

**2019–2020 Programme Handbook for:
Intercalated BSc (Hons) in Global Health**

HCRI

School of Arts, Languages and Cultures

Faculty of Humanities

The University of Manchester

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<http://www.hcri.manchester.ac.uk/study-with-us/undergraduate-study/global-health-intercalated-bsc/>

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**THE UNIVERSITY OF MANCHESTER
SCHOOL OF ARTS, LANGUAGES AND CULTURES**

STAFF AND STUDENT RESPONSIBILITIES

The School of Arts, Languages and Cultures strives to provide an excellent student experience. **You can expect us to:**

- Treat all students respectfully and equally and never use inappropriate or offensive language or behaviour
- Ensure that that course timetable information is available in order for course selection to take place and in order to create a personalised timetable through My Manchester and/or any other appropriate means of communication when necessary.
- Provide you with a programme handbook containing all University and programme-related regulations, policies and procedures. This information outlines the support available to assist you in your studies. You will be notified of any updated information through your student email account
- Provide you with details of your Academic Advisor before the end of the 2nd week of teaching and ensure that you have regular opportunities to meet with them through your academic career
- Monitor your attendance at timetabled classes and contact you if this falls below programme expectations outlined in your programme handbook
- Provide you with clear guidance on the submission of assessed work and draw your attention to the University policy on academic malpractice
- Provide you with useful feedback on assessed coursework within the timeframe outlined in your programme handbook
- Discuss your exam performance with you if you make a request to do so
- Continue to monitor and encourage feedback on our performance and respond in a fair, timely and transparent manner to concerns or complaints
- Adhere to all University policies and procedures and help you to achieve your full potential

We acknowledge that an excellent student experience can only be achieved in partnership with you, our students. **To help us deliver this you are expected to:**

- Treat our staff and fellow students respectfully and equally and never use inappropriate or offensive language or behaviour in any form including on survey responses and online discussions
- Ensure that you have a copy of your programme handbook and make yourself familiar with the contents and any updated material sent to you
- Adhere to all University policies and procedures, and follow any advice we give you to help you in your studies, and check your university email account daily
- Ensure that you meet with your academic Advisor as stipulated in the programme handbook
- Take an active part in your learning, and in extra-curricular activities in your subject area
- Arrive fully prepared at the scheduled times for programme related activities and meetings; and inform us in advance if for any reason you are going to be late or are unable to attend
- Treat your studies like a full-time job, devoting 40 hours per week to them for each of the 30 weeks of the academic sessions (that is, 200 hours per 20 credit unit)
- Submit pieces of assessment on time and turn up to examinations promptly
- Ensure that you follow School guidelines on submitting assessed work and adhere to the University policy on academic malpractice
- Inform us as soon as possible of any problems, special needs or any circumstances that may affect your studies or progress
- Report any concerns or complaints that you have in relation to your experience as a student to your Academic Advisor or Programme Director in the first instance
- Make your views known through your Student Representative (or by becoming one yourself)

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Guide to handbook

The Handbook contains important subject- and programme-specific information (including staff details, degree-programme structure information and links to regulations, and aims and objectives of your degree programme, course details, teaching arrangements, outlines of communications within the school and subject area, work and attendance requirements etc.).

It will be assumed that you have read and understood the contents of your Programme Handbook. Please talk to your Academic Advisor or Programme Administrator if anything is not clear to you.

Part 1 presents information about your Department and your programme, and gives details of key contacts and sources of support which you can turn to for further advice.

Part 2 gives more detail on the Faculty of Humanities, the School of Arts, Languages and Cultures, and your programme.

The online version of the Programme Handbook is to be regarded as the definitive version.

Handbook link: <http://documents.manchester.ac.uk/display.aspx?DocID=17328>

Please note that some room / staff office numbers may be subject to change and will not be updated in the handbook. You should always refer to the online Staff Directory for information: <https://directory.manchester.ac.uk/>

My Manchester

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

You can login to My Manchester at:

my.manchester.ac.uk



SALC Essentials is a series of online courses covering Health and Safety, Academic Malpractice and Wellbeing and Diversity, which form part of your induction. You need to ensure you complete these courses before 30 September 2019 – you will find SALC Essentials on Blackboard via My Manchester

PART 1 GETTING STARTED

1 Introduction to Global Health

1.1 Welcome note from the BSc Programme Director

Welcome to the Intercalated BSc in Global Health. This handbook sets out the framework within which to both work hard and enjoy your courses over the University Session 2019/2020. This is your education, and most of the work is done by you. Indeed, the most important outcome in many respects is your development as a self-managed learner. You are, therefore, encouraged to take responsibility for your own learning but academic staff will be there to offer interpretation, theory, argument, instruction, guidance, and a variety of means by which you can see how well you are performing; including seminar presentations and discussions, tutorials and essays. Your academic advisor and course tutors will always be pleased to hear about your progress and discuss any concerns. If you find your mixture of courses different, challenging, even hard and time-consuming, these are probably good reactions. Work hard and get as much as you possibly can out of your time as a student. That way you will maximise your end result, as well as having as good a time while here as possible.

Dr Rubina Jasani

1.2 Key contacts and responsibilities

Professor Bertrand Taithe, HCRI Executive Director

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

Adele Aubrey, Institute Manager

Adele completed her Doctorate in Education in June 2015: her research explores what excellence in enquiry-based learning is, and the dimensions, and dilemmas in teaching and learning. She is a Fellow of the Higher Education Academy, and has facilitated a diverse portfolio of innovative curriculum design projects, particularly in the areas of technology enhanced learning, and sustainability. She has worked at the University of Manchester since 2003 in educational design, and management. Whilst Manager at the Centre for Excellence in Enquiry-based Learning (2008-11) she created a strategic plan that involved positioning the centre around three contextual themes: sustainable development, global citizenship and ethics, providing real-world research-led challenges, for multi and inter-disciplinary student enquiry.

1.3 Teaching and research staff within HCRI (core BSc Team)

Dr Rubina Jasani- BSc Programme Director

Rubina's areas of interest are Anthropology of violence and reconstruction, Medical Anthropology with special focus on social suffering and mental illness and the study of lived Islam in South Asia and the UK. Her doctoral work examined moral and material

'reconstruction' of life after an episode of ethnic violence in Gujarat, Western India in 2002. Working with survivors of ethnic violence, she became interested in mental illness and has completed two pieces of research on ethnicity and mental illness in inner city areas of Birmingham. Currently, she is the qualitative lead on two inter-disciplinary research studies. The first study, aims to understand how people's help-seeking is mediated by cultural, religious and social explanatory models. The second study aims to unpack the concept of 'institutional racism' by monitoring the over-representation of ethnic minorities in compulsory psychiatric care.

Dr Maura Duffy- Lecturer in Global Health

Maura is the Programme Director for the online MSc in Global Health and also teaches the Global Health and Food Insecurity Module of the MA in Humanitarianism and Conflict Response. She received an MA in International Development (Social Policy and Social Development) from the Institute of Development and Policy Management, The University of Manchester in 2006 and was awarded a PhD in International Development (also within IDPM) in 2012. She has worked at HCRI since 2012. Her teaching and research interests focus on international social policy and development, with a particular focus on development and social change in Venezuela.

Dr Gemma Sou – Lecturer in Disaster Management.

Her research focuses on the experiences of marginalised groups living in disaster-prone cities of the Global South. She is interested in how the decision-making of societies at risk is incorporated into culture, and how intervention measures acknowledge, or neglect, cultural settings. If culture is omitted, related issues of adaptation, coping, intervention, knowledge and power relations cannot be fully grasped. She is also working on the idea of disaster risk reduction as a form of the 'commons'. Her research on small-scale landslides in Bolivia shows that, for several reasons, at risk populations do not consider disaster risk reduction as a 'collective good' such as water, electricity or sanitation that should be addressed through collaborative action. As a result, residents often perceive that disaster risk reduction is the responsibility of the household, which is reducing the effectiveness of grassroots strategies that are taking place. She wants to understand why this is and how collective disaster risk reduction can be encouraged in this context.

Dr Darren Walter- Senior Lecturer

Darren Walter is the Academic Curriculum Director working within the WHO Collaborating Centre Emergency Medical Teams and Emergency Capacity Building project at HCRI and is also a Consultant in Emergency Medicine at University Hospital of South Manchester.

His research interests are focused on developing emergency care systems, particularly in low and middle-income countries, with a focus on pre-hospital clinical care and disaster medicine.

Dr Anthony Simpson –Senior Lecturer

Tony's research interests include medical anthropology, HIV/AIDS in Sub-Saharan Africa, masculinities, childhood and education, Christianity, missionaries and religious conversion, and death.

Regional specialisation Central and Southern Africa.

For further details of all HCRI Core Staff see:

<http://www.hcri.manchester.ac.uk/about-us/who-we-are/core-team/>

HCRI is a multi-disciplinary department and during your studies you will have the opportunity to engage with academics and researchers from within the University,

including from the School of Social Sciences, the School of Nursing and Midwifery and the School of Arts, Languages and Cultures, as well as with visiting academics and practitioners.

1.4 Postal and electronic addresses

Postal: Humanitarian and Conflict Response Institute
Ellen Wilkinson Building
University of Manchester
Oxford Road
Manchester, M13 9PL

Web: www.hcri.manchester.ac.uk/

1.5 Dates of Semesters and Exams 2019–2020

Semester One

Welcome Week and Inductions: Monday 16 – Sunday 22 September 2019

Teaching weeks: Monday 23 September – Sunday 15 December 2019

Reading week: Monday 28 October – Sunday 3 November 2019 – the School's Reading week in semester 1 will not normally have classes scheduled; however, some subject areas may run teaching sessions or other activities during this period. You are expected to remain studying in Manchester and take full advantage of the library and other learning facilities during reading week.

Christmas vacation: Monday 16 December 2019 – Sunday 12 January 2020 (please note that the University offices will be closed from the afternoon of Monday 23 December 2019 for the annual Christmas holiday and will re-open on Thursday 2 January 2020).

Examination Period: Monday 13 – Sunday 26 January 2020

Essay Submission Dates will be confirmed by the Programme Director

Semester Two

Teaching weeks (part 1): Monday 27 January 2020 – Sunday 29 March 2020

Easter vacation: Monday 30 March – Sunday 19 April 2020

Teaching weeks (part 2): Monday 20 April – Sunday 10 May 2020

Dissertation Submission Date: Thursday 30 April 2020

Examination Period: Monday 11 May – Sunday 7 June 2020

Re-sit / First-sit Examination Period

Monday 17 – Sunday 30 August 2020

You must ensure that you are available for the whole of the Re-sit / First-sit Examination Period if you have deferred assessment (first-sit) as a result of accepted mitigating circumstances. Holidays, work or work placements are not acceptable reasons for you to miss a deferred examination or other assessment.

2 Programmes of Study

2.1 Programmes within HCRI

BSc (Hons) Global Health

2.2 Regulations for Undergraduate Degree Awards

Degree Regulations relating to Undergraduate programmes are approved by Senate. They contain the regulations specific to your programme of study, including details concerning assessment and progression, reassessment and classification.

You can find all information; including supporting documents here:

<http://www.regulations.manchester.ac.uk/undergraduate-degree-regulations/>

2.3 About HCRI

The Humanitarian and Conflict Response Institute (HCRI) at the University of Manchester is inspired by the need to conduct rigorous research and to support undergraduate and postgraduate training on global health and the impact and outcomes of contemporary and historical crises. Bringing together the disciplines of medicine and the humanities to achieve these aims, the HCRI will facilitate improvements in crisis response on a global scale whilst providing a much needed centre of excellence for all concerned with emergencies and conflicts.

The Institute is developing a novel configuration for research and teaching which will uniquely associate practitioners, non-governmental organisation (NGO) partners, theoreticians, policy makers and analysts in sustained intellectual engagement.

2.4 Introduction to the Intercalated BSc (Hons) Global Health

More than 30 years since the Alma-Ata Declaration the goal “Health for All” is largely unfulfilled. The global community continues to suffer from poor quality health care systems and inequity in health outcomes. The intercalated BSc in global health is aimed at students who want to prepare themselves to be a global doctor. Knowledge about the interconnectedness of health and its determinants remains a priority area for tomorrow’s doctors and is further recognised by the UK Government Strategy for health in 2008-2013. This programme focuses its attention on analysing the impact of major social, economical, political, cultural, and environmental factors that are producing new health challenges ranging from the global epidemic in HIV/AIDS, chronic diseases, trauma in developing

countries through to the emergence and rapid spread of new infectious diseases. Course modules cover a wide range of topics from maternal and child survival in developing countries to the anthropology of international development, from research methods in global health to the effect of war and migration on health and disease. The course provides in-depth knowledge and analysis of the humanitarian aspects of global health and the major issues, challenges and opportunities in the global health agenda.

2.5 Programme Aims and Learning Outcomes

The BSc in Global Health aims to enhance students' knowledge about the interconnectedness of health and its determinants and enable their development as a global doctor, by promoting learning and critical analysis on an independent basis and in collaboration with peers. It aims to encourage critical analysis of key debates and challenges in global health, to open access to the study of a range of specialist areas within the discipline and to prepare students for further academic study and employment.

Specifically the overall aims of the Global Health programme are:

1. To increase students' knowledge about current global health challenges both in the UK and abroad
2. To increase students' knowledge about the impact of worldwide socio-cultural, political, environmental and economic factors on health and development
3. To give students an interdisciplinary perspective on global health
4. To promote critical thinking and critical analysis in global health
5. To promote analysis and critique of global health systems, including their design, the work of the international community in global health and the challenges and opportunities in the global health agenda
6. To develop knowledge and critical awareness of research methods and develop research skills related to global health
7. To provide students with the opportunity to undertake an individual research project relevant to their clinical practice

What makes the programme at the University of Manchester distinctive?

This program is offered by the Humanitarian and Conflict Response Institute (HCRI) at The University of Manchester, which brings together the disciplines of medicine and humanities, as well the expertise of academics and practitioners. As an HCRI student, you will further benefit from the comprehensive and interdisciplinary approach in teaching and research, as well as individual tutorial and supervision from academics from a wide range of disciplines including Emergency Medicine, Political Science, International Relations, History, Medical Anthropology, Disaster Management and Global Health. The programme crosses traditional subject boundaries to enable students to reflect critically on health issues. Alongside the expertise of specific course unit conveners, the programme incorporates guest speakers from a wide range of disciplines, including academics from the School of Social Sciences, the School of Nursing and practitioners and academics from the International Federation of Red Cross and Red Crescent Societies and Medecins San Frontieres (MSF).

Medical students with a global health degree will have a wide range of exciting career opportunities. Many students will be able to use the course as a starting point to progress onto careers as global health doctors, researchers, teachers, consultants for NGOs and UN organisations. Whatever your interests are, you can access support from your tutors, the University Careers Service and an extensive alumni network to boost your career prospects whilst at HCRI and Manchester.

Learning Outcomes

On successful completion of this programme it is expected that:

- You should have developed knowledge and understanding of the key concepts, policies and debates that underpin a global health approach that you can apply to the analysis of health and health issues
- You should be able to critically analyse, synthesise and evaluate the impact of major worldwide social, economic, political, cultural and environmental factors that are producing new health controversies, challenges and opportunities.
- You should be able to understand, analyse and critique contemporary issues at the forefront of health and well-being including health systems and health system design and the work of the international community in global health
- You should have gained critical understanding of multi-disciplinary, diverse and innovative research methodologies in the study of Global Health and the ability to evaluate research in health and disease. This includes drawing on a range of research methodologies and research outputs from a range of disciplines, to locate, review and evaluate research findings relevant to health issues.
- You should have taken the opportunity to acquire skills in working both individually and in collaboration with peers to develop research, oral presentation and written skills, including planning and executing independent and group research projects related to global health theory, policy and practice.
- You should have developed the skills needed to conduct global health research and policy analysis, including evaluating theory and programmes in practice, planning and developing policy and research proposals, as well as the presentation skills needed to deliver findings from such research in your role as a medical professional.

