History staff handbook

SALC, University of Manchester

Useful contacts

History undergraduate office
(30)6 1620
History.administrator@manchester.ac.uk

History PGT administrator
(27)5 3104
rosie.faulkner@manchester.ac.uk

History PGR administrator
(27)5 2603
joanne.marsh@manchester.ac.uk

School office
(27)5 3222/(27)5 8070

University counselling service
(27)5 2864

Student support office
(27)5 8056

Disability support office
(27) 5 7512
dso@manchester.ac.uk

IT support
(30)6 5544
http://servicedesk.manchester.ac.uk

elearning support
elearning@manchester.ac.uk

emergency (9) 999
Univ. security services (30)6 9966 (precinct control room)
Police (9) 856 4223

Please report errors, changes and suggestions to: lucy.thompson@manchester.ac.uk

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Introduction

This Handbook is intended as a guide to teaching, administration and research for academic staff in History. It is aimed at both new staff, and those who have been with us for a while, and outlines procedures and practices in the department. It should be used alongside the History undergraduate and postgraduate handbooks which provide essential information on programmes, teaching, regulations and assessment. These are essential reference tools for all staff, and should be your first port of call when dealing with student queries.

DEPARTMENTAL ORGANISATION: MAJOR ADMIN JOBS IN HISTORY 2013/4

Head of Department: Hannah Barker

UG Programme Director – level 1: Chris Godden

UG Programme Director – level 2: Steven Pierce

UG Programme Director – level 3: Charles Insley

Assessment officer: Stephen Mossman

Admissions Officer: Charlotte Wildman (semester1) Max Jones (semester 2)

Research Officer: Julie-Marie Strange

PGT officer: Frank Mort

PGR officer (inc. Simon and Hallsworth rep): Stuart Jones

Web Officer and elearning: Georg Christ

Study Abroad co-ordinator: Leif Jerram

MHE liaison officer: Chris Godden

Hist/Soc liaison officer: Anindita Ghosh (semester 1) Pierre Fuller (semester 2)

Hist/Lang liaison officer: Christian Goeschel

PMH liaison officer: Max Jones

Student experience officer, careers + CIDRAL rep: Sasha Handley

AHRC NWDC Rep: Sasha Handley

Schools liaison officer and external relations: Paul Oldfield

Library liaison: Thomas Tunstall-Allcock

Social Media (Blog/Twitter/Facebook): Pierre Fuller

Research Seminar convenor: Paul Fouracre (semester 1) Christian Goeschel (semester 2)

Lunchtime Seminar convenor: Ana Carden-Coyne

Ethics Committee: Ana Carden Coyne

UNDERGRADUATE DEGREE PROGRAMMES IN HISTORY: OVERVIEW

The History Department currently admits undergraduate students for 6 main degree programmes, 2 single-honours + 4 joint-honours programmes:

- History Honours (HH)
- History & Sociology (HSOC)
- Modern History with Economics (MHE)
- Politics & Modern History (PMH)
- History and Modern Languages (4-year programme in which students spend their third year abroad).
- M. Hist (4-year integrated Masters. Students follow History Honours programme regulation. Levels 1-3. They then study MA units at Level 4, but do not write an MA thesis).

In addition, students on one other joint-honours programme take about half of their course units in History:

- History & American Studies (administered by American Studies)

Programme Regulations:

Each degree has specific programme regulations for each level. These regulations can be accessed here: http://www.alc.manchester.ac.uk/studentintranet/undergraduate/courseunits/history/

and also in the undergraduate student handbook.

Director of Undergraduate Programmes in History

The Programme Directors (see above) ensure the smooth running of the degree programmes. This involves overseeing the student course evaluation process, considering changes and improvements to the courses offered and ensuring adherence to the guidelines set out in the University's

Academic Standards Code of Practice. Every History Student is assigned an Academic Adviser during each year of their degree programme and they are the first people students should contact if they have a problem or a query. However, if further advice is needed, AAs should contact the appropriate level UPD for more help.

Assessment Officer (Stephen Mossman)

The Assessment Officer is responsible for examinations and assessment of courses taught within History.

Programme Liaison Officers (see above for list)

Each of the joint-honours programmes also has a dedicated Programme Liaison Officer to help work with Economics, Politics, Sociology and Languages respectively. They are a further point of contact for AAs and for students.

UNDERGRADUATE DEGREE PROGRAMMES: PROGRESSION

Programme Regulations:
- Each degree programme has specific regulations for each level. These programme regulations are in the History UG Handbook + can also be accessed here: http://www.currentstudents.arts.manchester.ac.uk/ug/sa/history/index.htm
- The regulations offer clear instructions on the range of units available at each level.

Course Units:
- Students select course units from sets of Lists in their programme regulations, which ensure they study a wide range of periods/regions.
- Each course unit has a code (eg HIST 20252), which indicates both the Department running the unit (e.g HIST, POLI etc.) and, through the final digit, the semester in which the unit occurs. HIST 10101 = Sem. 1. HIST 20252 = Sem. 2. HIST 70060 = across Sems. 1 & 2.
- Details of all units can be found on the Faculty of Humanities Course Unit Database: http://courses.humanities.manchester.ac.uk/undergraduate/ (*Google any code to access*)

Course Units & Progression:
- Students must earn 120 credits to progress to the next level of the programme & graduate.

- Except for the 40-credit L3 BA Dissertation, all HIST course units are currently worth 20 credits. ECON, POLI and SOCY offer numerous 10-credit UG units, however.
- Many History UGs also take HSTM units run by the Centre for the History of Science Technology and Medicine (CHSTM).
- L1 students will take 120 credits of taught course units.
- L2 students will usually take 100 credits of taught course units + a 20-credit Long Essay.
- L3 students usually take 80 credits of taught units + a 40-credit BA Dissertation.

Course Units: Single v. Joint-Honours
- Single Honours students mostly take HIST units offered by History Department staff.
- HSOC & PMH students usually take roughly 50% of their course units in HIST and 50% of their course units in SOCY (Sociology) & POLI (Politics).
- MHE students usually take roughly 60-80% of their course units in HIST and 20-40% of their course units in Economics.

UNDERGRADUATE DEGREE PROGRAMMES: LANGUAGES + 'FREE CHOICES'

Foreign Language Course Units - LEAP:
- The programme regulations allow most students to take a LEAP (Language Experience for All Programmes) course in a foreign language run by the University Language Centre. See the excellent ULC website for details:
  http://www.langcent.manchester.ac.uk/languages/leap/
- Students wishing to take a LEAP course should be advised to contact the ULC directly to arrange for assessment of their proficiency and the most appropriate unit.
- Most LEAP courses are 0 codes, which run across both semesters. Students should be advised to adjust their course selection accordingly.

LEAP - Administration and Restrictions:
- While the Dept. of History actively encourages students to study foreign languages, restrictions are in place to ensure that students do not damage their progress through the degree programme by choosing an inappropriate unit. Even hard-working students can fail LEAP courses, jeopardising their degree.

- Students wishing to take a LEAP unit at L2 and L3 should therefore have a proven track record of study in the language.
- Students who do not fulfil these criteria should be encouraged to pursue their interest outside the degree programme through the courses run by the Goethe Institute et. al.
- Level 3 students will not usually be permitted to study Introductory Language Units.
- Level 2 Study Abroad students cannot take a LEAP at L2.
- All queries re. LEAP should be directed to the Undergraduate Programme Director in History.

'Free Choice' Course Units
- Students on History & M. Hist. take a 'Free Choice' unit outside History at Level 1 and 2.
- Students on Joint-Honours Programmes do not take 'Free Choice' units at L1 & 2.
- No History Students take Free Choice units at Level 3.
- All SAHC- or SALC-Coded Units may also be taken as Free Choice Course Units

Additional Note on Free Choices:
- One of the strengths of a large research university is that students may take units in a diverse range of subjects.
- Students, however, should be advised to choose Free Choice course units carefully. The titles of units in **Religions & Theology** and **Art History**, for example, may make them sound like HIST units, but students should be advised that these units will adopt a distinctive disciplinary approach.
- **Economics** and **Philosophy** modules, in particular, require distinctive skill-sets. A handful of students have failed units in these disciplines in recent years, with serious consequences for the progress of their degrees. Students should be advised only to undertake Free Choice Course Units in **Economics** and **Philosophy** if they already have a background in these disciplines.

For more detailed information on course selection, see guidance updates disseminated by UG programme directors.

FIELD TRIPS

We encourage staff to take students, and level 3 and PGT students in particular on field trips. Money to support trips is available from the School and can be accessed via the HoD. Please note that for insurance purposes field trips require a risk assessment to be completed, which can be accessed from the School Compliance and Estates Manager, who can also advise on their completion. This is a pretty easy task and should not put you off. Students love field trips and they are fun to do.

STUDY ABROAD

Study Abroad is organized by an outgoing and an incoming programme and is run by the Study Abroad Officer for History (Leif Jerram), in conjunction with the Study Abroad Unit (SAU: contact info?).

Outgoing: There are three main types of study abroad placements for our students in History and joint honours programmes:

1. The Worldwide programme (students going abroad outside Europe) is managed almost entirely by the Study Abroad Unit (although with a pre-selection process within the History department), with no direct subsidy. All of these destinations offer study entirely in English. We typically send about 20 students a year abroad on this scheme, and destinations include many of the most prestigious institutions in the USA, Canada, Australia, New Zealand, Hong Kong, and Singapore.

2. The Erasmus Scheme (students studying in the EU) is managed largely within the History department, and students going abroad on this scheme receive around €190 per month subsidy from the EU. Currently we have Erasmus placements at: Amsterdam, Rotterdam, Uppsala, Trinity College Dublin, Freie Universität, Berlin and Potsdam.. Students can study entirely in English at Amsterdam, Rotterdam, Uppsala and TCD. We typically send about ten students a year abroad on this scheme.

3. 'Study China' and 'Study India' programmes are national schemes, which are growing in popularity at Manchester – particularly Study China, which is managed by the Study China office on the third floor of Samuel Alexander. Unlike the study abroad

options already listed, which take place in the second semester of their second year, these take place during the summer and Easter vacations.

Students make applications in year one; worldwide in December of semester 1, Erasmus in the middle of semester two. Worldwide applications are via a University-wide competition, with a pre-selection process within History to ensure the highest possible quality of applications. The process is very competitive, but History students are very successful with both applications, and much emphasis is given to their personal statements and references with which History staff assist, in their roles as academic advisors. In particular, staff should offer help to students preparing applications to ensure that their applications are not 'generic', but specifically address the requirements of the application with concrete examples.

Eligibility to study abroad requires satisfactory grades at Level 1 (an average of over 60% average), as well as in the first semester of their second year (similarly, an average of over 60%) and for some Erasmus students appropriate language proficiency, where their courses are not taught in English. Students may demonstrate proficiency in language in a variety of ways: an A-level (grade C or above), or a commitment to spend the summer before study working in the target language will usually both suffice.

All students studying abroad must take 60 credits in Manchester in semester 1 of their second year, and an equivalent of 60 credits when abroad. Study abroad students do not take the Long Essay at level 2. Returning students have their assessment grades presented at the September examinations board. The grades from abroad are not a direct translation; rather, they reflect the student's grades while abroad, the ranked position in their class while abroad, and their previous attainment at L2 at Manchester, with a recognition that students studying in a language other than English face a more difficult challenge. This is according to guidelines from the Study Abroad Unit. This is important to note, as in their discussions with their academic advisors here, they sometimes express dissatisfaction with the fact that their 85% or 65% at an overseas university does not translate into the same marks here, but a much lower one. In undertaking the important advocacy role of the Academic Advisor for returning students, please make sure the student understands the complexity of the grade translation process.

Incoming. Arriving Worldwide and Erasmus students take History courses at Manchester across both semesters. They arrive with very varying levels of ability in English, familiarity with the essay as a form of assessment, academic competence in History in particular and academic competence overall. Please make visiting students aware of the guidance and regulations available in the 'History in Practice' booklet, as the British essay and British university course (with the

very specific level of subject specialism and diverse types of reading it entails) are not widely-shared models, even in the Anglophone world. While academic standards should be maintained consistently across all students, please be cognisant of the additional hurdles that writing in a foreign culture and language throw up, just as we would hope that our students are treated sensitively while abroad.

