
STUDY SKILLS NOTEBOOK 2018-19



SCHOOL OF SOCIAL SCIENCES

WELCOME TO

Introduction

This notebook has been designed to provide you with some general introductory advice on studying at university. There is also some space at the back to take notes. But as you probably know already, even taking notes is something that can be done well or badly so we've included some advice on that too.

When you begin to study at a university, one thing that everyone talks about is the idea of "independent learning". You will hear this phrase a lot. People will say quite obvious things to you, such as, "you're no longer at school", or "you have to be able to organise yourself", or "you are an adult and need to find your own motivation". This can be quite annoying after a while. What is even more annoying is that all these people are right. It is difficult to complete a degree without being organised, motivated, and independent.

The Importance of Learning Skills

It is also difficult to go through a degree without picking up some skills that you didn't have before. Most people will have taken examinations and written essays. At university, however, you will encounter forms of assessment and modes of work that you will not have come across previously. And where you are working with a familiar type of assessment, the standards will be higher. This is not necessarily a problem – many students progress and graduate perfectly well

every year having come to terms with these new challenges.

It can be productive, though, to occasionally stop and think about those things that you are learning in addition to the course content. You may well have heard of the idea of transferable skills – in other words, the abilities you have that are necessary in places beyond the university – and when it comes to graduating and getting a job, many employers won't consider taking you on unless you are able to articulate what skills you have and how they might be used to benefit them.

In fact, there is more to know and find out in terms of skills and competences expected by students than there ever has before. For instance, you may have heard that we are living in an information age characterised by the constant production and consumption of information. Some years ago, a central concern of students was whether there were enough books in the library. This has been overtaken by other concerns: rather than lacking material, the internet has ensured that there is more usable information available than ever before. But what material is academically valid? How much are you expected to do? Where does the process of "research" start and end? These are all questions that have more serious implications than they did even a few years ago.



MANCHESTER

Start Here

This book won't provide many answers, but is being given to you as a prompt to help you start asking the questions.

Don't be afraid to ask for help – in fact one of the many activities we can class as a "skill" is the ability to ask the right person the right question at the right time. If you do this, you are

likely to receive a useful answer. There are many people within and outside the School who will be pleased to help you, but the initiative has to come from you.

Best of luck!

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SCHOOL OF SOCIAL SCIENCES

YOUR WELCOME PACK

You will receive various items in **Welcome Week** that are useful for studying:

USB bracelet: remember that you must back up your work. Try to do this every day. It is also worth setting up a cloud- or other web-based account (such as www.dropbox.com) to back up your work. The USB bracelet is a physical reminder, and should be sufficient to store your academic work. This is very important as failure to back up your work is not grounds for mitigating circumstances.

Social Sciences post-it pack: these sticky tabs and notes are useful for putting in books and making sure you don't miss those moments of inspiration.

Pencil case: you have been provided with a clear pencil case. Only clear pencil cases are allowed into exam rooms, so get used to using this one, or one like it.

The Palgrave Pocket Study Skills books

- what to do with them

This year, we have bought for each new Social Sciences student a book from the Palgrave pocket study skills range. You will receive a random title and the book is yours to keep.

We have no idea which book you will receive, but we have hand-picked the titles from the Palgrave catalogue as being those that will potentially be of most help to new undergraduate students.

You will no doubt make friends who are given different titles. We would encourage you to share and swap these handy books.



YOUR ACADEMIC CALENDAR

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You have a busy year ahead of you so start planning now!

2018/19 academic year	
Welcome Week	17 September 2018
Semester 1 starts	24 September 2018
Reading Week	29 October - 2 November 2018
Christmas break starts	14 December 2018
Christmas break ends	14 January 2019
Semester 1 exams	14-25 January 2019
Semester 1 ends	27 January 2019
Semester 2 starts	28 January 2019
Easter break starts	5 April 2019
Easter break ends	29 April 2019
Semester 2 exams	15 May - 5 June 2019
Semester 2 ends	7 June 2019

Whenever you see this icon:  there are relevant workshops or online resources from **My Learning Essentials** www.manchester.ac.uk/my-learning-essentials

WHAT TO EXPECT IN YOUR FIRST LECTURE

Early lectures can be a daunting experience. As an independent learner it is up to you to choose the best way to take and organise your notes. Remember you will need to refer back to your notes during revision and assignments so it

is worth getting organised early on. Lectures can be exciting and inspiring, but you need to make them work for you. Here are just a few tips for how to approach lectures.

1. Some lectures are now made into podcasts; others have notes made available after the lecture. Many lecturers do not mind if you record the lecture. Find out the arrangement for each course unit as this will influence your note-taking practices.