You should have developed personal skills and qualities that enhance your professional practice including empathy, analysis, critical reflection and self-reflection, alongside an awareness and understanding of the lived experience of health, well-being and illness, including the range of complex social, cultural, political and economic factors that impact on health outcomes; all of which are essential for effective communication in a range of contexts and which are of vital importance to the personal and professional development of global health workers and medical professionals.

Awarding body/ Institution

University of Manchester

Teaching Institution

University of Manchester, School of Arts, Languages and Cultures (SALC)
Humanitarian and Conflict Response Institute (HCRI)
In conjunction with the School of Social Sciences

Name of final award and Programme Title

BSc (Hons) in Global Health

Criteria of admission

Applicants for this particular programme must have successfully completed at least two years of their medical studies and must have obtained permission from their Hospital Dean in order to intercalate on to the programme.

Students whose first language is not English are required to hold one of the following:

- GCSE at grade B or above
- Cambridge Syndicate: grade B or above in the Certificate of Proficiency, Advanced Certificate in English or IGCSE First Language
- International English Language Testing Service (IELTS) with a minimum average score of seven and with not less than seven in any one component taken at the same sitting
- A score of 5 as part of the International Baccalaureate diploma

Subject benchmark

The programme is linked to the QAA subject benchmark for Health Studies. Further information on subject benchmark statements can be found at:

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx> and at:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Healthstudies08.pdf>

Framework for Higher Education Qualifications (FHEQ)

The BSc (Honours) in Global Health is a higher education qualification at level 6 within the Framework for Higher Education Qualifications. Further information on the FHEQ can be found at:

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/Qualifications/Pages/default.aspx>
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>

2.6 Programme structure

You can find a copy of the programme structure for 2019-20 at:
<http://documents.manchester.ac.uk/display.aspx?DocID=29231>

Each Course Unit has a specific Course Handbook that provides students with specific course unit information. Course Unit Specifications are contained in the Handbook for each individual Course Unit. These provide an overview of each course, including aims, brief course outline, teaching and learning processes and assessment. The Course Unit Handbooks also include staff contact details, as well as dates, timings and duration of lectures and seminars, an outline of the lecture programme (including key readings), an outline the seminar programme (including key readings), an outline of forms of assessment, and an outline of any additional workshops etc. specific to that unit. Handbooks are made available at the start of the Course (online via Blackboard and hard copy). Further details of guest lecturers and course units will be provided in the individual Course Unit Handbooks. More information on teaching, learning and assessment is also available in specific course unit specifications.

Each Course Handbook gives a detailed breakdown of the study hours for that specific Unit. Generally each course comprises 8-10 lectures of 2 hours followed by a 1 1/2 hour seminar each week. This makes up 24 hours for each course unit. The remaining hours vary slightly from course to course but are made up of academic staff-led planning

seminars for workshops and presentations, the actual presentation and workshop sessions, weekly office drop-in hours whereby students can access academic staff for each course unit and for the programme as a whole, scheduled meetings with academic staff (e.g. for advice on essay plans or essay feedback) and individual tutorial sessions. Each Unit Course Handbook outlines the specific balance of contact hours for that course that is made available to students at the start of the course and which is outlined during the first lecture. General guidelines for the Course as a whole and for specific Course Units are also introduced during the induction period.

3 Support arrangements and getting advice

Your first point of call for information should be this Programme Handbook or the School's Undergraduate Student Intranet:

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

Both will give you details of the most appropriate source of help: for example, on the variety of support services available to you; on the regulations regarding assessment or the submission of assessed coursework or how to raise a concern or make a complaint. If the answer is not provided within your handbook or on the intranet pages, consult your Programme Administrator (contact details on the front page of the handbook), your Academic Advisor (contact details will have been sent to you by email by your Programme Administrator), Programme Director (contact details on the front page of this handbook), or the Student Support and Guidance Office (A15 Ground Floor, Samuel Alexander Building, salc-studentsupport@manchester.ac.uk).

You can also contact your Peer Mentor or Student Representative; their details can be obtained from your Programme Administrator.

General information regarding the range of services provided for students by the University can be found at:

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

3.1 Contacting Academic Staff

Members of the academic staff operate a system of consultation hours, setting aside two hours per week during term time when they are available to see students. Times for consultation hours should be posted on each academic's door, and if the times posted are not possible for you, you are encouraged to make an appointment, either directly with the member of staff (preferably by email) or through your Programme Administrator.

Contact details for all academic staff across the University can be found at:

<http://directory.manchester.ac.uk/>

3.2 Your Academic Advisor

A member of staff will be appointed as your Academic Advisor. Your Academic Advisor is concerned with your general welfare, and is available to give you help and advice on all academic matters, and can direct you on where to find support for personal matters. You are strongly encouraged to attend all meetings and activities scheduled by your Academic Advisor, and can request additional meetings during their weekly

consultation hours. Developing a good relationship with your Academic Advisor is crucial to success in your chosen programme of study. If you cannot make the scheduled consultation hours then you should contact your Advisor to arrange another suitable time.

The following table outlines the timings and functions of the Level 1 meetings:

Semester 1	
Welcome Week	You will be invited to meet informally with your Academic Advisor, either individually or in a small group, to chat about your experiences and expectations of the university so far. Your Advisor will provide practical academic information for you and you should think about any questions you have about your academic programme.
Second meeting (Week 5)	Your Academic Advisor will invite you to a meeting to discuss your progress so far and any problems you might have experienced during your first weeks at University.
End of semester meeting (Week 10)	This meeting will be an opportunity for you to discuss your experiences of the first semester. You will also have the opportunity to discuss your forthcoming exams and any coursework deadlines.
Semester 2	
First meeting (Week 5-6)	This meeting will be an opportunity for you to discuss your semester 1 course unit marks and share your experiences of the first semester.
Second meeting (Week 10)	This meeting will be an opportunity to discuss any forthcoming exams, coursework deadlines and your course unit choices for Level 2.

You should feel free to consult your Academic Advisor about anything that concerns you, including personal, domestic, medical, financial or legal problems. He or she will be able to put you in touch with expert professional help if you should need it; but you may rest assured that, except in formal academic matters, all communications with your Academic Advisor are privileged, and that anything you say to him or her is strictly confidential and will not be divulged to anyone else without your express permission. In academic matters your Academic Advisor will normally refer you to your Programme Director. **It is essential that you keep your Academic Advisor informed of your progress and of any circumstances which may affect your work during the year or your performance in examinations**, as he or she may be able to help you resolve your problems or to act as your 'advocate', should this unfortunately prove necessary.

Students are able to request a change of Academic Advisor at any time. If you are experiencing problems with your Academic Advisor, you should contact your Programme Director or Head of Area.

In principle, your Academic Advisor is always prepared to supply written references for applications for jobs, further study etc. It is therefore important that you attend meetings so that they get to know you throughout the programme.

3.3 School Student Support & Guidance Office

The School's Student Support & Guidance Office is based in Room A15 on the ground floor of the Samuel Alexander Building. The team can provide support and general advice on the following areas:

- General support issues or concerns (e.g. health or other issues affecting your studies)
- Disability support queries
- Attendance issues
- Mitigating circumstances
- Interrupting your programme of study
- Appeals and Complaints
- Withdrawing from your programme of study

The team can also help you to access help and support from the following central University support services, full details of which are listed in the section *Support Arrangements and Getting Advice*:

- Counselling Service
- Disability Advisory and Support Service (DASS)
- International Advice Team
- Occupational Health
- Student Services Centre
- Students' Union Advice Centre
- Student Support and Advice at the Atrium (University Place)

If you are having problems don't keep them to yourself, contact the Student Support and Guidance Office for advice and support.

The main office (A15 Samuel Alexander Building) is open from 10am to 4pm from Monday to Friday; there is no need for an appointment. Staff may also be available at other times if you want to make an appointment in advance or see a member of staff in private.

Full contact details are available on the student intranet:
<http://www.alc.manchester.ac.uk/studentintranet/support/>

Email salc-studentsupport@manchester.ac.uk
Telephone 0161 306 1665

3.4 Dignity at Work and 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, you can contact a Harassment Advisor. Harassment Advisors provide confidential support and information to students and staff on the University's policy and will be able to explain the options available to you. For further information on reporting a complaint of this nature see: <https://www.reportandsupport.manchester.ac.uk/>

3.5 Your Health and Safety

You must not interfere with or misuse anything, object, structure or system of work provided by the University of Manchester in the interests of health and safety.

You must familiarise yourself with the procedures for dealing with an emergency, including what to do on discovery of a fire, and fire exit-points. You are also required to familiarise yourself with the Health and Safety at Work regulations, extracts of which are posted in all School buildings. Anyone requiring first aid for themselves or for others should contact one of the first aiders situated in the building. Their names and telephone numbers are posted in commonly used areas. The Head of School is responsible for Health and Safety within the School.

Level 1 and new students to the University will be required to complete the Health and Safety module, part of SALC Essentials, an online suite of courses covering Health and Safety, Wellbeing and Academic Malpractice and Plagiarism, available to you via Blackboard. Please ensure that you have completed this before the end of September 2019.

3.6 University Support Services

If you feel that you would like to contact University Support Services directly, and not via the School, or you want to talk to somebody outside the School, please see details below and here:

<http://www.studentsupport.manchester.ac.uk/>

University Counselling Service

The Counselling Service is available to all students at the University of Manchester. The service provides confidential counselling by a team of professional counsellors for students who want help with personal problems affecting their studies or well-being. It is a free service. You can contact the Counselling Service via their website to make an appointment.

Website: <http://www.studentnet.manchester.ac.uk/counselling/>

University Disability Advisory and Support Service

The University has a Disability Advisory and Support Service (DASS), whose aim is to assist students, both prospective and current, who are affected by substantial and long-term conditions. If you register with DASS the team can assess and identify your needs whilst studying at the University. DASS offer a wide range of support to students and they will meet with you to discuss the support that suits you as an individual.

The Disability Advisory and Support Service will inform the academic School of your condition (with your consent) and suggest ways in which the School and academic staff can support you throughout your duration of your studies. When discussing your support, DASS will ask whether you would prefer not to disclose details of your disability/support needs to the School. Please note that if you choose to limit disclosure in this way, it will affect the support that the School is able to provide. Further information can be found here: <http://www.dso.manchester.ac.uk/what-support-can-i-get/>

In addition to this the DASS also:

- a) Deal with enquiries from prospective students with regard to all aspects of their disability-related support whilst at the university
- b) Assist students with applications to their funding body (e.g. LEA, NHS, GSCC) for Disabled Students' Allowance and undertake assessments of their support needs
- c) Liaise with other members of staff in the university to ensure that they can facilitate the needs of disabled students
- d) Operate an Equipment Loan scheme for students
- e) Assist students to organise personal helpers and support workers, if appropriate
- f) Undertake dyslexia screenings for students who think they may have dyslexia
- g) Advise on external sources of financial support and assistance and help with application to these funds

For further information visit the Disability Advisory and Support Service website at: <http://www.dass.manchester.ac.uk/>

If you register with DASS, you may receive automatic extensions for written work as part of your University Support Plan. More information about these is available here: <http://www.dso.manchester.ac.uk/autoext/>

Examinations support may be put in place, if it is identified as appropriate during your assessment with DASS. In order to be considered for exam support you will need to be fully registered and have your University Support Plan in place. If you are not already fully registered with DASS and you wish to be considered for Examinations Support, or you feel that your existing support recommendations should be reviewed, please note that there is a deadline before each of the main examination periods in January, May and August. In order to be considered, you will need to ensure that you meet with an adviser before the deadline. Deadline dates for 2019-20 will be circulated by email and available on the DASS website: <http://www.dass.manchester.ac.uk/what-support-can-i-get/exams/>

The School has a Disability Support Coordinator who is based within the Student Support and Guidance Office. The Disability Coordinator acts as a central contact point for students within the School who have queries about their support and as a liaison between the DASS and the School. For further information please refer to our website: <http://www.alc.manchester.ac.uk/studentintranet/support/disability/>

Students Union Advice Centre

The Students Union has advisers who can help with all kinds of matters ranging from finances to housing and welfare issues. The Advice Centre is on the first floor in the Student Union Building, and is open Monday to Friday, 10am to 4pm, term time and vacation. Appointments can be made via the Student Union Reception. Further information is available here: <https://manchesterstudentsunion.com/top-navigation/advice-service/contact-an-advisor>

Study Skills websites

The University Library has an award winning study skills programme called My Learning Essentials. Full details are available on the Library's website:

<http://www.library.manchester.ac.uk/academicsupport/mylearningessentials/>

Student Support and Advice at the Atrium

Based in the University Place building, The Atrium is a University service where you can access information, guidance and advice. There are specialist advisers who can provide advice on careers, volunteering, managing money, international programmes, and support and well-being. The service at the Atrium will provide general advice and guidance, but we would strongly recommend that you contact the School Student Support and Guidance Office for detailed advice and guidance on matters such as mitigating circumstances; interruptions to study and appeals/complaints. Further information is provided below.

For all general enquiries and to book appointments with the Student Money Adviser, the Student Support Adviser and the International Programmes Office, call 0161 275 3033/3781 or email atriumadvice@manchester.ac.uk

University support for mature students

The Burlington Society is the University society for mature students and postgraduate students. For further information please see:

Website: <https://www.facebook.com/groups/burlington.society>

For further information on support for mature students, please see:

<http://www.manchester.ac.uk/study/undergraduate/mature-students/>

University Support for international students

The International Society is a busy centre for international students based in the Greater Manchester area. It is located on Oxford Road (see map of campus). Manchester has more students from abroad than anywhere else in Britain, other than London, and International Society members come from all over the world.

Website: <http://www.internationalsociety.org.uk/>

3.7 Student Services Centre

The Student Services Centre can offer help and advice about tuition fee assessments or payments, Council Tax exemption, examinations, graduation ceremonies and official documents such as transcripts.

The Centre is located on Burlington Street (campus map reference 57: <http://www.manchester.ac.uk/aboutus/travel/maps/az/>) and is open Monday to Friday, 10am to 4pm. Tel: +44(0)161 275 5000 or email ssc@manchester.ac.uk

<http://www.studentsupport.manchester.ac.uk/finances/tuition-fees/>

<http://www.studentsupport.manchester.ac.uk/finances/>

3.8 Careers Service

Your Future and your Careers Service

From the moment you arrive at University, there are a wealth of opportunities on offer to help you gain experience and find the job that you love.

Employers want to see students who've not only studied an academic course, but who have also taken advantage of the various extra-curricular activities available to them whilst at University. You don't have to have done everything, but there is so much variety that you will find something that's right for you.

Your Careers Service doesn't just talk about life after graduation, we are also there to help you navigate and explore the variety of opportunities open to you during your studies in order to enhance your experience and build your upon your existing CV.

Whilst you are studying at Manchester, your Careers Service can help you...

- Explore options and ideas with your degree
- Look for part-time or vacation work
- Discover volunteering opportunities
- Gain work experience, placements and internships
- Find out about specific jobs and sectors
- Develop the skills employers look for
- Find graduate jobs and internships
- Create CV and job applications
- Find employer events and careers fairs
- Succeed at interviews and assessment centres
- Find postgraduate study and funding options
- Access mentoring support
- Find out how to start your own business....and much more

Don't leave it until your final year to use our services; make the most of your time at Manchester and get involved from the start of your degree.

The Careers Service is located in the Atrium, University Place: (<http://www.manchester.ac.uk/medialibrary/maps/campusmap.pdf>) Building number 37.

tel: 0161 275 2829

email: careers@manchester.ac.uk

www.careers.manchester.ac.uk

3.9 IT Services within the Faculty of Humanities

Students at the University of Manchester enjoy access to a wide range of high-quality IT services provided across campus. Within Humanities itself there are in excess of 500 computers located within Faculty buildings available for student use complementing the 2000+ seats provided by the University in public clusters – including a public cluster at Owens Park.