Worldwide students who are non-History majors, or not majors in cognate disciplines (like political science or sociology), and students from the USA who are not from the most academically-focused institutions, usually take only level 1 courses. For other students, a case-by-case review process is undertaken, making sure that they are matched to the appropriate level. The process of course selection for incoming students requires careful supervision and is also dependent on sufficient places being available to Study Abroad students. Selection is therefore run by the Study Abroad Officer. Please do not make any offer, or implied offer, of a place on a course to an overseas student until you have fully consulted the Study Abroad Officer. This particularly applies to Erasmus students admitted via sister disciplines in the School of Arts, Languages and Cultures.

ADMISSIONS AND TRANSFERS

The Admissions Tutor for History deals with students wishing to transfer into and between History Honours, History and Sociology, Politics and Modern History and Modern History with Economics degree programmes. She or he also deals with the History Visit Days, which take place on Wednesday afternoons in Semester 2, and the University Visit Day, which is held over two days at the end of June.

Semester 1 transfers can be considered within the first 3 weeks of the new Semester only. Following that, we can consider level 1 Semester 2 transfers or for the start of Level 2. Semester 2 transfers for Level 2 students tend not to be considered unless there are special circumstances, and level 3 transfers are not permitted at all. In 2011-2012 an open call was made for current level 1 students to apply for a degree transfer after the publication of their exam results, which seemed the fairest and most efficient way to judge requests.

If a student requests a transfer within History (the most common request is from joint honours students wishing to move to single History Honours), the most important consideration is whether they have the correct A Level grades. Our standard offer for History is AAA/AAB, with an A in History. No student can transfer to History Honours without meeting these grade requirements, even if they have completed level 1 of a joint History degree programme. We have to maintain these grade requirements and do not want students with lower grades using the transfer system to move into more competitive degree programmes.

Please do advise any students interested in a transfer to contact the Admissions Tutor, but contact her or him on their behalf if you think they need help. If we cannot offer students a programme transfer, then we do refer them back to their Academic Advisor to see what we can do to help with any problems they might be having and improve their student experience.

TEACHING AND COURSE ORGANISATION: TEACHING LARGE GROUPS AND ORGANISING SMALL GROUP WORK

Three Hour Seminars

As we have moved to three hour teaching blocks at level three, it is useful to think about how we can plan and deliver these so that students are happy, staff aren't exhausted, and students are challenged throughout, and enabled to learn. Many colleagues will give a 20-40 minute lecture during some point of the three hour teaching block to set up the key parameters for the subsequent discussion (either on that day, or for the following week). The rest of the session is usually taken up by forms of small group work, and don't forget to schedule at least one break.

Most lecturers agree that successful seminars or workshops are characterised by:

1. A high degree of preparation by students
2. A high degree of participation in intellectual debate by all students
3. A high degree of autonomy amongst students
4. A low level of information transmission and acquisition amongst students, as this function is better served by reading and lectures.

Ultimately, most lecturers seem to agree that seminars are for thinking, testing and debating. These features are important, however long the seminar/workshop is. Colleagues will have a range of outstanding techniques to deliver these outcomes, and students very much appreciate a variety of effective approaches. The methods suggested here do work, but function as a starting point for debate and comparison, not a fixed end point.

Helping Students to Prepare

1. Clarity about what is to be read, by whom. It can sometimes help to have an informal 'sign up' at the end of each seminar, where students contract in public to read particular things for the next week.
2. Clarity about *why* it is to be read – what issues or problems or information are readers searching for. This can be done in emails, or the course booklet, or a seminar booklet. It is fiendishly hard to read about a topic with no purpose. It is helpful to highlight 4-5 questions for students to think about while they are reading.
3. Checking that reading has been done. There are a variety of strategies that work for this. Here are a few of them:

a. Going round the beginning of the class, and asking students what they read, and what it was about. Gets the job done, but time consuming – and often repetitive. You must also be careful not to single out or humiliate any students who have not prepared, as there may be mitigating circumstances for this.

b. Putting students in 'reading' groups, and then mixing those groups up in class so that they can give a brief presentation of what they have read, and how it relates to the issues of the seminar. This seems to be particularly popular amongst colleagues in Hist10101.

c. Asking for written reports each week. High work load for the lecturer to read them, but it does produce outstanding participation levels.

Participation and Autonomy

Two things are key to enabling full participation without your frequent intervention and adjudication:

1. Breaking the large group up into small groups for tasks.
2. Finding a way to take yourself out of the running of those tasks.

Small Groups

These are now very widely used in the department, and it is worth thinking about why. Small groups are essential to enable a rise in what educational researchers call 'student talking time'. In a group of 3 working together for 80 minutes, assuming all students contribute equally, then each student is talking for 26 minutes 40 seconds. That takes them up to the level of speaking they might do in a one-to-one Oxbridge tutorial. Furthermore, their need for preparation has also risen – and so it is more likely that they will do it. It is also possible, during this process, for the lecturer to move from group to group while the students are working, listening to what the students are saying, getting to know them more individually, prompting more stretching questions or analyses, spotting key weaknesses to follow up. For many of us, all of this is instinctive – but the question arises: how do we enable this to happen largely unsupervised over very extended periods of classroom time?

Autonomy

Working in small groups only works well if a) students have prepared, and b) students can act autonomously within the group, so that your input isn't repeatedly required to progress. This is substantially enabled by giving them a clear set of activities on paper, which groups can manage

themselves through. Success here depends on the progression of tasks given, the clarity of instructions given for those tasks, and clarity of timing.

Progression of Tasks

Clearly, if task number one is: 'identify the key features of Marx's theory of alienation, and offer a critique in the light of Marcuse's revisions', you will get a silent room, and a lot of uncomfortable shuffling. It is useful to think of the tasks in three phases:

1. Introductory
2. Analysis and Debate:
    a. Familiarisation
    b. Extension activities

Generally, one or two introductory tasks, followed by three or four 'analysis and debate' activities, each with 'familiarisation' and 'extension' activities, along with feedback/comment will easily fill 120 very talkative minutes. These tasks also demand student preparation, as they simply can't be done without it.

Introductory tasks

These are tasks which bring the learners to focus their attention on the topic, the issues, the evidence, and each other (and not you). Introductory tasks might include:

- Presenting your reading to your peers for two minutes each, highlighting the main issue that it raised, or asking them to brainstorm as many different controversies, debates or problems their reading raised, or asking them to draw up a list of the three things they found most interesting/applicable about their reading, and the three things they found least interesting/applicable in their reading.

- Brainstorming as many popular or mainstream ideas about the topic at hand that they can think of (like 'what do you think of when you think of the everyday life of a monk?' or 'how many newspaper headlines or TV clichés about crime in cities can you name), and possibly evaluating their accuracy against the reading they've done.

- What are the main differences between/biggest influences on.... Brainstorm as many as you can in your group, and sort them into categories a, b and c.

Set a time limit for this, then feedback conclusions to the whole class, and invite students' observations on other suggestions. Usually, they will (collectively) raise the issues that you want them to focus on *vis à vis* the topic – but you can supplement at this point if you need to.

Analysis and Debate: Familiarisation

You can have an infinite number of tasks in a seminar to fill out the time available. These tasks will typically fall into two sorts: analysing primary evidence, and analysing historians' research. Other sorts of tasks are available, but these are the ones most often used. Say you have a piece of primary evidence that relates to the week's topics (a treatise by Frederick the Great, a set of maps, a newspaper article). Reproduce copies of the source, and offer some tasks to be done alone that will familiarise the student with the document. Classic tasks here would include:

- Read the document. Identify all the instances of x in the document.
- Highlight those parts of the document that imply y, and underline all of those that imply z.
- What three words would you use to characterise the tone of this document?
- What does the language in the document show us about the author's assumptions about the reader?
- Which part of this document do you think contemporaries would have found acceptable, and which parts challenging? Why?
- How does Johnson characterise previous approaches to a?
- What difficulties does Smith see in the study of b?

The task itself must be clearly set out: either on the same paper as the source, or on a PowerPoint or white board. These tasks are primarily extractory; they enable the students to become familiar with the document, and organise their thoughts around it. Set a time for their work on their own (usually, it takes a learner about twice as long to read a document and mark it up as you). In stage two, ask them to compare and contrast their answers in a small group. You do not, at this stage, need to feed back to the whole class, as they are generally capable of undertaking tasks like this. Remind them when the time for this task is up.

Analysis and Debate: Extension

Few of us would be happy with this level of intellectual challenge alone, though it is necessary to do it to enable confident, unsupervised participation in the next stage: extending the intellectual challenge, and developing the skills to meet it. For each of your pieces of evidence/analysis, now is the time to present extension activities, like:

- Reflecting now on the wider reading you have done for this seminar, how do other historians characterise [the contents of this document/the different types of language you've highlighted/the previous approaches to x/the methodology being used here]? Why do they agree/disagree? Who do you think has the most plausible position and why?

- Again, relying on your preparatory reading, in your groups, evaluate [whatever it is you've just talked about]. Put them in a hierarchy of [best/strongest/most useful/most plausible], and sketch down your reasons. You will present the top three to the seminar.

- Having done the reading, imagine you had to explain the kernel of this problem to a first-year seminar. What three issues would you base the seminar around? Why?

- What would have been the implications for accepting St Someone's ideas about x for her contemporaries? How do you know? How did St Someone meet that challenge? How have historians characterised St Someone's response – do they agree?

- If you had to find a definition for 'class' in the context of x that would satisfy both Jameson and Rogers, what would it have to contain? Draw up the three key features that you think would need to be present.

- What would Karl Marx/Homi Bhabha/Mary Douglas/Judith Butler make of this evidence? How might they read it? What would they say it showed, and why?

These tasks practice the higher level thinking skills, and they cannot be accomplished without the pooling of knowledge or the exchange of opinions in the small group. There are some things you can do that make the task more completable:

- A finite aspect to the task – top three, worst three, most useful etc. This enables students to know that they have ended that phase of the task, and move onto the next without your intervention. Avoided open-ended questions.

- A finite time for each section – ask each group to nominate a timekeeper, and remind the whole class periodically of where they are up to.

- Give them permission to pass by questions they don't understand or are stuck on.

- Allow 5-10 minutes after for select groups to feedback their conclusions to the whole class, during which you can offer 'steers' on the most profitable avenues.

- Put the whole seminar on paper, so that students can work without intervention from you.

- Put more than enough activities for a seminar on the sheet, and they can never run out of things to do. That simply means 5 x chunks of a document with 5 x sets of extractory/extension questions.

This document has focused on one type of small group work which focuses on sources and documents. But there are a whole range of other tasks which will engage students and enliven seminars, such as:

- Essay planning

- Forms of EBL (enquiry based learning)
- Setting up debates
- Planning a lecture for 1st years
- Preparing imaginary ministerial briefs

COURSE ORGANISATION

All Course unit directors (CUDs) need to ensure that students are supplied with proper course documentation – which includes a reading list, description of the course and its aims and objectives and an outline of assessment. The best place to start when new to Manchester or teaching is to look at examples of other courses. This can often best be done by looking at online eLearning provision for courses (see below for eLearning). UoM uses Black board, and all CUDs will need to set up BB sites for their courses. Full training is offered in using BB if it is new to you.

Course unit directors in charge of team-taught courses are responsible for overseeing the delivery of the course, liaising with other colleagues, mangaging GTAs, coordinating course outlines, reading lists (including Blackboard eLearning sites) and assessment (see below).

SUMMARY OF READING LIST STRATEGY

This section summarises and updates the detailed 'Reading List Strategy' from 2011. All CUDs should refer to it to make sure that adequate provision is made for students on their courses. This applies to courses at all levels (1-4) though undergraduate courses are discussed in detail below.