2. Try to think about how you are most productive in terms of using the material presented. How best does the message “go in”? For instance, you might like the experience of the live lecture without taking too many notes, and then make detailed notes from the podcast.

3. Make sure you have plenty of paper and pens at all times. Find writing materials that you like to use. There should be no excuse for you not to be in a position to take notes.

4. Don't try to write down everything. Try to get the gist of what is going on. You will be able to catch up later. Many lectures are meant to be summaries or schematics that are a starting point to your own independent work.

If you are working with numbers, make a note of where things start to be more challenging – that is where you will take up your work later.

5. If you use any kind of shorthand, write up your notes in full at the first opportunity.

6. Remember that your notes are not there for the sake of it – they will be used for essays, exams, or other assessment. Make sure they are organised and usable for these purposes (see the Cornell system later). Eventually you will learn to make notes with one eye on what they will be used for.

7. Don't assume you will understand everything immediately. That will come later and relies on work beyond that of going to the lecture.

8. Don't forget the details – names and references will inform your work outside the lecture, so make sure you write them down correctly.



Note making: Capturing what counts.

www.escholar.manchester.ac.uk/learning-objects/mle/note-making/



BEING IN SEMINARS AND SMALL CLASSES

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If you think of seminars/workshops/tutorials as being more like a meeting between colleagues rather than a school class you will take more responsibility for whether they go well or not and you will get far more out of them. The aim of small classes is to help students clarify their thoughts and ideas about a particular topic or

part of the course. They are centrally important in developing students' verbal reasoning skills and presentation skills. References to future employers from university staff (lecturers and seminar leaders) often comment on a student's contribution to seminar discussions.

What is expected of you in small classes?

The usual tutor's wish-list will include having students that consistently turn up, are prepared, are willing to talk and ask intelligent questions, encourage discussion in a productive and collaborative manner, and focus on the task set. Taking this approach to your small tasks will help you and your peers get the most from the experience.



Top Tips: for group work (with podcast!)

<https://mylearningessentials.wordpress.com/2018/03/23/top-tips-for-group-work-with-podcast/>

SOME KEY SKILLS



<p>Searching: You will need to learn how to find and use books, journals, and electronic sources of all kinds. There's more information available than ever before and you will need to know how to benefit from it. www.library.manchester.ac.uk</p>	<p>Reading: there are many types of reading and it is good to be aware of the style of reading you are using: speed, active, in-depth, critical, and so on. You will also need to learn what types of information you need to read.</p> <p> <i>Reading journal articles</i></p>
<p>Writing: you will learn to write in different genres, and develop general skills such as referencing, writing concisely and grammatically correctly, writing for different purposes, and avoiding plagiarism.</p> <p> <i>Start to finish: essay writing</i></p>	<p>Note-taking: taking notes from written material is different from taking lecture notes. You will have to learn to make your note-taking useful and effective, as it serves many purposes.</p> <p> <i>Note making: capturing what counts</i></p>
<p>Listening: a big component of any degree! Listening to others, finding the message, contextualising and acting on it are all important aspects of your listening skills.</p>	<p>Numbers and data-handling: the ability to handle and analyse numbers, statistics, and graphical representations of data is vital for any social scientist.</p> <p> <i>Start to finish: statistics</i></p>
<p>Presenting: communicating a message to others orally in Social Sciences' international setting is an ability that you will need to develop, both for university and beyond.</p> <p> <i>Start to finish: present like a pro</i></p>	<p>Being critical: what does it all mean? Being able to find and communicate the significance of ideas is (roughly) what we mean by 'analysis'.</p> <p> <i>Being critical: thinking, reading and writing critically</i></p>

 **Support from My Learning Essentials:** www.manchester.ac.uk/my-learning-essentials



WHERE TO GET HELP ON ACADEMIC SKILLS

1. MyLearningEssentials for courses:

www.manchester.ac.uk/my-learning-essentials
(For more information on MLE see page 13)

2. School of Social Sciences Head of Student Support:

Dr Paul Smith
Email: paul.v.smith@manchester.ac.uk
(Available to meet by appointment)

3. Speak to your Academic Advisor:

Your advisor is there to support your academic development and progress throughout your time at University.

4. Blackboard:

Check your course unit Blackboard page for specific information and guidance for that course.

5. Economics PASS sessions:

Find out if your course is running one of these weekly study groups.

NOTE TAKING

ABOUT THE CORNELL NOTE TAKING SYSTEM

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You will see some of your note pages later in this book (the lined pages) have a somewhat strange design, with a large margin and a row at the bottom. This is the design of the Cornell note taking system. You can find out more about this online, but this is a brief description of what it's for. The idea behind this system is to make you think about the reason you are taking notes and to provide ways of helping you keep track of your task.

