative student experiences that enables students to develop beyond their chosen subject. These experiences are why we are the university most targeted by employers.

Within the Faculty, and its constituent Schools, we are committed to providing a student experience of the highest standard and making sure you have the support you need along the way. This handbook will give you information to help you make the most of your time with us. I look forward to seeing you all thrive whilst you are here. Your success is hugely important to me and all our academic and professional staff.

Fiona Devine
Vice-President and Dean, Faculty of Humanities
September 2023

Welcome to the School of Environment, Education and Development

The School of Environment, Education and Development (SEED) was formed in August 2013 and forges an interdisciplinary partnership combining Geography and Planning and Environmental Management with the Global Development Institute (GDI), the Manchester School of Architecture and the Manchester Institute of Education, thus uniting research into social and environmental dimensions of human activity. Each department has its own character and the School seeks to retain this whilst building on our interdisciplinary strengths.

The **Global Development Institute (GDI)** is a culmination of an impressive history of development studies at The University of Manchester which has spanned more than 60 years and unites the strengths of the Institute for Development and Policy Management (IDPM) and the Brooks World Poverty Institute. GDI is the largest development focused teaching, with over 600 full-time postgraduate taught students, and research institute in Europe and emphasises the University's commitment to addressing global inequalities.

Planning and Environmental Management has a 60-year record of academic leadership in Planning education. It has innovative and high-quality graduate and undergraduate programmes for professionals in town planning, urban studies, and environmental management. The discipline has practice links with institutions, companies and communities engaged with environment and urbanism, particularly in north-west England.

Geography has been taught at Manchester for over one hundred and twenty-five years. There are currently over forty members of staff who have a wide range of teaching and research interests. It has a highly rated international research reputation across a broad range of areas of human and physical geography and is regularly ranked in the top 10 Geography departments in the world. It has a large undergraduate population, and four taught Master's degrees.

The **Manchester Institute of Education (MIE)** is the leading university provider of Initial Teacher Education in the North of England. It has a world-leading reputation for excellence in educational research and is the leading provider of doctoral programmes in the Northwest.

The School also contains the *University of Manchester Architectural Research Centre (UMARC)*, part of the **Manchester School of Architecture** (MSA) which was created in 1996 by an amalgamation of the extant architecture schools in the University of Manchester and the Manchester Metropolitan University. UMARC draws upon a wide range of interdisciplinary research and teaching interests within the School and has strong research and practice links into urban design and sustainability.

I hope that you have a successful and enjoyable time in the School.

Professor Martin Evans

Head of the School of Environment, Education and Development

Statement on Dignity at Work and Study

The University of Manchester is committed to creating a learning environment free of harassment, discrimination, victimisation and bullying, where everyone is treated with dignity and respect. The School of Environment, Education and Development will not tolerate bullying, harassment, discrimination or victimisation of any kind, either towards students and staff, or between them. Allegations of bullying, discrimination and harassment will be investigated and, if appropriate, disciplinary action will be taken.

More information can be found at:

http://www.staffnet.manchester.ac.uk/equality-and-diversity/policies-and-guidance/dignity-at-work-and-study/

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Section 1: Guide to Programme

Welcome to the Global Development Institute's **MSc in Global Development** programme for 2023–24.

This coherent and flexible programme provides you with the opportunity and the challenge to critically engage with the field of international development theory and practice. The programme will encourage you to consider different ways of putting established ideas and recent insights into practice with a joint emphasis on academic reflection and policy processes. To these ends, it offers advanced training in theories of social, political and economic development, processes of change and development, research methodologies and policy analysis.

This handbook provides you with important information about your programme of study, key contacts and facilities.

May we wish you an enjoyable and successful academic year.

Christopher Foster   **Maria Rusca**
Programme Director   Deputy Programme Director

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1.1 MSc in Global Development Programme

MASTERS IN GLOBAL DEVELOPMENT

Through your active participation in this programme, you will acquire knowledge of different theories of development, will undertake a rigorous and critical examination of these theories and develop skills to apply different approaches to the collection, analysis and presentation of data. This will involve gathering, organising and using evidence and information from a wide variety of sources. It will also include identifying subjects of enquiry and assessing potential ethical implications pertinent to the research process.

A priority of the programme is to develop your ability to identify, investigate and justify possible solutions to problems arising out of the theory and practice of social, political and economic development. These capacities include competence in developing a reasoned argument, critically considering available evidence and defending different approaches. Training aimed at developing the capability to employ appropriate qualitative and quantitative research methods will be complemented by guidance on how best to manage workloads and obtain research materials. A range of activities will further develop your capacity to present and communicate ideas and research findings. Constructive feedback will be given on your work with the intention of helping you to reflect self-critically on your own learning. By the time you complete the programme we expect that you will have all the skills you need to be a life-long independent learner.

You will also have obtained a detailed knowledge of the key issues and debates in social, political and economic development, familiarity with different theoretical approaches concerning development problems and an appreciation of the diversity of development policies. You will be able to demonstrate an analytical understanding of both the range of social science topics related to development and the ways in which these have changed over time. You will be able to demonstrate familiarity and critical engagement with analytical and policy literature concerning globalisation and development, economic growth and human development, conflict, environmental concerns, global governance structures and institutions, ethical issues, the role and perspectives of multilateral and bilateral development agencies, international and domestic NGOs and other civil institutions. You will be able to work at various levels of analysis and will be familiar with the different roles of macro policy initiatives and bottom-up participatory development.

This programme is intended for recent graduates in any of the social sciences or humanities who have a strong interest in understanding processes of change and social, political and economic development; or for early- to mid-career professionals working in global development in the voluntary, private, or public sectors. It is well suited to those involved in policy formulation and implementation, advocacy, and management of development projects and programmes. Career prospects are wide-ranging, including research, teaching and administration in civil society organisations, NGOs, government, inter-governmental organisations and the private sector. Of course, in the competitive world we live in, any postgraduate course cannot guarantee you a job, but your chances of an interesting and fulfilling professional role will be much enhanced by your completion of the course.

1.2 Programme Aims and Objectives

The **MSc Global Development** is both a programme in its own right and an umbrella structure that houses a range of more specialised master's programmes, each of which explores a key dimension of global development.

Another way of explaining this is that the MSc degree takes a number of different forms. There is the generic MSc in Global Development, and then there are a number of specific 'pathways' offering particular specialisations.

Please note that it is possible to change the pathway for which you are registered in the first two teaching weeks of semester one. But before you do so please check what difference this will make to the core courses for your pathway and the options you can choose. All pathways include fieldwork as a core component, with the exception of the generic MSc in Global Development, for which fieldwork is optional.

In all its forms the MSc comprises eight modules, four of which are taken in the first semester, and four in the second. All forms have the same three generic core modules (*Development Fundamentals, Global Development Challenges* and *Development Research*). Then each programme pathway has a variety of specific core modules. Students are free to pick their own optional modules (to a maximum of eight courses in the year, and a limit of four per semester). Note that in each pathway there are 'policy and practice' modules which are integral to the course.

Please note that we provide suggested optional modules (listed below) and endeavor to ensure that these are compatible in terms of the timetable. However, students are free to take other options if they wish, including from other departments. **but**, they have to have these option choices confirmed by their academic advisor and these choices must enhance their learning about global development.

Options must be chosen during Welcome Week, but it is possible to change optional choices within the first two weeks of each semester.

On successful completion of the taught section of the programme, each student must also complete a 12-15,000 word dissertation. Students suggest initial topics and titles, and are then allocated supervisors with whom they will refine the subject of their thesis.

In the following pages we describe the aims and objectives of each pathway, and the courses each comprises.

MSc in GLOBAL DEVELOPMENT
Aims & Objectives

Aims

This programme provides critical insights into the key strategies, policies and practices currently employed to shape global development and to tackle contemporary global challenges and a wide range of options for advanced training in areas of specialist expertise relevant to global development.

The programme aims to provide critical insights into different theoretical and disciplinary perspectives on how global development can be understood, measured and explained.

Students will deepen their understanding of how ideas and assumptions about global development are being embedded into the formulation and implementation of development policy and develop advanced competencies in transferable areas, including developing reasoned arguments, gathering, organising and using evidence and information from a wide variety of sources, undertaking both team-based and independent work to deadlines, and both written and verbal forms of communication.

The programme assists students in developing their specialist area of expertise in the broad field of global development, and in applying their understanding and skills through supervised individual research culminating in a dissertation.

Learning Outcomes
On successful completion of the programme, students should be able to:

a) Knowledge skills

- Demonstrate a thorough knowledge and critical understanding of different theoretical and disciplinary perspectives and approaches to defining, measuring and explaining global development.

- Demonstrate an advanced knowledge and critical understanding of current policies and practices relating to global development from a multidisciplinary perspective.

b) Intellectual skills

- Critically assess advantages and disadvantages associated with a range of strategies, policies and practices concerned with global development.

- Critically evaluate and apply appropriate theories of global development to the analysis of different empirical contexts.

c) Practical skills

- Contribute to critical debate and discussions on global development in professional settings.

- Identify multiple sources of data relating to global development (including library, electronic and online resources), critically assess its quality and value, understand its limitations and use it appropriately to inform arguments and debate.

- Research a topic relating to global development, including framing a problem, posing an argument, analysing salient factors, and raising relevant implications for policy and practice.

d) Transferable skills

- Develop reasoned arguments using evidence and information from a wide variety of sources

- Communicate information and ideas clearly in written, verbal, or other forms as appropriate for academic, professional and community audiences.

- Work collaboratively, both face-to-face and through the use of various tools and spaces.

- Undertake both team-based and independent work to deadlines.

MSc in GLOBAL DEVELOPMENT (DEVELOPMENT MANAGEMENT)
Aims & Objectives

Aims

This pathway aims to deepen participants understanding of management, planning and policy-making in economic, social and political spheres of development. It provides participants with a thorough conceptual framework and the skills necessary to analyse effectively the relationships between development management and development processes and develop professionally-oriented skills related to formulating, investigating and implementing different forms of development management.

The pathway has a range of options for advanced training in areas of specialist expertise relevant to development and management so participants can develop advanced competencies in transferable areas, including developing reasoned arguments, gathering, organising and using evidence and information from a wide variety of sources, undertaking both team-based and independent work to deadlines, and both written and verbal forms of communication.

The advanced training offered enables students to develop their specialist area of expertise within development management and apply their understanding and skills through supervised individual research culminating in a dissertation.

Learning Outcomes

In addition to the overall learning outcomes for the "MSc in Global Development" (listed above), students should be able to:

- Demonstrate a thorough knowledge and critical understanding of different theoretical and disciplinary perspectives and approaches to defining, measuring and explaining management, planning and policy-making in developing countries.

- Critically evaluate and apply appropriate theories of management, planning and policy-making to the analysis of different empirical contexts a range of strategies, policies and practices.

- Research a topic relating to management, planning and policy making of relevance to the global development sector, including framing a problem, posing an argument, analysing salient factors, and raising relevant implications for policy and practice through coursework, dissertation research and an overseas study tour.

MSc in GLOBAL DEVELOPMENT (ENVIRONMENT AND CLIMATE CHANGE)
Aims & Objectives

Aims

This pathway aims to provide an interdisciplinary training to equip participants with an understanding of the environmental and climate change dimensions of development trends and interventions.

Participants will learn conceptual frameworks and skills to analyse the relationships between environmental issues, climate change and development processes, and make judgements about policies and their implementation providing critical insights into the key strategies, policies and practices currently employed to promote sustainable development and address global environmental change. Developing professionally-oriented skills related to formulate, investigate and implement different approaches to promote sustainable development and address global environmental change participants can choose from a wide range of options for advanced training in areas of specialist expertise relevant to environment, climate change, and development.

Throughout the pathway participants will develop advanced competencies in transferable areas, including developing reasoned arguments, gathering, organising and using evidence and information from a wide variety of sources, undertaking both team-based and independent work to deadlines, and both written and verbal forms of communication. Participants are supported to develop specialist areas of expertise within the field of environment, climate change, and development, applying their understanding and skills through supervised individual research culminating in a dissertation.

Learning Outcomes

In addition to the overall learning outcomes for the "MSc in Global Development" (listed above), students should be able to:

- Demonstrate a thorough knowledge and critical understanding of different theoretical and disciplinary perspectives and approaches to defining, measuring and explaining environment, climate change and development.

- Critically evaluate and apply appropriate theories of environment, climate change and development to the analysis of different empirical contexts a range of strategies, policies and practices.

- Research a topic relating to environment, climate change and development of relevance to the global development sector, including framing a problem, posing an argument, analysing salient factors, and raising relevant implications for policy and practice through coursework, dissertation research and an overseas study tour.

MSc in GLOBAL DEVELOPMENT (GLOBALISATION, TRADE AND INDUSTRY)
Aims & Objectives

Aims

This pathway aims to provide critical insights into different theoretical and inter-disciplinary perspectives on the political economy of globalisation, trade policy dynamics, and industrial development within the wider context of global development processes. Participants will develop analytical skills in critically evaluating and engaging with distinct and cutting edge theoretical frameworks that help shape understanding of global production and trade, industrial and trade policies, labour, firm strategies, and social and environmental outcomes.

The pathway provides an understanding of the relationship of globalisation to economic, political and social asymmetries of development at global, regional, national and local scales and an appreciation of the policy issues associated with globalisation, trade and industry and their impacts including insights into the key strategies, policies and practices currently employed by leading public and private policy actors in the global South, prominent international agencies as well as private sector and civil society actors.

Participants will develop professionally-oriented skills related to formulating, investigating and implementing different approaches to understanding trade dynamics and promoting productive sectors through a wide range of options for advanced training in areas of specialist expertise relevant to globalisation, trade, industry and global development policy.

This pathway develops advanced competencies in transferable areas, including developing reasoned arguments, gathering, organising and using evidence and information from a wide variety of sources, undertaking both team-based and independent work to deadlines, and both written and verbal forms of communication and assists students in developing their specialist area of expertise within the field of globalisation, trade dynamics, industrial strategy and development policy, and applying their understanding and skills through supervised individual research culminating in a dissertation.

Learning Outcomes

In addition to the overall learning outcomes for the "MSc in Global Development" (listed above), students should be able to:

- Demonstrate a thorough knowledge and critical understanding of different theoretical and disciplinary perspectives and approaches to defining, measuring and explaining globalisation and its developmental consequences.

- Critically evaluate and apply appropriate theories of globalisation, trade and development to the analysis of different empirical contexts, policies and practices.

- Research a topic relating to globalisation, trade and industry of relevance to the global development sector, including framing a problem, posing an argument, analysing salient factors, and raising relevant implications for policy and practice through coursework, dissertation research and an overseas study tour.

MSc in GLOBAL DEVELOPMENT (MIGRATION, MOBILITY AND DISPLACEMENT)
Aims & Objectives

Aims

The pathway aims to provide critical insights into different theoretical and disciplinary perspectives on how migration, mobility and development can be understood, measured and explained. Students will be provided with a thorough conceptual framework and the skills necessary to critically analyse key theoretical and practical issues and debates relating to migration, mobility and development.

The pathway will provide students with an opportunity to deepen their understanding of how ideas and assumptions about the mobility of poor people are being embedded into the formulation and implementation of development policy and critical insights into the key strategies, policies and practices currently employed to make 'migration work for development' and to invest in development with a view to tackling the 'root causes of irregular movement'.

Through a wide range of options for advanced training in areas of specialist expertise relevant to migration, mobility and development participants will develop advanced competencies in transferable areas, including developing reasoned arguments, gathering, organising and using evidence and information from a wide variety of sources, undertaking both team-based and independent work to deadlines, and both written and verbal forms of communication.

The pathway assists students in developing their specialist area of expertise in the broad field of migration, mobility and development, and in applying their understanding and skills through supervised individual research culminating in a dissertation.

Learning Outcomes

In addition to the overall learning outcomes for the "MSc in Global Development" (listed above), students should be able to:

- Demonstrate a thorough knowledge and critical understanding of different theoretical and disciplinary perspectives and approaches to defining, measuring and explaining migration and development.

- Critically evaluate and apply appropriate theories of migration and development to the analysis of different empirical contexts and a range of strategies, policies and practices.

- Research a topic relating to migration, mobility and/or displacement of relevance to the global development sector, including framing a problem, posing an argument, analysing salient factors, and raising relevant implications for policy and practice.

MSc in GLOBAL DEVELOPMENT (POLITICS, GOVERNANCE AND DEVELOPMENT POLICY)
Aims & Objectives

Aims

This pathway aims to provide critical insights into different theoretical and disciplinary perspectives on the politics and governance of development, developing the analytical skills of students in critically evaluating and employing different theories of politics, governance and policy analysis.

The pathway provides participants with an opportunity to deepen their understanding of how politics, governance and the formulation and implementation development policy interact in the global South and critical insights into the key strategies, policies and practices currently employed to promote improved policy processes in the global South.

Participants will develop professionally-oriented skills related to the political analysis of development challenges and efforts to encourage improved policy processes through a wide range of options for advanced training in how political processes shape the formulation and implementation of development policy in relevant areas of specialist expertise.

The pathway develops advanced competencies in transferable areas, including developing reasoned arguments, gathering, organising and using evidence and information from a wide variety of sources, undertaking both team-based and independent work to deadlines, and both written and verbal forms of communication. Students are supported in developing their specialist area of expertise within the field of politics, governance and development policy, and applying their understanding and skills through supervised individual research culminating in a dissertation.

Learning Outcomes

In addition to the overall learning outcomes for the "MSc in Global Development" (listed above), students should be able to:
- Demonstrate a thorough knowledge and critical understanding of different theoretical and disciplinary perspectives and approaches on the politics and governance of development and of development policy processes.

- Critically evaluate and employ different theories of politics and governance to the analysis of development policy in particular empirical contexts and a range of strategies, policies and practices.

- Research a topic relating to politics, governance and development policy of relevance to the global development sector, including framing a problem, posing an argument, analysing salient factors, and raising relevant implications for policy and practice.

MSc in GLOBAL DEVELOPMENT (POVERTY AND INEQUALITY)
Aims & Objectives

Aims

This pathway aims to provide critical insights into different theoretical and disciplinary perspectives on how poverty, inequality and development can be understood, measured and explained and give participants a thorough conceptual framework and the skills necessary to critically analyse key theoretical and practical issues relating to poverty, inequality and development.

Participants will gain critical insights into the key strategies, policies and practices currently employed to promote development, equality and poverty reduction and opportunities to deepen their understanding of how ideas and assumptions about poverty and inequality are being embedded into the formulation and implementation of development policy.

The pathway offers a wide range of options for advanced training in areas of specialist expertise relevant to poverty, inequality and development and develop advanced competencies in transferable areas, including developing reasoned arguments, gathering, organising and using evidence and information from a wide variety of sources, undertaking both team-based and independent work to deadlines, and both written and verbal forms of communication.

Students are supported to develop their specialist area of expertise within the field of poverty, inequality and development, and applying their understanding and skills through supervised individual research culminating in a dissertation.

Learning Outcomes

In addition to the overall learning outcomes for the "MSc in Global Development" (listed above), students should be able to:

- Demonstrate a thorough knowledge and critical understanding of different theoretical and disciplinary perspectives and approaches to defining, measuring and explaining poverty, inequality and development.

- Critically evaluate and apply appropriate theories of poverty, inequality and development to the analysis of different empirical contexts and a range of strategies, policies and practices.

- Research a topic relating to poverty and inequality of relevance to global development, including framing a problem, posing an argument, analysing salient factors, interpreting evidence and raising relevant implications for policy and practice.

1.3 Programme Structures

MSc Global Development Programme Components 2023-24

GLOBAL DEVELOPMENT (GENERIC) PATHWAY

Programme Components

To earn an MSc students must accumulate credit points by passing modules (which are called credit units in official documents). Our programmes follow the basic MSc pattern of 120 credit points from taught credit units. Or, in other words 8 modules of 15 credits each. A further 60 credit points are earned from the dissertation. Each 15-credit course unit is designed to demand a total of 150 study hours.

The programme comprises:

- There are three programme compulsory core course units, *Development Fundamentals, Global Development Challenges* and *Development Research*.

  The core course units are designed to ensure that all students have a sound and shared foundation across the disciplinary range particularly as they relate to the programme objectives, and are therefore compulsory.

- FIve selected course units (two in Semester 1 and three in Semester 2), chosen from a range of options listed in the table below. Students should ensure they take four course units in each semester.

- A 12,000–15,000 word dissertation, the topic to be agreed with the Dissertation Supervisor.