Guiding Principles:

- Students should have access to a wide range of reading for each course they undertake, for each seminar, and for their preparation for coursework and exams.
- Each course unit reading-list should include 3 Categories of text:
    1. Category 1 - Background/Introductory/Survey Texts
    2. Category 2 - Texts to Read Before Seminars
    3. Category 3 - Further Reading for Coursework and Exams
- All compulsory reading for any teaching session must be made available electronically
- Texts must also be 'reasonably' available to all students across every week the course runs. 'Reasonably' does not mean available at all times, but that, with reasonable effort and planning, a student should have access to the text.
- If reasonable access to a particular text is not provided, students' assessed work should not be penalised for failing to engage with that text.
- Staff should not set texts which are not available to Manchester undergraduates.
- Students should not be required to pay for books in order to complete a course unit.

- Students should not be required to print up and bring copies of any text to a seminar at their own expense; staff must provide multiple hard copies for seminar use, if required.
- Following the Copyright Licensing Authority Audit of April 2012, the History Department agreed that all staff would use the University Library digitisation service as the primary method for providing students with electronic access to texts:

<u>Digitise Chapters</u>! [My Manchester > My Library > Library Requests]

Level 1 & Level 2 Course Unit Requirements

Category 1: Background/Introductory/Survey Texts.

- All Course Unit Directors (CUDs) should nominate 5-7 introductory texts in Cat. 1.
- Each Cat. 1 text should cover >50% of the course, and be introductory (i.e. not a monograph on a specialist topic)
- All Cat. 1 texts should be placed in the University Library High Demand Collection (HD) on 2-Night Loan.
- The total number of copies of <u>all</u> Cat. 1 texts should be held at a ratio of approx. 1 text for every 3 students. So if a CUD nominates 6 x Cat. 1 texts for a course of c. 90 students, 5 copies of each Cat. 1 text should be ordered (5x6=30 = 30:90 ratio). With texts on 2-night loan, every student can reasonably expect access to one Cat. 1 book each week.
- Course Guides should encourage students to make full use of Cat. 1 texts, which offer vital guidance.
- Course Guides should note which chapters in Cat.1 texts are relevant to each weekly topic.

Category 2: Texts to Read Before Seminars

- Cat. 2 texts include articles from academic journals; chapters in edited collections; individual chapters from single-authored monographs; selections of primary sources.
- All Cat. 2 Texts to Read Before Seminars should be highlighted as such, rather than Cat. 1 Introductory or Cat. 3 Further Reading.
- All required reading for seminars **<u>MUST</u>** be made available electronically. Every student must be guaranteed access to every piece of required seminar reading.

Electronic access includes: texts digitised by the University Library, texts uploaded on Blackboard (always be careful that you are not infringing copyright rules), articles available through e-journals and ebooks. Course guides should specify page/chapter ranges of ebooks.

Category 3: Further Reading For Coursework and Exams.

- Cat. 3 texts include single-authored monographs on specialist topics.

- With substantial monographs, Course Guides should identify page/chapter ranges.

- CUDs should endeavour to make at least 50% of Cat. 3 reading available electronically.

- CUDs should manage Cat. 3 library holdings, placing important material in the High Demand Collection on 2-night loan.

- CUDs should also recommend a sufficient range of non-electronic reading, such that each student on the course should have a reasonable chance of accessing a text in the two weeks preceding the essay/exam.

- Classic/Foundational texts: if one particular scholar is central to a topic then students should be told this, and that scholar's relevant work should be made available to students electronically.

- Enquiry-Based Learning: it is perfectly reasonable for CUDs to require students to do their own research for an essay/exam. If this is the case, this requirement should be made explicit to students, who should be referred to the 'History in Practice' resources for advice on how to build a bibliography.

Level Three Course Unit Requirements

- Level 3 Course Units have different requirements to L1 and L2 Units, as reading lists will be more extensive and monographs/specialist literature more prevalent. However, the CUD should still provide students with access to a wide range of texts for Level 3 course units, and distinguish between Cat. 1, Cat. 2 and Cat. 3 readings.

- CUDs should endeavour to make >50% of all texts on Level 3 reading lists available electronically.

- Some Cat. 1 reading is necessary at Level 3. Given budgetary constraints, CUDs should consider using Cat. 1 texts on Level 1 and Level 2 course units as Cat. 1 texts at Level 3.

- All Cat. 2 Texts to Read Before Seminars should be highlighted as such, rather than Cat. 1 Introductory or Cat. 3 Further Reading.

- All required reading for seminars **<u>MUST</u>** be made available electronically. Every student must be guaranteed access to every piece of required seminar reading.

- Classic/Foundational texts: if one particular scholar is central to a topic then students should be told this, and that scholar's relevant work should be made available to students electronically.

- Enquiry-Based Learning: it is perfectly reasonable for CUDs to require students to do their own research for an essay/exam. If this is the case, this requirement should be made explicit to students, who should be referred to the 'History in Practice' resources for advice on how to build a bibliography.

History CLA Policy

The University Library cannot afford to purchase multiple copies of specialist monographs. With over 100 students on most Level 1 and Level 2 course units, and over 30 students on most Level 3 units, providing students with reasonable access to specialist monographs is therefore difficult. The CLA Licence does, however, allow us to digitise a single chapter from most books. All digitisation of published material for Blackboard will be done via the Rylands digitisation service to guaranteed compliance with the CLA licence. Advice and information on the CLA licence is available from the Rylands, and the Learning Resources Officer in History will be able to direct any queries to the relevant library contacts. The Learning Resources Officer will have access to all History pages on Blackboard, which will be periodically audited internally to ensure CLA compliance. This will be particularly important for new or temporary members of staff.

Digitisation and photocopies in high demand

Placing photocopies in High Demand in the Library may be permissible in some, but not all, cases. Each case will need to be individually checked against the CLA photocopy licence to be sure. The Digitisation Team and the High Demand team are happy to check this for individuals on a case by case basis. To action this please forward the details for checking to either the Digitisation Team or the High Demand Team: uml.e-learning@manchester.ac.uk or uml.highdemand@manchester.ac.uk

ASSESSMENT

Compensation, Resits & Failures:

- L1 & 2 students who fail <u>one</u> unit with a mark 30 - 39 are automatically 'compensated': the failing mark goes on their transcript, but they are awarded the credits required to progress.

- L1 & 2 students who fail either one unit with a mark of 29 or less, or fail two or more units <u>cannot be compensated</u>. Instead, they must resit/resubmit work during/by the resit/resubmission period at the end of August. If successful, the original failing mark goes on their transcript, but they are awarded the credits required to progress.

Degree Class:

- Students degree class is calculated through a combination of their average mark and the number of marks they achieve in a particular class – see the History UG Handbook.

- All History UG Students final average is weighted Level 1 - 0%, Level 2 - 33%, Level 3 - 67%, with the exception of the M. Hist.

- M. Hist. students final average is weighted L1 - 0%, L2 - 20%, L3 - 40%, L4 - 40%.

  See SALC Assessment Guide for more detailed information

Forms of assessment in modules

The typical assessment at L2 and L3 is 2 x 2.5000 word essays + 1 x 2 hour exam OR EQUIVALENT per 20 credit course. Equivalent can be almost anything - community history project, portfolio, website, poster, documentary analyses, museum curation, schools-based project, site report.... At least one piece of written feedback must be back with the student by week 7 of semester. There can be no unassessed coursework (but we can check to see if students have done their reading - usually two pieces per three hour seminar), and you may assess 100% by coursework if you have a rationale for it. About half of colleagues go for your basic 2 essay/1 exam model, but about half do other things. Follow your instincts. Feedback must be returned within 15 working days (where there is no further assessment in a unit, you can take up to 20 working days if this will not have an adverse impact on student performance). Coursework submitted late should receive feedback within 15 working days of the actual submission.

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EXAMS

<u>Guidance for producing exam papers</u>

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These short guidance notes are intended to encourage consistency and clarity across all our exam scripts, both in structuring questions and in the presentation of the whole script.

1. Exam scripts should have a minimum of 8 questions and a maximum of 12 questions. More than 12 questions might overwhelm the student, and simply require too much time to read through.

2. When selecting constructions to word your questions (i.e. 'To what extent', 'How far', 'Evaluate', 'Assess', 'In what ways' etc), aim for diversity. Ideally no more than 25% of the questions in the paper should follow the same form.

3. Be aware that the use of 'assess' and 'evaluate' in questions requires higher-level cognitive responses than the use of words such as 'examine' and 'analyse'.

4. Avoid questions, which encourage simple 'yes/no' responses.

5. Check for consistent use of capitalisation.

6. Follow English-spelling norms throughout. For example: characterise NOT characterize.

7. All adjectival forms are hyphenated – for example: nineteenth-century England, the early-eleventh century.

8. Use single inverted commas ('_') and NOT double ("_") for quotes.

9. When referring to a specific person in a question, always provide their full names, unless they are widely considered to rank among those names deemed 'canonical' (i.e. Marx, Luther, Weber).

There are department guidelines for producing exam papers - available from the Assessment Officer. All exam papers are looked at by a twice yearly scrutiny committee – however if you are new to Manchester you might also want your assessed essay questions to be looked at by your mentor, a senior colleague or the assessment officer.

Online exams possible, contact elearning@manchester.ac.uk.

More samples of past exam papers are available through our library pages (http://www.library.manchester.ac.uk/searchresources/exampapers/). Group Work

Group Work: Wiki plus Journal, mark by Lecturer and peers

Group Work: preparing seminars, fieldwork…

Essays

Critical study: encyclopaedia entry (2000 words)

Book review: Problem availability of books

Source analysis: Presenting a source to the scholarly community (typically a known source but presented as if it was a new finding)

Classical essay: in the style of a journal article

MARKING AND FEEDBACK

Feedback

All coursework in the history department is submitted online via Blackboard - Gradebook/Turnitin, and all feedback delivered there. Deadlines for history work should be 12.00 (midday) on a Monday, Tuesday or Wednesday. We all have to explain to the students exactly how we will mark their work (this is an NSS question). Students must be told exactly what will be appraised and how, and if you have particular requirements that are new or unusual (i.e. not part of their training) then you must flag this up to them and clearly state what you are looking for in their work.