All cluster computers are configured in the same way and provide access to services offered by schools, faculties and central service providers such as IT Services <http://www.itservices.manchester.ac.uk/help/> and the University Library <http://www.library.manchester.ac.uk/>. These include printing, scanning and copying and access to a wide range of general use and course specific software on the Windows 7 operating system. A list of software is available at:

https://www.applications.itservices.manchester.ac.uk/list_categories.php

A list of open access clusters can be found at:

<http://www.itservices.manchester.ac.uk/students/pc-on-campus/>

Wireless networking is installed across campus enabling students with wireless equipped laptops and mobile devices to access IT services on campus. Full details of the services offered, including a list of available locations, can be found at <http://www.itservices.manchester.ac.uk/wireless/>

Help and advice is available from our Support Centre which can be contacted by phone, email or in person, or via the Support Centre online at <http://support.manchester.ac.uk/> with further information about all their services available from the website at <http://www.itservices.manchester.ac.uk/>

Service desk support is also available at the University Library, the Joule Library, the Kilburn Building and the Alan Gilbert Learning Commons <http://www.itservices.manchester.ac.uk/help/>

Details of opening hours and other contact details can be found at:

<http://www.itservices.manchester.ac.uk/help/> Telephone support is available 24 hours a day throughout the year.

3.10 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. Currently there are 17 languages offered, ranging from the main international languages to a number of less-widely taught languages:

<ul style="list-style-type: none">• Arabic• British Sign language• Mandarin Chinese• Dutch• French• German• Hebrew• Italian• Japanese	<ul style="list-style-type: none">• Korean• Polish• Persian• Portuguese• Russian• Spanish• Turkish• Urdu
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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.

English Language Support: In-sessional

Whether or not English is your first language, we hope you will find our classes useful. 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.

Currently, we have classes available in academic writing, speaking and grammar. They are free of charge to current students and do not carry academic credit. You can find out more about these helpful classes – and get the latest updates - at: www.languagecentre.manchester.ac.uk/insessional or on Twitter: @UoMLangCentre

In September 2019, we are launching some self-study materials on Blackboard. For full details, please see www.manchester.ac.uk/academicenglishsupport

PhD candidates may also book a free one-to-one academic writing consultation with English for academic purposes tutor. You submit a sample of your own writing when booking, and the tutor will then offer tailored advice and feedback specific to your needs. The feedback will focus on areas such as structure, clarity and appropriate use of English.

Full details at: www.languagecentre.manchester.ac.uk/tutorials

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.

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

4 Student Feedback and Representation

4.1 Course/Programme Evaluation

The University runs a centrally coordinated survey (Unit Surveys) for all UG course units taken by full-time students at the University of Manchester. The results of the survey are used to feed into the planning and resource allocation systems of the University, and to facilitate trend analysis, and are published, at a general level, to the University. Detailed results on each individual course will be transmitted to Schools and used to inform quality assurance. Towards the end of every semester you will be asked to complete a Unit Survey for each course you have taken. Overviews of the surveys will be reviewed at the Staff Student Liaison Committees (SSLC), programme- and school- level teaching and learning committees, and will form part of each subject area's annual monitoring exercise which feeds into the Student Experience Action Plan for the School. You can download an app onto your Apple or Android device to complete your survey. A one-time download of the survey Evaluation Kit survey app will last for the whole time you're at University. You can find instructions on how to do this on the SALC Student Intranet under "guides and forms".

The data on student satisfaction with teaching are therefore important, but they are also flawed. A significant body of research has demonstrated that student evaluations are biased against certain groups, most prominently (but not exclusively) women and ethnic and racial minorities. Like the feedback you receive on your work, the comments will be most effective if they reflect on the substance of your experience of the course – what helped you to learn and what obstacles there were – and avoid personalising or generalising. **As with all communications at the University, we expect feedback in Unit Surveys to be provided in a respectful, professional, and constructive manner.**

The University is also surveyed as part of the annual National Student Survey for final year students. The survey is run by IPSOS Mori on behalf of the Higher Education Funding Council for England (HEFCE). Results are used to inform improvements to the student experience, compile University league tables and to inform future students' choice of University/course.

4.2 Committee Structure and Student Representation

The University of Manchester is committed to receiving and responding to student feedback in order to bring about improvement in the quality of the student experience and development of learning and teaching within the institution.

Student representation covers a diverse range of activities and structures and student feedback can be provided by a number of different means, for example, through programme evaluation questionnaires, the academic advisor system or through students being present at Staff-Student Liaison Committees or Programme Committees. Representation enables dialogue 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. This dialogue can take place in both formal and informal structures and circumstances.

In common with other schools, the School of Arts, Languages and Cultures is governed through a combination of bodies representing schools, staff and students. There is a School Board, which is held at least twice a year on which staff from all areas of the School, academic and support staff are represented. The School Board is consultative and involves a broad range of staff. The School's Policy and Resources Committee consists of the Head of School, Head of School Administration, Directors, Managers and Heads of Departments and assists the Head of School on issues of policy and resourcing. The School also has an Advisory Group comprising the Head of School, School Directors and the Head of School Administration, which meets regularly.

4.3 External Examiners' reports

External Examiners' reports relating to this programme will be shared with student representatives at the Staff Student Liaison Committee during the Spring term, 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.

The review of the External Examiner reports forms part of each subject area's continuous monitoring exercise which feeds into the Student Experience Action Plan for the School.

4.4 Undergraduate Committee Structure

The **Undergraduate Programmes Committee** consists of the Director of Teaching, Learning and Students, the Teaching and Learning Management Team, and Programme Directors representing each Department in the School. Student representatives are invited and encouraged to sit on this Committee.

The **Assessment Committee** discusses policy relating to examinations and assessed coursework. Student representatives are invited and encouraged to sit on this Committee.

In addition, each Department has a **Teaching and Learning or Programmes committee** which discusses undergraduate and postgraduate taught matters relating to that Department. Student representatives are invited and encouraged to sit on this Committee.

Each subject area also has a **Staff-Student Liaison Committee**. This is a consultative body, which deals with both academic and non-academic matters relevant to each subject area. These usually have student representatives from each undergraduate year chosen early in the first semester and have an unrestricted remit. Student members represent their year and are expected to be proactive in bringing ideas and problems to the notice of the committee.

Student representatives in each subject area will often have a noticeboard and often areas on the subject area's Blackboard pages. If you have a problem or view you wish to air on any aspect of subject provision, you can contact your year group's Student Representative, who will put your issue, if appropriate, on the agenda of the next SSLC meeting. Student representatives are also invited to attend the **School Staff-Student Consultative Committee**, which is chaired by the Head of School and meets at least three times a year.

If you wish to become a student representative, please email hcri.administrator@manchester.ac.uk.

PART 2 FACULTY, SCHOOL AND PROGRAMME INFORMATION

5 Welcome to the Faculty of Humanities

As Vice-President and Dean of the Faculty of Humanities, I would like to extend a 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 graduate level, embracing disciplines as diverse as business and management, social sciences, law, education, languages, arts and 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.

Being at university is not all about what you will learn in the classroom. Our courses and the wider university give you 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, there is something for everyone. That is why we are the university most targeted by employers.

Within the Faculty 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.

Keith Brown
Vice-President and Dean, Faculty of Humanities
September 2019

5.1 The Faculty of Humanities

The Faculty of Humanities encompasses academic areas as diverse as Arts, Education, Law, Social Sciences and Business & Management and is the largest Faculty in the University. With nearly 17,000 students and almost 2000 academic and professional service staff, it is the largest Faculty of the Humanities in the UK and is equivalent to a medium-sized university.

The Faculty has four Schools: Arts, Languages and Cultures; Environment, Education and Development; Social Sciences; and the Alliance Manchester Business School. The organisational culture of these Schools provides opportunities for increased collaboration throughout the Faculty and for regional, national and international engagement.

The Faculty is the interface between the discipline-based Schools and the University and is headed by a Dean who is supported by a team of Vice-Deans.

Our students are at the heart of this Faculty, and we explore every opportunity to enhance the opportunities for you. With a focus on teaching that is innovative and high quality, we equip our graduates with the skills to thrive in the working world, while also enabling you to understand that world, your place in it, and to contribute in the widest possible sense to addressing and meeting the societal challenges that you will encounter.

The work of the Faculty involves co-ordinating and developing activities to respond effectively to Institutional or external initiatives or activities, encouraging best practice across Schools and facilitating the seamless operation of processes across School, Faculty and University boundaries to help make your experience at Manchester the best it can be.

The Faculty is committed to gathering student views on the provision of teaching and learning and centrally operated areas of the University (such as Library; Estates; IT; Careers; eLearning) and as a student you can feed into this process via the Faculty's Staff Student Liaison Group (SSLG) which meets a minimum of twice a year. These meetings provide a forum for students, who are elected as Student Representatives within their School/discipline, to:

- discuss overarching issues of concern with senior members of staff from different areas of the University in an open manner;
- engage constructively with senior staff to identify those areas where there is scope for improvement, bringing forward ideas and suggestions;
- identify and share good practice;
- respond to items brought forward by members of staff.

The Faculty also occasionally holds consultation groups with students to find out what is being done well across the Faculty and what you feel could be done to improve your experience as a student.

The focus of your involvement as a student is likely, however, to be the disciplinary grouping, i.e. the School within which your studies are based. Or, in the case of students on interdisciplinary programmes: the office which is responsible for administering your programme.

You may have contact with the Faculty if you have a problem that cannot be resolved at a local level within the School or Programme Office. For example: appeals or disciplinary matters. Otherwise, it is entirely possible to complete a course of study without ever interacting directly with the Faculty.

5.2 The University of Manchester Alumni Community

At Manchester we are proud to have the largest global alumni community of any campus-based university in the UK, with many of the 398,000 graduates we are in contact with holding top positions in every imaginable field.

We want to maintain a lifelong connection with our graduates, to share experiences and expertise, to tell them about our events, networking and volunteering opportunities and ensure they hear about alumni-exclusive offers.

Many of our alumni are actively helping to influence and inspire the next generation of Manchester graduates by volunteering their time and expertise. Our alumni volunteers are available to mentor students, participate in careers events, 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.

Access alumni online

You can access alumni advice on our online professional networking service, the Manchester Network. Including a feature called *Ask Me About*, The Manchester Network, connects students and alumni with 2,500 alumni who want to:

- offer careers advice;
- review CVs and applications;
- or offer work experience, internships and jobs.

Get started by registering for the Manchester Network at network.manchester.ac.uk, going to the *mentoring* tab and searching by interests and profession.

Some alumni also support the University financially, enabling students and researchers 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 that 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, OFCOM

Professor Brian Cox OBE
Physicist and Science Communicator

Frances O'Grady
General Secretary of the TUC

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

Benedict Cumberbatch CBE
Actor

Gareth Williams and Bonamy Grimes MBE
Skyscanner co-founders

Chuka Umunna MP
Former Shadow Secretary of State for Business, Innovation and Skill
Member, Change UK – The Independent Group

Parineeti Chopra
Actor

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

Sophie Raworth
BBC News broadcaster

Teo Chee Hean
Senior Minister & Coordinating Minister for National Security, Singapore

Toby Jones
Actor

Orlando von Einsiedel
Award-winning film director

Professor Danielle George MBE
Radio frequency engineer

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

6 School of Arts, Languages and Cultures

6.1 Introduction

The School of Arts, Languages and Cultures (SALC) is one of the largest groupings of students, teachers and researchers in the arts and languages anywhere in the world, it attracts the best research and teaching talent from around the world, and provides students with the highest quality educational experience through dedicated teaching and access to a wide range of resources.

The School has seventeen different disciplinary areas, plus teaching in nearly 20 languages and is internationally recognised in the fields of human cultures, beliefs, institutions and languages.

Teaching and research in the School are supported by rich resources within the University, in the collections of the University of Manchester Library (including the world-famous John Rylands Library), the Ahmed Iqbal Ullah Race Relations Resource Centre, the Manchester Museum and the Whitworth Art Gallery, as well as in other distinguished Manchester archives and museums.

At Manchester there is so much on offer for you that it can be hard to decide which activities to get involved in beyond your studies. Stellify is a way for you to navigate through these choices by participating in some of our most transformative academic and extracurricular activities. You'll be able to broaden your horizons, understand the issues that matter in contemporary society and step up to make a difference to local and global communities. You can start by visiting the website below or speak with your Academic Advisor.

<http://www.stellify.manchester.ac.uk/>

6.2 Key School staff

Head of School: Professor Alessandro Schiesaro - Room A2 Samuel Alexander Building; telephone: 0161 275 3283; email: HoS_SALC@manchester.ac.uk

The Head of School has ultimate responsibility for all aspects of academic activity within the School. Students should contact HoS_SALC@manchester.ac.uk if they wish to make an appointment.

Director of Teaching, Learning and Students: Dr Christopher Godden

The Director of Teaching, Learning and Students is responsible to the Head of School for maintaining the academic standards of each of the School's degree programmes. Dr Godden will normally be available during his office hours (displayed on his office door) to see any student who wishes to discuss academic or personal matters. To see Dr Godden at another time please contact Stephanie Holmes stephanie.holmes@manchester.ac.uk to make an appointment.

Associate Director for Academic Advising and Employability: Dr Holly Morse - email: holly.morse@manchester.ac.uk

Associate Director for Assessment: Dr Aashish Velkar – email: aashish.velkar@manchester.ac.uk

Associate Director for eLearning, Flexible Honours and Teaching Innovation: Dr Hannah Cobb - email: hannah.cobb@manchester.ac.uk

Associate Director for Residence Abroad and International Study: Dr Wiebke Brockhaus-Grand – email: Wiebke.brockhaus-grand@manchester.ac.uk

Professional Services Staff

Head of Teaching, Learning and Student Experience Emma Wilson – emma.wilson@manchester.ac.uk

Programmes Manager Fiona Fraser - fiona.fraser@manchester.ac.uk

Student Experience Manager Louise Stewart - louise.stewart@manchester.ac.uk

Student Support and Guidance Manager Sara Latham - sara.latham@manchester.ac.uk

Teaching and Learning Coordinator – Assessment: Joel Loutfi- joel.loutfi@manchester.ac.uk

6.3 Communications within the School of Arts, Languages and Cultures

Information is communicated to students normally by means of email, the student intranet, social media platforms, the SALC Students blog, Blackboard and via noticeboards. Important or urgent messages may sometimes be sent to your mobile number as a text. Please note the following:

- a) Email messages initiated by staff in the School (both academic and administrative) will be sent to your University email address. All messages sent to you via email distribution lists will include your University email address.
- b) You are required to check your University email account on a regular basis. It is your responsibility to ensure that you read with minimal delay all messages sent to your University email address. **Failure to read messages delivered to your University email account will not be accepted as a legitimate excuse if you fail to act on information that has been sent to you.**
- c) You must send all email communication to staff from your University account. All emails to staff should be written in a polite professional tone.
- d) **Important Note:** If you send a message from a private email address, you should be aware that, due to the increasing problems of spam and viruses, a member of staff

may sometimes have legitimate cause for suspicion about your message, and may therefore be obliged to delete it without opening it. This is especially likely to apply if your name and the subject matter of your message are not clearly identified in the email address and header. **In all such cases any failures of communication are your own responsibility.**

- e) Standards of communication, professionalism, and courtesy also apply to other forums such as the Blackboard discussion spaces, Unit Surveys, and committee participation. Where you are invited to provide feedback on peers or staff members, it should always be respectful, constructive, and inclusive.

6.4 Changes to your personal information recorded in the Student System

It is your responsibility to ensure that the Student System is kept up to date with changes to your recorded personal or programme details. Any change of personal details must be completed online via My Manchester. If you are unsure of how to do this you should ask your Programme Administrator. Incorrect information can lead to problems with your fees and funding, at Examination times and with other official processes.

Please see section *Teaching, Learning and Progression / Course and Programme Changes* for information on course unit and degree programme changes.

7 Teaching, Learning and Progression

7.1 Registration

Registering online is a crucial part of becoming a student of The University of Manchester. You must register annually, whether you're new to the University or returning for another year; and until you register, you are not a member of the University and cannot access any of our services - including attending lectures and seminars and using the University Library. If you are experiencing any issues with your registration, please email, call or drop in to see your Programme Administration Team.