MSc GLOBAL DEVELOPMENT Programme Components			
SEMESTER 1		**SEMESTER 2**	
GENERIC CORE UNITS – 3 x 15 credits			
MGDI 60411	Development Fundamentals[1]	MGDI 70982	Development Research
MGDI60601	Global Development Challenges		
OPTIONAL COURSE UNITS (15 credits each)			
Optional units – 5 x 15 credits			
*Participants select 5 units from the list below (**2** from semester one and **3** from semester two)*			
MGDI 60141	Poverty and Development	MGDI 60522	Political Analysis of Development Policy
MGDI 60391	The Politics and Governance of Development	MGDI 60852	Sustainable Futures and Development
MGDI 60731	Migration, Mobility and Displacement in the Contemporary World	MGDI 70992	Planning and Managing Development
MGDI 60131	Work and Employment in the Global Economy	MGDI 60742	Migration and Development
MGDI 60451	Conflict Analysis	MGDI 60542	Global Health Inequalities
HCRI 60031	Humanitarianism and Conflict Response: Inquiries	MGDI60502	Development Fieldwork
MGDI 60801	Key Issues in Environment and Development	MGDI 60552	Climate, Environment and Development
MGDI 60531	Critical Issues in Urban Inequality	MGDI 60002	Industrial Competitiveness and Global Transformation
MGDI 60271	Globalisation Trade and Development	MGDI 60282	Digital Transformation of the Global Economy
MGDI 60561	Citizen-Led Development	MGDI 60202	Gender Inequality: Theory and Evidence
MGDI 60611	Political Economics for Development[2]	MGDI 72162	Contemporary Issues in Development Finance
		MGDI 61461	Global Inequalities and Social Development
		MGDI 60072	Global Political Economy
MGDI 64000 Dissertation (60 credits)			

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[1] **Part-time students**: are advised to take **Development Fundamentals** in the *first* year and **Global Development Challenges** and **Development Research** in the *second* year.

[2] Course unit may require some prior knowledge of economics and some understanding of statistics (e.g. UGT-level statistics) is essential

DEVELOPMENT MANAGEMENT PATHWAY
Programme Components

To earn an MSc students must accumulate credit points by passing modules (which are called credit units in official documents). Our programmes follow the basic MSc pattern of 120 credit points from taught credit units. Or, in other words 8 modules of 15 credits each. A further 60 credit points are earned from the dissertation. Each 15-credit course unit is designed to demand a total of 150 study hours.

The programme comprises:

- There are three programme compulsory core course units, *Development Fundamentals, Global Development Challenges* and *Development Research*. Then three compulsory core pathway course units: *The Politics and Governance of Development* in semester 1 and *Planning and Managing Development* and *Development Fieldwork* in semester 2.

  The core course units are designed to ensure that all students have a sound and shared foundation across the disciplinary range particularly as they relate to the programme objectives, and are therefore compulsory.

- Two selected course units (one in Semester 1 and one in Semester 2), chosen from a range of options listed in the table below.

- A 12,000–15,000 word dissertation, the topic to be agreed with the Dissertation Supervisor.

DEVELOPMENT MANAGEMENT			
Programme Components			
SEMESTER 1		**SEMESTER 2**	
GENERIC CORE UNITS – 3 x 15 credits			
MGDI 60411	Development Fundamentals[3]	MGDI 70982	Development Research
MGDI 60601	Global Development Challenges		
PATHWAY CORE UNITS – 3 x 15 credits			
MGDI 60391	The Politics and Governance of Development	MGDI 70992	Planning and Managing Development
		MGDI 60502	Development Fieldwork
OPTIONAL COURSE UNITS (15 credits each)			
Optional units – 2 x 15 credits each			
*Participants select **2** units from the list below (**1** from semester one and **1** from semester two)*			
MGDI 60141	Poverty and Development	MGDI 60522	Political Analysis of Development Policy
MGDI 60731	Migration, Mobility and Displacement in the Contemporary World	MGDI 60742	Migration and Development
MGDI 60081	Public Sector Reform and Management	MGDI 60202	Gender Inequality: Theory and Evidence
MGDI 61091	Economic Analysis of the Public Sector	MGDI 61461	Global Inequalities and Social Development
MGDI 60151	Human Resource Development: Key Concepts	MGDI 60552	Climate, Environment and Development
MGDI 60531	Critical Issues in Urban Inequality	PLAN 72072	Best Practice Case Studies in Urban Development[4]
PLAN 72061	Urban Development Planning in Cities of the South	MGDI 72162	Contemporary Issues in Development Finance
MGDI 60131	Work and Employment in the Global Economy	MGDI 60362	Microfinance
MGDI 60561	Citizen-Led Development	MGDI 71992	Characteristics and Skills of Development Practice[5]
		MGDI 60546	Global Health Inequalities
MGDI 64000 Dissertation (60 credits)			

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[3] **Part-time students**: are advised to take **Development Fundamentals** in the *first* year and **Global Development Challenges** and **Development Research** in the *second* year.

[4] PLAN 72072 **although this is a stand-alone course, students are advised that they should choose** PLAN 72061 Urban Development Planning in Cities of the South **or** MGDI60531 Critical Issues in Urban Inequality **before choosing this module.**

[5] Please be aware, **MGDI 71992** runs across one of the two weeks during the Easter vacation.

ENVIRONMENT AND CLIMATE CHANGE PATHWAY

Programme Components

To earn an MSc students must accumulate credit points by passing modules (which are called credit units in official documents). Our programmes follow the basic MSc pattern of 120 credit points from taught credit units. Or, in other words 8 modules of 15 credits each. A further 60 credit points are earned from the dissertation. Each 15-credit course unit is designed to demand a total of 150 study hours.

The programme comprises:

- There are three programme compulsory core course units, *Development Fundamentals, Global Development Challenges* and *Development Research*. Then three compulsory core pathway course units: *Environment, Climate Change and Development* in semester 1, and *Climate Change, Disasters and Responses* and *Development Fieldwork* in semester 2.

  The core course units are designed to ensure that all students have a sound and shared foundation across the disciplinary range particularly as they relate to the programme objectives, and are therefore compulsory.

- Two selected course units (one in Semester 1 and one in Semester 2), chosen from a range of options listed in the table below.

- A 12,000–15,000 word dissertation, the topic to be agreed with the Dissertation Supervisor.

ENVIRONMENT AND CLIMATE CHANGE			
Programme Components			
SEMESTER 1		**SEMESTER 2**	
GENERIC CORE UNITS – 3 x 15 credits			
MGDI 60411	Development Fundamentals[6]	MGDI 70982	Development Research
MGDI 60601	Global Development Challenges		
PATHWAY CORE UNITS – 3 x 15 credits			
MGDI 60801	Key Issues in Environment and Development	MGDI60552	Climate, Environment and Development
		MGDI 60502	Development Fieldwork
OPTIONAL COURSE UNITS (15 credits each)			
Optional units – 2 x 15 credits			
*Participants select **2** units from the list below (**1** from semester one and **1** from semester two)*			
SEMESTER 1		**SEMESTER 2**	
GEOG 70911	Issues in Environmental Policy	ECON 60782	Economics of Environmental Policy
PLAN 60411	Environmental Impact Assessment	MGDI 60072	Global Political Economy
MGDI 60141	Poverty and Development	MGDI 70992	Planning and Managing Development
MGDI 60531	Critical Issues in Urban Inequality	MGDI 60742	Migration and Development
MGDI 60731	Migration, Mobility and Displacement in the Contemporary World	MGDI 60522	Political Analysis of Development Policy
PLAN 72061	Urban Development Planning in Cities of the South	PLAN 72072	Best Practice Case Studies in Urban Development
POLI 70921	Critical Environmental Politics	MGDI 60202	Gender Inequality: Theory and Evidence
POLI 71141	The Politics of Global Climate Change	MGDI 60852	Sustainable Futures and Development
MGDI 60561	Citizen-Led Development	MGDI 61461	Global Inequalities and Social Development
MGDI 64000 Dissertation (60 credits)			

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[6] **Part-time students**: are advised to take **Development Fundamentals** in the *first* year and **Global Development Challenges** and **Development Research** in the *second* year.

GLOBALISATION, TRADE AND INDUSTRY PATHWAY
Programme Components

To earn an MSc students must accumulate credit points by passing modules (which are called credit units in official documents). Our programmes follow the basic MSc pattern of 120 credit points from taught credit units. Or, in other words 8 modules of 15 credits each. A further 60 credit points are earned from the dissertation. Each 15-credit course unit is designed to demand a total of 150 study hours.

The programme comprises:

- There are three programme compulsory core course units, *Development Fundamentals, Global Development Challenges* and *Development Research*. Then three compulsory core pathway course units: *Globalisation, Trade and Development* in semester 1 and *Industrial Competitiveness and Global Transformation* and *Development Fieldwork* in semester 2. The core course units are designed to ensure that all students have a sound and shared foundation across the disciplinary range particularly as they relate to the programme objectives, and are therefore compulsory.

- Two selected course units (one in Semester 1 and one in Semester 2), chosen from a range of options listed in the table below.

- A 12,000–15,000 word dissertation, the topic to be agreed with the Dissertation Supervisor.

GLOBALISATION, TRADE AND INDUSTRY			
SEMESTER 1		**SEMESTER 2**	
GENERIC CORE UNITS – 3 x 15 credits			
MGDI 60411	Development Fundamentals[7]	MGDI 70982	Development Research
MGDI 60601	Global Development Challenges		
PATHWAY CORE UNITS – 3 x 15 credits each			
MGDI 60271	Globalisation, Trade and Development	MGDI 60002	Industrial Competitiveness and Global Transformation
		MGDI 60502	Development Fieldwork
OPTIONAL COURSE UNITS (15 credits each)			
Optional units – 2 x 15 credits *Participants select **2** units from the list below (1 from semester one and 1 from semester two)*			
SEMESTER 1		**SEMESTER 2**	
MGDI 60131	Work and Employment in the Global Economy	MGDI 60282	Digital Transformation of the Global Economy
MGDI 60711	Economic Development	MGDI 60072	Global Political Economy
MGDI 72121	International Finance for Development[8]	MGDI 72162	Contemporary Issues in Development Finance[8]
MGDI 60731	Migration, Mobility and Displacement in the Contemporary World	MGDI 60202	Gender Inequality: Theory and Evidence
MGDI 60291	Trade Theory and Development[8]	MGDI 60742	Migration and Development
MGDI 60141	Poverty and Development	MGDI 60552	Climate, Environment and Development
MGDI 60801	Key Issues in Environment and Development	MGDI 70992	Planning and Managing Development
MGDI 60701	ICTs and Socio Economic Development	MGDI 60522	Political Analysis of Development Policy
MGDI 60391	The Politics and Governance of Development	MGDI 72152	Economics of Governance and Development[8]
MGDI 60441	Commodity Dependence and Economic Development	MGDI 60542	Global Health Inequalities
		MGDI 61461	Global Inequalities and Social Development
MGDI 64000 Dissertation (60 credits)			

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[7] **Part-time students**: are advised to take **Development Fundamentals** in the *first* year and **Global Development Challenges** and **Development Research** in the *second* year.

[8] **MGDI 72121, MGDI 60291, MGDI 72162, MGDI 72152** assume some prior knowledge of economics and understanding of statistics (e.g. UGT-level statistics).

MIGRATION, MOBILITY AND DISPLACEMENT PATHWAY

Programme Components

To earn an MSc students must accumulate credit points by passing modules (which are called credit units in official documents). Our programmes follow the basic MSc pattern of 120 credit points from taught credit units. Or, in other words 8 modules of 15 credits each. A further 60 credit points are earned from the dissertation. Each 15-credit course unit is designed to demand a total of 150 study hours.

The programme comprises:

- There are three programme compulsory core course units, *Development Fundamentals, Global Development Challenges* and *Development Research*. Then three compulsory core pathway course units: *Migration, Mobility and Displacement in the Contemporary World* in semester 1 and *Migration and Development* and *Development Fieldwork* in semester 2.

   The core course units are designed to ensure that all students have a sound and shared foundation across the disciplinary range particularly as they relate to the programme objectives, and are therefore compulsory.

- Two selected course units (one in Semester 1 and one in Semester 2), chosen from a range of options listed in the table below.

- A 12,000–15,000 word dissertation, the topic to be agreed with the Dissertation Supervisor.

MIGRATION, MOBILITY AND DISPLACEMENT Programme Components			
SEMESTER 1		**SEMESTER 2**	
GENERIC CORE UNITS – 3 x 15 credits			
MGDI 60411	Development Fundamentals[9]	MGDI70982	Development Research
MGDI 60601	Global Development Challenges		
PATHWAY CORE UNITS – 3 x 15 credits each			
MGDI 60731	Migration, Mobility and Displacement in the Contemporary world	MGDI 60742	Migration and Development
		MGDI 60502	Development Fieldwork
OPTIONAL COURSE UNITS (15 credits each)			
Optional units – 2 x 15 credits each			
*Participants select **2** units from the list below (**1** from semester one and **1** from semester two)*			
Semester 1		**Semester 2**	
MGDI 60141	Poverty and Development	MGDI 60072	Global Political Economy
MGDI 60531	Critical Issues in Urban Inequality	MGDI 60522	Political Analysis of Development Policy
MGDI 60271	Globalisation, Trade and Development	MGDI 60552	Climate, Environment and Development
MGDI 60391	Politics and Governance of Development	MGDI60202	Gender Inequality: Theory and Evidence
MGDI 60561	Citizen-Led Development	MGDI 70992	Planning and Managing Development
MGDI 60451	Conflict Analysis	MGDI 60852	Sustainable Futures and Development
MGDI 60801	Key Issues in Environment and Development	MGDI 61461	Global Inequalities and Social Development
MGDI 60711	Economic Development		
HCRI 62311	Conceptualising the Camp		
MGDI 64000 Dissertation (60 credits)			

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[9] **Part-time students**: are advised to take **Development Fundamentals** in the *first* year and **Global Development Challenges** and **Development Research** in the *second* year.

POLITICS, GOVERNANCE AND DEVELOPMENT POLICY PATHWAY

Programme Components

To earn an MSc students must accumulate credit points by passing modules (which are called credit units in official documents). Our programmes follow the basic MSc pattern of 120 credit points from taught credit units. Or, in other words 8 modules of 15 credits each. A further 60 credit points are earned from the dissertation. Each 15-credit course unit is designed to demand a total of 150 study hours.

The programme comprises:

- There are three programme compulsory core course units, *Development Fundamentals, Global Development Challenges* and *Development Research*. Then three compulsory core pathway course units: *The Politics and Governance of Development* in semester 1 and *Political Analysis of Development Policy* and *Development Fieldwork* in semester 2.

  The core course units are designed to ensure that all students have a sound and shared foundation across the disciplinary range particularly as they relate to the programme objectives, and are therefore compulsory.

- Two selected course units (one in Semester 1 and one in Semester 2), chosen from a range of options listed in the table below.

- A 12,000–15,000 word dissertation, the topic to be agreed with the Dissertation Supervisor.

POLITICS, GOVERNANCE AND DEVELOPMENT POLICY			
Programme Components			
SEMESTER 1		**SEMESTER 2**	
GENERIC CORE UNITS – 3 x 15 credits			
MGDI 60411	Development Fundamentals[10]	MGDI 70982	Understanding Development Research
MGDI 60601	Global Development Challenges		
PATHWAY CORE UNITS – 3 x 15 credits each			
MGDI 60391	The Politics and Governance of Development	MGDI 60522	Political Analysis of Development Policy
		MGDI 60502	Development Fieldwork
OPTIONAL COURSE UNITS (15 credits each)			
Optional units – 2 x 15 credits each			
Participants select 2 units from the list below (1 from semester one and 1 from semester two)			
SEMESTER 1		**SEMESTER 2**	
POLI 71141	The Politics of Global Climate Change	MGDI 70992	Planning and Managing Development
MGDI 60141	Poverty and Development	MGDI 60072	Global Political Economy
MGDI 60451	Conflict Analysis	MGDI 60542	Global Health Inequalities
MGDI 60311	Digital Governance	MGDI 60742	Migration and Development
MGDI 60801	Key Issues in Environment and Development	MGDI 60202	Gender Inequality: Theory and Evidence
MGDI 60081	Public Sector Reform and Management	MGDI 72152	Economics of Governance and Development
MGDI 61091	Economic Analysis of the Public Sector	MGDI 60552	Climate, Environment and Development
POLI 70921	Critical Environmental Politics	POLI 70422	Global Governance
MGDI 60531	Critical Issues in Urban Inequality	MGDI 61461	Global Inequalities and Social Development
MGDI 60731	Migration, Mobility and Displacement in the Contemporary World		
MGDI 60561	Citizen-Led Development		
MGDI 60441	Commodity Dependence and Economic Development		
MGDI 64000 Dissertation (60 credits)			

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[10] **Part-time students**: are advised to take **Development Fundamentals** in the *first* year and **Global Development Challenges** and **Development Research** in the *second* year.

POVERTY AND INEQUALITY PATHWAY
Programme Components

To earn an MSc students must accumulate credit points by passing modules (which are called credit units in official documents). Our programmes follow the basic MSc pattern of 120 credit points from taught credit units. Or, in other words 8 modules of 15 credits each. A further 60 credit points are earned from the dissertation. Each 15-credit course unit is designed to demand a total of 150 study hours.

The programme comprises:

- There are three programme compulsory core course units, *Development Fundamentals, Global Development Challenges* and *Development Research*. Then three compulsory core pathway course units: *Poverty and Development* in semester 1 and *Global Inequalities and Social Development* and *Development Fieldwork* in semester 2.

  The core course units are designed to ensure that all students have a sound and shared foundation across the disciplinary range particularly as they relate to the programme objectives, and are therefore compulsory.

- Two selected course units (one in Semester 1 and one in Semester 2), chosen from a range of options listed in the table below.

- A 12,000–15,000 word dissertation, the topic to be agreed with the Dissertation Supervisor.

POVERTY AND INEQUALITY			
Programme Components			
SEMESTER 1		**SEMESTER 2**	
GENERIC CORE UNITS 3 x 15 credits			
MGDI 60411	Development Fundamentals[11]	MGDI 70982	Understanding Development Research
MGDI 60601	Global Development Challenges		
PATHWAY CORE COURSE UNITS – 3 x 15 credits			
MGDI 60141	Poverty and Development	MGDI 61461	Global Inequalities and Social Development
		MGDI 60502	Development Fieldwork
OPTIONAL COURSE UNITS (15 credits each)			
Optional units – 2 x 15 credits each			
Participants select **2** units from the list below *(1 from semester one and 1 from semester two)*			
Code	**Course Unit Title**	**Code**	**Course Unit Title**
MGDI 60391	The Politics and Governance of Development	MGDI 60072	Global Political Economy
MGDI 60801	Key Issues in Environment and Development	MGDI 70992	Planning and Managing Development
MGDI 60531	Critical Issues in Urban Inequality	MGDI 60522	Political Analysis of Development Policy
MGDI 60731	Migration, Mobility and Displacement in the Contemporary World	MGDI 60552	Climate, Environment and Development
MGDI 60131	Work and Employment in the Global Economy	MGDI 60742	Migration and Development
MGDI 60711	Economic Development	MGDI 61512	Anti-Poverty Transfers
MGDI 60271	Globalisation, Trade and Development	MGDI 60202	Gender Inequality: Theory and Evidence
MGDI 60611	Political Economics for Development[12]	MGDI 72162	Contemporary Issues in Development Finance
MGDI 60291	Trade Theory and Development[12]	MGDI 72152	Economics of Governance and Development
MGDI 60581	Development Macroeconomics[12]	MGDI 60542	Global Health Inequalities
MGDI 60561	Citizen-Led Development	MGDI 60362	Microfinance[12]

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[11] **Part-time students**: are advised to take **Development Fundamentals** in the *first* year and **Development Research** in the *second* year.

[12] The following courses may require some prior knowledge of economics and/or statistics

		PLAN 72072	Best Practice Case Studies in Urban Development
MGDI 64000 Dissertation (60 credits)			

1.4 Full-time and Part-time Students

All GDI Masters programmes can be studied on a one-year full-time or two-year part-time basis.

Part-time students are expected to split their eight taught modules evenly across the two years of study in discussion with the programme directors, completing the dissertation in the second year.

1.5 Global Development Institute

For over 60 years, The University of Manchester has been at the forefront of Development Studies and The Global Development Institute continues to drive forward new ideas promoting sustainable development and social justice for all.

The world is changing fast and the idea of 'development' with it. More people have been lifted out of poverty than ever before and life chances have improved for billions. Yet many are being left behind without access to basic services, while future progress is threatened by growing inequalities and the impacts of climate change.

Development Studies at The University of Manchester was first established in 1958. The Global Development Institute was formed in 2016, uniting the strengths of the Institute for Development Policy and Management (IDPM) and the Brooks World Poverty Institute.

We carry out interdisciplinary research and collaborate with partner organisations, experts and academics in the Global South. We've helped countries to redesign their social protection systems, improved supply chains for women farmers and assisted community groups to improve access to basic services and housing. Ground breaking research carried out by our 50 academics was ranked first for impact and second for quality in the last Research Excellence Framework.