Assessment Criteria and Grade Descriptors

Listed below are the SALC Grade Descriptors for Written Work and Examinations. SALC has approved grade descriptors for other types of assessments including poster presentations and portfolio work. Feedback forms and descriptors for other types of assessments are available online [http://www.alc.manchester.ac.uk/staffintranet/undergraduate/feedbackforms/]

Grade Descriptors for Written Work (Essays)

GRADE DESCRIPTORS	Exceptional First Class (90.0-100)	Excellent First Class (80.0-89.9)	First Class (70.0-79.9)	Upper Second Class 2.1 (60.0-69.9)	Lower Second Class 2.2 (50.0-59.9)	Third Class (40.0-49.9)	Compensatable Fail (30.0-39.9)	Fail (16.0-29.9)	Poor Fail (0.1-15.9)	Zero (0)
Structure and Argument *How the argument is introduced, developed and concluded*	Outstanding with respect to cogency of argument, exhibiting exceptional analytical and critical skills. Exceptional work of the highest quality. Likely to be of publishable quality.	Excellent in terms of structure and clarity of argument, Excellent analytical and critical skills, with high level of accuracy and relevance. Exemplary range and aptness of exemplification.	Introduction lucidly sets out issues and methodology. The candidate's argument is proposed clearly and developed systematically. Conclusion expresses the candidate's own independent judgement in a mature way.	Introduction sets out problem(s) and method of approach systematically. Different arguments presented clearly. Concludes with a synthesis that is not just a summary and which shows some independence of view.	An attempted argument, even if it does not always flow smoothly, with a conclusion which summarises the position argued and shows some critical awareness of relevant issues. Not always clearly structured.	A discussion of relevant points in some order. Deals with some of the issues but treats them superficially; too descriptive. Does not answer the question directly, or come to a justifiable conclusion.	Inadequate structure. Argument difficult to follow and/or mostly irrelevant.	Argument confused and ineffective, and/or virtually impossible to follow. Totally/almost totally irrelevant.	Poor and extremely inadequate work. Argument virtually impossible to follow and/or totally/almost totally irrelevant.	Absent, work not submitted or unacceptable performance, work of no merit. Penalty as a result of misconduct or academic malpractice.
Knowledge and Understanding *How the student grasps the relevant issues and concepts*	Outstanding work that is thoroughly independent, original and insightful. Exceptional understanding of all issues with all aspects covered.	Exemplary accuracy and originality, demonstrating a comprehensive knowledge. Very clear understanding of the issues with all aspects covered.	Deep and detailed knowledge and understanding, with sophisticated use of concepts. Shows wide-ranging awareness of context and an independent approach to the issues. Makes interesting and/or original connections, and independent judgements.	Good knowledge and understanding with accurate and well-contextualized use of concepts/technical terms. Shows awareness of the implications of issues raised. Shows some independent judgement.	Work shows general knowledge and understanding. Relevant issues are discussed and concepts/technical terms are used, but not always appropriately.	The work shows some knowledge of the subject, but the candidate has not identified the key issues and/or has handled material inaccurately.	Only isolated instances of attempts to engage with the topic and/or of limited appropriate knowledge.	No serious attempt to engage with the topic or evidence of appropriate knowledge.	No attempt to engage with the topic or evidence of appropriate knowledge or understanding. The work is also seriously deficient in quantity. In some cases, no real effort has been	Absent, work not submitted or unacceptable performance, work of no merit. Penalty as a result of misconduct or academic malpractice.

									made to provide an answer.	
Use of Sources *How critically and accurately the student handles the sources*	Exceptionally impressive response to primary/secondary sources.	Impressive evidence of critical engagement with primary/secondary sources.	Wide-ranging and insightful use of primary/secondary sources, at least some of which are located by the candidate. Excellent range and depth of reference to primary sources. Engages critically with evidence in secondary sources.	Critical use of sources, showing ability to make comparisons between different secondary interpretations, to quote aptly and to reference accurately. Good range and depth of reference to primary sources and to relevant critical and background material.	Use of and reference to several sources, though summarizing rather than analysing. Based largely on secondary sources and class notes. Shows adequate reading but little originality.	Limited use of sources with inconsistent referencing.	Work below the standard for an Honours degree. Inaccurate handling of sources.	Deficient or no use of sources. No examples given or not deployed effectively.	No evidence of appropriate use of sources.	Absent, work not submitted or unacceptable performance, work of no merit. Penalty as a result of misconduct or academic malpractice.
Style and Presentation *Use of grammar, punctuation and academic conventions (e.g. footnotes, bibliography)*	Exceptionally well presented and clear using all relevant academic conventions appropriately.	Excellent presentation and style using academic conventions appropriately.	Excellent standard of work. Efficiently and lucidly written. Excellent presentation, expression and bibliography. Carefully presented with judicious use of academic conventions.	Accurate and lucid expression. Good standard of written English. Clear and correct presentation with very few errors of form or style. Footnotes and bibliography follow appropriate conventions as detailed in course unit descriptions and handbooks.	Moderately good standard, though room for improvement in matters of stylistic expression and/or grammar and punctuation. Some capacity to present work with appropriate references and, in coursework, a bibliography.	Needs to be improved in most respects. Writing is unsophisticated. A basic knowledge of grammar, syntax, spelling and punctuation. Weakened by inappropriate or inaccurate language.	Poor use of language with less than basic knowledge of grammar, syntax, spelling and punctuation. Inappropriate use of academic conventions, often with limited or no use of footnotes or bibliography.	Deficient and in style and presenta-tion. Muddled and poorly written.	Highly deficient and weak in style and presenta-tion. Only a few short sentences have been written.	Absent, work not submitted or unacceptable performance, work of no merit. Penalty as a result of misconduct or academic malpractice.

Grade Descriptors for Standard Written Work Exams

GRADE DESCRIPTORS	Exceptional First Class (80+)		First Class (70-79)	Upper Second Class 2.1 (60-69)	Lower Second Class 2.2 (50-59)	Third Class (40-49)	Compensatable Fail (30-39)	Fail (16-29)	Poor Fail (0 – 15)
Structure and Argument *How the argument is introduced, developed and concluded*	Outstanding with respect to cogency of argument. Exhibiting exceptional analytical and critical skills		Answer directly engages with and answers the question, convincing presentation, independent view, very well-structured	Answer which directly engages with the question, clearly and logically argued, well-structured	Engages with the question but some irrelevant arguments or material, clearly ordered answer	Presentation of issues covered in course unit, partial engagement with the question, some lack of structure	Presentation of some issues covered in the course unit, minimal engagement with the question, lack of structure	No engagement with question, hardly any knowledge of issues covered in course unit, lack of structure	Argument virtually impossible to follow and/or totally/ almost Totally irrelevant
Knowledge and Understanding *How the student grasps the relevant issues and concepts*	Exemplary accuracy and originality, demonstrating a comprehensive knowledge. Exceptional understanding of all issues with all aspects covered.	Excellent recall of relevant material, high level of critical understanding, both in-depth and accurate		Very good recall of relevant material, in-depth and accurate understanding.	Generally good recall of relevant material, clear general understanding	Some problems in recalling relevant material, limited understanding with some misconceptions	Serious problems in recalling relevant material, limited understanding with some serious misconceptions.	Inability to recall relevant material, confused and/or inadequate knowledge of subject	Deficient in quantity – no real effort to answer the question. No attempt to engage with the topic or evidence of appropriate knowledge or understanding
Use of Sources *How critically and accurately the student handles the sources*	Exceptional evidence of critical engagement with primary / secondary sources	Evidence of wide-ranging and independent reading, critical engagement with course unit material, very good use of examples		Evidence of a wide range of reading, some critical engagement with course unit material, good use of examples	Familiarity with course unit material including set texts and basic recommended reading, examples used are generally relevant	Familiarity with material presented in class, little evidence of further reading, examples used are sometimes irrelevant	Limited awareness of material presented in class with little or no evidence of further reading, not enough relevant examples	Confused and/or inadequate knowledge of sources with no relevant examples	No evidence of appropriate use of sources
Style and Clarity of Expression *Use of grammar,*	Excellent presentation and clarity of expression, using all relevant academic conventions	Consistently clear and correct style and spelling		Mostly clear and correct style and spelling	Mostly clear and correct style and spelling but with some minor errors	Partially correct style and spelling but with some errors and lack of clarity	Expression is often unclear and there are style and spelling errors throughout the answer	Major errors in style spelling and expression making it difficult to understand	Highly deficient and weak in style and presentation

punctuation and academic conventions	appropriately.					the answer	

Formative Feedback (comment field in Tii)

1. Statement of the argument attempted in one sentence.

2. Complimentary statement appreciating the overall intellectual effort done

3. Targeted, substantial feedbacks according to the 4 main assessment points (Argument and structure, knowledge and understanding, sources, language and style) emphasizing how the student can improve.

4. It is crucial is to provide 'feed forward', that is concrete points for improvement which would help to make their next piece of work better.

5. Concluding sentence justifying the specific mark: "This essay makes a number of admirable points, and it does deal effectively with a challenging literature. However … Therefore, a mark in the … range seems most appropriate."

6. Balance the overall tenor of feedback, negative enough to make it clear while the mark is higher, positive enough to motivate on-going pursuit of excellence and knowledge on the topic

Turnitin

This is our online marking system used for most assessments.

NB: Staff should organize the marking of all their assessment (essays, source analysis, presentations (via slide, handout submissions) posters) through Tii2. This makes work much easier for our administrators, but also for 2nd markers, moderators and externals.

See below regarding eLearning, Turnitin how to set-up an assignment and how to mark.

MARKING AND MODERATION PROCEDURES

Definitions: '1st Marking' is self-explanatory and is usually done by the Course Unit Director (CUD) for the course. 'Moderation/GTA Moderation' is also done by CUDs, internally within a course, in order to align marks delivered by GTAs and colleagues also teaching on the course. 'Course Moderation' is done by a designated colleague within the Department. '2nd Marking' is also done by a designated colleague within the Department.

CHECKLIST FOR FIRST MARKERS

1. Mark coursework and Moderate if you are a CUD responsible for a course co-taught and co-marked by GTAs and colleagues, taking care to return feedback via Turnitin on time.

2. If your course has an exam component, promptly collect scripts from the History Office (HO).

3. Mark and (where necessary) Moderate, using appropriate feedback forms and return scripts on time to the HO along with the revised marks grid. The feedback and marks grid should be done on a computer and the files archived by the CUD.

4. Currently, only BA/MA Dissertations are 2nd marked. All taught courses undergo Course Moderation through selective sampling (see below). The 1st marker of dissertations should send 2nd marker an e-copy of all the feedback forms filled in during 1st marking. This should be done automatically, without 2nd marker having specifically to request same.

Guidelines for Moderation/GTA Moderation in History through Selective Second Marking

Work marked by GTAs and 'inexperienced markers' should be moderated throughout the year as standard practice. This is done by the CUD. Where the CUD is a new member of staff, moderation should be done by the CUD's mentor. 'Inexperienced markers' is defined in the SALC guidelines as staff in their first year of teaching at the University of Manchester. It is good practice for inexperienced markers to seek sample moderation from their mentors. The purpose of moderation is to provide a safety check on the general appropriateness of marking standards within the department.

The work that should be moderated should be selected based on the following:

- **25% minimum sample** for GTAs and inexperienced markers. For small groups this should be a minimum of 5-7 scripts for each marker.

- **For Level 2 courses**, a representative sample selected from each ten per cent band. This sample should include the work of the highest scoring candidate, and the lowest if there are no fails.

- **All fails**

- **Problem cases** for which further advice is required by the first marker.

CUD Moderators can recommend revised marks for individual candidates in the fail or borderline categories, or if their advice has been sought to help resolve problem cases. They may also recommend scaling marks to ensure consistency across all courses. Changes recommended by the moderator should be recorded on the appropriate forms (GTA Moderation Form obtainable from the HO or the Assessment Officer).

Copies of the completed GTA Moderation Form should be sent to the History Administrator (history.administrator@manchester.ac.uk)

Course Unit Moderation in History through Selective Second Marking

Once the provisional aggregate marks for a course unit are available (i.e. after exam marking including moderation by CUD of exam marking), other internal moderators scrutinize both coursework and examination scripts together for a sample of students on that course. The role of the Course Unit Moderator (CM) is primarily to assess classification. The CM should ensure that marks are fair, maintaining our standards, and consistent across all class bands within the course. CMs should ordinarily not be concerned only with marks on individual scripts.

What you **should** do as a Course Unit Moderator:

- Recommend revised marks for individual candidates in the fail or borderline categories, or if their advice has been sought to help resolve problem cases.

- If the CM believes that the level of marking in the representative sample (or particular subsection of it) is significantly out of line with marking norms in History, s/he should recommend **scaling of marks** for the entire cohort (see guidelines below).

- At Level 3 be watchful without being overzealous in arbitrating borderline course marks. It is entirely possible that perfectly justifiable component marks make up a borderline overall course mark for a student.

- Record comments electronically on the Course Unit Moderation Form (circulated separately). CMs should record their general recommendations as well as comments and, where appropriate, revised marks for the candidates in the sample.

What you **should not** do as a Course Unit Moderator:

- **NOT** add to, alter, amend or revise the marks grid in any way; it is provided for reference only.

- **NOT** normally seek to adjust the individual marks in the representative samples only, unless the CM is prepared to recommend scaling of marks for the entire cohort.

- **NOT** mark blind but should consult the feedback forms and exam markers' comment sheets and the GTA moderation form (if appropriate).