Please note that if you do not meet Registration deadlines you will be liable for a late registration charge of £200 and you may be withdrawn or interrupted from your degree programme. Registration deadlines depend on the start month of your degree programme.

For further advice on Registration, see the Welcome pages:

<http://www.welcome.manchester.ac.uk/>

7.2 Induction

In addition to registering with the Subject Area and University, during the first week of the academic year all level 1 students will participate in Welcome Week activities, which will include an introductory meeting within the Subject Area, an opportunity to meet with your Academic Advisor, attend academic events and meet with students from your own year and from other years on your degree programme.

If at any stage you are feeling at all uncertain or lost, please speak to someone – your Academic Advisor, a Peer Mentor, or Programme Administrator.

Returning students may also have events planned for them during Welcome Week and you should check your email for information from your Programme Administrator about this.

7.3 Course Unit Selection

Course unit descriptors of current courses offered at all levels can be found on the University Course Unit Information Portal via My Manchester. my.manchester.ac.uk Full details on how to navigate these screens can be accessed via the [Guide to Navigating the Course Unit Information Screens](#)

7.4 Understanding your Timetable

Once you have completed the online enrolment process your personalised timetable will be available through the timetabling portal in My Manchester. Getting to grips with how to understand your timetable is a key part of your induction to University and you must check it weekly for the most up to date room information. Please see our guide on how to use your timetable: <http://documents.manchester.ac.uk/display.aspx?DocID=17303>

7.5 Programme Changes

If you are considering changing to another degree programme within the University of Manchester, you must first consult your Academic Advisor, Programme Director or Administrator.

The formal procedure for changing your degree programme (to a programme within the University of Manchester) is as follows:

- a) Check with your funding provider that the proposed change is acceptable.
- b) International Students should contact the International Advice Team in the Student Services Centre to clarify how a course change will affect your immigration status and entitlements.
- c) Consult the Admissions Officer or Programme Director for the programme you wish to join; you will need confirmation of your previous qualifications and a transcript of grades to date of your current degree programme. If the admissions officer confirms that you are able to move onto the degree programme, you should contact your **current** Programme Administrator to discuss the formal process for that department.

Please note that a change of degree programme will only be approved within the first two weeks of a semester or at the end of a semester, unless you are able to transfer units already taken. Where relevant, you may be charged for any units you have already taken in previous semesters.

Under no circumstances should you stop attending a course unit on the assumption that you will be able to take another one in the following semester.

Please note that at the end of Semester 1 it will not be possible to leave a year long course unit (those with a code ending in 0) without being charged the full amount for that unit.

7.5.1 Changes to Programme Handbooks

While every effort is made to ensure that course and programme details are correct at the time of publication, changes are sometimes unavoidable (as a result, for instance, of changes in staffing arrangements or in Faculty/University regulations). If a change needs to be made to information published in this Handbook, you will be notified by email.

7.6 Teaching Contact Time in SALC

7.6.1 Contact Time

Undergraduate students will have the opportunity to spend approximately 25% of their time in activities which involve contact with a member or members of staff, and which may be provided at unit or programme level. Within that, there must be a minimum of 30 hours scheduled teaching and learning activities per 20 credit unit. A pro-rata calculation will be made for 10, 30 or 40 credit units. The following exceptions apply:

- a) Level 3 dissertations, and some other units involving one-to-one supervision and centring on guided independent learning, may offer fewer contact hours than a standard unit
- b) for students completing a period of residence abroad, or on placements, the minimum applies only to their time spent studying in Manchester
- a) course units may also be supported through a range of other kinds of formal or informal contact. Examples include:

- visits to local art galleries
- visits to local museums
- workshops with outside speakers
- one-off sessions to tie in with news events
- film screenings
- rehearsals
- field work
- master classes

NB: These will sometimes be offered at programme, discipline, or School level, rather than be attached to a particular course unit

7.6.2 Credit Rating and Work Time

Course units are normally credit-rated at 20 credits per course unit. One credit stands for 10 hours of work time. So in a 20 credit course you should expect to complete 200 hours of work time. As an example, this work time can be broken down as time spent in class, completing background reading and research, independent preparation for classes (including studying seminar texts, preparing formative assignments, reviewing lecture notes, and reflecting on learning) and assessment time plus preparation.

It should be emphasised that independent study time is an extremely important aspect of student learning in the Arts and Humanities disciplines, and contributes greatly to the educational experience. It involves directed reading and other exercises, working on essays, projects and presentations and revising for exams. Students may be working independently or in groups, making use of a variety of resources including libraries, archives, practice rooms, galleries, or historic sites.

In one semester a student normally takes 60 credits, which means that 600 hours of work time are expected per semester including teaching weeks, examination time, and pre-semester reading.

7.7 Work and Attendance

The University records and monitors the attendance of **all** students to support their academic attainment and progression and to ensure student wellbeing. All students at the University of Manchester are expected to be independent learners and as such are active

participants in their own learning experiences and must take responsibility for achieving their learning outcomes. Regular attendance increases engagement with the programme, will help to improve academic achievement and can facilitate the development of core skills such as teamwork and professional communication. The School has put in place procedures, with identified trigger points, that indicate when a student's attendance has become a concern or where a pattern of absence begins to raise concerns with regards to a student's wellbeing.

The University expects that all students will attend every timetabled teaching or learning session or required supervisory session, unless the absence has been authorised (see below for further information).

Further information regarding the University regulations can be found here:

[Regulation XX: Monitoring Attendance and Wellbeing of Students](#)

Policy on Recording and Monitoring Attendance:

<http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=20846>

[Policy on Personalised Learning for Students on Taught Programmes](#)

Please note: you are expected to devote **40 hours a week to your studies** for each of the 30 weeks of the academic session (from September to June) in order to earn your 120 credits for each year. You should be spending about 200 hours on each 20 credit course unit.

This means that you should be spending:

SEVEN HOURS PER WEEK ON EACH YEAR-LONG 20-CREDIT COURSE UNIT

FOURTEEN HOURS PER WEEK ON EACH SEMESTER-LONG 20-CREDIT COURSE UNIT

Students are required to be in attendance throughout the academic year, including Reading Week in Semester 1 and both periods of revision and assessment. For this reason the School would not expect any student to take a holiday or period of unauthorised absence during term-time. If you are prevented by illness, accident or other circumstance beyond your control from attending any tutorial class, you should notify your Programme Administrator by email on the first day of your absence.

For an absence of less than 7 days, you should submit a self-certification of ill health form (signed by your GP or Medical Practice) to your Programme Administrator immediately after your return. As soon as you are able to, you should contact your tutor regarding the work that you have missed.

For an absence of more than 7 days, a letter from your GP or other medical professional or a 'fit note' must be obtained and submitted as soon as possible.

Student attendance is monitored by the School throughout the year and we will expect you to complete the attendance sheet when it is used in a class. It is your responsibility to ensure that you have signed the attendance sheet. We expect students to attend all classes, and the Course Tutor may directly contact students who have been missing classes.

7.8 Certification of illness and absence from the University

It is a requirement of your registration with the University of Manchester that you register with a local General Practitioner. A list of GP practices can be obtained from the Occupational Health Centre (campus map no 38: <http://www.manchester.ac.uk/aboutus/travel/maps/az/>), any University hall of residence or a local pharmacy. You can also find information on the NHS website (<http://www.nhs.uk/Service-Search>). According to guidance issued by the General Medical Council, it would not be regarded as good practice for a family member to be the registered GP or to offer treatment except in the case of an emergency.

You should always consult your GP (or for emergencies the Accident and Emergency Department of a hospital) if your illness is severe, if it persists or if you are in any doubt about your health. You should also consult your GP if your illness means that you are absent from the University for more than 7 days, including a weekend. Please see details above for how to inform the University about your illness.

Please also see the section on *Mitigating Circumstances* if your work has been affected by illness.

7.9 Important Attendance Information for International Students

Tier 4 Visa Attendance Monitoring Census

The University operates attendance monitoring census points within the academic year in order to confirm the attendance of all international students holding a Tier 4 Student Visa. This is to ensure the University meets the UKVI statutory requirements as a sponsor of Tier 4 students and its responsibilities in accordance with its Highly Trusted Sponsor status.

If you are an international student and a Tier 4 visa holder, you must attend these attendance monitoring census points, in addition to complying with the School's own programme attendance requirements.

When are the census points?

In the 2019/20 academic year, the international **undergraduate** student Tier 4 attendance monitoring census points will be during the following periods:

Census Point	Dates	Population
October 2019	23rd September - 4th October 2019	All active Tier 4 students*
January 2019	13th January - 24th January 2020	All active Tier 4 students
May 2019	13th May – 3rd June 2020	All active Tier 4 students

Please note:

- Postgraduate Taught students have a fourth Census point in July.
- *If you are a **new** student, you will **not** be required to attend a census point with the School in October 2019 as you will complete the census through International Check-In.

- You will receive an e-mail from the School to confirm when and where you should attend to have your attendance confirmed. You must check your University e-mail account regularly. Failure to check your e-mail account is not a valid reason to be absent from a census point.

What if a Tier 4 international student cannot attend a census point?

If you cannot attend in person due to a valid reason which includes illness or any reason connected to your programme of study, you must email your programme administrator, email details on the front of this handbook, to inform us of your absence and your inability to attend in person. In the case of illness, you may be asked to provide a copy of a medical certificate. If you are in this position you should report in person to the School as soon as possible after you return to campus.

Students who are recorded as interrupting their studies are not expected to attend during their period of interruption.

What happens if a student does not attend a census point?

The School must be able to confirm your presence to the UKVI by the end of each census point in the academic year. If you do not attend a census point when required by your School 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 UKVI and the University will cease to sponsor the student’s Tier 4 visa. The Tier 4 visa will then be curtailed and the student must leave the UK within 60 days

Further information

If you have any concerns about the attendance monitoring census points, or your Tier 4 visa status, please contact visa@manchester.ac.uk

7.10 Consequences of Unsatisfactory Work and Attendance

The School has the right to exclude any student who fails to meet the work and attendance regulations. For further information, please see the University Regulation XX Monitoring Attendance and Wellbeing of Students at: <http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=1895>

Academic tutors keep records of students’ attendance at all classes, which is recorded on the Student System. If for any reason you are unable to attend classes and/or submit written work on time, it is important that you contact your Programme Administrator and Course Tutor to inform them of your absence as soon as possible.

Repeated unexplained (or unsatisfactorily explained) absence from classes will result in you being contacted by your Academic Advisor or Programme Director and required to attend a meeting to discuss your absences. This meeting may result in a referral to the Student Support and Guidance Office or Central University Support Services, as required.

Students whose attendance record continues to be a concern will be required to attend a formal School hearing. At this hearing the student will be given the opportunity to explain their absences. Following the hearing, students will be given a formal warning, and sufficient opportunity to demonstrate a significant improvement in their attendance. The School will refer students to the Student Support and Guidance Office or Central University Support Services for advice and support, as necessary.

After this period a decision will be taken as to whether or not any further action is required. Following receipt of an official warning, if a student does not respond to warnings or their attendance does not improve, a final letter will be sent informing the student that they will be prevented from taking any further assessment/examinations and thereby excluded from the University.

Please note: The University regulations state that no student will be refused permission to be entered for an examination, or to have coursework assessed, on the grounds of unsatisfactory work or attendance unless a formal written warning has been issued. Claiming not to have received, seen or read this letter is not an acceptable reason for failing to comply with attendance regulations. Students have the right to appeal against a decision to refuse permission to take examinations or submit assessments, or against exclusion due to academic failure, for further information please see: <http://www.regulations.manchester.ac.uk/regulation-xix-academic-appeals-procedure/>.

7.11 Interruptions to Study/Repeating Year

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. Requests must meet the appropriate grounds and be approved by the School (please see details below).

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, we can deregister you from the student system.

The School expects all students to complete and submit an application to request an interruption **in advance**. If this is not possible (e.g. due to ill health) a request and appropriate evidence should be submitted before the end of teaching for the semester in which you are affected. Interruptions will not normally be granted retrospectively and you will be liable to pay the full tuition fee if you do not apply for an interruption within the appropriate semester or academic session. Please note that the interruptions mechanism is not intended to be used to enable students to repeat a year to improve their marks.

Before considering an interruption, you should bear in mind that we will not be able to guarantee that certain course units will be available when you return to study, following a period of interruption, as provision may change from year to year.

A period of interruption will be for no more than one year in the first instance. The School will consider requests for a further period of interruption **only in exceptional circumstances**.

In some circumstances, the School may recommend that a student consider taking a period of interruption from their studies. This is usually when a student has experienced significant health/personal problems and is struggling to complete assessments (with support already in place via mitigating circumstances and University Support Services, e.g. DASS if appropriate). The School cannot enforce an interruption of study, but students should bear in mind that if they choose not to interrupt their studies, after it has been recommended by the School, they continue at their own risk. As noted above, a retrospective request to interrupt is unlikely to be approved if the School has previously made a recommendation to interrupt and a student has chosen to continue with their studies.

Where the School has significant concerns about a student's ability to continue studying (e.g. due to ill health) the School may refer a student's case to its Fitness to Study Panel. The School may also ask the student's permission to make a referral to the Student Occupational Health Service for further advice on their fitness to study.

For further information, please refer to:

<http://www.regulations.manchester.ac.uk/guidance-on-interruptions/>

<http://www.studentsupport.manchester.ac.uk/study-support/interruption-or-withdrawal/>

Acceptable grounds for an interruption:

The following circumstances are typical of what **may** be considered grounds for applying for an interruption to a programme:

- Serious physical or mental illness of the student;
- Death / serious illness of a partner; close family member or close friend;
- Unforeseeable or unpreventable events such as distress or injury caused by a serious accident; the effects of being the victim of a criminal act or the distress or serious disruption caused by fire, flood or other natural catastrophe;
- Extreme family or financial circumstances leading to stress;
- Breakdown of *essential* equipment where a student is unable to continue a project and the use of alternative equipment is not possible;
- Delays in obtaining ethical approval;
- Jury Service;
- Maternity or Adoption Leave (see below)
- Delays in progress due to unforeseen problems (e.g. moving of offices/buildings, supervisor changes) which are outside of the student's control

Maternity leave

Students may interrupt their studies for the purpose of maternity leave at any time from 28 weeks of the pregnancy for a maximum period of 12 months during their degree. The period of leave must be taken in one consecutive block.

Paternity leave

A total of two weeks paternity leave may be taken at any time during a partner's pregnancy or within three months following birth. The student must inform their Programme Director of this absence.

Adoption leave

Students who are adopting a child may interrupt their studies for a maximum 12 month period during their degree. The period of leave must be taken in one consecutive block.

Grounds that will not normally be accepted:

The following circumstances **will not** be regarded as grounds for applying for an interruption or an extension:

- The student or Programme Director was unaware of policy and application procedures for interruptions and/or extensions for courses. It is ultimately the student's responsibility to ensure that they are aware of all policies and procedures relevant to their degree;
- Work commitments;
- Further primary research and/or laboratory work;
- Temporary lectureships;
- Exchange visits;
- Voluntary service overseas;
- Expeditions/sport;
- Long-term holidays/vacations;
- Inadequate planning and time management;
- Normal pregnancy (excluding standard maternity leave entitlement);
- Difficulties with English language (including delays as a result of proofreading);
- Computer or other equipment failure where use of an alternative is possible or any loss of work was avoidable;

In exceptional circumstances, the School may grant interruptions where they would lead to clear benefits for the student's future career or further study. Such cases will be referred to the School's Director of Teaching and Learning for consideration.

How to apply for an interruption

Students must complete an Interruption request form, available from the Student Support & Guidance Office (contact details above). Relevant supporting evidence should be provided when the form is submitted. Please note you must continue to attend classes and submit/attend assessments including examinations while you await the outcome of your application, as it may not be successful.

The request will then be considered by the School's Director of Teaching and Learning. Students will be informed of the outcome of their application, in writing, by the Student Support & Guidance Office.