Visit the Global Development Institute website.

⌐ GDI Blog: http://blog.gdi.manchester.ac.uk/

Follow GDI on Twitter: @GlobalDevInst. Discover GDI on YouTube:
⌐ https://www.youtube.com/user/brooksworldpoverty/featured

The Global Development Institute (GDI) is part of the School of Education, Environment and Development (SEED), and SEED has a Facebook page with lots of useful information for students – so please have a look and 'like' the page: SEED Facebook page

Global Development Institute Lecture Series

In a fast moving world, the Global Development Institute Lecture Series provides space for leading development thinkers to discuss their latest research and ideas. Lectures are free and open to all.

The Global Development Institute Lecture Series is open to staff, students and the general public, no booking required - just turn up.

🖰 https://www.gdi.manchester.ac.uk/connect/events/gdi-lecture-series/

We share a video and podcast of each lecture shortly after.
🖰 https://www.gdi.manchester.ac.uk/podcast/

GDI Research Groups

The Global Development Institute is driven by the desire to advance social justice by conducting world-class, interdisciplinary research that achieves real impact.

Research at the Global Development Institute is focused around our research groups. Within each group you'll find our latest research projects, publications, activities as well as profiles of the academics involved.

   i.   Digital Development
🖰 https://www.gdi.manchester.ac.uk/research/groups/digital-development/
   ii.   Migration, refugees and asylum
🖰 https://www.gdi.manchester.ac.uk/research/groups/migration-refugees-asylum/
   iii.   Global urban futures
🖰 https://www.gdi.manchester.ac.uk/research/groups/global-urban-futures/
   iv.   Growth and distribution
🖰 https://www.gdi.manchester.ac.uk/research/groups/growth-and-distribution/
   v.   Politics, governance and management
🖰 https://www.gdi.manchester.ac.uk/research/groups/politics-governance-management/
   vi.   Global production networks, trade and labour
🖰 https://www.gdi.manchester.ac.uk/research/groups/gpn-trade-labour/
   vii. Resources, environment and development research
🖰 https://www.gdi.manchester.ac.uk/research/groups/resources-environment-development/

Section 2: General Information

2.1 Administrative/Academic Team

You are supported in your studies by a dedicated administrative and academic team.

Administrative Team

You are part of the **School of Environment, Education and Development (SEED)** which includes the departments of Geography, Planning and Environmental Management (PEM), the Manchester School of Architecture, the Global Development Institute (GDI) and the Manchester Institute of Education (MIE). Under the new structure of Student Experience Programme, there are administrative teams with various specialties across the whole school to give students holistic support throughout their journey at SEED. They are Student Information Advice and Guidance Team (IAG); Student Support and Wellbeing Team (SSW); Programme and Curriculum Team (P&C); and Assessment and Progression Team (A&P).

Academic Team

Academically your programme is overseen by the Programme Director, who is ultimately responsible for the management of the Programme. They work closely with the administration team to ensure that all aspects of your Programme run smoothly. The Programme Directors sit on the Programme Committee where issues relating to your programme are discussed, and on the School-level Teaching and Learning Committee, where they discuss wider issues of programme development with Programme Directors from across the School. Additionally you will be allocated an Academic Adviser who will offer academic as well as pastoral support (see **Section 3.3** for more information).

2.2 Contacting the Administrative/Academic Team

Administrative Teams

If you have any queries, please contact [seed.hub@manchester.ac.uk,](mailto:seed.hub@manchester.ac.uk) and one of the administrative teams mentioned above will be in touch with you.

Student Support Hub

The SEED Student Support Hub (open Monday-Friday, 9am-5pm) serves as a face-to-face contact point if you have any query and/or wish to speak to a member of staff in person. The Hub is managed by Information, Advice and Guidance (IAG) team and Student Support and Wellbeing (SSW) team, which is located on the ground floor of Humanities Bridgeford Street Building.

If you're in need of support, the IAG team will be able to provide you any relevant information, signpost you to the right team, refer you to useful resources available, and resolve your queries/issues in an effective manner. 1-1 appointments are also available with SSW staff to discuss any wellbeing-related issues and they can also provide guidance on academic and programme-related queries or concerns such as interruptions/withdrawals.

Additionally, a wide variety of events/drop-ins are hosted inside the Hub across the academic year. Please check out the communications regularly and don't miss out any opportunities to enhance your student experience here at SEED.

Alternatively, you can contact the Hub on the phone by calling 0161 275 2817 (Monday-Friday, 9am-5pm).

Academic Staff

Consultation/office hours for academic staff will be posted on their office doors, and the first floor in the Arthur Lewis Building is open access to students 10.00-16.00 during term time. If you want to see a member of staff outside of consultation hours you may e-mail them to arrange a suitable time.

2.3 Information Points

School of Environment, Education and Development Student Intranet

The main reference point for information about your programme, the department and the School is the School's Student Intranet
🖰 https://www.seed.manchester.ac.uk/student-intranet/

This will hold electronic copies of School documentation such as handbooks, timetables, relevant forms, copies of minutes from relevant committees, mitigating circumstances and disability support information, and will have regularly updated electronic noticeboards. It will also hold details of student representatives for each programme, once they have been nominated.

My Manchester

My Manchester (http://my.manchester.ac.uk) is the single gateway for you to access key tools, services and information to support your studies. You will be able to access all the information and online services you are likely to need on a day-to-day basis here, e.g. email, Blackboard (the University's virtual learning environment), your library account, your personalised examination timetable, your student record and your assessment grades once these have been published.
My Manchester also links through to all University Policies and Procedures, some of which are referenced later in your handbook.

2.4 Communication

In order for your programme to run smoothly it is essential that you maintain good communication with the administrative and academic team.

E-mail

All of the information sent out by administrators and academic staff comes via your *University of Manchester* e-mail address which you are allocated upon arrival. This can be accessed via the internet. **It is your responsibility to ensure that you regularly check your e-mail account.** If you believe that you are not receiving all relevant e-mails, you must inform the Information Advice and Guidance Team *immediately*.

Contact Details

It is your responsibility to keep all contact details up-to-date on the on-line student system (which you used to register). If you change address during the course of the academic year, you must update this system accordingly.

Social Media

There is an official SEED Instagram Account managed by the Information Advice and Guidance Team where all up-to-date school-specific and university-wide activities are advertised.

- Instagram SEED: [UOM SEED (@uomseed) • Instagram photos and videos](#)

The different departments also provide their own Twitter and Facebook accounts which are used for various non-urgent communications, and so you as a current postgraduate student can interact with each other, undergraduate students, alumni and prospective students.

GDI
- Facebook GDI: https://www.facebook.com/pages/GDI-Manchester/275503185890905
- Twitter Manchester GDI: https://twitter.com/GlobalDevInst

Geography
- Facebook Geography: http://www.facebook.com/pages/Geography-at-The-University-of-Manchester/183071438489575
- Twitter Geography: https://twitter.com/GeographyUOM

Planning and Environmental Management
- Facebook Planning and Environmental Management: https://www.facebook.com/pages/Planning-and-Environmental-Management-at-The-University-of-Manchester/134318460039324
- Twitter Planning Manchester: https://twitter.com/PlanningUOM@PlanningUOM

MIE
- Twitter MIE: [https://twitter.com/EducationUoM @EducationUoM](https://twitter.com/EducationUoM)

2.5 Monitoring Attendance and Wellbeing of Students

Recording and monitoring attendance of all students is a University requirement under Regulation XX (Monitoring Attendance and Wellbeing of Students). To this end, the School of Environment, Education and Development will ensure a robust approach to the monitoring and recording of student attendance across all departments and programmes.

The University expects all students to attend all timetabled classes (lectures and small group sessions), meetings with tutors or your supervisor and any other arranged sessions for your programme. Your attendance will therefore be monitored throughout each semester.

The University is introducing a new system for recording student attendance from September 2023 and further details on how to register your attendance will be circulated to students at the start of the new academic year. Recording attendance helps us to see where students might be struggling and to offer support.

The Attendance Monitoring team will be in contact with students where non-attendance has become a concern or where a pattern of absence begins to raise concerns with regards to a student's wellbeing.

Full-time students are expected to be in Manchester for the entire duration of the registration period. Part-time students are also expected to attend all teaching activities in person for the duration of the registration period. If your attendance is being affected by health or personal reasons please see **Section 4.7** for further information.

Full information on the School of Environment, Education and Development's attendance monitoring policies is available to read at:
https://www.seed.manchester.ac.uk/student-intranet/postgraduate/postgraduate-taught/attendance-requirements/

2.6 International Students with a Tier 4 Visa

As part of the University's compliance with UKVI regulations for Student Route (Tier 4) Visa holders, international students must demonstrate that they are physically attending and engaging with their programme. Your attendance on the programme will therefore be monitored for reporting purposes. This is to ensure the University meets the Home Office statutory requirements as a sponsor of Tier 4 students and its responsibilities in accordance with its Highly Trusted Sponsor status. UKVI may request access to these records at any point. If your physical attendance and/or engagement is deemed unsatisfactory by the School then you may be withdrawn from your studies and this would lead to the cancellation of your Student Route visa. To avoid problems with your visa, you must report any unavoidable absence to us as soon as you can to seed.attendance@manchester.ac.uk.

Attendance requirements over the summer dissertation period
This is a 1-year taught Masters programme with a requirement to complete a dissertation during the summer. As the summer is classed as term-time, you should limit your absence from the UK from the end of semester 2 until the submission date of your dissertation to 14 days maximum, unless travel is required for the completion of overseas fieldwork. Absence from the UK outside of vacation periods, or for longer than 14 days during the dissertation period that is not required for overseas fieldwork, may impact your Student Route Visa status and future eligibility for the Graduate Route (Post Study Work) visa, should you wish to apply for this.

How will I be notified about unsatisfactory attendance?
You must check your University e-mail account regularly in case the School is trying to contact you about your attendance and respond to any emails related to this.

What happens if you don't record your attendance or if you miss teaching activities?
The School must be able to confirm your presence to the Home Office on a rolling basis. If you are unable to attend a teaching activity and you do not provide a valid explanation for your absence you will be deemed to be "not in attendance".

Those students identified as "not in attendance" will be reported to the Home Office and the University will cease to sponsor the student's Student Route (Tier 4) visa. The visa will then be curtailed and the student must leave the UK within 60 days.

What happens if you interrupt your studies?
Students who are recorded as interrupting their studies are not expected to attend during their period of interruption.

Further information
For more information on the University's Student Immigration Team:
https://www.manchester.ac.uk/study/international/why-manchester/student-support/immigration/

For more information on Student Route (Tier 4) visas:
https://www.ukcisa.org.uk/Information--Advice/Visas-and-Immigration/Protecting-your-Tier-4-status

If you have any queries about attendance monitoring please contact seed.attendance@manchester.ac.uk.

If you have any queries regarding your Student Route (Tier 4) visa or visa-related concerns, please contact visa@manchester.ac.uk.

2.7 Academic Timetable

Semester dates/academic year/exam dates:
https://www.manchester.ac.uk/discover/key-dates/

Activity	Start Date	End Date
Online induction (new students)	Monday, 11 September 2023	
Welcome Week	Monday, 18 September 2023	
Semester 1 starts	Monday, 25 September 2023	
Winter graduation	Monday, 11 December 2023	
Christmas break	Monday, 18 December 2023	Sunday, 14 January 2024
Semester 1 assessment and exams	Monday, 15 January 2024	Friday, 26 January 2024
Semester 1 ends	Sunday, 28 January 2024	
Semester 2 starts	Monday, 29 January 2024	
Non-teaching period	Monday, 18 March 2024	Sunday, 24 March 2024
Easter break	Monday, 25 March 2024	Sunday, 7 April 2024
Semester 2 assessment and exams	*To be confirmed, but expected to begin Monday, 13 May 2024	*To be confirmed, but expected to end Wednesday, 5 June 2024
Semester 2 ends	Friday, 7 June 2024	
Summer graduation	*To be confirmed, but expected to fall within the three weeks from Monday, 8 July 2024	

2.8 Teaching & Learning Facilities

Library

The School of Environment, Education and Development has subject specific library spaces for GDI, Geography, Planning and Environmental Management materials which are held in the Kantorowich Library which is situated in the Humanities Bridgeford Street Building.
Tours of these facilities will be arranged during your first weeks at University.

GDI Library	Muriel Stott Graduate Research Centre, Kantorowich Library, Ground Floor, Bridgeford Street Building
Geography/Planning Library (Kantorowich)	Ground Floor, Bridgeford Street Building

All students are also strongly encouraged to use the main collections in the main University Library.

The University Of Manchester Library

http://www.manchester.ac.uk/library

The University of Manchester Library, one of the best-resourced academic libraries in the country, provides you with the resources and support you need throughout your programme. The Library houses all the essential text books, across various sites, and has an extensive online collection of e-books, e-journals and research databases.

The "*My Library*" tab in "*My Manchester"* has quick links to all of the Library's resources and services available to students.

Facilities

The University of Manchester Library operates a number of sites across campus. The Main Library offers group study rooms, individual study spaces and computer clusters. Wi-Fi is available throughout the building and a cafe lounge located on the ground floor.

The Alan Gilbert Learning Commons provides a state of the art 24/7 learning environment, offering flexible open learning spaces, multimedia facilities, computer clusters and bookable group study rooms. In addition to the main sites, there are a number of specialist libraries located across the campus. Details of all locations, facilities and opening hours can be found via the Library website.

Get Started: Find Your Resources

Your student card is required to access all library sites around campus and your central university username and password to access the electronic resources. Our **Get Started guide** provides helpful videos on how to use the Library plus information on how to navigate and find support within the Library.

- http://www.library.manchester.ac.uk/get-started/

Use **Library Search** to find books, ebooks, online journals and articles. Use the **Subject Guides** to find appropriate resources/databases for your subject area plus guidance on referencing and keeping up to date with research.

Training and Research Support

My Learning Essentials: The Library provides a comprehensive programme of online resources, workshops and drop in skills clinics throughout the year designed to help you to develop your academic and employability skills.

- http://www.manchester.ac.uk/my-learning-essentials

Feedback & Enquiries: For general enquiries, e-resources support and/or to feedback suggestions please contact the library in person, via phone or online.

- http://www.library.manchester.ac.uk/contact

Library News and Updates:
Keep up to date with the latest library developments via Facebook
https://www.facebook.com/uomlibrary/ or Twitter @UoMLibrary.

Blackwell's

The campus bookshop is Blackwell's, and they are situated next to the Arthur Lewis Building (no.36 on the Campus Map).

Blackwell's stock all your recommended texts, and with their 'Student Price Match Guarantee', should be competitive with Amazon.

They also have a coffee shop, and sell general books, stationery, technology, cards, gifts, University merchandise.
Follow them on Twitter @BlackwellsMcr
https://blackwells.co.uk/bookshop/shops/

Blackboard: Course units and enrolments

Blackboard (Bb) is the web-based platform that we use across the institution to deliver our teaching, learning and assessment online. All of your course units and programme-wide spaces (where relevant) are delivered via Bb.

Access Bb via My Manchester http://my.manchester.ac.uk/ under 'Tools'. In Blackboard you will find:

- a list of all the course units you are registered to take, under the 'Course List',

- a list for Programme spaces or other 'Organisations', in the 'My Communities' list.

Your Bb course units will contain different elements, depending on how your tutor(s) have set them up. They may be used for hosting teaching materials, lecture handouts; for assessment including coursework submission, quizzes; for communication such as class announcements; for collaboration with your fellow students e.g. discussion boards or blogs; or other. If you have any queries about the content in your Bb spaces, please check with your tutor first.

You can find guidance on the various Bb tools as well as other eLearning tools we use at Manchester e.g. Turnitin, accessing the Manchester video portal or other in this page: https://sites.manchester.ac.uk/humteachlearn/student-support .

If you like you can access Bb on your smartphone using the Bb App. For guidance, see: https://help.blackboard.com/Blackboard_App .

When can I access the Blackboard sites for the units I am studying?

Courses become available to students one week before the start of teaching. For *most* courses in 2023/24 this is:

- Semester 1 and all-year courses: 18 September 2023

- Semester 2 courses: 23 January 2024

For details on how to enrol on your course units please see the guidance in the link below

Student Support | Support For Your Studies | Course unit selection | The University of Manchester

To ensure that you have access to all of your courses within Blackboard, you must be enrolled on them through the Student Records system. Once enrolled, your courses should appear on Blackboard from the dates above mentioned.

**What can I do if I cannot find in Bb a course(s) I am enrolled on?**

If you cannot see a course you expect to see, it may be because your tutor has not 'activated' your Blackboard site for the course, or it may be that your enrolment in not completed:

- contact seed.hub@manchester.ac.uk to check that you are fully enrolled;

- check with your tutor that the Bb site has been activated (made available to students);

Note: If you decide to change your course enrolments (from one unit to another) there will also be a delay of up to 24 hours in acquiring your new courses and removing those you are no longer taking. If after enrolment or changing your enrolments your courses are not correctly listed in Bb after 24 hours, please contact the eLearning Team via the Support Portal https://www.itservices.manchester.ac.uk/help/elearning/

More broadly, if during the duration of your studies you experience interruptions in IT or eLearning services such as Blackboard, Turnitin, Video Portal or other please check the Service Availability information on IT services homepage:
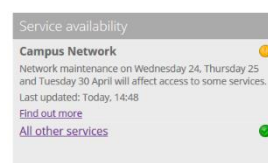
http://www.itservices.manchester.ac.uk/ The Service Availability portlet will display whether there is any known disruption and flag issues with a red or an orange circle (see image). If you experience an issue that is not notified in the Service Availability portal please contact your eLearning team via the Support Portal https://www.itservices.manchester.ac.uk/help/elearning/ .

Arthur Lewis Student Common Room

All School of Environment, Education and Development students have access to the Student Common Room on the ground floor of the Arthur Lewis Building. The room is divided into three main areas: a

laptop area, an area with study tables and a more informal soft seating area. The room is shared with the School of Social Sciences who are also housed in the Arthur Lewis Building.

Technical/IT Support

The facilities

Students at The University of Manchester enjoy access to a wide range of high-quality IT services provided across campus. Within The Faculty of Humanities, there are many computers located within Faculty buildings available for student use, complementing the computers provided by the University in public clusters – including at Owens Park halls of residence, the libraries and the Alan Gilbert Learning Commons.

These include printing, scanning and copying, and access to a wide range of general use and course specific software on the Windows operating system.

The clusters provide access to services offered by schools, faculties and central service providers such as IT Services and the University Library. PC clusters in the Faculty may also provide additional software not available in the central PC clusters.

- [PC clusters on campus](#)

Details of PC clusters across campus and their capacities will be updated on the PC cluster webpages above.

Remote access is enabled for some students on many of the PC clusters. This allows students to log into a University computer from wherever they are. Details of remote access to University PC clusters can be found here.

- [Remote access to PC clusters](#)

Wi-Fi is installed across campus enabling students to access IT services on campus from their laptops or mobile devices. The eduroam network is the recommended service.

- [eduroam](#)

Software

Students can download the Microsoft Office software suite (including Word, PowerPoint, Excel and more) for free, to use on their own computers and mobile devices.

- [Microsoft Office 365](#)

There are also hundreds of software packages in use around the University. Find out which ones are available to you:

- [Applications](#)(If you're using Wi-Fi or you're not on campus, you need to use the VPN to access this site)

Help and advice is available from our Support Centre which can be contacted by phone or via the Support Portal.

- [IT help and support](#)

The return of face-to-face IT support at walk-up support desks on campus is under discussion on how to do that safely, and more information will be posted on IT Services' walk-up support page when this is available:

Technical Resources

The Media Stores in Media Services are able to loan students a range of audio-visual equipment for learning, teaching and research. Training is provided on the use of the equipment and guidance given on getting the best out of the facilities for your learning or event activities.

Other design/technical services

Other design/technical services are also available in the University's *Media Centre* based on the second floor of the Humanities Bridgeford Street Building which provides: black and white photocopies, colour photocopies, colour / black and white printing, scanning, and binding and laminating facilities. The Media Centre can also lend laptops to students for up to a week, in the event of a personal laptop having been stolen or sent for repair. Opening times are Monday–Friday 09.00–17.00 (closed 13.00-14.00)

Printing/Scanning Facilities

All scanning/printing is paid for in advance through your printing account. In order to add money to this account you can use the Online ePayments System or the *Central Printing Credit Top-up Stations (Payment Kiosks)*. A Payment Kiosk is available in the Arthur Lewis G.05 Computer Cluster for purchasing printing credits. Printers are normally available in all computer clusters. For more information visit:

 http://www.itservices.manchester.ac.uk/students/printing/payment/

Print Pull System

The new print pull facility will enable you to print your document from any networked computer and collect the print out at any printer in a University building using your swipe card.
Visit http://www.itservices.manchester.ac.uk/students/printing/ for more information.