Recommending Scaling Marks for Particular Assessments

Altering the marks for an entire cohort of students should not be undertaken lightly. In order to ensure consistency and to guarantee that marks fairly reflect student achievement, however, it is sometimes necessary to adjust the complete run of marks for a particular assessment. There may be cases where a particular assignment or test is felt in retrospect to have been pitched at the wrong level, thus unfairly advantaging or disadvantaging students in comparison to their peers or to previous cohorts. In cases where the average (mean) mark for a particular assessment varies by 5% or more from the norm (here defined as the average for the equivalent test when last set, or in the case of a new course unit, the average of the marks given across all courses at that level in the previous year), it is acceptable to scale marks upwards or downwards in order to compensate for the problem with the assessment. In such cases, the average of the marks that result after scaling should not fall below the norm as defined above.

To sum up, the purpose of Course Unit Moderation is to provide a safety check on the general appropriateness of marking standards and to satisfy the Externals that a robust moderation has been in operation rather than a rubber stamping of the first marking.

CHECKLIST FOR SECOND MARKERS (Dissertations)

SALC policy is that BA/MA dissertations will be fully double marked (non blind). As they are fully double marked (not sampled) moderators can suggest a mark change to individual dissertations.

1. Mark the, dissertations sent to you. This should be done by entering your comments electronically under 'Internal moderator's comments' on the e-copy of the feedback forms already filled in by 1st marker and sent to you by him/her.

2. 2nd markers should not normally enter a different grade from 1st marker unless 2nd marker feels there is at least a 3 point difference in their assessment of a particular piece of work.

3. When the marking is done, 2nd markers should discuss any differences they may have with 1st marker's grades with the 1st marker. 1st and 2nd markers should do their absolute best to reach an agreed mark..

4. Where 1st and 2nd markers cannot reach agreement 2nd marker should write a separate brief report in the space provided in the form, to be sent on to the External Examiner . 2nd marker should also e-archive a copy of this report and send e-copies to the 1st marker and the HO.

PLAGIARISM AND ACADEMIC MALPRACTICE

Serious cases of plagiarism are rare in SALC, and only around half a dozen cases are referred to the Faculty each year. Most of the cases handled within the School are instances of 'poor academic practice' rather than plagiarism, e.g., a failure to repeat footnote references each time a text is drawn on, or a localized instance of the copying or close paraphrasing of a sentence or two of someone else's material without direct acknowledgement. These kinds of cases – particularly if involving Level 1 students – do not normally need to be referred to the School. In such cases, students should be informed why they fall below the standards required, and should then be penalized accordingly using the appropriate assessment criteria, which explicitly mention the need for the use of quotation marks, adequate referencing, and the provision of a complete bibliography. (See below for recording marks in plagiarism cases)

More extensive instances of plagiarism should be referred to the School Academic Malpractice Committee via the Assessment Officer. In such cases, the student will be summoned to appear before a School Malpractice panel consisting of the Director of UG Education or Assistant Undergraduate Director, the Assessment Officer, and the School Academic Malpractice Officer.

Very serious cases, repeat offences, and any cases involving final year students, are automatically referred to the Faculty.

Recording Marks for Plagiarism Cases

Markers should record a <u>pre-penalty</u> mark on the feedback form, indicating that this is the notional mark that the portions of the work uncontaminated by malpractice would have received. In relatively minor cases of malpractice (e.g., where the malpractice is highly localized), it may be appropriate to make a deduction from this pre-penalty mark (e.g. a deduction of 10 percentage points), rather than record a mark of 0%. For more serious cases record a pre-penalty mark and follow the procedure outlined above.

Minimizing Cases of Plagiarism

Teaching staff responsible for assessment can minimize the opportunity for academic malpractice by following a few simple practices:

(a) Wherever practicable try to vary assessment tasks and topics from year to year.

(b) Consider forms of assessment requiring the demonstration of the understanding of knowledge rather than the relatively straightforward repetition of such knowledge.

(c) Ask students to submit a draft or outline of major pieces of work such as long essays; this allows useful formative feedback, affords the opportunity to spot possible plagiarism, and helps to combat plagiarism from the web.

(d) Consider submitting essays and dissertations for electronic scrutiny using the University's plagiarism detection systems (usually 'Turnitin') to check for passages found elsewhere on the web, in books and journals or in work submitted previously, and tell students that this may be done.

(e) The default setting is that students cannot routinely submit their own work to Turnitin, the plagiarism detection system, which is integrated with Blackboard. However, if academic staff wish to carry out a trial session of submitting students' work to the University's plagiarism detection systems in order to demonstrate to students how work can be checked for originality, staff should contact their e-learning teams who will be able to assist with this.

(f) Give students explicit guidance on the appropriate styles of referencing, the need for bibliographies and their layout, etc.

(g) Make it clear to students working in groups or teams how assignments arising from their legitimate collaboration are to be assessed and to what extent 'shared' material may be appropriate in individual assignments submitted for assessment.

(h) Where students are involved in the assessment of each other's work, always discuss the criteria for the assessment thoroughly with the students, and make sure that they understand them; it may be advisable to reserve to yourself some degree of moderation.

More advice on plagiarism and academic malpractice can be found here:

http://www.tlso.manchester.ac.uk/map/teachinglearningassessment/assessment/sectiond-theprocessofassessment/academicmalpracticeincludingplagiarism/

ACADEMIC ADVISING

History is committed to providing its students with excellent academic advice and pastoral care. Each member of staff should offer at least two office hours each week, on different days, and publicise these on their door. This information will also be collected by the history office and circulated to all students.

All students are provided with an adviser who is a member of academic staff in history; some students in joint honours programmes will also have an adviser in another department as well. This academic is known at Manchester as an academic adviser; some other universities use the term personal tutor. AAs can play a number of formal and informal roles. In most cases, AAs are either acting as History in Practice tutors (level 1) or supervising some of their advisees' academic work, (long essay at level 2 and dissertation at level 3).

They are also there to provide advice on coursework, study skills, gaining work experience, and any other difficulties. If illness or personal issues are interfering with a student's work, they should let their AA know as soon as possible; he or she can provide advice and also put students in touch with other sources of held such as the school Student Support Office. Students are also told to attend meetings with their AAs at several points in the year which AAs are responsible for organising, though you will be prompted about when to do this. AAs are also responsible for writing letters or recommendations or references.

Academic advisers are notified when one of their advisees has an excessive number of unexcused absences. He or she will arrange a meeting with the student to discuss the pattern of absence and if necessary refer the student to the Student Support Office or other sources of assistance. In serious cases, advisers can also refer students to the appropriate UPD.

First-year students are advised by the tutor of their History in Practice group.

Second-year students are advised by the supervisors of their Long Essays. Students who are *not* writing a Long Essay or who are writing a Long Essay supervised by a member of staff in a different subject area are allocated alterative advisers in history depending on their programmes.

Study Aboad and ERASMUS students are advised by the Study Abroad Officer.

Third-year students are advised by the supervisors of their BA dissertations. A student whose supervisor is not a member of the History Subject Area is allocated an alterative advisers in history depending on their programme.

N.B. PMH students writing Long Essays or Dissertations under the supervision of staff in the Politics Department are officially advised by a member of staff in Politics. However, the PMH Liaison Officer is available as an informal adviser and point of contact in the History Department.

Meetings between Students and Academic Advisers

The History Department schedules meetings between students and their academic advisers during registration week. During this meeting, advisers will confirm students' class schedules and ensure they are meeting programme requirements. Students meet regularly with their advisers across the academic year in their advisers' capacity as supervisors of their History in Practice groups or their L2 and L3 projects. Additionally, the department holds an annual Academic Advisement Day for L1 and L2 students after the deadline for Long Essay submission. During this day, all first- and second-year students will meet individually with their academic advisers and discuss module selection, supervision for L2 and L3 projects, and career plans.

Guidance for Academic Advisers

The preceding document on academic advisers outlines the system for assigning academic advisers in the History Department and the roles advisers are expected to play in students' pastoral care. We are equally concerned that our students can receive accurate, appropriate advice on all issues *and* that they know where they can get it and feel welcome in doing so. For this reason, advisers should emphasize early on in the academic year that there are their advisees' advisers in addition to other roles. We therefore ask advisers to undertake the following:

Registration Week Meetings with Advisees

We schedule meetings between all students and their academic advisers during registration week. If your meeting with students will not take place in your office, please post a sign on the office door saying where you'll be. Of course some students will not make those meetings, but do try to get stragglers to come in and see you. Whenever it occurs, in your first meeting with all advisees, remind them you're their adviser and that they should feel free to come to you with any problems. Reiterate that you're happy to provide letters of recommendation and to be a sounding board for thinking about careers and postgraduate work.

During this first meeting, this is the other business you should go through with students:

First Years: Your advisees here are in the History and Practice seminar that you lead. They will therefore all be in one programme (History Honours, PMH, MHE, History and Sociology, History and Languages). Be sure you understand the regulations for the students' programme; consult the Undergraduate Handbook if necessary and read it thoroughly if it is unfamiliar to you.

- Module selection: Do students' modules meet programme requirements? Do they have an appropriate split between semesters? (Ideally 60 credits in each semester, but 50/70 is fine. Do not allow students to have a 40/80 split.) Remind them they need to sign up for seminars as well as for the lectures.

- Students should be encouraged to begin a language, and emphasize it is better to start at level 1 than later in the degree.

Second Years: These are your L2 long essay students.

- Go over their course unit selection: have they done it, or are they in the process of doing so? Are they meeting their programme requirements? Is their load balanced (again, ideally 60/60, but 50/70 is okay).

- Encourage them to start work on their level 2 Long Essay.

Third Years: These are your dissertation students. All of them should be enrolled in your level 3 unit as well.

- Go over their course unit selection. Are they registered for all their course units? Do they have an appropriate balance between semesters? We encourage students to have a 3 unit/1 + dissertation split for semesters 1 and 2.
- Encourage them to think about their dissertations. If your schedule permits, following the group meeting with one-on-one consultations is a good way to get this started.

Meetings during the Academic Year

You should see your AAs at least twice each semester, and will be prompted by the history office to organise meetings. During semester 1, you will also see your History in Practice students weekly during seminars, and Level 2 and 3 students should be seeing you regularly to consult on their Long Essays and dissertations, when you should make an effort as well to discuss their academic progress more generally.

Attendance

When you're notified of an advisee who is absent from class, call the person in as soon as possible. Especially the first time a student has been flagged, your tone should be concerned rather than disciplinary. The Undergraduate Regulations do provide for excluding students who are persistently absent from class, but especially in early meetings the message should be that this is something we very much wish to avoid. (In practice this is unlikely ever to happen, but it remains a theoretical possibility.)

Special Circumstances

You are likely to be approached by students saying they need extensions for essays and other pieces of assessed coursework. The History Department does *not* grant extensions. Missed exams automatically receive a mark of 0 and cannot be made up. Late coursework has 10% deducted for every day it is late. Instead of granting extensions, we allow students with real justifications for late coursework to submit a petition for Special Circumstances. When a student approaches you about such issues, you should explain how the Special Circumstances process works and direct them to the Student Support Office who will help them to put in a special circumstances petition.

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

Contact details for staff in the Student Support & Guidance Office are here: http://www.alc.manchester.ac.uk/studentintranet/support/contact/.

Students (and staff) with disabilities should be encouraged to visit the Disability support office for long-term and specialist help (see below for more details):

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

The Special Circumstances Committee which meets at regular intervals to assess student petitions for special circumstances can do several things. In the case of coursework that has been (or will be) handed in late, it can reinstate the mark without penalty. In the case of missed exams, it can allow the student to retake the exam during the resit period in August, which allows them to receive the exam mark without penalty. The Committee can also ask the exam boards to consider marks a student has received during a period when illness or other problems interfered with their performance. Exam boards can then exclude certain pieces of coursework from the final mark for the module (though they cannot raise marks).

Exam boards do this when a mark that has been affected by special circumstances is out of line with other marks earned. For example, a mark of 62 may be adjusted by excluding affected pieces of coursework if a student's other marks are in the high 60s or above.However, if a student has other marks in the low 60s or below, the exam board *cannot* take action. Students frequently assume their marks will be adjusted if they have compelling circumstances, so please take care to emphasize the limits of our process.