So here is what to do with Cornell pages.

Take your notes as usual in the largest lined segment of the page (A).

When you get to the end of the pages, use the summary space (the row) at the bottom to summarise your notes in a few sentences. (B)

In the left-hand column, sometimes called the cue column, write any annotations that might be useful for future reference. (C) For instance, you might want to highlight a reference, to point out something that might be useful for an introduction or conclusion, to remember a particularly good quote, to point out a comparison, or to remind yourself to look up some other source. You can populate this column while taking notes.

Once you get to the end of the page, start a new sheet and start taking notes again.

There are potentially many benefits to taking notes in this way. First, it compels you to stop and consider the big picture; this in turn helps

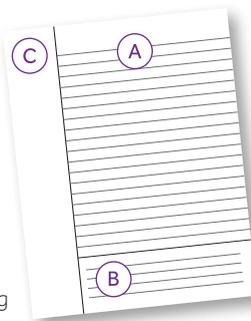
you to analyse the material. Second, once you have finished your notes, you should have a generous amount of interesting ideas and usable text on the various parts of the page. Third, this system helps you to save and find your ideas when you need them.

There is more guidance on this system, as well as electronic templates, on the internet. You are not obliged to use this system, but it is worthwhile thinking about the benefits of taking notes in a particular way.



You may also be interested in 'Note making: Capturing what counts' from My Learning Essentials"

<https://www.escholar.manchester.ac.uk/learning-objects/mle/note-making/>





ENGLISH LANGUAGE SUPPORT

If English is not your first language we have lots of support in place to help you with your studies.

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We want you to enjoy your time here and for you to be successful in your chosen area of study. The first step towards being successful is to access the language support that is available to you. This is essential if you are to get the most out of your time at University.

In-sessional Academic English Support

The University Language Centre offers English language support **free of charge** to all registered students.

Our experienced tutors will help you get the most out of your stay in Manchester by tuning you in to the key features of both written academic and spoken English. A particular emphasis is placed on communicating in the right way with your intended audience. We also aim to boost your confidence to work independently in English.

These exciting classes start from 24 September 2018 – so to find out more, and to register, visit:
www.languagecentre.manchester.ac.uk/inseasonal

Academic Phrasebank

If you are looking for online help with your academic writing, go to www.phrasebank.manchester.ac.uk. The Academic Phrasebank exists to help academic writers like you, so please feel free to make use of it in your work.

You can get in touch with the University Language Centre:

University Language Centre
The University of Manchester
Samuel Alexander Building
Oxford Road
Manchester
M13 9PL
t: +44(0)161 275 3426
e: inseasonal@manchester.ac.uk
www.manchester.ac.uk/academicenglishsupport



Proofreading your work: An online resource from My Learning Essentials can help you to learn about and apply proofreading techniques to your work
<http://www.escholar.manchester.ac.uk/learning-objects/mle/proofreading/>

Look out for the Faculty of Humanities Academic writing classes.

Details at www.manchester.ac.uk/academicenglishsupport

My Learning Essentials

the Library's award-winning skills programme

Blackboard
CATALYST AWARD



My Learning Essentials is a comprehensive programme of online resources and face-to-face workshops which will aid you in your personal and professional development.

Our workshops offer a relaxed group environment where you can try out new strategies for yourself while learning from and with peers.

The online resources cover everything from referencing to managing your procrastination, and you can access them through the Library website from wherever you are, whenever you need to!



FIND OUT MORE

Visit us online or follow us on Twitter to keep up to date with our latest new developments, and let us know if there are any other areas you'd like us to cover!

You will encounter the Library throughout your time at Manchester, but any time you want any support, we run workshops on academic skills throughout the year. See our website for more info.

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

 @mlemanchester



WRITING YOUR FIRST ESSAY

With a little help from My Learning Essentials

Each step below relates to a My Learning Essentials online resource and explains how you can use these resources to help you to write your first essay

1 Your academic work should include your voice and the ideas of others which support your argument. Before you begin your essay it is essential that you understand how to refer to other people's work correctly.

 *Original thinking allowed: avoiding plagiarism*

2 Whether you are writing an essay, preparing a presentation or answering an exam question, you need to make sure that you are clear about what you are being asked to do.

 *Get a grip: understanding your task*

3 Searching for information is easy. Finding a manageable number of high-quality and relevant results can be more difficult. There are a number of resources that can help you in your search.

 *Know your sources: types of information*

 *Planning ahead: making your search work*

4 Being critical is vital to the success of your essay. Being critical encompasses many skills, including identifying and evaluating arguments, analytical reasoning and synthesising information.