Podcasting

The University has introduced podcasting (sometimes known as lecture capture) into many lecture theatres and teaching spaces across campus. This system has been set up to help students replay, revisit and revise from past lectures.

No video cameras are used in the teaching environment; instead podcasting records the output from the projector, which includes: PowerPoints, web browsers, video, or software from a PC, laptop or iPad etc., and the lecturer's voice from microphones at the front of the teaching space.

The recordings are then automatically processed into usable formats and made available to students. Currently 320 locations are equipped for podcasting, making this one of the largest lecture capture installations in the world.

Instructions on how to access podcasts for your classes can be found here: https://www.mypodcasts.manchester.ac.uk/student-faqs/

Section 3: Student experience

3.1 Student Charter

The Student Charter, developed jointly by the University and the Students' Union, is an important part of how we establish and maintain clear mutual expectations for the experience of all undergraduate and taught postgraduates. It sets out what we can expect from each other as partners in a learning community. A copy of the Student Charter can be found on the following webpage: 🖱http://www.yoursay.manchester.ac.uk/student-charter/

3.2 Student Development

Study Skills

Each department in the School of Environment, Education and Development offers study/research skills training as part of the postgraduate programme, whether in named course units or in additional workshops.

Additional writing skills workshops will be available to all overseas students at the beginning of the academic year, on a first-come first-served basis – please ask the Information, Advice and Guidance Team for details of how to sign up. Throughout the course of the year, you are also encouraged to discuss coursework with your Academic Adviser and/or the Course Unit Director, who can assist you with any questions you may have.

Research Training

Students are encouraged to become involved in the wider research community by attending relevant seminars both within and outside the School of Environment, Education and Development. Details of relevant seminars will be circulated via e-mail and posted on social media whenever possible.

My Learning Essentials Training Courses

The Library offers a range of skills sessions throughout the academic year to help you with your research and designed to equip you with the solid base of skills that you will need for academic success. Courses cover study strategies, academic writing, proofreading, literature searching, subject databases, citation and referencing, avoiding plagiarism and a range of workshops on specialist resources and research information skills. Full details of online training sessions, workshops and skills clinics are available on the Library website:
🖱http://www.library.manchester.ac.uk/services-and-support/students/support-for-your-studies/my-learning-essentials

Exam Extra Sessions

On the run-up to University exam periods, the Library run a series of sessions specifically to help students revise and prepare for exams. Further details on sessions will be publicised by the Library closer to the January and May/June exam periods.

Careers

Your Future and your Careers Service

The Careers Service offers a range of activities for UG and PG students from practical help with CVs, applications and preparing for interviews through to helping students decide what they want to do after graduation and help with getting work experience/placements along the way.

By visiting Careerslink, students can access the full menu of events and find part-time jobs, placements, work experience/internships and graduate job opportunities. Careers Consultants from the Careers Service also deliver activity at Faculty and School/Programme level.

Currently, all services have been moved online so students can access the full range of services, including an extensive programme of webinar workshops/ lunchtime live sessions with employers. Once guidance is received, services will return to on-campus delivery as deemed appropriate.

Students should visit the Careers Service website to get full details of how to access our services: https://www.careers.manchester.ac.uk/

Volunteering Hub

Volunteering is a great way to enhance your University experience. The University has an online Volunteering Hub where you will find details of opportunities to get involved in a range of activities that support other students and improve the University community, fundraising, educational, environmental and cultural projects, through to getting involved in charities and not-for-profit organisations in the wider community outside of campus. Further details and access to the hub can be found here: http://www.volunteers.manchester.ac.uk/

The University Language Centre

The University Language Centre provides courses and language learning resources for students from a wide variety of disciplines wishing to include a modern languages element within their studies. It also offers a wide range of courses and services for international students for whom English is not a first language.

Language courses

Offered as part of the University Language Centre's institution-wide language programme (LEAP), these courses are available to students from across the University and may be studied on a credit or on a non-credit basis to complement your degree. The following languages are being offered in 2023/24:

- Arabic
- Chinese
- French
- German
- …
- Polish
- Spanish
- Turkish
- Urdu

For more information on the full range of languages and levels that are available, please consult the University Language Centre website via the link given below.
[University Language Centre - LEAP courses - School of Arts, Languages and Cultures - The University of Manchester](#)

Academic Success Programme: English Language Support

At the University Language Centre, we believe clear academic English is key to your success – whether or not English is your first language. Our Academic Success Programme enhances your academic writing and speaking to help you to reach your study goals. In our workshops, experienced tutors will help you get the most out of your studies by exploring the key features of both written academic and spoken English. A particular emphasis is placed on communicating well with your intended audience. We also aim to boost your confidence to work independently in English.
Please visit our website to find out more and to register for workshops or follow us on Twitter:
[@UoMLangCentre](#)
[www.manchester.ac.uk/academicsuccessprogramme](#)

Open Learning Facilities

The University Language Centre's open learning facilities, situated in the Samuel Alexander Building, offer:

- A well stocked library of materials in text, audio, DVD and CD-ROM formats

- Materials in more than 80 languages

- Two suites of dedicated multimedia PCs for computer aided language learning, DVD playback and access to TVoverIP (for viewing live satellite channels via the University network)

- Booths with LCD screens for group viewing of DVDs

- A conversation room for group work and voice recordings

- Short-term loan of digital recorders, cameras, webcams, etc

- Support and advice for learners from expert staff and through on-line resources

- Access to the Face-to-Face scheme: This is a reciprocal language learning scheme, in which students can meet with native speakers of the language they are learning. International students find that this is a good way to meet home students and to become more integrated into the University. Home students can prepare themselves for study abroad by finding out about their partners' home universities and cultures. Students can arrange the face-to-face meetings online.

A full guide to the University Language Centre's courses, services and its language learning resources is available at: https://www.languagecentre.manchester.ac.uk/.

Extra-Curricular Activities

The Student Union

The Student Union organises many different student activities including student societies and volunteering opportunities. For details please contact the Student Union.
☎ 0161 275 2930
🖰 http://manchesterstudentsunion.com/

The International Society

The International Society organises a programme of events, trips and social activities for international students at the University. It also runs English and foreign language classes, a Women and Families Group, and hospitality scheme to link up international students with local families. They also run a variety of interesting cultural projects that you may be interested in volunteering for.

You can keep up to date on their upcoming activities via social media.
🖰 www.internationalsociety.org.uk
https://www.facebook.com/theinternationalsociety/

Campus Sports

An important way to maintain good health and wellbeing throughout your studies is to engage in sports, either individually or as part of a team. Further information is available at: 🖰 http://www.sport.manchester.ac.uk/sport/.

Social Responsibility is at the heart of everything that we do at the School of Environment, Education and Development.

As the University's third goal, Social Responsibility describes the way we are making a difference to the social and economic well-being of our communities through our teaching, research, and public events and activities. Our web page🖰 http://www.seed.manchester.ac.uk/connect/making-a-difference/ provides a flavour of our social responsibility work and throughout the year, SEED's Director of Social Responsibility will share news of other activities and events. You might like to volunteer, for example. On the University's volunteering website 🖰 www.volunteers.manchester.ac.uk/ you can learn more about the hundreds of opportunities available to you and how to get started. We are regularly looking for people to assist with community engagement and outreach – in the past, we have had a team at both the University's Community Festival and Bluedot and we regularly have Widening Participation activities with Schools. We are also keen to help promote your work, perhaps you are already part of community engagement and would like to encourage others or would like to be nominated for a Making a Difference Award, for example.

3.3 Student Support

Student Services Centre

The Student Services Centre is a central point for information and advice on all non-academic University-related services such as examinations, registration, graduation, finance (including advice on the Living Costs Support Fund), immigration, certificates and transcripts.

☎ 0161 275 5000

Email: ssc@manchester.ac.uk

🖰 http://www.manchester.ac.uk/study/international/why-manchester/student-support/student-services-centre/

Opening Hours: Monday to Thursday 09.00-17.00 & Friday 10.00-17.00

University Student Support

Resources relating to student support can be found at

🖰 http://www.studentsupport.manchester.ac.uk/

Academic Support

If you are encountering problems with your academic work then you should seek help and advice from your Academic Adviser, or your Programme Director. If the problems you are encountering are linked to health or personal problems please also see **Section 4.7 Mitigating Circumstances**.

Pastoral Support

You will be allocated an Academic Adviser at the beginning of your programme. The Academic Advisement system is to help you review your academic progress and development, and to provide assistance to resolve problems you may encounter in relation to your studies in Manchester. This assistance will often take the form of referring students to the appropriate professional support service. You will be able to meet with your Academic Adviser at least once each semester. This may be by means of drop-in sessions which are arranged at specific times. It is your responsibility to attend those meetings which have been arranged. **It is particularly important to arrange to see your Academic Adviser if you have failed any semester 1 course units, or are experiencing any problems affecting your academic progress.**

You will normally retain the same Academic Adviser throughout your programme, but there may be instances where a change of tutor is necessary, for example during staff sabbaticals.

Students can request a change of Academic Adviser if the relationship becomes difficult for any reason and should contact their Programme Director to discuss the reasons why a change is requested. Any students whose Academic Adviser is also the Programme Director, can approach the School's Student Support and Wellbeing team (seed.wellbeing@manchester.ac.uk).

School Student Support and Wellbeing Team

In addition to your Academic Adviser, the School also has a small team of staff who can help students in times of difficulty and are available to meet with students to advise on the kinds of support available in the University, including support for students with disabilities, and to discuss options such as

interruption or mitigating circumstances. If you would like to arrange a meeting, please email the Student Support team (seed.wellbeing@manchester.ac.uk).

Stress and Ill Health

You **must register** with a local doctor (GP) when you arrive in Manchester to receive NHS treatment whilst you are resident in Manchester. The University does not have its own medical service. Registering with a doctor enables international students, their spouse and children to receive **free** medical care, providing they are in the UK for 6 months or longer. You can find a doctor online by visiting the NHS website at http://www.nhs.uk/Pages/HomePage.aspx and using your term-time postcode to search. Information on accessing different kinds of healthcare in the UK can be found here:
http://www.studentsupport.manchester.ac.uk/taking-care/support-services/accessing-healthcare/

If you are unwell for up to one week, you can complete a "Self-Certification" form which can be found on the Student Intranet at: https://www.seed.manchester.ac.uk/student-intranet/postgraduate/postgraduate-taught/mitigating-circumstances/. If you are using this form as supporting evidence for a mitigating circumstances/extension application, the certificate will need to be signed by your GP.

For illnesses that last longer than one week you will need to obtain a doctor's note. This is especially important if you feel that health or personal issues are affecting your academic work and may impact on your ability to meet assessment deadlines. Please refer to **Section 4.7 Mitigating Circumstances.**

If you start to experience longer-term health issues you may wish to consider taking a break from your studies, a period of 'interruption. Please refer to **Section 3.9 Interruptions.**

University Policy on 'Supporting Health, Fitness and Return to Study'

The University is committed to supporting students and recognises the impact that a student's health, wellbeing and conduct can have on their academic progression and wider experience. Issues with any of the above may affect a student's fitness to study. This policy will apply when a student's health, wellbeing, behaviour and/or conduct is significantly impacting on their ability to progress academically or function at University and it aims to ensure that the best interests of the student are considered in relation to their personal situation and to ensure that students who are experiencing issues are supported to address these difficulties at the earliest opportunity and have access to appropriate support services.

The Policy may also be used where the University has significant concerns about the impact of a student's behaviour and/or conduct on their own safety and wellbeing, or the safety and wellbeing of others. If these concerns have not been resolved by the 'Procedure on Support to Study' and the provision of support, they may be considered under the 'Procedure on Fitness to Study'.

The Procedure on 'Fitness to Study' is a two-stage process, which will include an assessment of the impact of the student's behaviour and/or conduct on both themselves and others. Stage 1 will consist

of a School-level Fitness to Study Panel who will make recommendations. If a student is referred to Stage 2 of the procedure, then the Director of Campus Life would become involved.

The full policy and procedures can be found on the University website: http://documents.manchester.ac.uk/display.aspx?DocID=37798 .

All information considered by the School's Fitness to Study Panel will be treated with the utmost confidentiality.

There are a number of specialist services available at the University, to which students can be referred or can self-refer:

Student Occupational Health Service

This service offers confidential care and support on health and safety issues and offers emergency care if you are taken ill on campus. They will also advise the School on whether a student is 'fit to study' or 'fit to travel' on fieldwork in cases of illness. Please note that this service is not a doctor's surgery, and you should register with a GP when you arrive in Manchester.

☎ 0161 306 5806

Opening Hours: Monday–Friday 09.00-16.00

🖰 http://www.occhealth.manchester.ac.uk/

Counselling Service

The Counselling Service is a free service available to all students. Professional counsellors provide confidential one-to-one counselling for anyone seeking help with personal problems affecting their work or well-being. The Counselling Service also run a range of group support workshops on issues such as managing anxiety; exam stress; procrastination; assertiveness; confidence and self-esteem; low mood; and speaking out in groups. They also have a comprehensive range of self-help resources, including recorded workshops and interactive resources available to students on their website.

Location: 5th Floor, Crawford House, Precinct Centre

☎ 0161 275 2864

Email: counselling.service@manchester.ac.uk🖰http://www.counsellingservice.manchester.ac.uk/

24/7 Mental Health Helpline

Health Assured is a 24-hour mental health helpline and wellbeing app.

For mental health and wellbeing support and advice, call the confidential helpline on **0800 028 3766** whenever and wherever you need it.

The 24-hour mental health helpline and app offers access to mental health support from trained counsellors and advisors who are ready to listen and provide help whenever you need it. It's anonymous, non-judgmental and available 24 hours a day, 365 days a year.

Student Union Advice Centre

The Union have independent welfare advisers who can provide advice on a range of matters including academic issues (appeals, complaints and disciplinary matters) health and wellbeing, housing, finance and hardship.
Location: First floor, Student Union Building, Oxford Road
☎ 0161 275 2952
Email: advice.su@manchester.ac.uk
🖱 https://manchesterstudentsunion.com/advice

Disability Advisory and Support Service (DASS)

The single term "disability" is used to cover a broad range of physical and sensory impairments, medical conditions, specific learning difficulties and mental health needs. The definition of disability found in legislation is any condition which has a significant, adverse and long-term effect on the person's ability to carry out normal day-to-day activities.

Therefore, "disability" can include students who have

- A sensory (visual/hearing) impairment
- A mental health difficulty
- A mobility impairment
- A dexterity impairment
- Asperger's Syndrome and other autism spectrum disorders
- Chronic medical conditions (e.g. diabetes, epilepsy, asthma)
- Chronic pain / chronic fatigue
- Cancer
- Specific learning difficulties (e.g. dyslexia, dyspraxia)
- Any other condition which has a long-term and adverse effect on study

The University has a **Disability Advisory and Support Service (DASS)** who can help any students with additional needs and advise students on the support available to them throughout their studies. They can arrange an Assessment of Needs, assist with applications for funding support, arrange dyslexia screenings and discuss appropriate study aids, assistive technology and special examination arrangements if necessary. The DASS liaises with the School of Environment, Education and Development via the School's Disability Co-ordinator (seed.dc@manchester.ac.uk). Students should seek advice immediately if they feel that their work is being affected by a disability.

Location: 2nd Floor, University Place
☎ 0161 275 7512
Email: dass@manchester.ac.uk
Opening Hours: Monday to Friday 10.00 to 16.00
🖱http://www.dso.manchester.ac.uk/
Whenever possible, please telephone or email for an appointment.

Legal Support

For free, confidential advice on any legal issue. The Legal Advice Centre is run by the School of Law.

Location: 188 Waterloo Place, Oxford Road
☎ 0161 275 7976
Email: free.legal@manchester.ac.uk   http://www.law.manchester.ac.uk/legal-advice-centre/

Mediation Service

The Mediation Service provides an alternative, informal method of dispute resolution to students who are experiencing a disagreement or conflict, or who feel that they are being harassed, discriminated against or bullied. They can offer advice to students on ways to approach a difficult situation.
☎ 0161 306 5874
Email: mediation@manchester.ac.uk
http://www.manchester.ac.uk/mediation

Accommodation

Information regarding university accommodation can be sought at **The Accommodation Office.**
☎ 0161 275 2888
Email: accommodation@manchester.ac.uk
 http://www.accommodation.manchester.ac.uk/

or alternatively information regarding private accommodation can be found at **Manchester Student Homes.**
☎ 0161 275 7680 / 7681
Email: manchesterstudenthomes@manchester.ac.uk
 http://www.manchesterstudenthomes.com/Accommodation
The website also provides useful advice on contracts and your rights, as well as household costs and safety issues.

Finance (Debt)

Postgraduate students rely on a variety of sources for their funding: private or family savings, income from work, scholarships offered by governments or charitable foundations, and loans. Students who find themselves in genuine and unforeseen financial difficulties can apply for small sums from the **Living Cost Support Fund**, which is administered by the Student Services Centre. This fund does not assist students with payment of tuition fees and can only provide assistance with living expenses.
http://www.studentsupport.manchester.ac.uk/finances/a-z/living-cost-support-fund/

Finance Advice

Blackbullion is a financial education website for students that aims to help you take control of your money. It offers modules on budgeting, saving and more which you can access on your phone, tablet, or laptop.
 https://www.studentsupport.manchester.ac.uk/finances/a-z/budgeting/ .

If you are experiencing serious financial difficulties which are causing stress and are affecting your academic work then please refer to **Section 4.7 Mitigating Circumstances.**

It should also be noted that degree certificates/awards will not be given out unless all fees have been paid including tuition fees, accommodation fees, library fines, etc. In severe cases where students have large fee arrears, then the University will restrict all access to University resources such as the library and IT facilities, email and Blackboard until the fee has been paid.

Mature Students' Support

If you have just returned to the academic environment from an absence of any length of time you may be interested in the various computing and writing skills services that are available to all students. Please refer to the Study Skills information in **Section 3.2** for more information on these services. Additionally, **The Burlington Society** offers a social and support network for mature and postgraduate students.

Email: burlington.manchester.ac.uk

www.burlington.manchester.ac.uk

https://www.facebook.com/groups/burlington.society

Student Parents

The Student Union provides online resources with guidance and information for student parents in the areas of childcare, schools, funding, accommodation, support groups, and University policies and procedures that may directly affect you.

https://umsu.unioncloud.org/studentparents

3.4 Fieldwork

The School of Environment, Education and Development (SEED) recognises the value of fieldwork. However, the safety and wellbeing of our students and staff remains our priority. The School will assess on a regular basis the viability of any travel and fieldwork and communicate any significant changes to our students at the earliest possible opportunity.

The ability of fieldwork and travel to proceed, and whether any changes to proposed fieldwork and travel might be necessary, will remain subject to factors such as the:

- rules and guidance on travel and activities implemented and published by the UK and overseas governments;
- outcome of any risk assessments conducted by the University;
- educational value and student experience of the fieldwork, if significant changes to the proposed fieldwork would be necessary;
- availability of appropriate insurance cover;
- availability of appropriate travel and accommodation and any significant changes to their financial costs.

All fieldwork and travel will be subject to a rigorous risk assessment process and the implementation of any protective measures identified by the risk assessment to ensure the health and safety of all our students and staff.

In some circumstances, it may become necessary to make changes to fieldwork or programme related travel. The University will notify you of those changes at the earliest opportunity. If any fieldwork does not go ahead as planned, then the School's focus will be on seeking to offer a suitable alternative and ensure that the Intended Learning Outcomes (ILOs) of the programme are met.

Please note that Countries may change their immigration and visa regulations at short notice. The School cannot guarantee that where visas are required for fieldwork, they will be granted but we will take steps so that if a visa is refused, affected students are not academically disadvantaged.

Attendance

Where the fieldcourse is compulsory all students are expected to attend. Where the fieldcourse is optional students will be given a deadline by which they must sign up for the module, this will be in semester 1 and once selected students will not be able to drop the module once the deadline has past. Students attending fieldwork are also required to attend all preparatory lectures and / or seminars.

Part-time students are expected to attend in the second year of their programme; however, this is negotiable on request.

Assessment

You should refer to the information provided in the course structure section of this handbook for information on whether fieldwork is assessed in your programme and if so, the nature of that assessment. Where fieldcourses are not formally assessed, students are encouraged to keep a field diary during the trip and will be expected to critically relate their fieldwork findings to the frames of analysis introduced during taught courses.

Travel Documents and Entry Visas

Students should ensure that they arrive in Manchester with their full passport and, for international students who require one, a UK visa. Many destinations will require that passports and visas are valid for a full 6 months after the date of return from an overseas trip. Students should ensure that their passport and UK visa have the appropriate validity when they arrive in Manchester. If passport or visa renewals or extensions are needed and action is not taken immediately, students may not be able to attend their fieldcourse. For advice on UK visa extensions or renewals, students should contact the Student Immigration Team in the Student Services Centre for assistance. They can be emailed at visa@manchester.ac.uk or telephoned on 0161 275 5000 (option 1). School administrative and academic staff are not qualified to provide guidance on UK visas or immigration issues.