It is important to emphasise the following to your students:

1. Mitigation will not result in the changing of any marks, unless penalties for late submission are waived after an assignment has already been marked.
2. Instead, mitigation may result in some marks being disregarded and the assessment being excused from consideration by the exam board because it was adversely affected.
3. Students may also be given a mark for a whole unit based on their performance in the parts that were not adversely affected.

In addition to directing students to the Taught Programmes Office, the Student Support Office, or the Special Circumstances URL, you should emphasize the following:

- The Special Circumstances Committee meets after exams. Students may therefore experience some delay before learning their petitions have been approved.

- You cannot guarantee a petition's being approved, though the Committee is entirely reasonable and humane. That doesn't mean you should leave students wondering whether chemotherapy might not be a sufficient excuse for a two-day delay handing in an essay. But you also don't want to promise approval of a questionable case

- A student's request should be reasonable. A two-day bout of illness is unlikely by itself to justify handing an essay in two months late.

Disabilities

The DSO will suggest 'reasonable adjustments' to help students – this can be addressed to both AAs and CUDs.

Dealing with Students in crisis

When talking to students having problems it is important that we set boundaries in terms of our responsibilities, capacities and our capabilities to help: eg. I am speaking to you as a supervisor/mentor... I have twenty minutes … what should we talk about?

As academics, we should always avoid the following when dealing with students:

- Rescue: feeling over-responsible, too much caring

- Avoidance

- Irritation

Students having personal problems, and especially those affecting their work should always be directed to the Student Support Office.
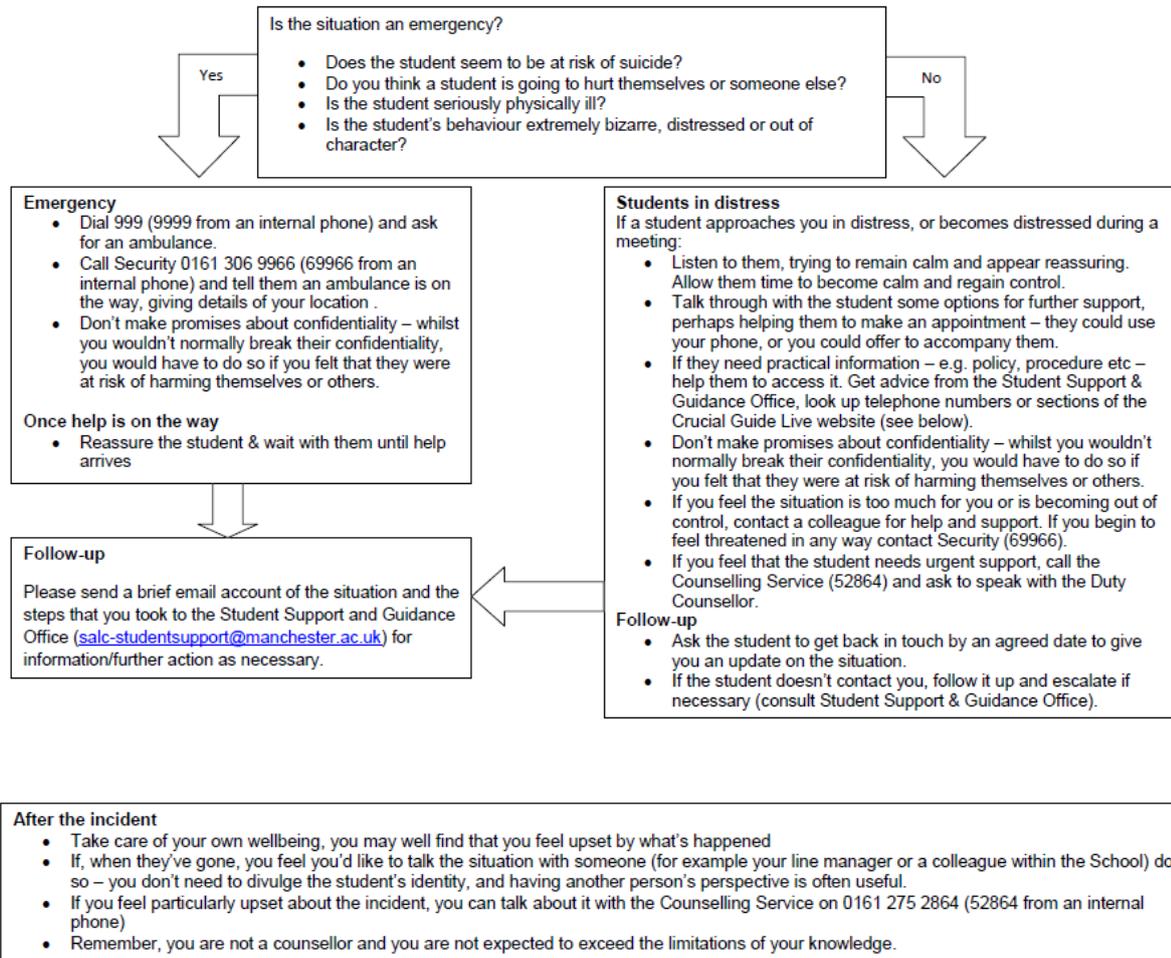
A simple risk assessment:

- Harm to self, recent history of self harm, plans to again → if emergency 999, Uni security, if not counselling services, colleagues

- Threats to others, as above

More detailed advice can be found at:

http://www.alc.manchester.ac.uk/studentintranet/support/contact/.

STUDENT SUPPORT GUIDANCE FOR STAFF: RESPONDING TO A CRISIS (FACE TO FACE)

Link to University Mental Health Policy: http://documents.manchester.ac.uk/display.aspx?DocID=11618

Is the situation an emergency?

- Does the student seem to be at risk of suicide?
- Do you think a student is going to hurt themselves or someone else?
- Is the student seriously physically ill?
- Is the student's behaviour extremely bizarre, distressed or out of character?

Yes

No

Emergency
- Dial 999 (9999 from an internal phone) and ask for an ambulance.
- Call Security 0161 306 9966 (69966 from an internal phone) and tell them an ambulance is on the way, giving details of your location .
- Don't make promises about confidentiality – whilst you wouldn't normally break their confidentiality, you would have to do so if you felt that they were at risk of harming themselves or others.

Once help is on the way
- Reassure the student & wait with them until help arrives

Students in distress
If a student approaches you in distress, or becomes distressed during a meeting:
- Listen to them, trying to remain calm and appear reassuring. Allow them time to become calm and regain control.
- Talk through with the student some options for further support, perhaps helping them to make an appointment – they could use your phone, or you could offer to accompany them.
- If they need practical information – e.g. policy, procedure etc – help them to access it. Get advice from the Student Support & Guidance Office, look up telephone numbers or sections of the Crucial Guide Live website (see below).
- Don't make promises about confidentiality – whilst you wouldn't normally break their confidentiality, you would have to do so if you felt that they were at risk of harming themselves or others.
- If you feel the situation is too much for you or is becoming out of control, contact a colleague for help and support. If you begin to feel threatened in any way contact Security (69966).
- If you feel that the student needs urgent support, call the Counselling Service (52864) and ask to speak with the Duty Counsellor.

Follow-up
- Ask the student to get back in touch by an agreed date to give you an update on the situation.
- If the student doesn't contact you, follow it up and escalate if necessary (consult Student Support & Guidance Office).

Follow-up

Please send a brief email account of the situation and the steps that you took to the Student Support and Guidance Office (salc-studentsupport@manchester.ac.uk) for information/further action as necessary.

After the incident
- Take care of your own wellbeing, you may well find that you feel upset by what's happened
- If, when they've gone, you feel you'd like to talk the situation with someone (for example your line manager or a colleague within the School) do so – you don't need to divulge the student's identity, and having another person's perspective is often useful.
- If you feel particularly upset about the incident, you can talk about it with the Counselling Service on 0161 275 2864 (52864 from an internal phone)
- Remember, you are not a counsellor and you are not expected to exceed the limitations of your knowledge.

STUDENT SUPPORT GUIDANCE FOR STAFF: RESPONDING TO A CRISIS BY PHONE/EMAIL

Link to University Mental Health Policy: http://documents.manchester.ac.uk/display.aspx?DocID=11618

Is the situation an emergency?

- Does the student seem to be at risk of suicide?
- Do you think a student is going to hurt themselves or someone else?
- Is the student seriously physically ill?
- Is the student's behaviour extremely bizarre, distressed or out of character?

Yes

No

Emergency
- Remain calm and reassuring in your tone (either by email or phone)
- Try to gather as much relevant detail as possible for example;
- Take a contact number from the student in case you are cut off or need to call them back
- Is the student at home or in Halls?
- Do they have a friend/flat-mate/family member with them?
- If they have not done so already, try to get the student to explain clearly what their concern relates to and make detailed notes

Students in distress
If a student contacts you in a state of distress:
- Remain calm and consider your response carefully, remain reassuring.
- Provide suggestions for further support, sign-posting the student to relevant University support services and providing links (below) if appropriate

- Contact the SSGO via salc-studentsupport@manchester.ac.uk, copying in the student to ask us to get in touch with the student to arrange a meeting (if appropriate)
- Explain to the student what action you will take ie. Contact the SSGO/Counselling Service
- Try to give a clear, but realistic timeframe in which someone will contact the student.
- If, during the course of your correspondence, you feel that the situation is becoming out of control and you become concerned about the student's health or well-being, please refer to the **Emergency** advice.

Has the student contacted you in the evening or at weekend?

Y

N

Out of hours support

Call the University Security Service (0161 275 2728) who will direct you to the University Emergency Incident Manager or to the Duty Warden (if the student is in Halls) as appropriate. The on–call staff are very experienced and have training in crisis/mental health issues, if there is significant concern about the student's well-being.

Remember
- Don't make promises about confidentiality as you may have to do so if you feel that the student is at risk of harming them self or others.
- If you feel the situation is too much for you or is becoming out of control, contact a colleague for help and support. If you begin to feel threatened in any way contact Security (69966).
- If you feel that the student needs urgent support, call the Counselling Service (52864) and speak with the Duty Counsellor (in working hours).

After the incident/Follow-up
- Remember, you are not a counsellor and you are not expected to exceed the limitations of your knowledge.
- Take care of your own wellbeing, you may well find that you feel upset by what's happened
- If, when they've gone, you feel you'd like to talk the situation with someone (for example your line manager or a colleague within the School) do so – you don't need to divulge the student's identity, and having another person's perspective is often useful.
- If you feel particularly upset about the incident, you can talk about it with the Counselling Service on 0161 275 2864 (52864 from an internal phone)
- Ask them to get back in touch by an agreed date to give you an update on the situation.
- If the student doesn't contact you, follow it up and escalate if necessary (consult Student Support & Guidance Office).
Please send a brief email account of the situation and the steps that you took to the Student Support and Guidance Office (salc-studentsupport@manchester.ac.uk) for information/further action as necessary.

USEFUL CONTACTS

| SALC Student Support & Guidance Office | |
Tel: 0161 306 1665/ 0161 275 3040	
Emergency contacts (including mental health concerns)	*Non-emergency contacts*
Counselling Service (inside working hours) Tel : +44 (0)161 275 2864 Email : counsel.service@manchester.ac.uk Web: www.manchester.ac.uk/counselling	**Disability Support Office** Tel : +44 (0)161 275 7512/8518 Email : dso@manchester.ac.uk Web : www.manchester.ac.uk/disability
University Security (outside working hours) Tel: +44 (0)161 306 9966	**Student Occupational Health** Tel: +44 (0)161 275 2858 (Oxford Road Site)
Accident & Emergency – Manchester Royal Infirmary (MRI) Tel: +44 (0)161 276 4137	**International Students Advice Team** Tel : +44 (0)161 275 8553/2110/2059/2972 Email : iat@manchester.ac.uk
Manchester Royal Infirmary (MRI) Emergency Mental Health Team Tel +44 (0)161 276 4147	**Students' Union Advice Centre** Tel: +44 (0)161 275 2947
Police Tel: 9999 from an internal phone (Emergency only) Tel: +44 (0)161 856 4466 Greenheyes (local) Police Station (non-emergency)	**Accommodation Office** Tel : +44 (0)161 275 2888 Email: accommodation@manchester.ac.uk

Careers

In meeting with your advisees across the year, do ask them regularly about career plans. First- and second-year students should be thinking about beginning to prepare CVs and considering internships. Second- and third-year students might also be prompted to think of postgraduate study and pushed slightly harder on career plans. All students can be referred to programming sponsored by the Career Services Office and also to programming sponsored by the History Society.