 *Being critical: thinking, reading and writing critically*

 *Finding the good stuff: evaluating your sources*

5 You know the question being asked, you've found the sources you need, time to start thinking about whether you're arguing or agreeing!

 *What's the big idea: developing and organising your argument*

6 You've already done most of the hard work by preparing your ideas and structuring your plan; now it's time to get started writing your essay.

 *Never a wasted word: writing your essay*

7 Proofreading is an essential part of the writing process. It allows you to ensure you are communicating your ideas clearly.

 *Better safe than sorry: proofreading your work*

The University of Manchester Library

www.manchester.ac.uk/library

Did you know?

You have access to over **4 million** printed books and manuscripts

We have over **600,000** e-books. We have access to over 41,000 electronic journals and hundreds of online databases.

The Alan Gilbert Learning Commons is open 24 hours a day during term time.

You can use **any of the libraries on campus.**

The John Rylands Library is home to our Special Collections and the **John Rylands Research Institute.**

We have 'how to' videos online to **answer your library queries**, from photocopying to using our self-issue machines.

We offer lots of extra support during exam time. Look out for our **Exam Extra** campaigns.



Make sure you never miss our latest news and developments



@UoMLibrary





Get Started!

Follow these **top tips** to get the most out of the Library during your studies.

1. Discover your library early

It might sound simple but discovering what you can access and where early on will **make studying so much easier**. The Main Library and Alan Gilbert Learning Commons are both off Oxford Road (opposite Kro Bar) and offer **group and individual study spaces, free wifi, PCs, laptop loans and more**. In addition to these, there are a number of site libraries on campus that are available to all students.

2. Pick up your student ID card

This is your **Library card** and you will need this to get in and out of the libraries, borrow books and use the photocopying and printing facilities. Get your Library PIN from My Manchester; this will give you a summary of your Library account, enable you to renew loans,

search for books and journals and also includes useful information about subject guides and our skills training programme – **My Learning Essentials**.

3. Talk to us

Library staff are here to help. Whether you are struggling to find a book or having problems with your account, talk to us. If you need help, our **Student IT Support team** offer a walk-up service at the Main Library, Alan Gilbert Learning Commons and Joule Library

4. Look out for extra support

The Library offers additional support when you need it. Look out for our **Get Started campaign** that runs at the start of the year, and for extra study spaces and plug sockets during exam time.

All that's left to say is have a great year and we hope to see you soon!

Visit our **Get Started** web pages to discover the services we offer and how we can help you.

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

IT'S OK TO BE ORIGINAL!

THE PERILS OF ACADEMIC MALPRACTICE

Every year, some students in the University of Manchester destroy their future prospects in both academia and employment by resorting to plagiarism or other forms of academic malpractice. We don't want this to happen to you! University is probably one of the biggest investments you will make in your lifetime and we want you to achieve your potential.

The University takes a very severe line on Academic Malpractice. Some students appear to be either unclear or completely unaware of the concept of plagiarism, which is a common form of Academic Malpractice. The University of Manchester defines plagiarism as:

“presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement”.

Plagiarism includes:

- Using quotations without acknowledging their origin
- Paraphrasing another author's work without providing a reference
- Including a reference in the bibliography without noting where you have used it in the text
- Submitting someone else's work as your own.

It can also include submitting the same piece of work (self-plagiarism) for assessment on more than one occasion – even at a previous educational institution.

For more information on academic malpractice, you should access:

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

HOW DO WE KNOW?

The University uses Turnitin software, as do many other educational institutions. Many students have been caught submitting work that is not wholly original, due to deliberate plagiarism, reusing their own work, or just poor referencing. When a piece of work is submitted, Turnitin generates an originality report. The report gives a guide to where the student has taken text from:



and the piece of work is marked up to show where the alleged malpractice has taken place. Each of the coloured blocks in the following piece of text denotes where the text has been plagiarised, and gives us an indication of where the text may be been taken from.





Why does it happen?

A significant proportion of students who resort to plagiarism and collusion often do so because they have not given themselves time to produce the work legitimately and hand it in by the deadline. You need to make sure that you have effective **time management skills** in place.

Other students resort to academic malpractice because they have mitigating circumstances which are preventing them from completing work on time. The School of Social Sciences is genuinely concerned about the welfare of all of its students. *See **Personal Support and Wellbeing**.*

For some international students, UK universities may have a different approach to referencing and plagiarism. If you need help understanding how to avoid plagiarism, contact **Paul Smith, Head of Student Support Services**, who can offer advice and guidance on essay writing.

Finally...

Penalties for academic malpractice can range from a reprimand to expulsion from the University of Manchester.