Student status during the interruption period

During a 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. During the period of interruption, a student's registration status is 'leave of absence' (LOA) and no tuition fees are payable. Where tuition fees have already been paid they will be refunded or held over by the University. For further information about tuition fees, please contact the University's Student Services Centre.

During the leave of absence period, students will not be entitled to supervision and will have limited access to University facilities: they will not be able to use swipe cards or the library but will have access to their student IT account, My Manchester, email and the Student System (Campus Solutions).

Returning from a period of interruption

In line with University guidance, students who have interrupted their programme on medical grounds will be required to provide medical evidence that they are fit to return and resume their studies. This must be provided in advance, at least one month prior to a student's intended date of return. Please note that it is the student's responsibility to ensure that this evidence is provided to the School. If evidence is not received in advance of the student's return, it may not be possible for the student to continue with their studies.

All students must ensure that they complete academic and financial registration (including payment of tuition fees) when they return to study following a period of interruption.

Failure to return from a period of interruption

If a student fails to return and re-register after 30 days of their expected date of return following an interruption, and there has been no response to the School's efforts to contact the student, their student record will normally be withdrawn.

Requests to repeat a year of study

Please note that requests to repeat a year of study (or part year of study) will only be approved in exceptional circumstances. Students will not be permitted to repeat a year of study (or part year) in order to improve their marks. When considering a request the School may check a student's engagement with their programme of study, their attendance record and any other relevant information including current marks. If the request involves a change of programme which would make it necessary for the student to restart Year 1, the School will also refer to A-Level results to check that the student meets the current entry requirements for the programme. The School will not be able to consider any request to repeat a year of study following the conclusion of teaching in semester 2. Students must continue to attend classes and submit/attend assessments, including examinations, while they await the outcome of an application as it may not be successful.

When considering requests, the School may decide that it can only offer a student the opportunity to repeat semester 2, rather than a whole year of study; this will normally be when a student has already successfully completed semester 1. Please note that it is not possible, within the University degree regulations, to carry marks over to any repeated year.

We recommend that you speak to your Academic Adviser and the Student Support & Guidance Office (Room A15, Samuel Alexander Building) before you make a formal request. Please note all students are required to pay tuition fees for any repeated year of study. If you are funded by Student Finance England, we recommend that you contact them to discuss the financial implications.

7.12 Withdrawing from your programme

If you are considering withdrawing from your programme of study, please ensure that you speak to your Academic Advisor, Programme Director and/or the Student Support & Guidance Office staff immediately. They will be able to offer you advice and support and may be able to present alternative options that you may wish to consider. You are also strongly advised to read the information available on My Manchester to help you in your decision-making:

<http://www.studentsupport.manchester.ac.uk/finances/funding-opportunities/all/changes-or-interruption-of-course/>

<http://www.studentsupport.manchester.ac.uk/study-support/interruption-or-withdrawal/>

If, for whatever reason, you firmly decide to withdraw from your programme of study, please ensure that you inform the Student Support & Guidance Office as soon as possible. We will ask you to complete a short form to confirm the reasons for your withdrawal. The School expects all students to complete and submit an application to request to withdraw from their studies at the point at which the decision is made. As a withdrawal from study may result in the refund of tuition fees, the School will not normally be able to record a retrospective withdrawal. The School is required to notify the University's Student Services Centre of your withdrawal and of your last date of attendance. If appropriate, this

information will also be communicated to Student Finance England if you are in receipt of funding for your studies.

8 Learning resources

8.1 The University of Manchester Library and other Libraries

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

The University of Manchester Library is one of only five National Research Libraries. With more than 4 million printed books and manuscripts, over 41,000 electronic journals and 500,000 electronic books, as well as several hundred databases, the library is one of the best-resourced academic libraries in the country.

The Main Library holds the principal collections that support teaching and research in the humanities, and the social sciences. A number of specialist site libraries also support the humanities and these are located across campus. The Library's Special Collections, one of the finest collections of manuscripts and early printed books in the UK, are housed in The John Rylands Library, Deansgate in the city centre.

The Alan Gilbert Learning Commons is open every day apart from Christmas Day and Boxing Day and a number of library sites extend their opening times in the run up to exams.

On the Library website there is a wealth of resources on a range of topics from using the printers and borrowing books to booking a PC or accessing resources off campus or making a Group Study Room booking.

The My Learning Essentials skills programme offers online resources, workshops and drop-ins designed to help to develop your academic, wellbeing and employability skills.

Make sure you never miss news on the Library's latest news and developments:

www.twitter.com/@UoMLibrary

John Rylands Library Deansgate

The John Rylands Library was founded by [Enriqueta Augustina Rylands](#) (d. 1908) in memory of her husband, [John Rylands](#). The special collections include medieval illuminated manuscripts and examples of early European printing. The library collections are regularly used in teaching by lecturers in the department.

<http://www.library.manchester.ac.uk/rylands/>

8.2 Blackboard: courses and enrolments

The teaching and learning activities within your courses are enhanced and supported by the use of Blackboard. All of your courses/spaces are listed in: <http://my.manchester.ac.uk/> under the 'Blackboard' tab. Here you will find:

- a list of all the courses you are registered to take, under the 'Course List',
- a list for Programme spaces or other 'Organisations', in the 'My Communities' list.

You can also access Blackboard on your smartphone using the Blackboard Mobile Learn app. For guidance, see: <http://www.itservices.manchester.ac.uk/help/elearning/> click the link **Introduction to Blackboard** (under Top 3 guides for students on the right); this will

take you to the Knowledge Base article, which has direct links to various resources, including **Accessing courses on a mobile phone or tablet**.

Courses become available to students one week before the start of teaching. For *most* courses in 2019/20 this is:

- Semester 1 and all-year courses: 9th September 2019
- Semester 2 courses: 20th January 2020

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 in Blackboard within 24 hours. Also, your tutor needs to have 'activated' your Blackboard course in order for you to access it. If you cannot see a course you expect to see, please:

- contact your School Administrator to check that you have been enrolled;
- check with your tutor that they have made the course available;

Note: If you change your course enrolments there will also be a delay of up to 24 hours in acquiring your new courses and removing those you are no longer taking.

Your Blackboard course(s) will contain different elements, depending on how your tutor(s) have set them up. They may be used for course materials, lecture handouts, coursework submission, quizzes, additional resources, discussion boards or blogs, for example. If you have any queries about the content, please check with your tutor first.

After enrolment or changing your enrolments, if your courses are not correctly listed in Blackboard after 24 hours, please let us know which course(s) you are missing by going through <http://www.manchester.ac.uk/servicedesk/>

If your course is assessed by coursework, and the submission of coursework is done online via Turnitin, you can find guidance at <http://www.itservices.manchester.ac.uk/help/> by searching for:

- Turnitin submission - Turnitin: A student guide to submitting an assignment
- Turnitin feedback - 'Blackboard: A student guide to downloading feedback from Turnitin'

You can also access video guidance by going to <https://video.manchester.ac.uk/> and searching for:

- Turnitin Induction
- Turnitin Feedback

For general information on Blackboard and access to support information, please visit: my.manchester.ac.uk/portlet/user-guide

Please note: periods when Blackboard access *may* not be possible (at-risk periods) are Sundays 2am to 5am, Easter holidays and during July. Notification of any significant downtime during July will be communicated through My Manchester Student News.

8.3 Study Skills

Unlike other forms of education, studying at university requires you to take responsibility for your own learning. This means that there is an expectation that you will undertake independent study in the time when you are not in lectures or seminars e.g. following up lecture and seminar discussions with further reading, organising your notes, preparing assessments. If you are to benefit from the unique experience of university study, acquiring not only specialist knowledge but also the capacities for critical, analytical thought and clear self-expression, then you personally, and your peers collectively, must contribute to the creation of an active learning environment. Several key points to remember:

- 1) As an undergraduate at the University of Manchester, you are expected to act in a mature manner and to be respectful to lecturers, tutors, administrators and your fellow students.
- 2) You are expected to prepare adequately for lectures and seminars, whether by reading alone or by organising ideas for group discussion.
- 3) You are expected to actively participate in seminars, either in discussion, asking questions, or giving oral presentations.
- 4) Plan for assessment deadlines and do not leave assessments to the last minute.
- 5) The responsibility for managing your time falls to you, and you need to find the right balance between your workload and extra-curricular activities.
- 6) A degree is about skills acquisition and your intellectual development, not about amassing and regurgitating information and assessment outcomes.

Remember – success is not measured simply by the class of degree that you obtain, but by the effort you put in, and the personal improvement in understanding, skills and attitudes you achieve as an undergraduate. It is these qualities that will be commented on in references written by your tutors when you apply for work.

9 Academic Feedback

9.1 What is feedback?

Feedback is information which enables you to improve your skills. As such, it is a crucial part of the learning process, and is central to the academic relationship between tutor and student. As general principles, the School requires that written feedback should be typed, that it should give students the chance to improve their work, and that it should be provided in a timely manner.

For all formative assessments and assessed coursework, feedback will normally be provided within 15 working days after the final submission deadline (for a 20 credit unit). Please note that working days at the University do not include weekends, public holidays, exam periods or University holidays. Course unit directors will advise students if there will be a delay in the return of feedback.

9.1.1 Seven principles of good feedback practice have been identified:

- Facilitates the development of self-assessment (reflection) in learning
- Encourages teacher and peer dialogue around learning
- Helps clarify what good performance is (goals, criteria, expected standards)
- Provides opportunities to close the gap between current and desired performances
- Delivers high-quality information to students about their learning
- Encourages positive motivational beliefs and self-esteem
- Provides information to teachers that can be used to help shape teaching

Charles Juwah, Debra Macfarlane-Dick, Bob Matthew, David Nichol, David Ross and Brenda Smith, *Enhancing Student Learning through Effective Formative Feedback* (Higher Education Academy, 2004)

9.1.2 Academic staff in SALC aim to provide feedback which is:

- Prompt (where there is further assessment to be completed for a course unit, feedback will be provided to students no later than 15 working days (for a 20 credit unit) after the submission date and before the completion of the next assessment)
- Related to the learning outcomes of the assignment
- Individualised to the assignment and the student
- Oriented towards improving future performance

9.2 What means do subject areas in SALC use to provide feedback?

Feedback can be provided in a number of different ways. In SALC these may include:

- Written comments on coursework assessments, including essays, and on SALC feedback sheets – this may be in electronic format via Turnitin or by email.
- Advice given during and following discussion in seminars; this advice can be spoken or via email or other electronic means
- Advice given on a one-to-one basis during your course unit director's or Academic Advisor's office hours
- Written and face to face feedback on examinations

The School's feedback forms are designed to enable tutors to give students feedback on both assessed and non-assessed coursework and examinations. Please see section *Assessment / Submission of Assessed Work* for further advice on how to submit your assessments and receive feedback. Marking of assessed coursework is carried out under conditions of anonymity, and your identity is not known until after the provisional mark has been recorded.

Following examinations, an exam feedback form can be requested from your subject area's administration team. Examination scripts are not returned to students.

Your feedback will include an indicative mark. You should be aware that any mark given to you at this stage is provisional: it may go up or down during the moderation process.

Feedback on dissertations and other 40 credit submissions is provided following the Examination Boards in June.

9.3 When is feedback given?

Feedback can be given at a number of points during your course unit, or degree programme, for example:

- As general advice given in class when discussing essay or presentation strategies;

- As part of an on-going discussion about research and writing (for example, during supervision meetings in preparation for an undergraduate dissertation);
- As oral or written comments after you have submitted a coursework essay/given a class presentation.

9.4 What is the difference between formative and summative feedback?

Formative feedback is feedback which you can use in order to help improve your performance in future assignments. Work that is purely formative does not carry a mark that counts towards your final course unit mark.

Summative feedback is feedback given on a piece of work where the mark counts towards your final course unit mark.

During the course of your degree you will find that feedback can be both formative and summative. This means that the mark you are given for the piece of work submitted counts towards your final course unit mark and that the comments you are given can help you to improve your performance in future assignments across a number of course units.

9.5 What happens if I want more feedback?

If, after you have received feedback on your work, you would like more information then you should contact your course unit director or Academic Advisor. Course unit directors will:

- be available during two consultation hours per week during semester (these hours will be clearly advertised on the course unit director's office door)
- make alternative arrangements to see students who are unable to make use of these consultation hours
- respond to student email queries within 3 working days

The University policy on Feedback can be found at:

<http://www.staffnet.manchester.ac.uk/tlso/policy-guidance/assessment/practice-of-assessment/feedback-to-students/>

10 Mitigating circumstances

10.1 What are mitigating circumstances?

Mitigating circumstances are personal or medical circumstances which are unforeseeable and unpreventable that could have a significant adverse effect on your academic performance. You should only submit a mitigating circumstances application if you consider it serious enough, and the timing critical, to have affected your performance in your assessed work and examinations.

For complete guidance on the acceptable grounds for mitigating circumstances and the application process in the School, please refer to the student intranet <http://www.alc.manchester.ac.uk/studentintranet/support/mitigatingcircumstances/>.

Please note that IT failure (i.e. failure, loss or theft of a computer/laptop/printer) which prevents the submission of work on time is not accepted as grounds for mitigating circumstances. Students are advised to back up all work regularly using their University P drive and not leave the completion of work so late that they are unable to use an alternative computer or printer. Further information on your P drive is available here:

<http://www.itservices.manchester.ac.uk/ourservices/catalogue/email-calendar-collaboration/its-ourservices-catalogue-email-calendar-collaboration-collaborative-personal-storage/>. We strongly encourage you to save work to your P drive, instead of a removable storage device which could be corrupted/lost/stolen. In most cases, the P drive should provide sufficient storage, but in the case of large files, please seek advice from IT Services or your Course Unit Director.

Pregnancy

Events may arise during pregnancy that may constitute mitigating circumstances, and these need to 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, or four weeks if they are on placement in a factory. This is in line with employment law, and is to ensure the health and safety of the mother following birth.

You can find the full University Policy on Mitigating Circumstances here: <http://documents.manchester.ac.uk/display.aspx?DocID=4271>

10.2 How do I submit a mitigating circumstances application?

You will need to submit a mitigating circumstances application using the online form available on the student intranet here:

<http://www.alc.manchester.ac.uk/studentintranet/support/mitigatingcircumstances/>

Relevant supporting evidence can be submitted in hardcopy to the Student Support and Guidance Office, Room A15, Samuel Alexander Building. In some cases, it is acceptable for electronic copies to be submitted via email to: salc-studentsupport@manchester.ac.uk.

Please ensure that you use the School's online form. Other Schools in the University use different (hardcopy) application forms and it is important that you submit your application online in order for it to be considered.

If you have any problems completing the online application (e.g. due to a hand injury), we recommend that you seek assistance from the Students' Union Advice Service: <https://manchesterstudentsunion.com/wellbeing-advice> who may be able to assist you in completing the online form.

10.3 Do I need to submit supporting evidence?

Yes. All mitigating circumstances applications must be supported by independent third party evidence. The type of evidence will vary according to the nature of the circumstances, but it must be sufficiently independent to confirm the case you are making. Examples of evidence include a doctor or other health professional's letter, counsellor's letter, self-certification form signed by your GP or GP's Medical Practice (for illnesses of 7 days and under only). Please note that it is a University policy that the self-certification form **must** be signed by a GP; we cannot accept forms which have not been signed by a GP. Please note that your application cannot be considered until your evidence has been received.

The Student Support and Guidance Office will issue one reminder (by email to your student email address) for evidence to support your application. If evidence has not been received within **2 weeks** of the submission of your form, and you have not contacted the Student Support and Guidance Office to inform them of any delay, your application will be refused and no further action will be taken.

If you are registered with the University Disability Advisory and Support Service (DASS), please refer to the information contained below.

Please note that if your GP, or other medical professional, indicates that you are not fit to study (due to illness or injury), it will not be possible for the School to consider providing deadline extensions during the period that you have been 'signed off'. In addition, all students must meet attendance requirements. For these reasons, it may be necessary therefore for the School to recommend that you interrupt your studies.