Career Services FAQ for 3ʳᵈ years:

http://www.careers.manchester.ac.uk/media/services/careersandemployabilitydivision/careersservice/staff/FAQ-for-academics.pdf

Failing Marks and Progression

You may receive inquiries from students who have failed a module or who have drastic, terrible academic problems. You can consult the Student Handbook or the departmental advice on exams for the details, but as a pastoral matter you should generally emphasize there are very few problems that are fatal to a student's academic career. Failing one course unit at levels 1 or 2 may not require any additional action, depending on how low the mark actually was. If a student has received a low fail or has failed more than one course unit, he or she will be required to resit the exam for each failed module. Assuming the student passes this resit exam, she or he will be allowed to progress to the next level, though the student's GPA will reflect the original mark. A student may also be able to carry a credit, retaking a failed course unit while also taking the next level. Some students may also elect to restart the year.

Marks at level 1 do not affect degree classification, and marks at level 2 are only 33 percent. (For students who started in 2010 or 2011, it is only 25 percent.) It is thus possible to do rather badly at levels 1 and 2 and nonetheless end up with a good degree.

ATTENDANCE MONITORING

Attendance monitoring is critically important. For international students, it enables the university to comply with our responsibilities to the UK Border Agency. For all students, it enables us to fulfill our duty of care. Members of academic staff have two roles to play in monitoring attendance: 1) we record attendance in the classes for which we are responsible, and 2) as academic advisors we follow students who are habitually absent from class.

Course Unit Directors

All course unit directors must ensure that attendance is monitored for their modules. Our policy is to maintain attendance rosters in seminars at levels 1 and 2 and for the entire class at level 3. Thus, course unit directors at levels 1 and 2 need to ensure that GTAs and other seminar leaders maintain up-to-date records.

In order to do so, every tutor should bring a class roster to every lecture/seminar/workshop at levels 1-3 and at level 4 (PGT/MA) and direct students to sign in. You should emphasize it is a student's responsibility to make sure he or she signs the register, and that will be the only acceptable proof of class attendance. Tell students to contact you if they are ill or have another compelling reason not to attend class. Afterwards, you should enter the attendance roster into **Campus Solutions**, which is the centralized monitoring system. The website is available here:

https://studentadmin.manchester.ac.uk/psp/CSPROD/EMPLOYEE/HRMS/?cmd=logout

Your username for Campus Solutions is your Staff number, which you can find on your ID or your payslip. For Campus Solutions, we don't use the 0 on the end of the number. The default password is your birthdate in DDMMYYYY form.

Training is available in Campus Solutions should you need it. The basic thing to know is that from the opening screen, you should choose "Faculty Center," then "My Schedule," and from there choose "Attendance Roster" from the list of classes you teach. Then choose the date of the class meeting you wish to record. Students can be marked present, absent, or as having an excused absence. If a student contacts you about an illness, do mark it as an excused absence. Be sure to save the roster before you exit.

Again, GTAs and seminar leaders should do this for the seminars they lead, but it is the CUD's responsibility to ensure it is done.

Academic Self Service Quick Guide

Campus Solutions is the name given to the new Student System. It is accessed via any web browser. The academic interface has been designed to be relatively simple and this document describes some of the functionality available to you. *If you require more advanced access or problems accessing the system then contact your School administrator.*

Logging On

Campus Solutions URL: https://studentadmin.manchester.ac.uk/psp/CS89PROD/?cmd=login

Login Id: contact your School administrator to obtain this. **Password**: Your DoB in the format of ddmmyyyy.

Navigate: Self Service->Faculty Center

Self Service

The Faculty Center

Faculty Center

Select Term | 2006/7 Academic Year ▾ | [change]

◉ **Show all classes**   ○ **Only classes with enrollment**   ○ **View My Weekly Schedule** ◀ To view teaching schedule as a timetable

👥 Class Roster   📇 Gradebook   📑 Grade Roster   📖 Learning Management System ◀ Any WebCT enabled course

My Teaching Schedule > 2006/7 Academic Year > The University of Manchester						Find | 📅			
Class	**Class Name**	**Days and Time**	**Location**	**Class Dates**	**Enrolled**				
ECON 10002-LEC1 LEC 2186	An Introduction to Development (Lecture)	F 15:00 - 17:00	TBA	Jan 29, 2007- May 16, 2007	157	👥	👓	📇	👤
ECON 10011-LEC1 LEC 2169	Studying Economics (Lecture)	M 11:00 - 13:00	OLD lecture th, Dover Street	Sep 25, 2006 Dec 15, 2006	62	👥	👓		👤

If the course unit has been configured to record assessment marks this information can be accessed here.

To obtain a class list and e-mail your students.

To obtain an attendance sheet. If you have problems accessing this functionality, either attendance sheets have not been created by the School or attendance recording is not being utilised in the system.

Assessment Information / Gradebook

Select Term [2006/7 Academic Year ▾] [change]

Select a Class, then select Access Gradebook to edit student grades. Select Class Assignments to edit assignments, categories and grading scales.

| 2006/7 Academic Year | | | | | | | |
Course Title	Course ID	Class Nbr	Subject Catalog Nbr	Class Section	Academic Institution	Access Gradebook	Class Assignments
Academic Development I	003781	23	ENGL 10170	LEC1	UMANC	🖾	✅
Academic Development I	003781	578	ENGL 10170	PRC1	UMANC	🖾	✅

Record assessment marks

Update how the course unit is assessed, modify due dates etc. Note: this information is accessible through student self-service.

| Class Gradebook | Grade by Assignment | Cumulative Grades | Requirement Designation | Import Component Grades |

ENGL 10170 Section: LEC1 2006/7 Academic Year The University of Manchester

Academic Development I Undergraduate Full Year

Class Nbr: 23

☑ Show Active Students Only

Summary of assessments for a course unit.

Select check box next to the grade field to exclude assignment from cumulative grade calculation.

Student ID	EM		PR	
5850713	24.00	☐		☐
5860291	65.00	☐		☐
7024681	90.00	☐		☐
7057778	49.00	☐		☐
7058107	40.00	☐		☐
7066024	56.00	☐		☐
7066493	87.00	☐		☐
7074244	90.00	☐		☐

| Class Gradebook | **Grade by Assignment** | Cumulative Grades | Requirement Designation | Import Component Grades |

ENGL　　　10170　　Section:　LEC1　　　2006/7 Academic Year　　　　　The University of Manchester

Academic Development I　　　　　　Undergraduate　　　　　　　　　Full Year

Class Nbr: 23　　　　　　　←　Select assessment here.

Select Assignment:　[1]🔍　Final Exam　　　　　Maximum: 100　Average: 62.63

Class Assignments

Select check box next to the grade field to exclude assignment from cumulative grade calculation.

Student ID	Submitted Dt	Due Date	Grade		Last Updated
5850713	27/09/2006	12/05/2007 📅	24.00 ☐	← Record assessment mark here.	27/09/2006 14:24
5860291	27/09/2006	12/05/2007 📅	65.00 ☐		27/09/2006 14:24
7024681	27/09/2006	12/05/2007 📅	90.00 ☐		27/09/2006 14:24
7057778	27/09/2006	12/05/2007 📅	49.00 ☐	← Exclude mark from overall course unit mark.	27/09/2006 14:24
7058107	27/09/2006	12/05/2007 📅	40.00 ☐		27/09/2006 14:24
7066024	27/09/2006	12/05/2007 📅	56.00 ☐		27/09/2006 14:24
7066493	27/09/2006	12/05/2007 📅	87.00 ☐		27/09/2006 14:24
7074244	27/09/2006	12/05/2007 📅	90.00 ☐		27/09/2006 14:24

TAUGHT POSTGRADUATE PROGRAMMES (PGT)

Please also refer to the History MA Handbook for more detailed information, or see it online http://www.alc.manchester.ac.uk/studentintranet/postgraduatetaught/handbooks/

The MA in History is designed to offer students the flexibility to devise their personal pathways in graduate history across a range of research specialisms. The History MA Programme is based on 180 credits acquired through the following structure:

i.   Compulsory subject specific research training courses: Historical Research 1: Methods, Theory and Sources **and** Historical Research 2: Research Design (2 x 15 credits)

ii. Core Course   (30 credits)

iii. Optional Course(s)   (60 credits, made up from 15, 30, and 60-credit course units)

iv. 12-15,000 word Dissertation   (60 credits)

v.   Students are also encouraged to consider opportunities for work placements through the Institute of Cultural Practice, semester 2   (15 credits)

MA PROGRAMME CORE AND OPTIONAL COURSES

Students can choose from a wide range of *dedicated Level 4 optional* courses. Courses can be chosen from a range of subjects provided by History, as well as from other courses appropriate to MAs offered within SALC, subject to approval by the course unit director. In some cases graduate courses offered by the School of Social Science may be appropriate. Please also note in particular the menu of courses offered by the Centre for the History of Science, Technology and Medicine.

PGT Assessment

PGT deadlines for assessed work are set by the School. There are TWO deadlines per semester:

- For **Semester 1**, the first piece of coursework (interim coursework) must handed in by 3 November 2014 [**TBC**], and returned within 15 working days. The second piece of work must be handed in by 13 January 2015 and returned within 15-20 working days.

- For **Semester 2,** the hand in date for the first piece of coursework (interim coursework) is still to be confirmed by the School. The second piece of work must be handed in by 12 May and returned within 15-20 working days.

History MA applications

Students can apply to study for Masters at pretty much any stage throughout the year. However, if students are applying for funding, they will need to apply usually by January/February. There have, in recent years, been assorted bursaries and studentships available at Masters level. Details of these are usually on the School postgraduate website.

Students who are studying for a Masters should, likewise, apply for PhD funding by February. Again, detail of funding available at Manchester is on the School website: http://www.alc.manchester.ac.uk/fees/postgraduate-research-funding/.

MHIST

Students on this course are studying a four year integrated Masters. They undertake 120 credits of L4 courses. These students graduate through the June exam board. Strictly speaking they are still undergraduates but at Level 4 are treated, as far as possible, as postgraduate students. Please remember that announcements sent to the PGT officer for distribution to PGT mailing lists should include MHist students.

POSTGRADUATE RESEARCH PROGRAMMES (PGR)

We offer two research degrees: PhD and MPhil. The PhD is a three-year programme (six years part-time) with the possibility of a twelve-month 'submission pending' period, culminating in the submission of a thesis of up to 80,000 words; the MPhil is a one-year full-time (two-year part-time) programme, again with the possibility of a twelve-month 'submission pending' period, culminating in the submission of a thesis of up to 50,000 words. We have very few MPhil students, and the guidance below is written for supervisors of PhD students, but most of it applies equally to MPhil students.

Admissions and Funding

- Applicants apply to the University using the online form. Applications are accompanied by a research proposal (up to 1,500 words) and two academic references. Once complete applications, including transcripts etc, have been received, they are sent to the divisional PGR director (for History, currently Stuart Jones). He will forward each application to the nominated supervisor(s) for a decision. *Prospective applicants are encouraged to make contact with potential supervisors before applying, and it is desirable to give them some feedback on their ideas at that stage.*

- In considering an application, please bear in mind that our aim is to maximise our recruitment of high quality students who have the potential to complete good PhD theses on time. Do not accept a student simply for the sake of numbers. If you have reservations about an applicant, or your ability to supervise the project, discuss the matter with the History PGR director. Applicants should be interviewed wherever possible (e.g. by Skype).