<http://man.ac.uk/AW6Jg0>

Don't cheat yourself out of a degree. We want your time at Manchester to be a memorable and successful one – it's definitely OK to be ORIGINAL!



Original thinking allowed: avoiding plagiarism

This resource explores some of the issues surrounding academic integrity, providing you with techniques to help you to avoid plagiarism when referring to the work of others and to add your own voice into your work.

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



Citing it right: introducing referencing

This resource explores the principles behind referencing, highlighting why it is good academic practice. It outlines when and how you need to reference, and how to read a reference when following up a source listed on a reading list or bibliography.

Please see link below to access the course.

<https://www.escholar.manchester.ac.uk/learning-objects/mle/introducing-referencing/>

REFLECTING ON YOUR LEARNING

What you learn at university is not limited to the content – the knowledge, theories, approaches, and models you acquire. You will also learn how to be more efficient and do things in better ways. Most of the time it occurs to us that we need to change things without thinking systematically about how we might do this.

When we talk about reflecting on learning, what we mean is thinking carefully about why things have happened and how things might be changed in future to give you a chance of better outcomes.

You might start to reflect on your learning in the context of your experiences on a particular course, or in a particular discipline or subject. There might be a mode of assessment that you think you can improve in, or develop a specific skill that can help your studies generally.

In reflecting on these matters, you might need to consider your motivation to study or your progress in a certain course or field; how your approach has changed or needs to change; or particularly, what is preventing you being as successful as you would like to be.

"We do not learn from experience... we learn from reflecting on experience". - John Dewey

There are many ways in which you can meaningfully carry out reflective work. One simple way is to share your experiences with friends, and discuss how they do things, whether these ways are similar or different to what you do, and what makes these ways effective.

Beyond this, you should be aware that it pays to reflect regularly on your work – not just when you think you need it or when you have encountered a problem. For these purposes, you might consider keeping a developmental diary, journal or blog; or completing a skills audit at different stages of the academic year.

One common and productive occasion for reflection is when you receive feedback on your work.



Mindset: Change your approach to learning

This resource will introduce you to two different approaches to learning. It will demonstrate how reframing your approach to challenges can have a positive impact on your life and make you a more successful learner.

Please see link below :

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



LEARNING FROM FEEDBACK

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The first thing to be aware of is that feedback comes in different forms: the most obvious way is through written comments on summative or formative course work assessment. However, when you receive any comments in class on your contribution, or perhaps on a presentation, this is also feedback. Sometimes generic or common feedback will be provided to all students in a class where they have completed the same assessment.

Believe it or not, we know that some students do not access the feedback they are given. Nearly all written course work now is submitted electronically and marked with the Grademark software; it is entirely your choice whether you choose to read the feedback comments. You should of course expect to have more idea of how to improve if you do access the feedback.

The purpose of feedback should be to help you improve your work as well as show how the mark was awarded. If you want more ideas as to how to improve, think of some specific questions and consult the marker (or someone that is able to talk about the questions you have).

When considering your feedback, it is worth asking what aspects of it refer to the specific assignment, and what are general points that might be relevant to similar assignments. For instance, technical matters such as referencing, spelling, or grammar need to be done uniformly well in any assignment. Often there may be comments which seem to refer only to the course work being discussed – perhaps an empirical error or the lack of a key reading. When looking at your feedback, try to find general lessons from specific comments where you can.

You will see that feedback often covers a set of criteria against which your work is marked. Try keeping a record of which criteria you need to improve in, and work accordingly.

Your tutors will tend to notice when you make it evident that you have read, noted, and acted on the feedback provided. Give them the chance to see that you have done this.



Finding and understanding your feedback in Turnitin

Please see link below :

<http://man.ac.uk/m4iD5w>

WHEN THINGS GET DIFFICULT FOR YOU: PERSONAL SUPPORT AND WELLBEING

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We understand that illnesses and difficult or distressing personal circumstances can occur as part of everyone's life and that these issues may have a profound effect on your studies.

This is a normal part of life and you must not be afraid to contact us if you find yourself in a difficult situation.

Don't sit in your room and worry about things. If something is upsetting you, then it's not trivial! Come and see us.

TALK TO US!

If you are having problems the first thing to do is to talk to someone.

There are lots of different people on hand to offer you practical advice and support throughout your time at University. They want to help so don't be afraid to get in touch.