Some destinations will also require entry visas. In this case, students will be guided through the application process. The School has no influence over the visa application process and cannot accept liability if a students is denied an entry visa. Most applications will need to include statements from a UK bank account. It is important that students take steps immediately upon arrival to open a UK bank account. Information on how to do this is available here: http://www.studentsupport.manchester.ac.uk/finances/a-z/banking/banking-made-easy/ .

Vaccinations

Some destinations will require vaccinations and / or anti-malarial medication. These will be prescribed by Occupational Health Services. No additional charge will be made for this. It is the student's

responsibility to ensure that they receive any necessary vaccinations and / or anti-malarial medications in sufficient time to attend the fieldcourse. Failure to obtain the necessary vaccinations and / or anti-malarial medications will result in students not being permitted to attend the fieldcourse.

Students are expected to be vaccinated according to the UK vaccination schedule before travelling. Occupational Health Services will check that this is the case and it is therefore very important that students arrive in Manchester with full details of their vaccination history. Failure to provide this information can result in students not being permitted to attend fieldcourses.

Costs

The School of Environment, Education and Development makes a significant financial contribution to the cost of the fieldcourse, in addition to the amount paid by students via their tuition fees.

You will also need to cover some additional costs such as meals and personal expenditure whilst on the fieldcourse. No refunds can be given for those students who cannot attend fieldwork, as the School does not charge fieldwork fees. Fieldwork costs are budgeted annually and are entirely separate from the fee setting exercise.

Some fieldcourses may be offered as an optional extra and require a student contribution towards the cost of travel and accommodation. If an optional fieldcourse is cancelled, students will receive a refund for their financial contribution. If a student assigned to the trip later chooses not to attend for personal reasons no refund will be given.

Timing

Fieldcourse dates are set at the start of the first semester and you will be informed of them in advance.

Code of Conduct

All students travelling on fieldcourses must adhere to the School of Environment, Education and Development Fieldwork Code of Conduct, which can be found in the Fieldcourse Handbook. You will be asked to sign a declaration agreeing to abide by the Code.

Fieldcourse Handbook

For further and more detailed essential information about fieldcourses, you should ensure that you read the Student Fieldcourse Handbook carefully. The Handbook will be made available at the beginning of semester one, on the student intranet at http://www.seed.manchester.ac.uk/studentintranet/

3.5 Health & Safety (Including Risk Assessments)

University Policy on Health and Safety can be accessed via My Manchester (see Section 2.3)

Online Health and Safety Course

All new students are required to complete compulsory eLearning modules in health and safety at the University. You will be automatically enrolled on the course and it will appear in your class list in Blackboard. You must complete the online courses by no later than week three of semester one.

The purpose of the eLearning course is to:

- provide you with appropriate information on the health & safety policies and procedures in place;
- encourage good practice and set a high standard of health and safety at all times;
- ensure you are aware of and understand health & safety procedures and information;
- enable you to take care of your health and safety and that of others who may be affected by your actions.

You will be required to complete an online assessment at the end of the course.

Working in Arthur Lewis, Ellen Wilkinson and Humanities Bridgeford Street Buildings

The following information is provided for the safety and security of anyone working in or visiting the above buildings.

These buildings are open from 7.30am until 6.00pm. Access around the Arthur Lewis Building is via swipe card only. Telephones are located at the ground floor reception desk and on each link bridge to phone the person you are visiting to gain access. Please note that the member of staff you are visiting is responsible for your well-being whilst you are in the School and we ask that you follow their instructions in the event of an incident or accident.

Accidents and First Aid

There are several first aiders located in all buildings and their names and extension numbers can be found via the QR codes on the First Aid notices which are located throughout the buildings. In the event of an emergency, if you can't immediately locate a notice, call Security on 69966 (internal telephone) or 0161 306 9966 (external telephone).

First aid kits are located in all oasis areas and at the ground floor at reception in the Arthur Lewis Building, and in the administration offices and staff room in Humanities Bridgeford Street Building. In the Ellen Wilkinson Building locations of First Aiders are listed on each floor outside the lifts.

If you need to call for an ambulance, dial 9-999 (internal telephone) or 999 (external telephone) then contact Security on 69966 (internal telephone) or 0161 306 9966 (external telephone), who will direct the paramedics to the building. It is very important that you follow this final step of calling Security – the University of Manchester occupies a large campus and ambulances won't necessarily know where to go to find the correct building. Vital time can be lost if Security are not aware of the call.

Children

Children are only permitted on the premises in exceptional circumstances.

Fire / Evacuation

If it is necessary to evacuate the building, an alarm will sound continuously. Please leave the building by the nearest exit and make your way to the nearest Fire Assembly Point. As a student you must familiarise yourself with the procedures for dealing with an emergency, including discovery of fire, and with the fire exit points in your building and elsewhere in the University where you might find yourself working. Do use all the emergency exits in each part of the Building when they are nearest for you, and do not use the lift in the building when there is an emergency. Fire Marshals in yellow or green vests will be on hand directing staff, students and visitors to Fire Assembly Points.

If you are registered with the Disability Advisory and Support Service (DASS) and have an impairment which affects your ability to exit a building in an emergency situation, the DASS will be in contact with you to arrange emergency evacuation (egress) procedures.

Students who have mobility difficulties should wait in a refuge area. These are located on the 1st, 2nd, 3rd and 4th floor stairwells on the North and South side of the Arthur Lewis Building, along with an Evacuation Chair on the 4th floor. Refuge areas in the Humanities Bridgeford Street Building are located on the stair landings outside rooms 1.70, 1.72 and 1.75 and there are a further three refuge points on the second floor on the stair landings outside rooms 2.13, 2.14 and 2.85. Refuge areas in the Ellen Wilkinson Building are located on each stair landing. Emergency blankets and an intercom system are located on the 3rd, 5th and 6th Floor, A Block and Evacuation Chairs are located on the 4th and 5th Floor C Block.

Testing of the fire alarms is carried out on Monday at 1.30pm in the Arthur Lewis Building, Wednesday at 11.30am in Ellen Wilkinson Building and on Friday at 9.00am in Humanities Bridgeford Street Building.

If you discover a fire, you should:
- sound the alarm by breaking the glass at the nearest call point,
- call the Fire Brigade by dialling 9-999 from any internal telephone,
- evacuate the building by the nearest available exit,
- use the refuge areas if you are unable to use the stairs,
- close all doors behind you and report to the Assembly Point,
- do not collect personal belongings,
- do not use the lifts,
- do not run,
- do not re-enter the building until authorised to do so.

It is your own responsibility to familiarise yourself with the fire exits and evacuation points on all our sites.

Security

You are advised not to leave your belongings unattended. You do so at your own risk. Coin-operated lockers are available on the ground floor and 1st floor of the Arthur Lewis Building. In case of an emergency, call Security, who can be contacted by telephoning 69966 (internal telephone) or 0161 306 9966 (external telephone).

Food

Please always dispose of left-over food and wrappings or containers in bins. Food left on desks or in common areas overnight can lead to problems with vermin.

Toilets

In the Arthur Lewis Building there are male, female and disabled toilets on each floor adjacent to the lift area and these are clearly labelled. In Humanities Bridgeford Street Building there are male, female and disabled toilets on the ground and first floor and lower ground floor. In Ellen Wilkinson Building there are male and female toilets on alternate floors adjacent to the lift area and the disabled toilets are situated on the 1st and 5th floor A Block.

Out of Hours Working

To ensure your safety in Arthur Lewis, Ellen Wilkinson and Humanities Bridgeford Street Buildings during all periods of `out of hours' access, we ask you to observe the following if you are working in the building before 8.00am or after 6.00pm on weekdays, or during weekends and public holidays / University closure periods. It is in your own personal interest to follow these guidelines.

- Ensure the building entrance is locked i.e. the door closes, after you have gained access. In particular ensure that no one follows you into the building without presenting their University ID card to you. If this happens politely request that they present their ID and if this is not done, then please inform Security at the earliest opportunity by telephoning 69966 (internal telephone) or 0161 306 9966 (external telephone).
- If you follow someone into the building, as a courtesy and to avoid Security being contacted, please present your Student ID card without this being requested.
- Sign in (and out when exiting) using the out of hours register – registers are located at the ground floor reception desk of the Arthur Lewis, Ellen Wilkinson and the Humanities Bridgeford Street Buildings.
- Inform someone else of your location and expected time of return (this is in case you are injured e.g. slip on the stairs).
- If possible keep a mobile phone with you at all times.
- The use of the laboratories during 'out of hours' periods is not permitted except by permission of Senior Research Technician for specified 'low risk' approved procedures.

Please note the heating is limited or switched off entirely during weekends and vacation closure so rooms will be very cold in the winter months and there will be minimum IS maintenance.

Risk Assessments

The School of Environment, Education and Development has prepared a set of generic Risk Assessments which cover most activities undertaken by students within the School:
- SEED high/extreme risk overseas travel risk assessment
- SEED low/medium risk overseas fieldwork travel risk assessment
- SEED low/medium risk overseas business travel risk assessment
- SEED off campus UK based travel risk assessment

These Risk Assessments are available to view on the School's intranet ᐃ

https://www.staffnet.manchester.ac.uk/seed/policies-guidance/compliance/health-and-safety/

All students undertaking fieldwork or independent study, for example for the purpose of their dissertation, should complete the relevant Risk Assessment in joint discussion with their supervisor and staff. Students must read and understand these Risk Assessments and consider carefully whether their work is covered. **The generic risk assessments are NOT sufficient in the following circumstances:**

- Visiting countries to which the United Kingdom Foreign and Commonwealth Office (FCO) has recommended against travel
- Visiting countries outside the European Union[13]
- Visiting recognised hazardous areas, for example factories, quarries, mountains & cliffs, glaciers, caves & mines, high crime neighbourhoods, regions of known political instability and warfare, regions identified by the FCO as carrying a high risk of terrorism and regions affected by disease prevalence or outbreak as identified by the World Health Organisation (WHO), including malaria, dengue fever, avian 'flu, swine 'flu etc.
- Visiting hostile environments, e.g. large rivers, lakes, the sea or areas at high risk from natural disasters such as earthquake, hurricane or typhoon
- Visiting areas which are more than 12 hours from medical facilities
- Working with chemical, biological or allergenic hazards
- Research with children, animals, illegal substances or illegal activities or where there are ethical considerations

If the student's work is not covered by a generic Risk Assessment, they must complete a full Risk Assessment.

The following steps should be taken when preparing a full risk assessment:

1. Identify all reasonably foreseeable hazards, even those where you think the risk is low. Make sure all areas and activities are included and record findings on the University's risk assessment form,
2. For each hazard firstly consider whether it can be removed completely or replaced by a less hazardous alternative,
3. If not, write down any existing controls which you know are in place already.
4. Assess the risk with the existing controls in place. i.e. how **likely** it is that harm will occur and how **severe** the outcome will be,
5. You should then be able to answer the question – Are the existing controls adequate to prevent the harm occurring or is it reduced to an acceptable level, bearing in mind the risk, the legal obligations and standards of good practice?
6. Sign and date the risk assessment. If additional work is required, write an action plan and specify who is responsible for carrying out the actions listed and a timescale for their completion.

When completing a full risk assessment, the following check-list should be considered:

- Travel from home location to fieldwork location,

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[13] Students should not assume that simply because the fieldwork is taking place within the European Union, a full risk assessment is not required. All foreseeable hazards should be carefully considered to ensure the generic risk assessment is appropriate.

- Travelling in fieldwork destination country (self-driving, public transport, domestic flights etc.),
- Terrorism threat level,
- Personal security risk & threat of crime,
- Defect or failure of equipment,
- Safety and quality of accommodation,
- Weather conditions (for example, adverse conditions, extremes of temperature etc.),
- Environment (for example, rough terrain, altitude, sea or water courses etc.),
- Urban environment (for example, traffic conditions, crime levels etc.),
- Distance from medical facilities,
- Lone working,
- Hazardous activities (for example, diving, snorkelling, swimming, caving, climbing etc.),
- Communication difficulties (for example mobile phone reception, language barriers etc.),
- Hygiene levels,
- Emergency communication (for example, contact with University, home Embassy or Consulate etc.),
- Prevalent disease or health concerns (for example, malaria, dengue fever, HIV, influenza, rabies etc.),
- Vaccinations and / or prophylactic medication (for example, anti-malarials),
- Pre-trip medical and dental screening,
- Cultural sensitivities (for example dress, speech, sexual conduct).

This list is NOT exhaustive but should be considered as a minimum. It is unreasonable to expect one person to identify all the hazards associated with a particular activity or area. The joint involvement of supervisors and staff is crucial as often each individual may be aware of different aspects of the task and its associated hazards.

Guidance on known risks associated with specific destinations can be sourced from the UK Foreign and Commonwealth Office (FCO) website at https://www.gov.uk/foreign-travel-advice and the website of the World Health Organization (WHO) at http://www.who.int/en/.

You should also review the University's risk assessment guidance at
http://documents.manchester.ac.uk/display.aspx?DocID=10128 and the University's guidance on
Health & Safety in Fieldwork at
http://documents.manchester.ac.uk/display.aspx?DocID=15496 .

3.6 Student Representation

Student Representatives are students who are appointed as representatives by their peers for their particular Programme, School or Faculty to champion your interests, promote your views and act as a mouthpiece between you and decision makers in the University.

The School is committed to receiving and responding to student feedback in order to bring about improvement in the quality of the student experience and the development of teaching and learning

across all its programmes. The system of student representation in each department and within the School of Environment, Education and Development as a whole is designed to give students every opportunity to establish and maintain dialogue, both formally and informally, between the student body and staff in order to aid development of programmes of study, the student experience and the quality of the institution as a whole.

Student representation covers a diverse range of activities, which varies depending on the population of students being represented. Representatives can use surveys and student focus groups to collect data and feedback from students in order to inform decisions and make positive change.

Representatives are invited to take part in many different groups and committees where key decisions are made, such as the School Student Support Forum, School Boards, Department Teaching and Learning Committees, Programme Committees.

Committees

Programmes Committee

Each programme in the School will belong to a Programme Committee through which individual or groups of relevant programmes are managed.

Department Teaching & Learning Committee

The School of Environment, Education and Development has a Teaching and Learning Committee within each Department at which decisions regarding programmes are taken and fed into the School Teaching and Learning Committee.

The School Student Support Forum

The School of Environment, Education and Development has a Student Forum which gives student representatives the opportunity to report back to members of senior School management staff on their experience of the provision of teaching and learning, along with issues concerning University facilities such as Library, Estates, IT, eLearning.

The School Board

The School Board sits four times a year, and is the decision-making body of the School. It is constituted by all members of academic staff and representatives from the research, professional support services and student groups within each of the School's five departments.

The School Health and Safety Committee

The School Health and Safety Committee meets once or twice a year and is made up of representatives from the academic and administrative staff and student body from the School of Environment, Education and Development.

Faculty Staff/Student Committee

Student representatives will also be called upon to attend one or two Faculty-level meetings per year.

Student representatives may also be sought during the course of the year to sit on smaller working groups where student input is important.

Election to the Role of Student Representative

Student Representatives should be appointed as soon as possible after the start of a new academic year. Training for new student representatives will be provided online by the University Student Union and student reps notified once this is available.

Student representation on Programmes Committees is decided by informal discussions amongst the student body for your Programme.

Further information on the role of the student representative, training available for new student reps, and the remit of the various School committees can be found on the student intranet at ⌐https://www.seed.manchester.ac.uk/student-intranet/support/student-representatives .

3.7 Student Complaints

University General Regulation XVIII (Student Complaints Procedure) sets out the procedure for handling complaints by students. A complaint is defined as *'an expression of dissatisfaction which merits a response'* and covers complaints about the provision of programmes or parts of programmes, services or facilities by the University, or the actions or lack of actions by University staff. The Student Complaints Procedure does not cover matters relating to assessment and progression (see **Section 4.10 on Academic Appeals**), nor complaints involving allegations of misconduct or harassment, as these are covered by separate procedures (see **Section 3.8** on **Dignity at Work and Study** below).

Informal Stage

Most complaints can be resolved informally and where practicable a complaint should be dealt with as close as possible to the point at which it arises.

Minor individual problems may be brought to the attention of a Course Unit Convenor, your Programme Director or your Academic Adviser, who will work with relevant School staff and the Student Support and Welfare Team to deal with your complaint.

Collective complaints (for example about a course unit or teaching arrangements) should be reported up through your student representatives to the Programmes Committee or your Programme Director.

If you wish to make an informal complaint, you should outline your concerns in writing in a letter or email, providing all relevant evidence to back up any claims you are making, and send this to the Head of Department, with a copy to the Student Support and Wellbeing Team (seed.wellbeing@manchester.ac.uk). Your complaint will then be investigated and a written response will be sent to you.

Complaints should be made as soon as possible and in any case **within eight weeks of the events or actions (or lack of actions) which have prompted the complaint**. The School will not normally consider complaints made after this period, unless there is good reason for the delay.

Formal Stage

If you feel that you have explored all avenues within the department and the School and are unsatisfied with the response, formal procedures can be invoked by completing a Complaint Form available from the University website at: http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=1894. The completed forms and any enquiries should be sent to the Appeals, Complaints and Malpractice Officer in the Faculty of Humanities Office (telephone: 0161 306 1119, email: humsacm@manchester.ac.uk).

The Complaints Procedure does not cover the following, for which separate procedures exist:

(a) appeals against decisions of an Examination Board (or equivalent body) where a student is seeking an academic remedy (Regulation XIX, Academic Appeals Procedure: http://documents.manchester.ac.uk/display.aspx?DocID=1872) ;

(b) complaints involving an allegation of misconduct by a student (Regulation XVII, Conduct and Discipline of Students: http://documents.manchester.ac.uk/display.aspx?DocID=6530) ;

(c) complaints involving an allegation of harassment, discrimination, victimisation and/or bullying by a student or member of staff (Dignity at Work and Study Policy and Procedure: http://www.staffnet.manchester.ac.uk/equality-and-diversity/policies-and-guidance/dignity-at-work-and-study/);

(d) complaints against the Students' Union (Code of Practice on the Students' Union: http://documents.manchester.ac.uk/display.aspx?DocID=12019), other than through requesting a review of the outcome of any complaint against the Students' Union having exhausted the Students' Union complaints procedure;

(e) If a student wishes to complain about specific accommodation issues, then complaints in this regard can be submitted directly to the Division of Residential and Sports Services as detailed on the following website:
http://www.accommodation.manchester.ac.uk/current/here/info/complaints/ .

3.8 Dignity at Work & Study

The University of Manchester does not tolerate any form of harassment, discrimination or bullying. If you believe that you are being bullied or harassed, the University has a 'Report and Support' platform which allows students to securely report bullying, harassment, sexual harassment or discrimination and receive confidential advice from a Harassment Support Adviser. Reporting can be done anonymously and the platform can be found here: https://www.reportandsupport.manchester.ac.uk/. For further information on the Dignity at Work and Study policy, see:

🖱 http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=22733.

3.9 Registration and Progression

Registration

Registration for both full-time and new part-time students is undertaken on-line. On arrival at the University, you will be provided with a University Student ID card which is also your Library Card and holds information about your programme, length of stay and eligibility to use University facilities.

You will have received detailed information regarding registration prior to your arrival and it is also included in your welcome pack. Further information about registration is also available at 🖱 http://www.welcome.manchester.ac.uk/new-students/get-ready/.

Academic and Financial Registration must be completed by the 31 October 2023. Late registration after 31 October will incur a £200 charge.
Course Unit Selection can be completed up to the end of the second week of teaching. It is important that your Academic Advisor and Programme Director meet with you to advise you **before** you select your course units.

If you have not completed your registration nor paid your tuition fees by 31 October 2023 the School will withdraw you from the programme.

Part-Time Re-Registration

Those students on part-time programmes will be contacted over the summer months with details about how to re-register. You should contact the Programme and Curriculum Team in September if you have not received any information about re-registration.

Late Registration

You should arrive in Manchester no later than the Sunday prior to the first day of Welcome Week. **If you cannot arrive in Manchester until after the Monday of Welcome Week, for example due to issues with a visa application, you must contact your Admissions contact at the earliest opportunity.** After this date, you will be considered a late arrival and will be required to provide evidence to support the reason for your lateness. The final deadline date for late arrival is the **31 October 2023.** Your P&C Administrator and Programme Director will then consider whether it is appropriate to approve your late arrival. Unapproved late arrivals will be deferred to the next academic year and you will be withdrawn from the programme. Note that late arrival cannot be used as part of any mitigating

circumstances case and students must ensure that they are aware in full of issues discussed during the induction process (especially with regard to plagiarism).