10.4 When should I submit an application?

You should submit your mitigating circumstances application **before** your assessment deadline has passed. Unless your circumstances prevent you from doing so, you should continue working on your assessment, and if possible submit it, whilst you wait for the decision of the Committee.

If the circumstances have arisen during the course of an examination period, your application should be submitted in advance or on the day of the examination that is affected. If your application is delayed, it may not be accepted.

The final dates for submitting mitigating circumstances applications and evidence relating to the examination periods are as follows:

- Wednesday 29 January 2020
- Friday 5 June 2020
- Tuesday 1 September 2020

The School will be unable to accept applications and evidence after these deadlines.

10.5 What happens next?

When appropriate supporting evidence has been submitted, your case will be considered by the Mitigating Circumstances Committee. You can normally expect to receive confirmation of the Committee's recommendation within 7-10 working days which will be sent to your student email address. The recommendation of the Committee is provisional until it has been reviewed and confirmed by the Board of Examiners during their meeting in June.

10.6 How will my application be considered?

The Mitigating Circumstances Committee will assess whether to accept or reject your application based on the information and supporting evidence you have provided. Please note, the Committee may decide that they do not have enough information from you and so the decision will be held as pending and we will contact you by email to ask for further information, and give a deadline for this to be provided by.

10.7 I am registered with the Disability Advisory and Support Service, how will this affect my application?

If you need to apply for mitigating circumstances due to issues directly related to your disability, normally you will not need to provide any additional supporting evidence, but you must provide a detailed explanation on the application form of how your disability is currently affecting your studies. It is not sufficient to indicate only that you are registered with the Disability Advisory and Support Service (DASS). A Disability Advisor from DASS will be part of the Mitigating Circumstances Committee that will consider your application. If you need to apply for mitigating circumstances for an issue that is not directly related to your disability, you must provide supporting evidence (see above for details).

10.7.1 If my application is accepted how will mitigation be applied?

For detailed guidance please refer to the student intranet:

<http://www.alc.manchester.ac.uk/studentintranet/support/mitigatingcircumstances/>.

10.8 How will I find out the result of my application?

Following the meeting of the Mitigating Circumstances Committee, you will be notified of the outcome of your application by email to your student email address, normally within 7-10 working days. The Committee will recommend to the Board of Examiners whether or not mitigation should be applied. All recommendations are provisional until the Final Examinations Board has met. If the Committee have recommended to the Board of Examiners that mitigation should be considered then you will be notified of the outcome of the Board of Examiner decision by email in early July.

10.9 What support might I be offered after submitting a mitigating circumstances application?

It is important that you contact the support services noted below for advice and to discuss how the University can support you during your studies, as it is not the role of the Mitigating Circumstances Committee to assess your support needs. However, when you make an application for mitigating circumstances, the Student Support & Guidance Office may recommend that you access particular University Support Services (e.g. DASS or Counselling).

Student Support & Guidance Office:

The School's Student Support & Guidance Office can help you access all types of support. Tel: 0161 306 1665, email: salc-studentsupport@manchester.ac.uk

Your Academic Advisor: you can find the email address of your Academic Advisor here: <http://directory.manchester.ac.uk/>

Students' Union Advice Centre: Tel: 0161 275 2947

University Counselling Service: Tel: 0161 275 2864

Disability Advisory and Support Service: Tel: 0161 275 7512, email: dass@manchester.ac.uk

11 Assessment

11.1 Methods of Assessment

By the end of the degree programme, each student will have experienced a variety of formative and summative assessment methods, which will have developed and tested different skills in written or oral communication. Formative assessment (which may award the student a notional mark and/or offer detailed feedback on the student's progress) is used throughout your degree; however, only the marks awarded in summative assessment count towards the student's final mark. Formative assessment (whether informally or formally assessed) may, in some course-units, be written up into a final version that is then summatively assessed.

The following are examples of summative assessment that are used in the School of Arts, Languages and Cultures:

- a) written examination
- b) assessed essay

- c) dissertation
- d) oral/group presentations
- e) web CT
- f) portfolio
- g) class tests

On certain course-units, students' performance may be assessed solely by means of an invigilated formal **examination** in an examination room (in January and/or May/June).

For the majority of course units, marks for **assessed essays** (or other assessed work) submitted in the course of the year (and not done under examination conditions) are added to the examination result and contribute a certain percentage to the overall mark for the course-unit. These essays or other pieces of work should be completed as directed by the lecturer or tutor concerned. You should check carefully the instructions and deadlines issued in each course unit you are taking, especially as the requirements will vary from unit to unit.

A number of course units also use **oral presentation** as a method of assessment. Students are required to give one or more short talks to tutors and students on a selected topic relevant to the course. The marks awarded for the presentation contribute a certain percentage to the overall mark and may be combined with one or more other methods of assessment.

The particular method(s) of assessment used in each course can be found in the Course Unit Publishing section within the Student Portal

In order to satisfy the Board of Examiners, you must gain the necessary 120 credits at each Level by passing all course units taken. You will normally be expected to have achieved a pass mark (40 or above) in each course unit. If by the beginning of the subsequent year you have not achieved sufficient credits either at the first sit or resit, the board of examiners may permit you to take up to 20 credits from the previous Level's failed course(s). You will not be allowed to proceed if you need to make up more than 20 credits from the previous Level. For further details on this, please see the Degree Regulations and the section on Compensation in the Degree Regulations at the end of the Handbook.

All assessed work within the School of Arts, Languages and Cultures, whether by written examination, essay or project, is overseen by the Board of Examiners. Candidates' examination scripts and assessed coursework are marked according to the appropriate *Grade Descriptors* and a selection of these are given below. All examination papers, scripts, coursework and marks are scrutinised and approved by External Examiners, who are senior members of relevant Subject Areas in other universities.

11.2 Assessment Criteria

The School of Arts Languages and Cultures uses a stepped marking scheme and criteria (or grade descriptors) for undergraduate examinations, coursework essays and other forms of assessed work at all levels in 2019/20.

Stepped marking means using a restricted number of marks that represent the lower, middle and upper ranges of the standard classification bands (First, 2.1, 2.2, etc.). For each classification band, work may meet the criteria minimally (lower range), well (mid-range) or very well (upper range). To facilitate the best spread of marks along this spectrum, the new scheme uses figures ending in 2, 5 and 8 in each band (e.g. 52%, 55% and 58% in the 2.2 band, 62%, 65% and 68% in the 2.1 band and so on).

The marking scheme and criteria have been designed with several objectives in mind, chief among which are the following:

- To make the marking bands and marking criteria/grade descriptors more transparent and easier to articulate.
- To encourage markers to use of the full range of marks.

Please take some time to familiarise yourself with the grade descriptors for different types of assessed work (seven in total) below. The descriptors can be found here: <http://documents.manchester.ac.uk/display.aspx?DocID=33382>

11.3 Plagiarism and other forms of Academic Malpractice

Academic malpractice is any activity – intentional or otherwise - that is likely to undermine the integrity essential to scholarship and research. It includes plagiarism, collusion, fabrication or falsification of results, and anything else that could result in unearned or undeserved credit for those committing it. Academic malpractice can result from a deliberate act of cheating or may be committed unintentionally. Whether intended or not, all incidents of academic malpractice will be treated seriously by the University.

Types of Academic Malpractice

Plagiarism: the presentation, intentionally or unwittingly, of the ideas, work or words of other people without proper, clear and unambiguous acknowledgement. It includes the copying of the work of any other person, including another student. Plagiarism may include the close paraphrasing, or minimal adaption of another person's words, illustrations, computer code, graph, diagrams etc. Sources can be any available material, such as websites, articles, books and lecture slides. The following are considered plagiarism:

- a) turning in someone else's work as your own;
- b) copying words or ideas from someone else without giving credit;
- c) failing to put a quotation in quotation marks;
- d) giving incorrect information about the source of a quotation;
- e) changing words but copying the sentence structure of a source without giving credit;
- f) changing words but using the structure of an argument from a source without giving credit;
- g) Paraphrasing or summarising part of a source without giving credit.

Self-Plagiarism: the submission, in whole or in part, of a student's own work, where that work has been submitted for a different assessment, either at the University or at a different institution. Students who use a previous piece of work or publication in a future piece of work should ensure that they properly reference themselves and the extent of such use should not be excessive.

Collusion: when a student or students permit or condone another student or students, to share a piece of work subject to assessment in order to gain a mark or grade to which they are not entitled. Students who allow another student to copy their work are also committing collusion and both the copier and the provider of the work are liable to be penalised.

The University does however allow collaboration where students work in groups as part of their programme of research or in the preparation of projects and similar assessments. The expectations and marking of the work should be made clear by the person setting the work and students should ensure that they are able to identify their contribution to the piece of work in group submissions. If malpractice appears in a group piece of work, then the group will normally be expected to take collective responsibility for the work and be seen as part of the same disciplinary hearing, unless individual members are able to (i)

identify who contributed the element containing malpractice and/or (ii) distinguish their contribution to that of the other members of the group.

Fabrication or falsification of results, figures or data: the presentation or inclusion in a piece of work, by individual students or groups of students, of figures or any data (quantitative or qualitative) which have been made up or altered and which have no basis in verifiable sources; this may or may not involve other instances of academic malpractice.

Possession of unauthorised material in an examination: when a student intentionally or unwittingly possesses unauthorised material in an examination. The material need not be used during the examination or pertinent to an examination for this definition to be met.

Contract cheating: the commissioning of a piece of work by a third party, beyond basic proofreading (See below section on University Proofreading Statement). This may be where a student engages an essay mill to request that the essay mill produces a piece of assessed work for the student. This may also include the use of crowdsourcing, where a student obtains content from, or allows editing by, others and fails to acknowledge the contribution.

The academic staff in your discipline area will inform you about these offences and educate you about how to avoid them. Regardless of level, all students will be provided with guidance and advice about the use of academic and referencing conventions, so that you can understand what is expected of you when researching and writing assignments, whether individually or in groups.

If, having been informed about how to avoid malpractice, you are still unsure; you must contact your Academic Advisor or your Course Unit Director who will be able to give you specific advice about research skills and avoiding academic malpractice.

We would strongly advise all students to view the tutorial offered online by the UoM library at their My Learning Essentials website. The website also has online and in person tutorials on researching, note taking and referencing and constitutes a very useful tool for you to learn skills required at university:

Avoiding Plagiarism tutorial:

<https://www.escholar.manchester.ac.uk/learning-objects/mle/avoiding-plagiarism/>

SALC Essentials:

All students are required to complete and pass the Academic Malpractice Awareness Course found on the SALC Assessment Blackboard Page by 30th September 2019:

https://online.manchester.ac.uk/webapps/blackboard/content/listContentEditable.jsp?content_id=6026739_1&course_id=46544_1&mode=reset

My Learning Essentials:

<http://www.library.manchester.ac.uk/using-the-library/students/training-and-skills-support/my-learning-essentials/>

An Academic Malpractice Awareness: General Writing course has been added to all the course unit Blackboard sites so that you can access it easily. This course includes the following:

- Understand and demonstrate what constitutes as plagiarism, collusion, copying, falsification and fabrication of results.
- Be aware of best practice in order to avoid committing academic malpractice.
- Be aware of how we as a University detect academic malpractice and the consequences.

We strongly recommend that you go through this course and, if you are still uncertain, speak to your Academic Advisor who will be happy to discuss the specific aspects of academic malpractice that you are unsure of.

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.

The University uses electronic systems such as Turnitin for the purposes of detecting plagiarism and other forms of academic malpractice and for marking. As part of the formative and/or summative assessment process, you are required to submit your work to Turnitin and/or other systems used by the University.

Please note that work submitted to the relevant electronic systems will be permanently stored in a database.

11.4 Submission of assessed work

Submission deadlines are set over a number of weeks in each semester and measures are taken to try to avoid students having multiple simultaneous deadlines. **However, it is not always possible to avoid simultaneous deadlines. It is your responsibility to ensure that you manage your time effectively and spread the workload evenly over the semester rather than leaving work to the last few days before a deadline. Multiple deadlines close together do not constitute grounds for mitigation.**

Your course unit director will inform you of the deadline for submission of a piece of assessed work. When submitting the piece of assessed work, a number of rules apply as outlined below. If you fail to follow them properly, your work may have to be resubmitted, in and be subject to the University's late submission policy.

Unless otherwise stated by your course unit director, all course units expect assessed coursework, and some formative coursework to be submitted electronically via Turnitin submission link, which is accessed via your Blackboard for each course unit.

For online submission to Turnitin:

- a) To enable anonymous marking, your coursework must **not** have your name anywhere on it.
- b) To avoid the risk of material being lost, your coursework must carry a header on each page, which will include your **student registration number** (found on your library card) and the **code and name of the course**.
- c) The word count for each piece of written work must be displayed clearly on the top right-hand side of the first page.
- d) Upload your coursework through the Turnitin/Grademark link in the course unit Blackboard site. This link is usually found in the 'Assessment' folder on the left-hand side of the module's Blackboard landing page.
- e) Ensure you carefully read the special instructions attached to the submission link as these may vary from course to course.
- f) **You must upload your work using your student registration number and the question number/title (e.g. 1234567_Q3) in the title field.**
- g) You may email a back-up copy to salc-assessment@manchester.ac.uk with a subject line including your student registration number and the relevant module code (e.g. 8000000_HIST11042). If you experience issues with your Turnitin submission, contact your programme administrator as soon as possible so they may assist you. At their discretion, they may request a copy of your work to upload on your behalf.
- h) You are responsible for ensuring you upload the correct document successfully; accidental none submission is not considered mitigation. Turnitin offers a preview feature to allow you to check and confirm your work before final submission and you can re-submit as many times as needed up until the deadline. You can revisit the submission inbox at any point to confirm submission and you will receive a digital Turnitin receipt in your University email inbox to confirm submission.
- i) You are responsible for successfully uploading your coursework before the 12noon deadline on the date set by the Course Unit Director.
- j) You are responsible for keeping a copy of your coursework and a copy of the digital receipt containing your unique ID number and confirming your submission.
- k) The failure of individual computing equipment does not provide mitigating circumstances for late submission. Only a system failure confirmed by the University of Manchester IT Team or an internet outage confirmed by your internet provider provides mitigating circumstances for late submission.

For hardcopy submissions:

The School of Arts, Languages and Cultures no longer allows hard copy submission unless it is impossible for the piece of work to be submitted electronically. In these cases your Course Unit Director will issue specific instructions.

11.5 Word limit

All subject areas have agreed assessment lengths for written assessments (such as essays, reports etc.) within their degree programmes. At each level the target word count or range for a written piece is indicative of the optimum length required to compose a successful essay at that level, and is designed to correspond as closely as possible to the weighting that the assessment has within the course unit.

The purpose of enforcing word limits is (a) to ensure parity and fairness by creating a level playing field; (b) to help students produce well-focused and cogent written work; (c) to instil the discipline essential for real-life writing tasks, where word limits are often rigid; and (d) to ensure that students acquire the ability to edit their writing effectively and cut away inessential material, skills invaluable both for academic work and the workplace.

- students must observe the word limit specified for each assessment.
THE UPPER LIMIT IS AN ABSOLUTE MAXIMUM AND MUST NOT BE EXCEEDED (THERE IS NO '10% RULE')
- the word count for each piece of written work must be displayed clearly on the top right-hand side of the first page
- word count is here defined as including quotations and the footnotes or endnotes in the essay itself. It does not include the bibliography or any appendices. Appendices are for supporting, illustrative material only; they may not be used to elaborate or extend the argument
- material that exceeds the upper limit will not be read or considered in the marking

It is not expected that staff will check individual submissions unless they are concerned that the stipulated length has been exceeded.