Your support network

- Your UG Programme Administrator
- Your Programme Director
- Your Academic Advisor
- BA (Econ) Pathway Directors (if you are on the BA(Econ) programme you can also talk to your Pathway Director)
- Your Course Unit Tutor
- Disability Co-ordinator:
[Alex Collins](#)
- Head of Student Support Services:
[Dr Paul Smith](#)
- Student Welfare Officers:
[Philippa Wilson and Joseph Barrett](#)
- University Support Services – there are also a number of specialised support services. You will find information about these services at www.studentsupport.manchester.ac.uk

Come along to the UG Support Office or get in touch by phone or email. Contact details are online at <http://www.socialsciences.manchester.ac.uk/student-intranet/>



Applying for Mitigating Circumstances

It's important that you notify us of any problems when they occur so that we can put appropriate support in place for you. We have a 'mitigating circumstances' procedure in place that means we can make sure you get the support you need to get you back on track.

Step One

Talk to someone in your support network about your situation and/or complete the Mitigating Circumstances form.

Step Two

Submit the completed Mitigating Circumstances form along with your supporting evidence to the UG Support Office. (We know that in some cases it is impossible to provide evidence, but don't let that put you off contacting us.)

Step Three

The UG team will then consider your request. We will then make sure you get the support that you need.

Types of support

- Extensions to coursework. If you are offered an extension to your coursework the UG administrator will confirm this and set a new submission date.
- If your exams have been affected, or if you have experienced a serious problem which has impacted on all of your work, your mitigation will be considered at the exam boards in February and June. Your Programme Administrator will contact you after the board to inform you of the outcome.
- If you need ongoing support we will work with the people within your support network and University services to make sure you have the appropriate support in place to continue your studies.

For further information go to our Help and Support pages at <https://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/>

Important Information

Coursework Extensions: Your Mitigating Circumstances form must be submitted before or on the day of the original coursework hand in.

Exams: Your Mitigating Circumstances form must be submitted before the exam period begins. If your mitigation refers to something that took place during the exam period your mitigation must be submitted by the end of the examination period.

STUDENT SUPPORT & ADVICE TEAM

The Atrium, 1st floor, University Place
Monday - Friday, 9am-5pm

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ABOUT US



The Student Support and Advice team, based in the Atrium of University Place, can offer advice on issues affecting your student life, with signposting to more specialist services. They also have information and resources on their website covering topics such as money, health and wellbeing.

If you'd prefer to talk to somebody in person, outside of your School, our student support and student money advisers offer confidential appointments and drop in sessions throughout the year. They can help you to work through problems, to navigate processes, to access specialist services, and can make referrals where appropriate. Anything discussed is confidential and is not disclosed to third parties without consent from you.

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- Appeals & complaints • Benefits • Bills & budgeting • Bullying & harassment
- Course or uni changes • Emotional problems • Estrangement • Exam worries
- Funding • Health • Homesickness • Housing • Interruption or withdrawal
- Mitigating circumstances • Money management • Wellbeing

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

tel: +44 (0)161 275 3033

email: studentsupport@manchester.ac.uk



6 WAYS TO WELLBEING

An important part of being an independent learner is learning to look after yourself. That means keeping healthy, eating well and finding a balance between your studies, work and your social life!

Connect

Make contact with the people around you; with friends, family, colleagues, neighbours and the community. Think of these as the cornerstones of your life and invest time in them. Get to know new people or rekindle old friendships – building these connections will support and enrich you every day.

Take Notice

Lift your eyes from the next deadline or demand. Catch sight of beautiful things. Appreciate the unusual. Notice the changing seasons, sit and watch the world go by. Savour the moment, whether you are on the way to university, eating lunch or talking to friends. Be aware of the world around you and what you are feeling. Reflecting on your experiences will help you appreciate what matters to you.

Learn & Discover

Make time to try something new. Rediscover an old interest. Learn to juggle, cook a new recipe, play an instrument, say hello in a new language. Set a challenge you'll enjoy. Learning new things will make you more confident, inspire you, as well as being fun.

Give

Do something for a friend, colleague or stranger. Thank someone. Smile. Volunteer your time. Help a neighbour or community group. Be kind to yourself and others. Seeing yourself, and your happiness, linked to the wider community can be incredibly rewarding.

Be Active

Go for a walk or run. Step outside. Cycle. Try a new sport or activity. Dance, play a game or dig the garden. Most importantly, discover an activity you enjoy and one that suits you. Being active makes you feel good.

Be Healthy

Look after yourself – stay safe, respect your body, make healthy choices. Live, love and laugh. Cook real food and share a meal. Sleep away stress, take time off-line, spend a while enjoying silence. Being healthy will help you feel confident, alert and get the most out of life.