Transfer between Programmes

Transfer between programmes may be allowed before the 31 October 2023 under *exceptional circumstances*. Students who wish to be considered for transfer must complete a *Programme Transfer* form available from the School's student intranet, and submitted to the Student Hub. This form will then be sent to the Programme Directors involved for approval or rejection.

Course Unit Changes

Registration for Course Units takes place at the start of the first semester. Once you have registered for these course units you will be able to make changes to your optional choices via the online system until the deadlines shown below. It is imperative that your record of course units is correct in order that you are subsequently entered for the correct exams and assessments.

Semester 1 deadline for course unit changes	07 October 2023
Semester 2 deadline for course unit changes	17 February 2024

Withdrawal

If you are considering leaving (withdrawing from) your Programme, please speak to your Academic Adviser immediately. Your Academic Adviser may be able to present an alternative perspective on your situation and will certainly be able to offer advice on how to proceed.

If, for whatever reason, you have firmly decided to withdraw from the Programme, you should inform your Programme Director, and submit a *Withdrawal Request* form (available from the Student Intranet) to seed.hub@manchester.ac.uk. The University will only refund fees from the day the School receives this confirmation of your decision to withdraw.

Interruption

It is the expectation of the University that you will complete your programme in one continuous period of uninterrupted study. It is understood, however, that you may encounter personal difficulties or situations which may seriously disrupt your studies. In such instances, you may be granted a temporary interruption to your studies.

It is important to realise that we may not be able to provide an identical teaching, supervision and assessment experience on your return as would otherwise have been available. Programmes of study and regulations change to reflect developments in the subject, requirements of external bodies and the resources available to the University. While we will try to make reasonable provision for you following your interruption you need to realise that permission for an interruption is a privilege and not a right.

During your period of interruption you will not be a registered student of the University and your right to be on University premises will be that of a member of the public. You may not undertake work on University premises as you are not covered by our insurance agreements. You should also note that

you will lose onsite IT and student library access; however, you can retain remote email access to your student email account. You do need to ensure, however, that, if necessary, you save work and provide alternative forwarding contact email details to us.

If you fail to return and re-register at the expected date of return following an interruption, we will attempt to contact you but if we receive no response after 30 days following your expected date of return, you will be withdrawn from the programme.

If you decide, after discussing with your Academic Adviser, to take a break (interruption) from your studies for whatever reason, please speak to your Programme Director. Interrupting your studies will need approval and the implications of any interruption (including financial and academic) need to be carefully thought through. If you are an overseas student, an interruption may also affect your visa and so advice should be sought on this from the Student Immigration Team in the Student Services Centre:
http://www.studentsupport.manchester.ac.uk/immigration-and-visas/changes-during-your-studies/. If you are in receipt of a PGT Student Loan, you should also check the implications with the Funding Team. Further information on the financial implications of interrupting can be found here: http://www.studentsupport.manchester.ac.uk/finances/tuition-fees/payments/interruptions-and-withdrawals/.

Once you have taken all of this advice you must submit an Interruption Request Form (available from the student intranet) to the Student Support & Wellbeing Team.

Once an interruption has been approved, you will be contacted by the School with details of the terms of the interruption and the return date. It is your responsibility to ensure you keep in contact with your Programme Director throughout the period of interruption and update them with any details which may affect your return.

See also **Section 4.7 Mitigating Circumstances.**

3.10 Graduation

Graduation

Should all deadline dates with regard to dissertation submission be met, and should all assessment requirements be fulfilled, students will graduate in the July/December following the completion of their programme. Should you not be able to attend the Graduation Ceremony, the University will arrange for your certificate to be sent to you as proof of attainment.

Graduation is organised via the Student Services Centre (SSC), and not through your Programme Administration Team. You will be contacted directly by the SSC with information regarding Graduation. Further information is available from the SSC Graduation website at http://www.graduation.manchester.ac.uk/ .

Debts

Students will not be able to graduate should they owe the University money in the form of tuition fees, accommodation costs or other costs such as library fines. Proof that the debt has been paid will be needed before their result can be released.

3.11 The University of Manchester Alumni Association

At Manchester we are proud to have the largest global alumni community of any campus-based university in the UK, with many of the 300,000 graduates we are in contact with holding top positions in every imaginable field. The University of Manchester's Division of Development and Alumni Relations is here to help alumni maintain a lifelong connection with us and with each other, sharing experiences and expertise and enjoying alumni-exclusive offers, events, networking and volunteering opportunities.

Many of our alumni help to influence and inspire the next generation of Manchester graduates by volunteering their time and expertise. Our alumni volunteers mentor and network students, take part in careers Q&As, provide internships and placements, and act as hosts for our Global Graduates programme – all to give you the high-quality experience and transferable skills that are vital in ensuring a return on investment into a degree.

Some alumni also support the University financially, enabling researchers and graduates to contribute towards a more progressive, responsible world, and help us offer Access Scholarships to high-achieving undergraduate students who come to us from backgrounds under-represented in higher education.

Many of our graduates hold positions of seniority in business, academia, politics, industry and the media, including:

Lord Terence Burns
Chairman, Santander UK

Professor Brian Cox OBE
Physicist and Science Communicator

Jane Cocking
Humanitarian Director, Oxfam

Jesse Armstrong and Sam Bain
Writers of television comedies – Peep Show and Fresh Meat

Benedict Cumberbatch CBE
Actor

Chuka Umunna MP
Former Shadow Secretary of State for Business, Innovation and Skills

Sir Peter Maxwell Davies
Composer and Conductor

Lord Norman Foster
Architect and Designer

Professor Dame Sally Davies
Former UK Government's Chief Medical Officer for England

Sophie Raworth
Presenter, BBC News

Teo Chee Hean
Acting Prime Minister of Singapore

Parineeti Chopra
Actor

Toby Jones
Actor

Professor Danielle George
Radio Frequency Engineer and Presenter of the 2014 Royal Institution Christmas Lectures

Tom Bloxham MBE
Founder of Urban Splash and former Chancellor of the University

Frances O'Grady
First female General Secretary of the TUC

You automatically become a member of our alumni community on graduation, but to get the full benefit you should register at your.manchester.ac.uk during your final year. You can also follow us on Twitter at @alumniUoM, like us on Facebook at www.facebook.com/alumniuom and join our LinkedIn group – just search 'The University of Manchester Alumni Association'.

Section 4: Assessment, Examination and Feedback

4.1 Types of Assessment

Across the course units you will undertake you will encounter various types of assessment such as written course work, oral presentations, group projects, reports, or examinations. You should be given the full details of how the course unit will be assessed at the start of the semester by the Course Unit Director.

4.2 Feedback

Feedback on academic work

During the course of your programme, you will receive feedback on your progress. Feedback can take many forms: it may be diagnostic to inform the lecturer or seminar leader of your level of knowledge when beginning a course unit, or it may be formative, given during a course unit to enable you to improve your performance in further assessments, for example the way you structure or reference an essay. This is the type of feedback that you will probably come across the most often. Summative feedback would occur at the end of a course unit to inform you of your performance over the whole unit (see **Section 4.4/4.5 below**). You may come across all or some of these examples.

Feedback does not just come from your tutor or lecturer in a formal way, for example when you receive written comments on your work. Feedback can also be informal, during a class and can come from your peers as well as from a member of staff or can take place during self-assessment exercises online. It could also occur when a member of staff responds to your questions by email.

Feedback from you about your course unit

At the end of each course unit you are asked to complete an online questionnaire which asks you to rate the teaching, resources etc. It is vital you complete this to ensure we can continue to improve our course units. Once we receive the results of these Course Unit Surveys, each academic member of staff is asked to respond and take action on the feedback.

Changes to course units have been made following student comments so it is important to make your views known by completing the surveys.

If there are ongoing issues with course units whilst they are being taught then speak first to your Course Unit Director and Academic Adviser for advice or ask your Student Representative to raise the issues at your Programme Committee.

4.3 University Ordinances and Regulations for Masters Degrees

The University Ordinances and Regulations for Masters Degrees can be found in this handbook in Appendix 2. These rules govern the award of your degree and it is your responsibility to ensure that you are fully aware of the regulations. If you are unclear regarding any aspect of the regulations then seek advice from the Programme & Curriculum Team, Programme Director or the Student Support and Wellbeing Team.

4.4 Coursework

Submission dates for assessed coursework

Each Course Unit Director will set specific times and date/s for the submission of assessed coursework. You should be informed of assessment requirements and deadlines at the start of the semester.

How to submit your assessed Coursework - Turnitin

Submissions are made using Turnitin through Blackboard and should be made by the published submission date and time. Turnitin is an integrated assessment tool within Blackboard which facilitates the electronic submission of assignments. Submissions must be uploaded by the published deadline. Guidance on how to complete the uploading of your submission will be made available by the Assessment and Progression Team.

Students should not leave online submission until the very last minute before a deadline in case the system is running slowly or there are technical issues. Students should aim to submit work by an hour before the deadline, and no later than 30 minutes before, to ensure adequate time for upload. An assessment will be recorded as late by the system even if is only by a minute, and a late penalty will be applied.

It is also important to note that it is the final piece of work submitted prior to the deadline which will be accepted, and you cannot later claim that the wrong piece of work or wrong version of a piece of work was submitted or that you submitted a draft by mistake. No substitution of a file can be made after the deadline has passed.

Although every attempt is made to work within these guidelines, changes may need to be implemented across the year. The School has a commitment to inform students about these changes well in advance of the submission date.

How to submit your assessed Coursework – Hard copy

For submissions that cannot be made using Turnitin (e.g. posters) then these should be submitted to the location identified as a hand-in point by the specified deadline. Guidance for submitting hard copy work, should it be necessary, will be made available by the Assessment and Progression Team.

If a classmate is submitting work on your behalf, please note that **it is your responsibility to ensure that the correct work is submitted**.

Presentation of Assessed Work

Each piece of assessed coursework should be word-processed and submitted with a word count on the front page. Text should be at least font size 12, with line spacing of at least 1.5 and double sided in most cases. As we operate an anonymous marking system, you should not put your name on the assessed work, and instead ensure that your student registration number is presented as a header/footer throughout the piece of assessed work.

University Proofreading Statement

If a student chooses to approach another person to proofread their written work or seeks to use the services of a proofreading service or agency, they must take account of the following principles:
- it is the responsibility of students to ensure that all work submitted is their own, and that it represents their own abilities and understanding. Any proofreading of work that is undertaken by a third party must not compromise the student's own authorship of the work;

- proofreading undertaken by a third party must not take the form of editing of text, such as the adding or rewriting of phrases or passages within a piece of student's work;
- proofreading undertaken by a third party must not change the content or meaning of the work in any way.

Word Count Policy

Each Course Unit Convenor will set a specific word count for the piece of assessed work to which you are expected to strictly adhere. Markers can take into account minor transgressions of up to 10%, but any piece of work which is significantly over the specified length will not be marked and may have to be resubmitted as a Resit / Referral.

Students **must** include a word count on the front page of every piece of work. The word count includes: chapter footnotes and endnotes, quotations and tables. It should not include: the bibliography or appendices. Failure to indicate the word count, or the provision of a false word count, may lead to disciplinary action.

Please see the School's full policy on Word Count in **Appendix 4.**

Penalties for Late Submission

Please note that in accordance with University policy, any student who submits a piece of assessed coursework after the submission deadline will receive a penalty, unless they are subsequently able to prove Mitigating Circumstances (See Section 4.7).

The penalty for late submission at postgraduate level is the deduction of 10% of the maximum amount of marks, for which the following principles will apply:
- A deduction of 10% of the maximum available mark every 24 hours until the assignment is submitted or no marks remain (e.g. if the work is marked out of 100, this means a deduction of 10 marks per 24 hours late. If the work is marked out of 20, the deduction would be 2 marks for every 24 hours late.)
- A 'day' is 24 hours, i.e. the clock starts ticking as soon as the submission deadline has passed; (Note that a penalty of 10% would apply, regardless of whether a piece of work is 1 minute or 23 hours late).
- Weekends, bank holidays and University closure days are included as part of the 24hours/calendar days in this policy.
- Submission dates and times are in UK local time and is the responsibility of the student to check the relevant time zone.
- The use of online submission via Turnitin allows us to see when a submission is made after the deadline;
- Where paper copies of assessment work are submitted, students will receive a receipt which indicates the date and time of submission;

Please note that the standard penalty relates to first attempts only. Students who submit referral assignments (further attempts of up to half the taught credits, as opposite to original assignments/first attempts) after the deadline will be automatically subject to a mark of zero. There are no further resit opportunities for referred assignments that are submitted late, unless there is approved mitigation.

There is no sliding scale for late submission of open book examinations where students will be awarded a mark of zero in the absence of mitigating circumstances.

Any late penalties are applied via the student system and are not included in provisional marks posted on Blackboard.

Full regulations with regard to your assessment can be found in **Appendix 2.** It is your responsibility to ensure that you are fully aware of these regulations. If you are unclear regarding any aspect of the regulations then seek advice from the Assessment & Progression Team, Programme Director or the Student Support & Wellbeing Team.

Marking

The assessed work for each course unit is subject to first marking by an Internal Examiner and moderation by an Internal Moderator. Course unit assessments are then submitted to the External Examiners for moderation. **All marks are provisional until the June Exam Board** following the application of any late penalties. Scripts may be re-graded or scaled upon recommendation by the External Examiners at the Board of Examiners' Meeting.

Please note that there is no provision for assessed work to be re-marked on the request of an individual student.

The criteria used in marking can be found in **Appendix 1**.

Feedback is returned to each student, on the understanding that all marks are provisional until after the Board of Examiners' meeting in June. Any students who have failed an assessed piece of work should consult the Course Unit Director concerned for further feedback. Assessments, exam scripts and feedback are retained by Assessment and Progression Team as all examined work must be available to the Board of Examiners. Marked exam scripts, however, are available for use in discussions between Course Unit Directors, Academic Advisers and students. Assessed work is usually marked online using Grademark and once results have been made available, students will be able to access their scripts along with the marker's comments and feedback online via Blackboard.

Students may expect the return of marked coursework within 15 working days of the date on which it was submitted. In exceptional cases where it is not possible to return work within this timescale, Course Unit Directors will notify students concerned of the expected return date. The University Feedback Policy can be found at:
http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=6518 .

4.5 Examinations

Format

If your course unit is assessed by a set examination this could be either an online exam with submission via Blackboard or on campus in Manchester under invigilated conditions.

Timing

Should your course unit be assessed by a set examination this will be undertaken at the end of the semester in which the course unit is taught. Examinations are held in January for first semester course units, and in May/June for second semester course units. Resit exams take place during the last two weeks of August. Examination timetables are produced centrally by the University Examinations Team in the Student Services Centre. Details of examinations/assessments will be published on course unit blackboard pages.

Exams Timetable

You will be informed of the dates of examinations via your University e-mail address (see **Section 2.4**) and for on campus exams you will be able to access an individual exams timetable via My Manchester (http://my.manchester.ac.uk) and by clicking on 'My Exams' once the timetable has been published by the University. The timetables will be published in advance of the actual exams on a date to be confirmed by the University Examinations Team.

The examinations timetable is produced using dedicated software for which the overarching factor is the production of a timetable with no, or as few as possible student clashes. Whilst attempts are made to ensure that you have a spread of examination dates throughout the examination period, in many cases this is not possible given the institutional constraints on the numbers of examination venues that are available, the number of examinations which are scheduled to take place and the options available to students on any particular programme of study. You should expect therefore to have examinations on two or more consecutive days, and potentially, have more than one examination within a single day.

Fees for Exam Resits

It should be noted that a fee may be charged by the University for any resit examinations which you are required to take. The fee is payable directly to the Student Services Centre and can be made via the online store: https://estore.manchester.ac.uk/.

Resits abroad

The University does not permit students to take on campus resit examinations abroad and any students undertaking an on campus resit examination during the August resit period are expected to return to Manchester to sit the examination under invigilated conditions.

4.6 Dissertations

You will be given a handbook with guidance for dissertation preparation and submission at the beginning of your second semester.

Final dissertation results are normally issued to students in November following the Board of Examiners' meeting. Provisional results may be issued before the Board has taken place. Students should not make arrangements for Graduation until final confirmation of results has been received. If a dissertation resubmission is required, students are given 6 months to resubmit.

4.7 Mitigating Circumstances

It is essential that if your work is being affected by personal or medical circumstances you seek advice from your Academic Adviser / the School's Student Support & Wellbeing Team (seed.mitcircs@manchester.ac.uk or seed.wellbeing@manchester.ac.uk). They will be able to talk you through the process to apply for an 'Extension' or 'Mitigating Circumstances'. The University defines Mitigating Circumstances as 'unforeseeable or unpreventable circumstances that could have, or did have, a significant adverse effect on the academic performance of a student'. If you think that you may not be able to hand in an assignment by the deadline, or your performance or academic progress is likely to be affected by your circumstances, you may submit an Extension Request or a Mitigating Circumstances Form with relevant supporting evidence, for consideration. The Student Support & Wellbeing Team will be able to advise on the deadlines for the submission of forms and documentation, and the type of documentary evidence required.

Forms
The online forms to apply for and Extension or Mitigating Circumstances are available on the student intranet at:
📌 https://www.seed.manchester.ac.uk/student-intranet/postgraduate/postgraduate-taught/mitigating-circumstances/

Deadlines for Submission of Applications
Extension forms must be submitted <u>at least 2 working days</u> before the assessment submission deadline.
Mitigating Circumstances forms must be submitted within a week of the end of the exams period in each semester, or by the end of Resit exams period in August/September.

Please note that it is the sole responsibility of the student to submit a request for consideration of mitigating circumstances by the published deadlines. Applications should be submitted before a course unit submission deadline has passed and applications will not be considered once grades have been published.

Evidence
Evidence is compulsory for all mitigating circumstances requests. The nature of the supporting documentation required for a Mitigating Circumstances Request will vary according to the nature of the circumstances, but it must be sufficiently independent and robust to confirm the veracity of the case you are making. If supporting evidence is not in English, a translation should be supplied. Evidence should be submitted as soon as possible after applying, to: seed.mitcircs@manchester.ac.uk. Evidence does not have to be supplied at the time of submitting the online form. Details of the kinds of evidence which can be supplied to support an application can be found on the student intranet.

Evidence is not required for an Extension Request of up to 5 working days.

Late Submission

Students who are submitting assessment work late on the grounds of mitigating circumstances should submit the work **as soon as possible** after the submission deadline. Students should **NOT** wait for their case to be considered, or until after the decision concerning approval of mitigating circumstances has been communicated, before submitting work. Consideration will be given to the amount of time a student has taken to submit after the deadline and a judgement will be made on whether this is justified by the severity of the circumstances detailed in the supporting documentation.

Timescale for Decisions

Extension Requests will normally be actioned within 2 working days of submission.

Mitigating Circumstances cases will normally be considered on a fortnightly basis and decisions will be communicated in writing to students within 2 working days of consideration.

Outcome of an Extension Application

Students with relevant grounds and whose applications have been approved will be granted extensions of an extra 5 working days to the original deadline.

Students who are registered with DASS and have 'automatic 1-week extensions' as part of their support plan, can apply for an additional extension of 5 days if the automatic extension is not sufficient.

The outcome email will confirm the new date of submission and the assessment should be submitted by 2pm on the extended deadline into the relevant inbox on Blackboard.

Possible Outcomes

In accordance with the Mitigating Circumstances Policy, mitigation will not result in the changing of any marks, except for cases where a penalty for late submission is waived. Instead, mitigation may result in a further attempt at assessment being made available, a reassessment attempt being made available as a first sit rather than resit, a mark being disregarded, or a student may be given a mark for a whole course unit based on their performance in the part of the assessment which was not adversely affected. The course unit may also be 'flagged' for further consideration by the Exam Board or in case the overall degree result is borderline between two classifications.

Please see below some examples:
- 'C3 Waive late submission penalty' – this is granted to students who have submitted work after the original deadline. It essentially means that you will not be penalised for a late submission.
- 'A6 Flag for Exam Board' – this is granted to students who have submitted their work on time before the original deadline but where academic performance may have been impacted by the circumstances. The A6 Flag acts as a precaution; the Exam Board is made aware of your extenuating circumstances and, in the event of grades being out of line with your profile, further action may be taken to ensure that you are not disadvantaged.

- 'Rejected' – this means that you did not have permissable grounds for mitigation and are therefore expected to submit your work on the original deadline as communicated by the Course Unit Director.
- 'Accepted pending evidence' – this means that your grounds for mitigation have been accepted, but you are required to send some supporting evidence of your circumstances before the decision can be confirmed and recorded. Supporting evidence needs to be emailed to: seed.mitcircs@manchester.ac.uk.

Grounds for Mitigation

Please see below for examples of possible mitigating circumstances as well as circumstances which will not be considered as grounds for mitigation.