11.6 Penalties for Late Submission

In line with the University's policy on late submission, SALC operates a system of penalties for coursework submitted late (Including long essays and dissertations/theses). Any assessed material submitted after the deadline will incur a penalty determined by the lateness of its submission to the Turnitin inbox (Unless you have approved Mitigating Circumstances or are DASS registered with an automatic one week extension):

- **Any work submitted *at any time* within the first 24 hours following the published submission deadline will receive a penalty of 10% of the maximum amount of marks available. Any work submitted at any time between 24 hours and up to 48 hours late will receive a deduction of 20% of the marks available, and so on, at the rate of an additional 10% of available marks deducted per 24 hours, until the assignment is submitted or no marks remain.**
- **The Policy relates to 24 hours/*calendar days*, so includes weekends and weekdays. If an assessment deadline is at noon on a Friday and you submit just before noon on the following Monday, your penalty would be a 30% mark deduction, based on being late by three days/72 hours.**

Any work that has been submitted after a deadline has passed is classed as late except in cases where an extension has already been formally agreed with the School (Mitigating Circumstances/DASS registered students). There are no discretionary periods or periods of grace. Any work submitted 1 second past a deadline or later will therefore be subject to a penalty for late submission.

Work submitted within 10 calendar days of the deadline will be marked and feedback provided; the feedback will reflect the mark achieved before the penalty was imposed. If you submit work more than 10 calendar days late, you are deemed to have failed the assignment and it is at the School's discretion whether the work to be marked and feedback provided.

The Turnitin/Blackboard submission inbox will act as the single point of submission; SALC also does not accept 'last modified' dates on files as a valid submission date. Therefore, please ensure you are careful in fully submitting the correct file to Turnitin to avoid accidental none submission.

Please note that the late submission penalty does not apply to coursework resubmitted in the August resit period. If resit coursework is submitted at any point after the deadline, a mark of zero will be awarded. Students who have been offered a first sit during the August exam period will be subject to the late submission policy's sliding scale of penalties (10% mark deduction for every 24 hours late).

11.6.1 Mitigation

Please see the section on Mitigating Circumstances for information on how to make an application if circumstances have affected the timely submission of coursework.

11.7 Examinations

The University has a policy on examinations designed to ensure *'that students do not obtain unfair advantage for themselves or cause unfair advantage to other students'*.

The Policy can be found in Section D of the Assessment Framework at: <http://documents.manchester.ac.uk/display.aspx?DocID=7333>

11.7.1 Timing of examinations

The examination schedule has been 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 that 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.

You will be entered for examinations on the basis of courses you were enrolled for at Registration, or which you subsequently have changed on the Self Service function of Campus Solutions. It is essential that you are registered for the correct course units; otherwise you will not be entered for the correct exams.

Examination timetables are typically released to students one month prior to the scheduled exam period. Further information is available via My Manchester: <http://www.exams.manchester.ac.uk/before-your-exams/>

11.7.2 Missing examinations

It is entirely your responsibility to check that your examination entry details (i.e. the course title(s) and code(s) are correct. It is also your responsibility to ensure that you are in the right room at the right time for the right examination, and that you receive the correct question paper (check the paper code). **Absence from an examination, except under mitigating circumstances, is counted as a failure in that examination.** Misreading of your timetable is not accepted as a satisfactory explanation for absence from an examination. If you miss an examination through misreading the timetable, you must report immediately to your Programme Administrator.

11.7.1 Examination papers

Examination paper rubrics give you information about the structure of your exam paper (how many questions you must answer, whether the paper is divided into sections, etc.) and you should pay particular attention to this. Course unit directors will normally discuss the nature and the structure of the exam paper with you in class.

Copies of previous years' examination papers are held in the Short Loan Collection of the JRULM) or published on the web:

<http://documents.manchester.ac.uk/pastexams.aspx>

11.7.2 Moderation, anonymity and external examiners

Examination scripts remain anonymous to markers. Anonymous marking also applies to all written work which contributes to your end of year results or your degree result. In addition, candidates' identities remain concealed during meetings of the Examination Boards that decide the award of qualifications. It should however be noted that the marking of oral presentations, group work and performances (where applicable) is by definition not anonymous.

All examination scripts, pieces of assessed work and theses are also made available to the External Examiners, who review a sample of the work and feedback to ensure that standards are maintained and that marking is consistent. Where double marking takes place, discrepancies between markers are also referred to the External Examiners.

11.8 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.

Details of the External Examiners will be available on the online version of the Handbook:

<http://documents.manchester.ac.uk/display.aspx?DocID=17328>

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 Students' Union 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 for students. If students have any queries concerning this, they should contact the Teaching and Learning Assessment Coordinator, Joel Loufi:

joel.loufi@manchester.ac.uk

11.9 Deferred (First attempt) Arrangements

All students are required to make themselves available during the August Resit Period for deferred (first-sit / attempt) examinations / other assessment. Holiday or other arrangements will not be accepted as an excuse for missing resit exams.

Should you be offered a first attempt/first sit, you will be contacted by your subject area administrator shortly after the Board of Examiners meeting to confirm the offer. **You will have limited time to respond to this email in order to accept or decline. Therefore, please ensure you monitor your emails after your results have been published, especially if you have a pending mitigating circumstances decision.**

Please note:

1. By choosing to accept the first sit offer, you agree that the mark gained at the first sit will replace the previous mark, even if it is a lower mark. You therefore take the first sit at your own risk.
2. If you accept the offer, but do not attend the first sit examination in August you will be awarded a mark of 0, unless you have approved mitigating circumstances. Extensions and coursework first sits will be subject to the late submission policy. Therefore, please ensure you are available during the August exam period before making a decision.
3. If you do not respond by the stipulated deadline, we will assume you are not accepting this offer and the original mark(s) attained will be kept on your student record.

This key information will be provided to you:

1. at the point you receive the outcome of your mitigating circumstances application;
2. in an email confirming publication dates for results in Semester 1 and 2;
3. and a final time, following the board of examiners.

It will be your responsibility to ensure you carefully read these communications and respond as requested by the stipulated deadline(s).

Candidates completing deferred (first sit) assessment in the August examination period will be assessed on the same basis as the original assessment, including both examination and/or coursework where appropriate.

11.10 Undergraduate Regulations

Degree Regulations are approved by Senate. They contain the regulations specific to your programme of study, including details concerning assessment and progression, reassessment and classification.

You can find all information; including supporting documents here:

<http://www.regulations.manchester.ac.uk/undergraduate-degree-regulations/>

11.11 Degree Classification

UNIVERSITY OF MANCHESTER

HUMANITARIAN AND CONFLICT RESPONSE INSTITUTE

REGULATIONS FOR BSc (Hons) (Intercalated) Global Health

This document sets out the requirements for students studying for the BSc (Hons) (Intercalated) in Global Health.

1. Credit and Award Framework

- 1.1. The BSc (Hons) in Global Health is an award made by The University of Manchester (UoM) on the basis of the accumulation of credit.
 - 1.2. To be admitted to the BSc (Hons) in Global Health, students must have completed at least two years of their MBChB, and must have obtained permission from their Hospital Dean in order to intercalate to the programme
 - 1.3. To achieve the BSc (Hons) in Global Health, students must attempt course units totalling 120 credits, and achieve all 120 credits (90 credits of which must be at Level 6), with an average mark of at least 40.0%.
 - 1.4. Students who achieve between 60 and 90 credits at Level 6 with an average mark of at least 40% will be awarded a BSc (Ord) in Global Health.
2. Compensation
 - 2.1 Compensation cannot be permitted at Level 6.
 - 2.2 However, when considering classification for classes 1st, 2:1 or 2:2, an Examination Board may award 'special' compensation for up to 40 credits at Level 6 of a Bachelors degree programme, providing that the student has passed at least 80 credits at Level 6.
 - 2.3 When considering classification for classes 1st, 2:1 or 2:2, an Examination Board may award 'special' compensation for up to 60 credits at Level 6 of a Bachelors degree programme, providing that the student has passed at least 60 credits at Level 6. However, the student will have the classification reduced to the classification below that which would have been awarded on the basis of the weighted average for the programme, as a penalty for failure of 60 credits.
 - 2.4 When considering classification for a 3rd class degree, an Examination Board may award 'special' compensation for up to 60 credits at Level 6 of a Bachelors degree programme, providing that the student has passed at least 60 credits at Level 6.
 - 2.5 Where 'special' compensation is given, this is for credit only and the original unit marks are recorded and used to calculate the degree classification.
 - 2.6 Special compensation does not apply to ordinary degrees, which can only be awarded at the end of a programme of study.
 3. Reassessment
 - 3.1 Reassessment is not permitted at Level 6. Therefore, to achieve the award of the BSc (Hons), all course units (totalling 120 credits) must be taken and passed at the first attempt. There is no opportunity to be assessed in a course unit more than once.
 - 3.2 Any student who registers for a course unit and, not having previously withdrawn, fails either to sit/submit an assessment component, will be awarded a mark of zero, but see Mitigating Circumstances, paragraph 8.
 4. Classification

The intercalated BSc (Hons) will be classified based on the weighted average of the marks achieved across the 120 credits taken at Level 6.

Bachelor degree classification using 0-100 mark range and 120 credits

Bachelors degree classification weighted to 120 credits	Classification thresholds: weighted average (0 to 100 mark range)	Boundary zone weighted average
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First class	70.0	68.0 to 69.9
Upper Second class	60.0	58.0 to 59.9
Lower Second class	50.0	48.0 to 49.9
Third class	40.0	37.0 to 39.9

5. Exam Board Arrangements

- 5.1 There are normally 3 available assessment opportunities: January, May/June and Aug/September within each academic year.
- 5.2 There must be an opportunity after every assessment period for a chaired forum to make decisions regarding student's attainment on completed units.
- 5.3 Final degree classification for the BSc (Hons) (Intercalated) Global Health will be decided at the Board of Examiners in June.

6. Graduation

Students on the BSc (Hons) (Intercalated) Global Health will be invited to attend a graduation ceremony in July.

7. Examination Regulations and Student Conduct

Details pertaining to exam conduct can be found at: <http://www.tlso.manchester.ac.uk/mapteachinglearningassessment/assessment/sectiond-theprocessofassessment/examinationsguidanceforstudents/>

MMS MBChB students continue to be bound by "Fitness to Practice" regulations even whilst they are intercalating. Any behaviour that is deemed to be inappropriate or in breach of these regulations will be reported to the UoM, and may lead to an examination attempt being considered invalid and/or exclusion from the programme.

8. Mitigating Circumstances

Claims for special consideration as a result of students experiencing circumstances beyond their control will be considered in accordance with the UoM policy on mitigating circumstances:

<http://www.tlso.manchester.ac.uk/map/teachinglearningassessment/assessment/sectionc-reachingdecisionsfromassessment/mitigatingcircumstancesguidanceforstudents/>

9. Appeals

Appeals will be considered in accordance with UoM regulations

<http://www.tlso.manchester.ac.uk/map/studentdevelopment/communication/studentcomplaintsandappeals/>

Bachelor's degrees with honours are awarded to students who have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the

forefront of a discipline to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline

- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning and to make use of scholarly reviews and primary sources (for example refereed research articles and/or original materials appropriate to the discipline).

Typically, holders of the qualification will be able to:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility, decision-making in complex and unpredictable contexts, the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Holders of a bachelor's degree with honours will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the holder will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The holder of such a qualification will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively. Holders of a bachelor's degree with honours should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.

11.12 Compensation Arrangements

The compensation arrangements described in the Degree Regulations are applied at the Examination Boards. Please note that there are some core courses which cannot be compensated and you must meet the pass mark for this unit in order to gain the credit.

11.13 Dissertation Arrangements

Dissertation supervision arrangements will be confirmed by the programme director, please contact Rubina.Jasani@manchester.ac.uk if you have any questions.

11.14 Prizes and Awards

Each year an award will be made for the student with the best overall performance, for the student with the best dissertation and for the student with the best overall marks.

12 Academic Appeals

Academic Appeals are a way of asking the University to review a recent decision taken by an Examination Board or equivalent body, which affects a student's progress or status (e.g.

where a student is expelled or excluded from the University, or transferred to a programme for a lower qualification). However, appeals cannot be made simply on the basis of disagreeing with a mark, or as a challenge to academic judgement. They must instead be based on one of the grounds for appeal detailed in Regulation XIX Academic Appeals.

Full details are available here:

<http://www.studentsupport.manchester.ac.uk/study-support/appeals/>

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 which are 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.

An appeal which questions the academic or professional judgement of those charged with the responsibility for assessing a student's academic performance of professional competence shall not be permitted. This means that you may not challenge marks or grades awarded unless you believe that they may have been affected by factors under i-iv below.

The accepted grounds for appeal are as follows:

- (i) Circumstances affecting your performance of which, for good reason, the board of examiners or committee may not have been aware when the decision was taken, and which may have had a material effect on the decision.
- ii) An administrative error or procedural irregularity in the assessment process or in putting into effect the regulations for the programme of study such as to cause significant doubt as to whether the decision might have been different if the error or irregularity had not occurred.
- (iii) Evidence of prejudice or bias or lack of proper assessment on the part of one or more of the examiners.
- (iv) The supervision or training in respect of research for a dissertation or thesis or equivalent work was unsatisfactory to the point that your performance was seriously affected.

Appeals based upon provisional decisions of the School cannot be considered. This means that you will not be able to submit an appeal until after your marks have been ratified by the Board of Examiners and the results have been released. All recommendations for mitigating circumstances must be approved by the Board of Examiners, and any appeal cannot be considered until after the Board of Examiners has met in June/July/September.

The University encourages students to try to resolve the issue with their School in the first instance within the School (informal) appeals process and only when this process has been concluded to proceed to the Faculty of Humanities (formal) appeal, if necessary.

Please note you can only appeal on your own behalf. If you want a representative (e.g. a parent) to appeal for you, you must send a letter (or email) with your appeal explaining that you have given them permission to act on your behalf. Students can contact the Students' Union for assistance in drafting an appeal.

For further information on submitting an appeal, please contact the Student Support & Guidance Office (A15 Ground Floor, Samuel Alexander Building, email: salc-studentsupport@manchester.ac.uk).

13 Complaints

As part of its commitment to ensuring the standard and quality of its programmes of study, services, and facilities, the University has an established Procedure to deal with complaints from students. Complaints provide useful feedback information and, where appropriate, will be used to improve services and facilities. If you have a complaint to make, you should raise it directly with the staff concerned at the earliest opportunity, as matters that are dealt with informally at an early stage have the best chance of being resolved effectively. Formal complaints should be made as soon as possible and, in any case, within 40 days of the events or actions (or lack of actions) which have prompted the complaint. The University will not normally consider complaints made after this period, unless there is good reason for the delay.

Full details of which can be found on My Manchester:

<http://www.studentsupport.manchester.ac.uk/study-support/complaints/>

Most complaints can be resolved informally. Minor problems concerning your degree programme should be brought to the attention of your Academic Advisor, Programme Director or Programme Administrator at the earliest opportunity. Complaints should be made, in writing, to the Student Support and Guidance Office who will investigate the complaint on behalf of the School. You should normally expect to receive a written acknowledgement within 5 working days and a full response within 20 working days of receipt of the complaint. If we are unable to provide a response within 20 working days, we will contact you to advise you of the reasons for the delay.

If you feel that the School's response has not fully resolved the concerns raised in your School (informal) complaint, you may submit a complaint to the Faculty of Humanities (formal). The Student Support and Guidance Office can advise you of the procedure: (A15 Ground Floor, Samuel Alexander Building, email: salc-studentsupport@manchester.ac.uk).

14 Conduct and Discipline

The University defines misconduct as: 'the improper interference, in the broadest sense, with the proper functioning or activities of the University or of those who work or study in the University or action which otherwise damages the University or its reputation'.

The University's Regulation XVII: Conduct and Discipline of Students covers behaviour, actions and academic malpractice/ plagiarism.

If you find yourself the subject of a disciplinary procedure you are strongly advised to take advice from either the Students Union or The Atrium (see above).

More information regarding the Conduct and Discipline of Students is provided in [Regulation XVII](#).

The Students' Union Advice Service also provides the following information: <https://manchesterstudentsunion.com/academic-advice>

Appendix 1 HCRI Guidelines on Written Work

WRITING ESSAYS

An essay is a relatively free, extended written response to a given problem or question. It calls upon the student to organise information to support a structured argument, and to communicate the argument clearly and concisely. The essay is the normal method of developing the student's abilities. It is also the normal method of assessment, whether in assessed essays written during the academic year, or in the two or three hour examination. Developing your skills in writing essays is therefore a crucial part of your studies.