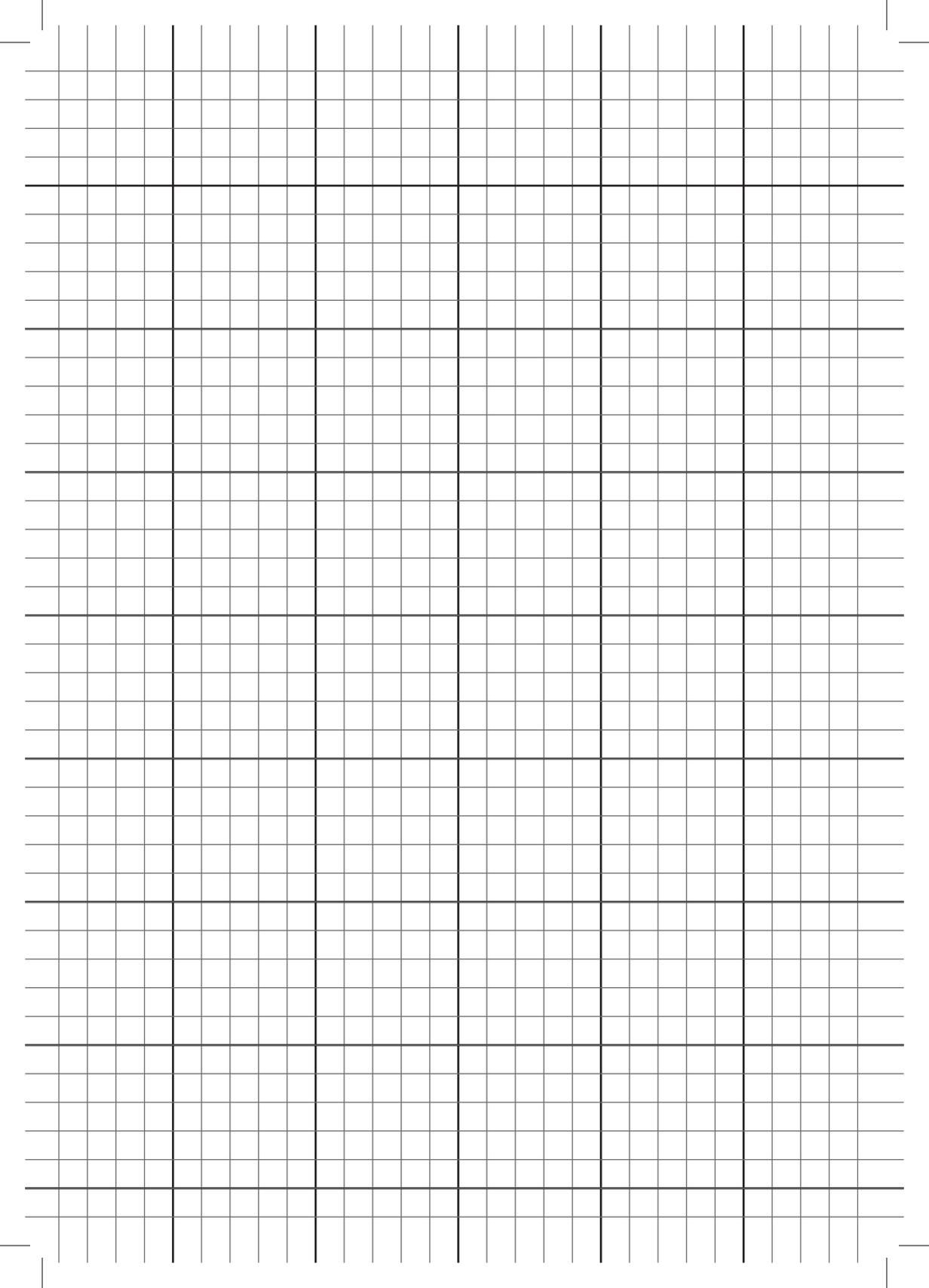
Don't forget to sign up with a local doctor, also known as a GP (General Practitioner).