Examples of possible mitigating circumstances:
- Significant illness or injury; or worsening of an ongoing illness or disability, including mental health conditions; (please see the following DASS webpage for examples of disabilities: http://www.dass.manchester.ac.uk/who-do-we-support/current-students/)
- The death or critical/significant illness of a close family member/dependant
- Significant family or personal crises or major financial problems leading to acute stress
- Absence from the University for public service, e.g. jury service

*Circumstances which will **NOT** normally be regarded as grounds for mitigation:*
- Holidays, moving house, and events which were planned or could reasonably have been expected
- Assessments which are scheduled closely together
- Misreading the timetable or misunderstanding the requirements for assessment
- Inadequate planning and time management
- Failure, loss or theft of a computer or printer that prevents submission of work on time: students should back up work regularly and not leave completion and printing so late that they cannot find another computer or printer
- The act of religious observance
- Consequences of paid employment (except in some special cases for part-time students)
- Exam stress or panic attacks not diagnosed as illness or supported by medical evidence
- Disruption in an examination room during the course of an assessment which has not been recorded by the invigilators (including instances such as fire alarms or other noise disruptions).

Events which may arise during **pregnancy** that may constitute mitigating circumstances will be judged on a case-by-case basis. It is recommended by the Equality Challenge Unit (ECU), that at a minimum, students are required to take two weeks' compulsory maternity-related absence. This is in line with employment law and is to ensure the health and safety of the mother following childbirth.

Please note that submitting the wrong piece of work or the wrong version of a piece of work is not grounds for mitigating circumstances. Markers will only be able to mark the first piece of work which you submit, so please take care when uploading assessments.

Mitigating Circumstances and Disability Support

The mitigating circumstances policy works in conjunction with disability support. Some students who have disability support via the University Disability Advisory and Support Service (DASS) will have a support plan which includes 'one-week automatic extensions' and if this is the case, students do not need to apply for an Extension or Mitigating Circumstances unless more than one week is required. Further guidance for DASS-registered students on 'automatic extensions' can be found on the University website: http://documents.manchester.ac.uk/display.aspx?DocID=37272. Students with disability support may also submit a Mitigating Circumstances application if, for example, there are further complicating factors not relating to their disability.

Mitigating Circumstances and the Dissertation

As with coursework assessment, the Extensions and Mitigating Circumstances processes also apply to dissertations. Any student who considers that their dissertation may be delayed or their academic performance impacted due to 'unforeseen' and 'unpreventable' circumstances should apply for an Extension or Mitigating Circumstances.

All work to be considered under Mitigating Circumstances should be submitted as soon as is practicable but note that any Postgraduate Taught dissertations submitted after the start of October may be too late to be marked and the award confirmed in time for the December Graduation.

Any Postgraduate Taught dissertations submitted after the deadline without an approved extension or mitigating circumstances case can only receive a maximum mark of 40% as they will be treated as a resit and the mark capped at the lowest compensatable level. A maximum mark of '40R' will be recorded and no further attempt will be permitted.

Please contact your Dissertation Supervisor or Programme Director for further guidance on this issue if required.

Interruptions

If you are experiencing circumstances which are likely to affect your studies or prevent you from studying over a longer time period, then you may wish to consider the option of an interruption. See **section 3.9** Interruptions for further details.

Mitigating Circumstances and Academic Appeals

Please note that retrospective applications for mitigating circumstances will not be considered after the deadlines specified above in each semester, or after marks have been published for coursework. Students wishing to apply for mitigating circumstances after the end of the exams period will have to go through the academic appeal route (http://www.studentsupport.manchester.ac.uk/study-support/appeals/) once results have been published, and be able to provide a compelling and credible explanation as to why the application was not made at the appropriate time. See also Section 4.10 on Academic Appeals.

Not informing the University of mitigating circumstances due to personal feelings, e.g. shame, embarrassment or pride, or having concerns over the confidential treatment of requests for mitigation, are not considered to be credible and compelling explanations as to why the circumstances could not be made known at the time.

Note that all information submitted in an Extension or Mitigating Circumstances request will be treated as confidential.

4.8 Failure and Reassessment

Under certain circumstances students may be permitted to resubmit work for course units they have failed. **Permission to resubmit assessed work can only be granted by the Board of Examiners at its meeting in June.** Under no circumstances can work be resubmitted before this meeting.

Postgraduate programmes can be compensated up to 40 credits for PG Diploma/Masters and 20 credits for a PG Certificate. So it is possible for a student to fail 40 credits and still meet the standard required for the Masters providing that the marks in the failed courses are between 40-49%. Please refer to the Examination Regulations (Section F) for full details regarding compensation.

Postgraduate programmes can be referred in/resit up to half of the taught credits. Students may also resubmit the dissertation on one occasion, subject to the mark restrictions (which is outlined in the Examination Regulations Section G). Please refer to the Examination Regulations (Section G) for full details regarding reassessment.

Please note that the number of credits referred and those compensated cannot exceed half the taught credits in total. The total number of credits allowable for referral for a PG Diploma/Masters is 60, of which 40 can be compensated. For a PG Certificate, the total number of credits allowable for referral is 30 credits, of which 20 can be compensated.

Students who fail more than 60 credits at Masters level will not be permitted to resit / refer for a Masters degree and may be considered for a Postgraduate Diploma or Postgraduate Certificate qualification.

Students who wish to clarify any of the above should seek advice from the Assessment and Progression Team.

4.9 Academic Malpractice including Plagiarism

The University deems plagiarism to be a serious academic offence and if proven it constitutes a breach of Regulation XVII Conduct and Discipline of Students. For Postgraduate students, all identified cases of plagiarism are immediately referred to a disciplinary committee (at School, Faculty or University level) who will decide on a penalty. Students will be notified by means of a letter that their work has been referred and will subsequently be contacted to attend a disciplinary hearing.

The **penalties** for academic malpractice can be severe: previous cases of plagiarism identified in the School have resulted in students being awarded a Postgraduate Diploma or Certificate rather than a Masters degree, loss of credits towards the degree and also in exclusion from the programme. Multiple instances of plagiarism are likely to result in exclusion from the programme. **It is crucial,**

therefore, that you understand correct referencing conventions in order to avoid plagiarism. Please refer to Appendix 3 of this handbook for information on the Harvard referencing system.

Below are some University guidelines which should help you to avoid plagiarism and other forms of academic malpractice.

Introduction

A. As a student, you are expected to co-operate in the learning process throughout your programme of study by completing assignments of various kinds that are the product of your own study or research. For most students this does not present a problem, but occasionally, whether unwittingly or otherwise, a student may commit what is known as plagiarism or some other form of academic malpractice when carrying out an assignment. This may come about because students have been used to different conventions in their prior educational experience or through general ignorance of what is expected of them.

B. This guidance is designed to help you understand what we regard as academic malpractice and hence to help you to avoid committing it. You should read it carefully, because academic malpractice is regarded as a serious offence and students found to have committed it will be penalized. *At the very least* there could be a reduction in marks for the piece of work in question, but it could be worse; you could be awarded zero (with or without loss of credits), fail the whole unit, be demoted to a lower class of degree, or be excluded from the programme.

C. Academic malpractice includes **plagiarism, collusion, fabrication** or **falsification** of results and anything else intended by those committing it to achieve credit that they do not properly deserve. In addition to the advice that follows, your School will give you advice on how to avoid academic malpractice in the context of your department. It will also design assessments so as to help you avoid the temptation to commit academic malpractice. Finally, you should take note that work you submit will be screened electronically to check against other material on the web and in other submitted work.

Plagiarism

D. **Plagiarism** is presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.

It also includes **'self-plagiarism'** which occurs where, for example, you submit work that you have already presented for assessment (e.g. for a different course unit, as part of your undergraduate studies or for a degree at another institution), and for which you have already gained credit, on a previous occasion. Please be aware that once your work is stored in the Turnitin database, then the Turnitin software will highlight any matches in subsequently submitted material which has the same text (see section on 'TurnitinUK' below).

You should also note that copying material from **sample essays** provided by the course tutor as examples of good practice will also be considered as 'plagiarism'.

Obviously, the most blatant example of plagiarism would be to copy another student's work. Hence it is essential to make clear in your assignments the distinction between:

- the ideas and work of other people that you may have quite legitimately exploited and developed, and
- the ideas or material that you have personally contributed.

E. The following are a few important do's and don'ts:

- ***Do*** get lots of background information on subjects you are writing about to help you form your own view of the subject. The information could be from electronic journals, technical reports, unpublished dissertations, etc. Make a note of the source of every piece of information at the time you record it, even if it is just one sentence.

- ***Don't*** **construct a piece of work by** cutting and pasting or copying material written by other people, or by you for any other purpose, into something you are submitting as your own work. Sometimes you may need to quote someone else's exact form of words in order to analyse or criticize them, in which case **the quotation must be enclosed in quotation marks to show that it is a direct quote, and it must have the source properly acknowledged at that point.** Any omissions from a quotation must be indicated by an ellipsis (…) and any additions for clarity must be enclosed in square brackets, e.g. "[These] results suggest… that the hypothesis is correct." It may also be appropriate to reproduce a diagram from someone else's work, but again the source must be explicitly and fully acknowledged there. However, constructing large chunks of documents from a string of quotes, even if they are acknowledged, is another form of plagiarism.

- ***Do*** attribute all ideas to their original authors. Written 'ideas' are the product that authors produce. You would not appreciate it if other people passed off your ideas as their own, and that is what plagiarism rules are intended to prevent. A good rule of thumb is that each idea or statement that you write should be attributed to a source *unless* it is your personal idea *or* it is common knowledge. (If you are unsure if something is common knowledge, ask other students: if they don't know what you are talking about, then it is not common knowledge!)

F. As you can see, it is most important that you understand what is expected of you when you prepare and produce assignments and that you always observe proper academic conventions for referencing and acknowledgement, whether working by yourself or as part of a team. In practice, there are a number of acceptable styles of referencing depending, for example, on the particular department in which you are studying, so if you are not certain what is appropriate, *ask your Programme Director or the Course Unit Convenor for advice!* This should ensure that you do not lay yourself open to a charge of plagiarism inadvertently, or through ignorance of what is expected. It is also important to remember that you do not absolve yourself from a charge of plagiarism simply by including a reference to a source in a bibliography that you have included with your assignment; you should always be scrupulous about indicating precisely *where* and *to what extent* you have made use of such a source.

G. So far, plagiarism has been described as using the words or work of someone else (without proper attribution), but **it could also include a close paraphrase of their words**, or a minimally adapted version of a computer program, a diagram, a graph, an illustration, etc. taken from a variety of sources without proper acknowledgement. These could be lectures, printed material, the Internet or other electronic/AV sources.

H. *Remember:* no matter what pressure you may be under to complete an assignment, you should *never* succumb to the temptation to take a 'short cut' and use someone else's material inappropriately. No amount of mitigating circumstances will get you off the hook, and if you persuade other students to let you copy their work, they risk being disciplined as well (see below).

Collusion

I. **Collusion** is any agreement to hide someone else's individual input to collaborative work with the intention of securing a mark higher than either you or another student might deserve. Where proved, it will be subject to penalties similar to those for plagiarism. Similarly, **it is also collusion to allow someone to copy your work when you know that they intend to submit it as though it were their own and that will lay both you and the other student open to a charge of academic malpractice.**

J. On the other hand, collaboration is a perfectly legitimate academic activity in which students are required to work in groups as part of their programme of research or in the preparation of projects and similar assignments. If you are asked to carry out such group work and to collaborate in specified activities, it will always be made clear how your individual input to the joint work is to be assessed and graded. Sometimes, for example, all members of a team may receive the same mark for a joint piece of work, whereas on other occasions' team members will receive individual marks that reflect their individual input. If it is not clear on what basis your work is to be assessed, to avoid any risk of unwitting collusion you should always ask for clarification *before* submitting any assignment.

Fabrication or falsification of results

K. For many students, a major part of their studies involves laboratory or other forms of practical work, and they often find themselves undertaking such activity without close academic supervision. If you are in this situation, you are expected to behave in a responsible manner, as in other aspects of your academic life, and to show proper integrity in the reporting of results or other data. Hence you should ensure that you always document clearly and fully any research programme or survey that you undertake, whether working by yourself or as part of a group. Results or data that you or your group submit must be capable of verification, so that those assessing the work can follow the processes by which you obtained them. Under no circumstances should you seek to present results or data that were not properly obtained and documented as part of your practical learning experience. Otherwise, you lay yourself open to the charge of **fabrication** or **falsification** of results.

Finally…

L. If you commit any form of academic malpractice, teaching staff will not be able to assess your individual abilities objectively or accurately. Any short-term gain you might have hoped to achieve will be cancelled out by the loss of proper feedback you might have received, and in the long run such behaviour is likely to damage your overall intellectual development, to say nothing of your self-esteem. You are the one who loses.

The use of Artificial Intelligence (AI)

We urge students to be cautious when using a chatbot or AI tool within their learning. Chatbots and AI tools can be useful , but there are a number of risks associated with using them. Please make sure you are in contact with your course unit leads to ensure if or how AI might be used in the unit. This might vary from course to course or even assessment to assessment.

Please ensure that you are aware of what is permissible use of AI for each assignment. You can utilise AI to generate ideas, key themes, and plan your assessment but not to write your assessment. Do not use AI to generate text, or partial text for use in your assessment unless the assignment brief explicitly states that this is permitted, otherwise use will be deemed academic malpractice. This is academic malpractice because the words and ideas generated are not your own and not an accurate reflection of your learning. Further to this, the words and ideas generated by the chatbot or AI tool may make use of other, human authors' ideas without referencing them, which is plagiarism.

Where a chatbot or other form of AI has been used, make sure you acknowledge that use. Information on how to cite can be found here: https://manchester-uk.libanswers.com/teaching-and-learning/faq/264824

Some units, for example those on AI and technology, permit the use of AI. However, they require you to sign a code of conduct which must be adhered to. Make sure you understand and follow these codes. If you are unclear on what is permissible, speak to the unit lead.

TurnitinUK

The University uses electronic systems for the purposes of detecting plagiarism and other forms of academic malpractice and for marking. Such systems include TurnitinUK, the plagiarism detection service. As part of the assessment process, you will be asked to submit an electronic version of your work to TurnitinUK for plagiarism checking. Please note that when work is submitted to the relevant electronic systems, it may be copied and then stored in a database to allow appropriate checks to be made.

Students must retain an electronic copy of all assessment work and be able to submit this to the School if requested.

Viva Voce for Suspected Cases of Academic Malpractice

Where a member of academic staff suspects that a piece of work has not been written by the student, and it is strongly suspected that academic malpractice has been committed, a viva may be held with the student to determine the authorship of the work. The purpose of the viva is to give the student the opportunity to discuss the assessment and demonstrate that the work is their own. If the viva is inconclusive in determining authorship, the work may be referred to an academic malpractice panel.

4.10 Student Academic Appeals

University General Regulation XIX (Academic Appeals) defines a number of decisions affecting a student's academic progression against which students might wish to appeal. These include expulsion from the University, exclusion from a programme of study, or the result of assessment or award of a particular degree classification.

The purpose of this regulation is to safeguard the interests of students and may only be used when there are adequate grounds for doing so, as outlined below. It may not be used simply because you are dissatisfied with the outcome of your assessment or other decision concerning your academic progress.

There are **specific grounds** on the basis of which an appeal may be made according to Regulation XIX, and these are as follows:

(a)   That there exists or existed circumstances affecting the student's performance of which, for a credible and compelling reason, the Examination Board or equivalent body may not have been made aware when the decision was taken and which might have had a material effect on the decision. **[Note: If students wish to appeal on such grounds, they must give credible and compelling reasons, with supporting documentation, explaining why this information was not made available prior to the decision being made.]**

(b)   That there had been a material administrative error or procedural irregularity in the assessment process or in putting into effect the regulations for the programme of study of such a nature as to cause significant doubt whether the decision might have been different if the error or irregularity had not occurred.

(c)   That there is evidence of prejudice or bias or lack of proper assessment on the part of one or more of the examiners;

(d)   That the supervision or training of the student in respect of research for a dissertation or thesis or equivalent work was unsatisfactory to the point that his or her performance was seriously affected. **[Note: If students wish to appeal on such grounds, but the supervisory concerns arose significantly before the assessment result against which they are appealing, and without it having been raised in writing with the School before the appeal, the student must provide credible and compelling reasons for only raising these concerns at appeal.]**

An appeal which questions the academic or professional judgement of those charged with the responsibility for assessing a student's academic performance or professional competence will not be permitted.

The purpose of this regulation is to safeguard the interests of students and may only be used when there are adequate grounds for doing so as outlined in the regulation. It may not be used simply because you are dissatisfied with the outcome of your assessment or other decision concerning your academic progress, or simply disagree with a mark.

Informal Stage

If you feel you have a case for appeal, please discuss this initially with your Academic Adviser or the School of Environment, Education and Development's Student Support & Wellbeing Team.

Please note that you can only appeal after receiving written notification of an examination board decision and cannot appeal against provisional results.

If you wish to submit an informal appeal against your results, you should complete the Stage One Academic Appeal Form **within 20 working days of publication of the results,** providing relevant evidence to back up any claims you are making.

Once your appeal documents have been received, your appeal will be acknowledged and passed to a case handler for investigation and you will receive a written response in due course. If you are not satisfied with the response received, you will then have the right to take your appeal to the next stages and appeal formally to the Faculty and then to the University, and further details of the next steps will be provided in the written response sent to you.

Academic appeals must be initiated by the student and not via a member of staff.

Formal Stage

If you are not satisfied with the response from the School, then the formal appeals procedure may be invoked by completing the Stage Two Academic Appeal Form. Formal appeals should be submitted **within 20 working days** of notification of the outcome of the informal appeal.

See also **Section 3.7** on student complaints procedures.

4.11 External Examiners

External Examiners are individuals from another institution or organisation who monitor the assessment processes of the University to ensure fairness and academic standards. They ensure that assessment and examination procedures have been fairly and properly implemented and that decisions have been made after appropriate deliberation. They also ensure that standards of awards and levels of student performance are at least comparable with those in equivalent higher education institutions. Some programmes which are professionally accredited may have a practitioner examiner with considerable experience in the field as well as an academic examiner.

External Examiners' reports relating to this programme will be shared with student representatives at the Programmes Committee, where details of any actions carried out by the programme team/School in response to the External Examiners' comments will be discussed. Students should contact their student representatives if they require any further information about External Examiners' reports or the process for considering them.

Please note that it is inappropriate for students to make direct contact with External Examiners under any circumstances, in particular with regards to a student's individual performance in assessments. Other appropriate mechanisms are available for students, including the University's appeals or complaints procedures and the UMSU Advice Centre. In cases where a student does contact an External Examiner directly, External Examiners have been requested not to respond to direct queries.

Instead, External Examiners should report the matter to their School contact who will then contact the student to remind them of the other methods available.

Section 5: Research Integrity and Ethics

The School of Environment, Education & Development is committed to upholding the highest level of research integrity.

Research Integrity refers to an ethos of ethical conduct as academics, practitioners and researchers. Each of us individually, or in teams, demonstrates research integrity by taking full responsibility for acting in an ethical manner in the conduct of our research. This includes matters of finance, methodology and respect for truth and persons.

We adhere to the University's [Code of Good Research Conduct](.).

We aim to provide clarity regarding the allocation of responsibilities and lines of accountability, and endeavour to make our decision-making processes transparent. Our processes will be monitored and reviewed regularly according to best practice.

5.1 What research does it cover?

All research involving human participants or human data or material must have ethical approval. Research using information about human participants that is publicly and lawfully available, or made available by private individuals or organisations e.g. information published in the census, population statistics published by the government, personal letters and diaries etc., held in public libraries, does not require review by an ethics committee. However we are still obliged to act ethically as researchers and acknowledge our obligations in this regard. This includes observation of any confidentiality clauses, copyright, permissions and to avoid plagiarism.
The starting point for all research is to discuss your plans with your supervisor.

Please note:
1. **You cannot begin data collection** (or participant recruitment) until you have been given formal approval.
2. **You can approach organisations,** to seek permissions to recruit participants or access services in order to prepare to conduct your research (if and when it is approved), before ethical approval is granted.
3. **You may require a DBS check** to be completed depending upon the subjects involved and the location of your research.

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

Failure to follow the School of Environment, Education & Development's procedure for ethical approval may leave you in breach of the University's Code of Good Research Conduct. It may leave

you and the University open to legal action without the protection of an insurance policy and is likely to result in disciplinary action.