1. THE PURPOSE OF ESSAYS

One of the purposes of essays is to test and assess students. However, it also serves other intellectual purposes:

- To organise your thinking
- To bring a wide range of material to bear on a given problem or issue.
- To respond critically and with your own ideas.
- To select and use information to support an argument.
- To present this argument in a clearly structured and literate way.

None of this will happen at once. Try to see your essay writing as a continuing process of learning and improvement. Pay attention to the feedback you receive from your tutors. Talk to them about their comments. Try to work out what your weaknesses are, and try to engage with them. Reading other students' essays can also be a useful way of thinking about your own.

2. THE QUESTION

One of the first things a tutor or examiner will look for in an essay is how far the question has been answered. The wording of the essay title is absolutely vital. Your first task is to decide exactly what it means, what precisely is being asked of you. If you get this wrong, the essay could be a complete disaster.

Make sure you understand the meaning of key words. These are of two types:

Instructional: e.g. Discuss, Assess, Compare, Contrast, Describe, Examine...

Conceptual: e.g. Nationalism, Absolutism, Feudalism, Orders, Classes...

Spend some time thinking about the key words of the essay title, and what exactly it is asking you to do. It may be worth rewriting the essay title in your own words if it is at all complex or confusing. You might want to incorporate this into the essay, defining the terms and drawing out the overall meaning of the question in your introduction.

Think also about any built-in assumptions in the essay title. For example, "To what extent did the House of Commons increase its power in the sixteenth century?" almost invites you to agree with the assumption that the House of Commons did increase its power. You may think that it didn't. Remember that you can disagree with such assumptions, or treat them critically. Your argument will, of course, have to be well supported with evidence and rational argument.

3. READING FOR THE ESSAY

The important thing here is not to get bogged down in the reading and become overwhelmed by the material. You can do this by breaking up the reading process into stages, and by keeping your purpose in mind as you read.

A step-by-step approach to the reading is useful. Start with general text books and review articles for factual background and an introduction to the historical debates. Move on from these to more specialised articles and monographs.

After your initial general reading, it is often helpful to note down a rough plan, perhaps just a few headings. What will your main lines of argument be? In what order might they appear?

As you read in more detail, use the essay title and your rough plan to direct your note-taking. But be flexible. Don't be too restrictive in your idea of what may be relevant to the essay. And be prepared to change your rough plan, sometimes radically. The reading will develop and deepen your understanding of the essay title.

The key point is that you should not start to plan your essay after you have taken all your notes. You should be planning it while you are taking notes.

4. PLANNING THE ESSAY STRUCTURE

Once you have finished the reading, you should draw up your essay plan in detail. Avoid the temptation to skip this stage and get on with writing, for these reasons:

- The plan allows you to write more quickly, and to concentrate on developing a more fluent style
- It focuses your thoughts on the essay question.
- It gives you a chance to think through and develop your arguments.
- It helps you to avoid repetition and confusion.
- It tells you whether you are ready to write or not.

In its simplest form, you are aiming to produce an essay structure that lays out the main points in your argument, in the order that you intend to make them. This might be paragraph by paragraph, or at least sub-heading by sub-heading. How much detail you go into in planning inside each paragraph or sub-heading is up to you. It depends on the complexity of the essay.

Your intention is to answer the essay question. You set out this intention in your Introduction and you review what you have done in the Conclusion. The intervening paragraphs make up the body of the essay.

The Introduction

The Introduction should be concise and direct. It should contain a general idea of your understanding of the question. It should outline the argument you intend to adopt in the body of the essay, and how this relates to the existing historiography. It should also state briefly how you intend to develop this argument; for instance, the case study, period, event, country, region, social group you will refer to. Don't go into detail about what is to come, or deluge the reader with lots of factual information. To repeat: The Introduction introduces the argument of the essay. Tip: weigh your first sentence harshly when reading over your completed essay: is it short, punchy and purposeful? Or flabby, meandering and

expendable? does it just repeat the title? would the second sentence make a sharper first impression?

The Body of the Essay

This should contain a number of logically connected paragraphs and arguments – perhaps six to eight in a standard course essay. Do not just summarise your notes. You must select those ideas, points, and facts that are relevant to the question. And you must put them together to form a logical argument. You need to give this a good deal of thought. Consider alternative ways of ordering your points. Are there any weaknesses in the structure you have provisionally settled on?

The Conclusion

The Conclusion should refer back to the question, and it should restate your main argument. Ideally it should also add some concluding thoughts. If you have spent some of the essay attacking a particular view or historian, you could state whether there is anything you still valuable in that view. Or, having discussed a subject in some depth, you could suggest the sort of research that would allow a fuller answer to the essay question. Tip: is the last sentence short, crisp and right to the point of the essay-question? have you finished with a firm-jawed opinion or a wimpy seat on the fence ? are you a man or a mouse ?? a woman or a worm ??

5. WRITING THE ESSAY

Having drawn up a detailed plan, you will find writing much easier. Many students will now write the final version of the essay straight away. There are good reasons, however, for writing a first draft, reading it through carefully, then writing an improved final draft. This allows you to improve the structure and style, to check whether the essay is too long or too short, to correct any factual or stylistic mistakes, and to decide whether your essay has overall coherence and final impact..

The First Draft

Work closely from your essay plan. Your first draft will test whether your essay plan works in practice. Don't rush the first draft or allow it to become a mess. This simply makes more work for yourself later.

Make sure the reader knows why you are including pieces of information. Be explicit. Try to use the model of 'Statement, followed by reasons'. Don't be afraid to leave something out if it doesn't fit. Make sure everything you write is relevant, accurate and clear. Tip: check especially the first and last sentence of every paragraph for "punch" – these are the ones that catch the judges' eyes and score or lose most points for you.

The Review

Read through your first draft carefully and ask yourself the following questions:

Have you answered the question? Have you done what the Introduction said you were going to do?

Is the logical progression of the argument clear for the reader?

Is there a good balance between discussion and factual detail? Are your general arguments supported by evidence?

Are there any errors of grammar and spelling? Could the style be improved?

Has anything important been left out?

Does the Conclusion show how you have answered the question, and firmly?

The Final Draft

Put your name (or registration number, if the essay forms part of the course assessment), year, course and the essay title at the top of the first page. Number your pages, and leave adequate margins as well as space at the end, for the tutor's comments. Fill in the relevant cover sheet and sign the relevant plagiarism declaration form.

Include a bibliography of books and articles you have used at the end of the essay. You will also be expected to include properly presented footnotes (see under the project section for guidance). Please read Appendix B for more details of this.

6. FORMATTING AND LAYOUT OF WRITTEN WORK

In order for your work to be easily legible, and so that tutors can write comments on it, there are rules about how the work must be presented. Here is a simple checklist for you to work through:

- All work must be double line spaced.
- Leave a blank line before each new paragraph.
- Longer quotes and citations (more than two lines) need to be single line spaced and indented. Indented quotes do not have 'quotation marks'.
- Pages should be numbered in the top right-hand corner.
- You should use Times New Roman font, size 12, for the main part of your essay and bibliography.
- Leave a large margin (about one inch, or 2.5 cm) around all work.

Many of these settings will be automatic on university computers, but some formatting will have to be done by you. For anything which you are unsure of, click on 'Help' in Microsoft Word, and follow the instructions there.

7. BIBLIOGRAPHIES AND FOOTNOTES

Within the Humanities, there are different conventions for bibliographies and notes depending on the subject area. HCRI follows the referencing style used by the main academic periodical for the subject, HCRI. This periodical is available in the University Library. If you are unsure about referencing, you can look at examples in the articles in HCRI. Pay careful attention to the following details about footnotes and bibliographies as different subject areas have different conventions and, as an HCRI student, it is important to use the appropriate style. Please note also that whilst HCRI uses endnotes, and has all the references listed at the end of articles, it is preferable to use footnotes in your essays, so that the references are listed on each page throughout. Footnotes still follow the same referencing conventions as described below.

The following section gives guidelines on how to format bibliographies and footnotes for HCRI essays. Bibliographies and footnotes are prepared in a similar way. There are,

however, slight differences between the two. This guide should be referred to as you get used to all the different rules and regulations.

Bibliographies

The bibliography needs to be prepared according to the following rules. There are variations to these rules which different historians may apply, but the key thing is for you to be consistent throughout your work. You must ALWAYS include the author name, title, place of publication and date for all sources, with page numbers where applicable. Pay attention to your colons, commas, full stops, brackets and use of italics. Conventions for most sources are listed below, but if you are including anything not listed please check articles in *HCRI* for the correct format.

Books

Surname, Forename, *Full Title of Book in Italics: Including Subtitles and Dates After a Colon with Each Important Word Written with a Capital*, Place of Publication, Date of Publication.

Examples:

Haine, Scott, *The World of the Paris Café: Sociability among the French Working Class, 1789-1914*, London, 1996.

Poovey, Mary, *Making a Social Body: British Cultural Formation, 1830-1864*, Chicago, 1995.

Essays in Books

Surname, Forename, 'Full Title of Essay in Single Inverted Commas but not Italics: "Double Inverted Commas are for Quotes Within the Title"', in Forename Surname (ed. [or eds. if there is more than one editor]), *Full Title of Book in Italics*, Place of Publication, Date of Publication, 123-456 [the page numbers of the essay in the book must be included].

Example:

Frisby, David, 'The Metropolis as Text: Otto Wagner and Vienna's "Second Renaissance"', in Neil Leach (ed.), *The Hieroglyphics of Space*, London, 2002, 15-30.

Jelavich, Peter, 'Performing High and Low: Jews in Modern Theater, Cabaret, Revue and Film', in Emily Bilski (ed.), *Berlin Metropolis: Jews and the New Culture, 1890-1918*, London, 1999, 208-235.

Articles in Journals

Surname, Forename, 'Full Title of the Article in Single Inverted Commas but not Italics: "Double Inverted Commas are for Quotes Within the Title"', *Full Title of Journal in Italics* 4 [Number of journal in year or in series] (Year in Brackets), 123-456 [the page numbers of the article in the journal must be included].

Examples:

Garside, Paul, "'Unhealthy Areas": Town Planning, Eugenics and the Slums, 1890-1945', *Planning Perspectives* 3, 1988, 24-46.

Gilloch, Graeme, 'The Heroic Pedestrian or the Pedestrian Hero? Walter Benjamin and the Flâneur', *Telos* 91, 1992, 108-117

Websites

Surname, Forename, 'Title of Webpage/Online Article', Name of Website, full URL, date of access.

Examples:

Wilson, Sarah, 'Kurt Schwitters in England', *Tate Britain* website, <http://www.tate.org.uk/whats-on/tate-britain/exhibition/schwitters-britain/essay-sarah-wilson-kurt-schwitters-england> accessed 26/06/2013.

O'Hagan, Andrew, 'The Living Rooms', *Artangel* website, http://www.artangel.org.uk/projects/2004/die_familie_schneider/the_living_rooms_by_andrew_o_hagan/the_living_rooms_by_andrew_o_hagan accessed 26/06/2013.

Nicholls, Jill, 'Vivian Maier: Lost Art of an Urban Photographer', *BBC* website, <http://www.bbc.co.uk/arts/0/23007897> accessed 26/06/2013.

Please note: if your online source DOESN'T have a title and an author, be very careful about using it in the first place! Seek advice from your supervisor if you are in any doubt as to whether your source is appropriate.

Newspaper/Magazine articles

Print versions

Surname, Forename, 'Title of Article', *Name of Newspaper*, date of publication, page number.

Examples:

Feaver, William, 'An Alien in Ambleside', *Sunday Times Magazine*, 18th August 1974, 27-34.

Keys, David, 'Swing Low, Sweet Chariot: a new Chariot Burial from East Yorkshire', *The Guardian*, 16th January 2002, 7.

Online versions

Surname, Forename, 'Title of Article', *Name of Online Publication*, date of publication, full URL, date of access.

Examples:

Searle, Adrian, 'Venice Biennale: Jeremy Deller's British Pavilion Declares War on Wealth', *Guardian Online*, 28th May 2013, <http://www.guardian.co.uk/artanddesign/2013/may/28/venice-biennale-jeremy-deller-british-pavilion> accessed 26/06/2013

Magill, R. Jay, 'For Gregor Schneider's Cube, A Long Pilgrimage', *New York Times Online*, 16th April 2007, <http://www.nytimes.com/2007/04/16/arts/16iht-cube.1.5303319.html?pagewanted=all&r=0> accessed 26/06/2013

DVDs, Films and TV Programmes

DVD or Film

Title, Name of Director, (format: VHS Video, DVD, 35mm Film), Name of Production Company, original release date.

Example:

Gladiator, directed by Ridley Scott, (DVD), Dreamworks SKG 2002.

TV Programme

Title of Programme, Episode and *Series*, producer/director, production company, channel and date of broadcast.

Example:

'Gregor Schneider and the House of Horror', Episode 2 of *Art Safari*, produced and directed by Ben Lewis, BLTV, broadcast on BBC4, July 22nd 2004.

Interviews, Emails or Letters

These should be referred to as Personal Communications, and do not need to be listed in your bibliography. See below for how to include them in footnotes.

Footnotes

The most important point about footnotes is that they indicate to the reader where you have found your information, and enable the reader to find it in the same way. Footnotes are prepared according to similar rules to bibliographic references, but with three important differences:

- In footnotes, we list the forename before the surname: 'Mary Smith', not 'Smith, Mary'.
- An entry only appears once in a bibliography, but you may have to refer to the same work several times in footnotes. When you mention the same book, article or essay more than once in your footnotes, you use the full citation the first time, but thereafter you use what is called 'short form citation.' **Please note: we no longer use *ibid.* or *op. cit.* or other devices.**
- In footnotes, we always need to indicate the specific page or pages we have taken our information from. This means that we end each footnote by specifying the exact page or pages on which we found that specific piece of information or argument.

Books – First citation:

Mary Poovey, *Making a Social Body: British Cultural Formation, 1830-1864*, Chicago, 1995, 18-22.

Books - Second and subsequent citations:

Poovey, *Making a Social Body*, 38.

Essays in Books - First citation:

David Frisby, 'The Metropolis as Text: Otto Wagner and Vienna's "Second Renaissance"', in Neil Leach (ed.), *The Hieroglyphics of Space*, London, 2002, 22-24. [The pages on which the information can be found.]

Essays in Books - Second and subsequent citations:

Frisby, 'The Metropolis as Text', 28.

Articles in Journals - First citation:

Graeme Gilloch, 'The Heroic Pedestrian or the Pedestrian Hero? Walter Benjamin and the Flâneur', *Telos* 91, 1992, 116. [The page on which the information can be found.]

Articles in Journals - Second and subsequent citations:

Gilloch, 'The Heroic Pedestrian or the Pedestrian Hero?', 117.

These conventions work in the same way for website articles, exhibition catalogues, and newspaper articles. The only exception is for emails, letters and interviews, which need to be cited in your footnotes but not included in your bibliography. These should be cited as either Interview or Personal Communication via Whatever Media It Was and the date given, for example:

First citation:

Interview with Mike Nelson, June 25th 2009

Personal Communication via email with Patricia Allmer, May 3rd 2013

Subsequent citations:

Interview, 2009

Pers. Comm., 2013

Dissertation:

Dissertation

The dissertation is designed to be a piece of independent study with support via workshops and individual supervision. It is therefore **up to you to manage your time** and to think about the best time to meet with your personal supervisor. You can send whole Chapters (e.g. literature review chapter, case study chapter) to your supervisor for review but the supervisor role does **not** include reading your entire dissertation before submission

Word Limit: The word limit for the dissertation is 10,000 words minus the bibliography.

Abstract: Every dissertation as to have an abstract.

Declaration: Every dissertation has to have this declaration attached and signed.

Research Essay

Please attach to your dissertation (behind the title page), the following Declaration. (You should select the appropriate alternatives from those in the brackets, and do not forget to date, sign and include your registration number.)