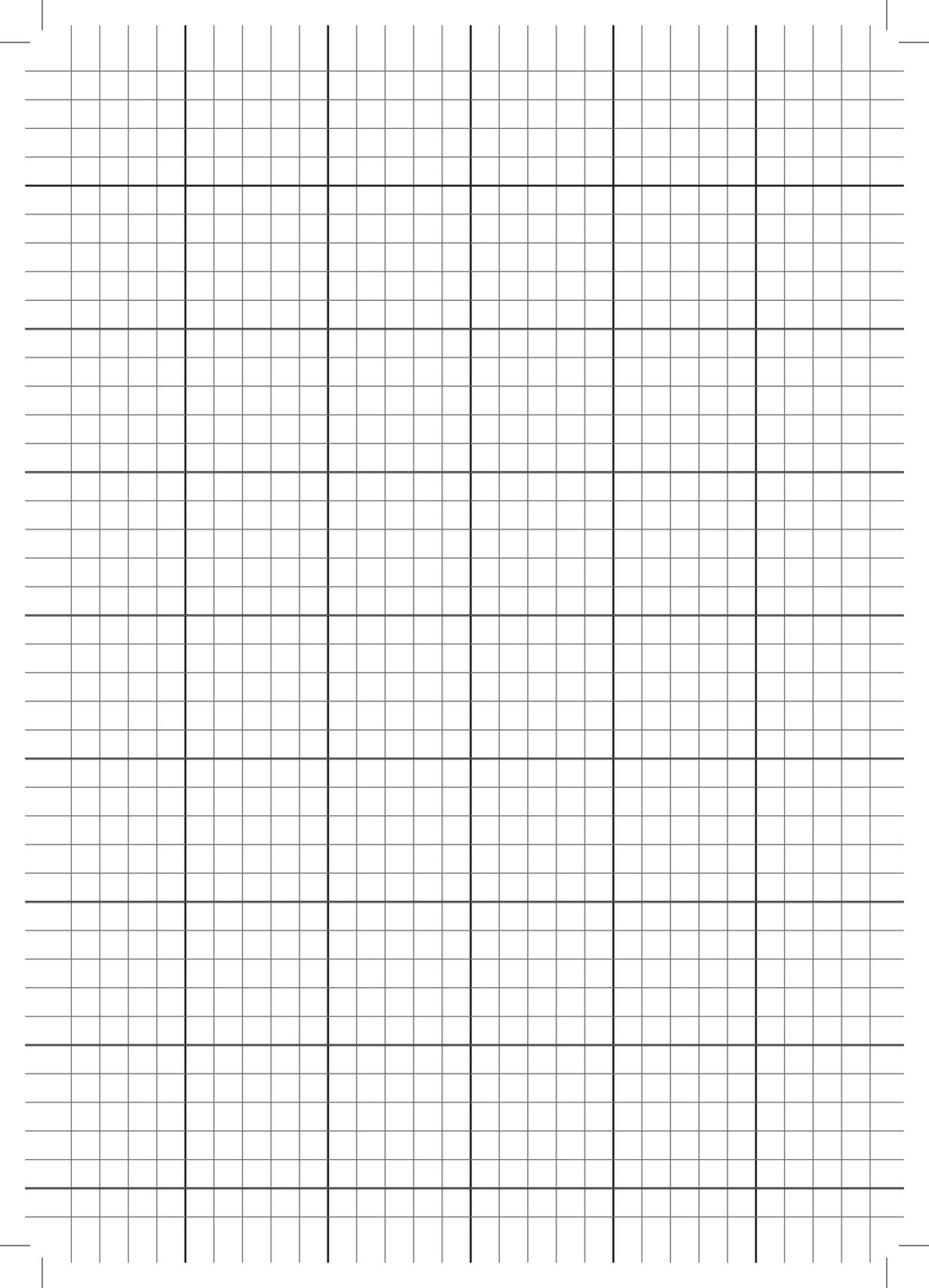
It is easy to do and means that you can access medical care when you need it.

Don't leave it until you are ill!

To find your local GP whilst you are living in Manchester, please go to :

<http://www.nhs.uk/Service-Search>



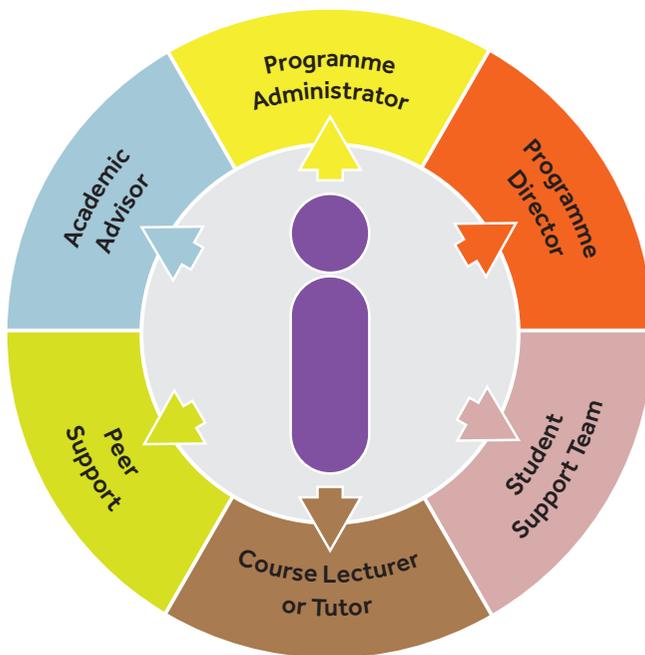




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