Section 6: Appendices

Appendix 1 – GDI Marking Criteria

UNIVERSITY OF MANCHESTER
Postgraduate Assessment Criteria

GDI
Essays, reports and project work

Student work is assessed the basis of:
1. Breadth and depth of knowledge and understanding
2. Synthesis and critical analysis
3. Structure, style and argumentation
4. Transferable skills

Please note that the overall mark is NOT derived from a notional average of the levels of achieved for each of the criteria

		Postgraduate Degree Class	Mark
90-100	**Exceptional Distinction** **Exceptional work of the highest quality attaining all leaning outcomes of the unit, all criteria of assessment and displaying significant originality and/or deep insight.** 1. Outstanding answer with no significant omissions. Excellent breadth and depth of understanding of context for the question and addresses wider issues and interrelationships. Shows significant innovation and/or originality.	Upper-range distinction	100
	2. Identifies and uses a range of relevant materials to very good effect, showing very advanced knowledge and demonstrating a mastery of relevant principles, techniques, evidence and theories that goes substantially beyond module lectures/core textbooks, with outstanding critical analysis and insight and very effective integration with own ideas.	Upper-range distinction	95
	3. Excellent structure/organisation expressing clarity and originality. Highly relevant, logical and well-focussed progression of argument. Situates analysis very effectively within current academic and/or policy debates. 4. Excellent writing style and accurate grammar and spelling. Accurately and clearly communicates key points very effectively with no significant errors. Consistently references sources in line with the format set out in student handbooks. Excellent presentation skills including use of IT and other resources.	Upper-range distinction	92
80-89	**Outstanding Distinction** **Outstanding work of the highest quality, demonstrating comprehensive knowledge, excellent critical analysis and/or originality, high level of accuracy, relevance, presentation and appropriate skills.** 1. Excellent answer with no significant omissions. Excellent breadth and depth of understanding of context for the	Mid-range distinction	88

	question, key issues and interrelationships. Shows some ambitious and perceptive use of innovation in methods and/or thinking. 2. Identifies and uses a range of relevant materials to very good effect, showing very advanced knowledge and demonstrating a mastery of relevant principles, techniques, evidence and theories that goes substantially beyond module lectures/core textbooks, with outstanding critical analysis and insight and very effective integration with own ideas. 3. Very high level structure/organisation. Very well focused/relevant, logical, coherent and convincing argument throughout. Situates analysis effectively within current academic and/or policy debates. 4. Excellent writing style and accurate grammar and spelling. Accurately and clearly communicates key points very effectively with no significant errors. Consistently references sources in line with student handbooks. Excellent presentation skills including use of IT and other resources.	Mid-range distinction	85
		Mid-range distinction	82
70-79	**Distinction** **Excellent work of high quality, demonstrating extensive knowledge, very good critical analysis, high level of accuracy, relevance, presentation and appropriate skills.** 1. Very good answer with no significant omissions. Very good understanding of context for the question, key issues and interrelationships. Shows good independent thinking or use of very good methods. 2. Identifies and uses a range of relevant materials to very good effect, showing advanced knowledge and demonstrating a mastery of relevant principles, techniques, evidence and theories that goes beyond module lectures/core textbooks, with good critical analysis and integration of original thought. Further and wide ranging evidence could have been incorporated. 3. Very good structure and argumentation. Well focused, showing considerable analytical skills, relevant and coherent argument throughout. Very good awareness of relevant academic and/or policy debates but opportunities to improve the balance of the arguments presented. 4. Very good writing style and accurate grammar and spelling. Accurately and clearly communicates key points very effectively with no significant errors. Consistently references sources in line with student handbooks. Excellent presentation skills including use of IT and other resources.	Lower-range distinction	78
		Lower -range distinction	75
		Lower -range distinction	72

60-69	**Merit** **High quality work, demonstrating very good knowledge and understanding, good critical analysis, accuracy, relevance, presentation and understanding.** 1. Good coverage of question and sound demonstration of the topic, but may have some omissions. Broad understanding of context for the question, key issues and interrelationships. Shows some independent thinking and an appreciation of application of methods. 2. Identifies and uses a range of materials, which are generally of good quality, perhaps with some reading from beyond the module lectures/core textbooks, with some critical analysis and integration with own ideas. Further and wide ranging evidence could have been incorporated 3. Comprehensive structure, organisation and argumentation skills. Generally focused/relevant and coherent argument in most sections. Good awareness of relevant academic and/or policy debates but greater depth of analysis could have been included. 4. Good writing style and accurate grammar and spelling. Accurately and clearly communicates key points very effectively with no significant errors. Consistently references sources in line with student handbooks. Good presentation skills including use of IT and other	Merit Merit Merit	68 65 62
50-59	**Postgraduate Masters Pass** **Competent/good and generally accurate work, demonstrating some relevant knowledge and breadth, and sound understanding though undeveloped with limited critical reasoning.** 1. Fair answer to question, with some omissions. Shows reasonable understanding of the issues, principles, theories, evidence and techniques, perhaps with some confusion/inaccuracies. Mainly derivative from module material, lacks evidence of independent thought/research. 2. Identifies and uses a range of materials, but not substantial or restricted to module lectures/core textbooks or of poor quality, with some critical analysis,	Postgraduate Masters Pass Postgraduate Masters Pass	58 55

			Postgraduate Masters Pass	52
		but mainly descriptive and lacks analytical depth.		
		3. Fair structure and coherent argumentation, but argument may lack focus/depth in some sections. Reasonable awareness of relevant academic and/or policy debates, but with some gaps or minor inaccuracies. Further critical analysis and evidence of independent reading and thought could be incorporated.		
		4. Reasonable writing style and accurate grammar and spelling. Accurately and clearly communicates key points effectively with no significant errors. Consistently references sources in line with student handbooks. Competent presentation skills including use of IT and other resources.		

40-49	**Postgraduate Diploma Pass** **Compensatory Fail for Postgraduate Masters** **Work of limited quality, but sufficient for a pass at postgraduate diploma level, demonstrating some relevant knowledge and fair understanding with possible errors and omissions.** 1. Basic or simple answer to question lacking detail, depth and with significant omissions. Superficial understanding of the issues and some confusion/inaccuracies. Regurgitates taught material, and/or information provided by lecturers, with no evidence of independent thought/research. 2. Range and use of material is lacking or not relevant to the question or of poor quality. Mostly descriptive work lacking any substantive critical analysis. 3. Weak structure and argumentation. Argument may lack focus/relevance, evidence and coherence in many sections. Limited engagement with relevant academic and/or policy debates, either dated, with gaps, or too many inaccuracies with a lack of balance discussion. 4. Writing style and grammar and spelling may be poor, with frequent errors. Inconsistently and/or incompletely references sources, not in line with student handbooks. May use some inappropriate presentation skills including the poor use of IT and other resources.	Postgraduate Diploma Pass Postgraduate Diploma Pass Postgraduate Diploma Pass	48 45 42
30-39	**Fail** **Work below the standard required for a postgraduate Masters or Diploma. There is insufficient evidence of basic understanding and/or achievement, with errors or other inadequacies.** 1. Partial answer to question, with major omissions. Weak understanding of the issues, theories, principles, techniques and evidence, and considerable confusion/inaccuracies. Regurgitates taught or given material with no evidence of independent thought/research. 2. Range and use of material are lacking or not relevant to the question or of very poor quality. Uncritical and descriptive, with some sections being derivative of other sources lacking in originality or critical analysis. 3. Minimal understanding of structure and argumentation. Argument is poorly focused/irrelevant and/or incoherent/confused in many sections including unsubstantiated arguments/evidence. 4. Shows problems in writing style and grammar and spelling may be poor, with frequent errors. Inconsistently and/or incompletely references sources, not in line with student handbooks. Uses inappropriate presentation skills including the poor use of IT and other resources.	Fail Fail Fail	38 35 32

16-29	**Fail** **Work well below the standard required for a postgraduate Masters or Diploma, which is inadequate and does not demonstrate basic awareness of the subject and is deficient in understanding or relevance, weak in execution and/or in presentation.**	Fail	28
	1. Incomplete or largely irrelevant answer to question and does not demonstrate basic awareness of the subject and. Very little understanding and considerable confusion/inaccuracies, although some attempt made. Little relevance to taught material or discussion of key theories, principles, techniques or evidence.	Fail	25
	2. Range and use of material are lacking or not relevant to the question and/or of very poor quality. Uncritical and descriptive, with some sections being highly derivative. 3. Poor structure and argumentation. Argument is poorly focused/irrelevant and/or incoherent throughout lacking independent thought, originality and includes unsubstantiated arguments. 4. Shows substantial problems in writing style, grammar and spelling, with many errors. Referencing lacking or inadequate, not in line with your student handbook. Uses inappropriate presentation skills including the poor use of IT and other resources.	Fail	22
1-15	**Poor Fail** **Work that is profoundly inadequate in quantity and quality.** 1. Incomplete, brief and wholly irrelevant answer to question/task. No understanding of the issues and little attempt made to address them. No relevance to taught material, principles, theories, techniques or evidence. 2. Literature/data/evidence are highly irrelevant to the task/question or of extremely poor quality. No critical analysis, although may regurgitate material that lacks relevance. 3. Very poor structure/organisation. Lacks any argument, use of evidence or clear focus and misrepresentative of the evidence illustrating a failure to demonstrate understanding of material. 4. Shows substantial problems in writing style, grammar and spelling, with many errors. Referencing lacking or inadequate, not in line with your student handbook. Uses inappropriate presentation skills that are incoherent including the mis-use of IT and other resources.	Fail	15

The following criteria for assessment of **essays, examinations and dissertations** are applied by the Board of Examiners:

0 - 29%	Non-compensatable Fail
30 – 39%	Fail compensatable at PG Diploma level Fail non-compensatable at Masters level
40 – 49%	Pass at PG Diploma level Fail compensatable at Masters level
50 – 59%	Pass at Masters level
60 – 69%	Pass with Merit at Masters level
70+	Pass with Distinction at Masters level

These grade levels are described in more detail below in the marking scheme. Your assessed work at GDI will be examined according to the following dimensions:

Research and use of resources
This refers to the level of research effort and degree of scholarship, with a particular emphasis on obtaining evidence from authoritative sources. Efforts should be made to interrogate the sources used, particularly in relation to other sources, rather than simply reproducing what others have said.

Analysis and argument
The work should be focused on answering the specific question set and should be analytical in its approach (not just describing the topic under consideration).

The work should draw on relevant theory, concepts and models as discussed in the literature. It should demonstrate a clear understanding of the strengths and weaknesses of this material and of its value in enhancing understanding of the issues under consideration.

A coherent and purposeful line of argument should be followed throughout, and should be supported by evidence in the form of relevant examples, research findings and other material to provide convincing support for what is being argued.

Linking theory and practice
Where applicable, the work should demonstrate the ability to make relevant connections between theory and practice (e.g. with regards the political, strategic, policy or management implications of your response).

Structure, Style, and Presentation
The work should read in a clear and logical manner from start to finish. It should be proof-read and corrected to avoid typographical and grammatical errors. The introduction should set out the structure and content of the essay and the direction and conclusion of the argument to be pursued.

All sources used should be properly referenced using the Harvard system. This means citing authors, dates of publication and (where appropriate) page numbers in the text and providing full references at the end of the work.

Footnotes should be avoided unless absolutely necessary.

All work must be paginated and double-spaced in minimum 12 font, double sided in most cases.

The word count includes, tables, figures and footnotes but not the list of references at the end or the title page.

GDI Marking Scheme

Mark range	Grade descriptor	Research and use of evidence	Analysis and argument	Linking theory and practice	Structure, Style, and Presentation
80+	Outstanding work in every respect. A comprehensive and complete answer that clearly demonstrates a deep understanding of the subject and high intellectual quality.	Perceptive and focused use of a wide breadth and intensity of accessed literature plus an indication of making a critical contribution to this literature.	Demonstrates outstanding analytical perspectives and critical insights into the issues under consideration. Demonstrates outstanding capacity to develop and support arguments and conclusions with sound evidence. Provides valuable new insights on the subject under consideration, whether through presentation of new data, fresh perspectives or new conceptualisation of the issues.	Demonstrates outstanding integration of theory and practice and offers insightful, relevant and carefully considered conclusions for policy and/or management.	Demonstrates outstanding ability to marshal relevant material and arguments to produce a quality piece of work that fully meets expectations in terms of adherence to academic writing conventions and interests and informs its readership.
75-79	Excellent work in every respect. Comprehensive and clearly demonstrates a thorough understanding of the subject and clear intellectual quality. Indications of originality and comprehensiveness.	Perceptive and focused use of a wide breadth and intensity of accessed literature	Demonstrates excellent analytical perspectives and critical insights into the issues under consideration. Demonstrates excellent capacity to develop and support arguments and conclusions with sound evidence.	Demonstrates excellent integration of theory and practice and offers insightful, relevant and carefully considered conclusions for policy and/or management.	Demonstrates excellent ability to marshal relevant material and arguments to produce a quality piece of work that fulfils expectations in terms of adherence to academic writing conventions and interests and informs its readership.

70-74	Excellent work. Demonstrates a thorough and critical understanding of the subject and clear intellectual quality.	Perceptive and focused use of a wide breadth and intensity of accessed literature	Demonstrates excellent analytical perspectives and critical insights into the issues under consideration. Demonstrates excellent capacity to develop and support arguments and conclusions with sound evidence.	Demonstrates excellent integration of theory and practice and offers insightful, relevant and carefully considered conclusions for policy and/or management.	Demonstrates excellent ability to marshal relevant material and arguments to produce a quality piece of work that fulfils expectations in terms of adherence to academic writing conventions and interests and informs its readership.
60-69	Thorough, clear treatment showing a good understanding of arguments and context. Engages with the major issues. Very good work towards the top end of the scale.	Demonstrates good knowledge of literature in the subject area. Adopts a critical approach adopted towards debates and evidence in the literature.	Demonstrates good analytical perspectives and critical insights into the issues under consideration. Comes to sound and coherently argued conclusion	Demonstrates good integration of theory and practice and offers relevant and considered conclusions for policy and/or management.	Demonstrates a clear ability to marshal relevant material and arguments to produce a quality piece of work that fulfils expectations in terms of adherence to academic writing conventions.
50-59	Provides a competent discussion of relevant material and some evidence of critical/analytical thought.	Demonstrates a sound knowledge of literature in the subject area. Accurate assessment of the debates and evidence in the literature.	A sound conceptualisation of the main issues. Demonstrates a satisfactory use of evidence to support arguments and conclusions.	Demonstrates a degree of integration of theory and practice and offers relevant conclusions for policy and/or management.	Demonstrates an ability to marshal relevant material and arguments to produce a quality piece of work that fulfils expectations in terms of adherence to academic writing conventions.
40-49	Adequate treatment of the subject but with little critical insight. Reproduces material covered in lectures/seminars but adds little from own investigation.	Demonstrates some knowledge of literature in the subject area. Accurate assessment of the debates and evidence in the literature.	Some conceptualisation of the main issues. Some attempt to develop an argument and some use of evidence to this.	Demonstrates a limited degree of integration of theory and practice and offers few relevant conclusions for policy and/or management.	Demonstrates an ability to marshal relevant material and arguments to produce a piece of work that fulfils expectations in terms of adherence to academic writing conventions.

30-39	Inadequate treatment of the subject. Barely reproduces material covered in lectures/seminars.	Demonstrates a limited knowledge of literature in the subject area.	Very little conceptualisation of the main issues. Very limited effort to construct an argument and very limited use of evidence to support this.	Demonstrates a very limited degree of integration of theory and practice and offers few if any relevant conclusions for policy and/or management.	Limited ability to marshal relevant material and arguments; does not fulfil expectations in terms of adherence to academic writing conventions; poorly presented.
20-29	Highly inadequate work that reveals very limited knowledge of the subject. Often irrelevant.	Demonstrates a very limited knowledge of literature in the subject area.	No clear conceptualisation of the main issues. No real effort to construct an argument or use evidence to support this.	Demonstrates little or no degree of integration of theory and practice and offers no relevant conclusions for policy and/or management.	Very limited ability to marshal relevant material and arguments; does not fulfil expectations in terms of adherence to academic writing conventions; very poor presentation.
0-19	Very little ability revealed whatsoever.	Very little ability revealed.	Very little ability revealed.	Very little ability revealed.	Very little ability revealed.

The following criteria apply to the assessment of **verbal presentations** (including role play):

0 - 29% **Non-compensatable Fail**	Presentation shows that material has not been understood, or is so disorganised as to render it incomprehensible.
30 – 39% **Fail compensatable at PG Diploma level /** **Fail non-compensatable at Masters level**	Material has been understood at a basic level, but is not clearly presented.
40 – 49% **Pass at PG Diploma level /** **Fail compensatable at Masters level**	Systematic organisation of material in such a way that it is clearly communicated, but only in a descriptive way, with little evidence of critical understanding.
50 – 59% **Pass at Masters level**	Material is organised systematically, and presented in a manner that demonstrates critical awareness of current debates. Organisation and delivery of the content demonstrate an ability to communicate ideas clearly to specialist and non-specialist audiences.
60 – 69% **Pass with Merit at Masters level**	Material is organised systematically, and presented in a manner that demonstrates a critical awareness of current debates. Treatment of ideas shows an awareness of limitations of reliability or validity of arguments stemming from research methodologies on which they are based. Organisation and delivery of the content demonstrate an ability to communicate ideas clearly to specialist and non-specialist audiences.
70+% **Pass with Distinction at Masters level**	Material is organised systematically, and presented in a manner that demonstrates a critical awareness of current debates. Treatment of ideas shows an awareness of limitations of reliability or validity of arguments stemming from research methodologies on which they are based. Organisation and delivery of the content demonstrate an ability to communicate ideas clearly to specialist and non-specialist audiences. Presentation demonstrates originality in either analytical or presentational approach.

Appendix 2 - Examination Regulations

http://documents.manchester.ac.uk/display.aspx?DocID=29208

Postgraduate Degree Regulations

VERSION: 3.9, April 2023 - for all Postgraduate Taught students registered from 2022-23 onwards

CONTENTS:

Postgraduate Taught Regulations

Note: Faculty approved variances to the Degree Regulations will be described within the Programme Handbooks. Where they exist they will take precedence, for example, in order to comply with Professional, Statutory and Regulatory Bodies (PSRBs) or the Education and Skills Funding Agency (ESFA).

Appendix 3 – Harvard Style Guide for References

Where published work is being cited or quoted from in **any** kind of student submission, Geography requires you to use a standard and full method of citation. The required conventions are as follows:

In your text, references **must** take the following forms:

For single authored work	either Braithwaite (1990) or (Braithwaite, 1990)
With two authors:	either Braithwaite and Zhang (1997) or (Braithwaite and Zhang, 1997)
With more than two authors:	either Braithwaite *et al.* (2006) or (Braithwaite *et al.*, 2006)
Where one author quotes another:	Braithwaite in Evans (1990)

Page numbers **must** be shown with the date [e.g. (Braithwaite, 1990, 25-36)] if you are giving a direct quotation from a text, or you wish to direct your reader to a particular part of the cited text for reference.

Less than full and proper referencing in all submitted student work will be penalised when the work is assessed, and especially in dissertation work

Please note that wherever possible *italics* and not <u>underline</u> should be used. All the IT printers in the School of Environment and Development can print *italics*. Use <u>underline</u> only when *italics* are not available, or in hand-written work.

At the end of the text, in the bibliography/reference section, the full reference takes a slightly different form depending on the type of publication. Please remember that all works cited anywhere in your text **must** have an appropriate entry in your bibliography.

Referencing for a book

Hughes, P.D., Castree, N. and Evans, J.Z. (2005). *Referencing for Geographers*. Braithwaite Press, New Mills, 36-42.

(i.e. published by Braithwaite Press which is based in New Mills)

ⓘ Page numbers are only needed for books if it is a particular section which is relevant, or to give the page numbers of a specific chapter, if multi-authored, or for a quotation or diagram you are copying.

Referencing for a journal article

Evans, J.Z. (2002). 'Pubs and the Modern Geographer', *Modern Geography Viewpoint*, 63(6), 456-504.

(i.e. Volume 63, Number 6, pages 456 to 504)

Appendix 4 – SEED Word Count Policy

For every piece of work which you are required to submit for assessment, the Course Convenor will indicate the word limit. This is a **maximum** word count and should not be exceeded. Markers can take into account minor transgressions of up to 10% within the existing marking criteria which means that you can lose marks for not being concise.

The word count includes:

- chapter footnotes and endnotes
- quotations
- tables, etc.

It does <u>not</u> include:

- bibliography
- appendices (which should be for supporting, illustrative material only and may not be used to elaborate or extend the argument)

You **must** include a word count on the front page of every piece of work. Failure to indicate the word count, or the provision of a false word count, may lead to disciplinary action.

What are the penalties for exceeding the word count?

- If you exceed the word count by between 10-50%, your final assignment mark will be capped at 50% (PGT) or 40% (UG).
- Work exceeding the word count by more than 50% will be viewed as not having met the requirements of the assessment. The work will not be marked and a mark of zero will be recorded.

Please note also that you **must** retain an electronic copy of each piece of work which you submit for assessment.