- There is no formal deadline for applying for a place on the programme. However, students who wish to apply for funding need to be accepted for a place at Manchester in order to apply for funding. For funding applicants, the deadline for applying for a place is usually around the beginning of February.

- Up-to-date information on PGR funding is available on the Graduate School website at http://www.alc.manchester.ac.uk/graduateschool/funding/. Please check the information here before giving advice to prospective students. Note that both relevant research councils (AHRC and ESRC) channel their doctoral funding through consortia of universities: we are part of the North West Consortium Doctoral Training Partnership (AHRC) and the North West Doctoral Training Centre (ESRC). See also their websites at www.nwcdtp.ac.uk and www.nwdtc.ac.uk. - SJ

- References play an important role in funding competitions. If you are asked to supply a reference, please try to ensure that it is *detailed*: refer to the student's overall performance, and not just to his/her performance on your course, and give examples rather than simply praising.

Supervision and Monitoring of Progress

- Under the University's Code of Practice for Postgraduate Research, all PhD students have two supervisors, designated main supervisor and co-supervisor. History students should be supervised on the basis of either a 60/40 or an 80/20 split. . A 60/40 split is appropriate where two supervisors provide more or less equal intellectual input, and both attend most or all meetings; but one supervisor must be designated main supervisor, and he/she takes overall responsibility for the student.

  - All PhD students must also have a third panel member (called the independent reviewer). The independent reviewer's role is to offer an independent assessment of the student's progress, and he/she must complete a separate section in each panel report on eProg. For new students from September 2014 onwards, the independent reviewer must be an experienced supervisor who has supervised at least one and ideally three or more students to completion, either as main or as co-supervisor.

- The primary responsibility for pastoral support for PGR students rests with their supervisors. But each student has an advisor who is available for support, especially in the event of problems in the supervisory relationship. The History PGR director acts as advisor to all History students, except when he is one of the supervisors: in these cases the Divisional Head takes on the role.

- The panel meets with the student at the end of each semester for full-time students, and at the end of the second semester for part-time students. The panel's primary purpose is to review the student's progress and to confirm whether or not that progress is satisfactory. That is its formal duty. In addition, panel meetings allow the student and the supervisory team to take stock of the project at regular intervals, and they help prepare the student for the viva. If the panel decides that a student's progress is insufficient, it should, in the first instance, give the student a clear indication of targets to be reached before progression can be confirmed: thus the June panel might decide to reconvene in early September to consider a revised draft. If progress is still inadequate, the panel may recommend that the student's registration should be terminated, or that he/she should transfer to the MPhil and write up the thesis in line with the requirements of that degree. PhD students are initially registered on a probationary basis, and the second panel meeting has a formal role in confirming that the probationary period has been satisfactorily completed.

- It is very important that panels should be held at the due time. Do not wait for the student to complete an appropriate piece of work before scheduling the panel: the student who is always late completing work is precisely the kind of student to whom the panel needs to give a warning about progress. Make sure that you, as main supervisor, agree with the student well in advance what

work they should submit for the panel: from panel 2 onwards, it is usual to require a chapter-length piece of work (10,000 words is an appropriate target).

- PhD students' progress is managed electronically using eProg (for technical help and explanations see http://www.alc.manchester.ac.uk/staffintranet/postgraduateresearch/supervision-resources/, the PSS in charge is andy.fairhurst@manchester.ac.uk. Use of this is mandatory for students and supervisors alike. All your PhD students will appear on this system (accessed through My Manchester) alongside a timetable of progression goals and supervisory meetings. It is the student's responsibility to keep his/her supervision record up-to-date on eProg. The main supervisor is responsible for ensuring that this happens. It is also his/her duty to record panel decisions, which are then authorised by the other panel members. If the panel expresses concerns, these should be recorded on eProg, even though the decision is to recommend the student's progression. Students who fail at examination (they are few in History) often appeal, and the commonest ground of appeal is inadequate supervision. The best safeguard is a clear paper-trail of warnings to the student.

'Submission Pending'

The PhD programme is three years full-time or six years part-time. It is important that students should plan on completing within this period: i.e. the submission pending period should be regarded as a facility that may be available if the timetable slips, but should not be regarded as an integral part of the programme. Students who wish to take advantage of the submission pending period must apply to the School to do this; it is not a right. They must ensure that they have completed the substantive research before the submission pending period begins, and that they have a clear timetable for completion which the supervisory team can monitor.

Note that students in the submission pending period are not considered full-time students. That is why the length is the same – 12 months – for students who were previously part-time and for those who were previously full-time.

Research Training

The PhD is defined by the University as a programme of supervised research and training, and all PGR students must undertake a programme of research training as agreed with their supervisory team. 'Training' is interpreted broadly, and includes 'training by doing', e.g. giving a conference paper, as well as attending formal courses. It embraces career development activities as well as

forms of training necessary for the completion of the PhD thesis. The School provides a rich variety of training opportunities through the arts@manchester programme, but students are also encouraged to take advantage of the full range of training events offered within the Humanities Faculty's Researcher Development programme, including methods@manchester, which is the social science counterpart of arts@manchester. Information can be accessed through the PG student intranet. Your PGR students must record the training they have completed via eProg, and the panel is responsible for confirming that this is sufficient. Supervisors therefore need to be familiar with the range of training and development options open to students in order to advise them appropriately.

Submissions, Examinations

The administration of PhD thesis submission and examination is now be managed via eProg.

The student begins the process, about six weeks prior to the intended submission date, by complete the Notice of Submission form located in the 'Examination Summary' tab within eProg. This will be visible only at the point when the Notice of Submission is due, so any student wishing to submit early (i.e. before the end of their period of registration) will need to apply to the School's PGR director for permission and, once this has been obtained, should contact the Graduate School Office for access to the form.

Once the student has completed the Notice of Submission form in eProg, the main supervisor will receive an automated email advising him/her of the requirement to complete the nomination of examiners form, via eProg. Once this is completed the electronic form moves to the PGR Director who approves or rejects the nominations via the system.

It is the main supervisor's responsibility to nominate examiners: usually, one internal and one external examiner, in line with the University's policy on the nomination of examiners (at http://www.staffnet.manchester.ac.uk/services/rbess/graduate/code/submissionandexamination/). Possible names should be discussed with the student in advance, and it is generally a good idea to sound out a potential external examiner well before the student completes the Notice of Submission form. Please note the following points:

- Under the new definition of the role of the third panel member as independent reviewer, this role is now compatible with that of internal examiner; but it is considered good practice to avoid appointing the independent reviewer as internal examiner where possible.
- The appointment of internal examiners in History is co-ordinated by the PGR director to ensure equitable distribution of work.

- If the internal examiner has not previously examined a PhD, a second internal examiner must be appointed. The latter does not necessarily have to possess subject expertise, or to read the thesis, but should chair the examination. This regulation is primarily intended to safeguard the interests of the student by ensuring that the external examiner's opinion is subject to an effective check.
- It is desirable to consider the appointment of an independent chair in some cases, usually where you as supervisor anticipate possible difficulties which might lead to an appeal. An independent chair should have substantial experience of PhD examining.

The internal examiner is responsible for making arrangements for the viva voce examination. This involves:

- Contacting the external examiner once the thesis has been sent out to set up a viva date, which should be within two months. Do not wait until you have both read the thesis: that is a recipe for delay. It is best to check with the candidate at this stage.
- Hosting the external examiner on the day. If you take him/her for lunch, you can reclaim reasonable expenses: contact Joanne Marsh about this.
- Holding the examination in your office, or (if you prefer) booking alternative room.
- Informing the office of arrangements.

The two examiners must each write a pre-viva report and exchange these prior to meeting before the viva. This can then inform the issues to be raised in the viva.

A viva will normally last between one and two hours: an hour and a half is quite typical. Since performance in the viva is an integral part of the examination the examiners should not divulge the outcome until the end of the viva. At this point the result is subject to ratification by the School's PGR Committee (in practice, by the PGR Director taking chair's action), but you should tell the candidate what your recommendation is, except in those rare cases where you need to take advice. Recommendations are as follows:

Ai: award with no corrections

Aii: award with minor corrections (usually one month is available)

Bi: refer for revisions of presentation or detail; no further viva required. 6 months allowed.

Bii: refer for revisions of presentation or detail; further viva required (it is possible for the examiners, on receipt of the revised thesis, to waive the viva requirement). 6 months allowed.

Biii: refer for further research; a further viva is required. Again, the viva requirement may subsequently be waived. 12 months allowed.

Ci: reject for PhD but award MPhil

Cii: reject but award MPhil subject to minor corrections

Ciii: reject but allow resubmission for MPhil

Civ: reject. No award or resubmission.

The internal examiner is responsible for sending the completed examiners' report to the Graduate School office within three working days of the examination. This must be a joint report, not a compilation of two separate reports.

For further information:

University policies: http://www.staffnet.manchester.ac.uk/services/rbess/graduate/

Humanities PGR supervisor resources:

http://www.humanities.manchester.ac.uk/humnet/acaserv/pgresearch/staff/supervisor.html

Humanities Researcher Development programme:

http://www.humanities.manchester.ac.uk/researcherdevelopment/

ALC Graduate School http://www.alc.manchester.ac.uk/graduateschool/ (see especially 'Documents and Resources', 'Training', 'Funding')

RESEARCH

Research is one of the highlights of an academic job for most of us. For those with contracts that specify that we should teach and conduct research, time devoted to research is supposed to occupy 40% of our workload (with 40% spent teaching and 20% doing administration). For practical reasons, much of our research time takes place outside University teaching terms, though it is standard practice to nominate one research day during term-time free from teaching. In addition, after every 6 semesters of teaching you are normally entitled to apply for institutional research leave of one semester.

You are expected not only to undertake research, but to publish your findings and to apply for external grants to support your research activities. Excellence in research gives you personal rewards in the form of promotion, aides the department's score in the nationwide Research Excellence Framework Exercise (or REF, formerly known as the RAE) which takes place every few years, and provides less measurable but nevertheless important benefits such as building one's scholarly reputation and providing job satisfaction.

Publications

What you publish and where you publish will depend on your area of expertise, but here are some general rules to take into account:

- Always aim for well-respected publishers and journals and generally avoid those who do not send material out to readers for peer review.
- As long as the REF process continues you will need at least 4 decent publications every 5-6 years. This is an absolute minimum, and for promotion and other purposes you may need to do more than this. However, always avoid over-committing and publishing lots of things of a lower quality. Maintaining high standards is absolutely crucial.
- The history research co-ordinator or other senior colleagues are often good people to talk to for advice on research and publication strategies. You can also have a research mentor.

Research funding

Securing research funding not only boosts your research efforts but also your CV. There are various bodies that you can apply to for funding. The most commonly used by historians are the Economic and Social Research Council (ESRC), the Arts and Humanities Research Council (AHRC), the British Academy, the European Research Council (ERC) and the Leverhulme Trust. There are many other bodies and institutions who also offer either grants or fellowships: these are often specific to certain areas of research and you should find out who might fund the fields you work in. Many bodies, including the ones listed, also put out calls at certain times for bids on particular themes which are well worth thinking about if your research could fit. The Faculty and University also offer a series of grant opportunities throughout the year: keep an eye on your emails.

Successful grant bidders in any department tend to be the people who put in bids on a regular basis in the knowledge that a fair proportion will be rejected but that some will be successful. If you are new to bidding a good place to start is looking at other people's successful bids: Karen Murphy in the research office can give you copies if you tell her the sort of thing you are looking for. Talking the history research co-ordinator and to others who have been awarded grants is also extremely useful as is using internal peer review structures to get feedback on your bids.

Some tips:

- Work out a strategy of grant schemes and grant awarders that you intend to apply to. It is often a good idea at the start of your career to aim for schemes specifically aimed at early career researchers or to put in more modest project grants as preparation for a subsequent and larger bid.
- Get advice on what to bid for and feedback on drafts from colleagues who are experienced in grant bidding and/or from the history research co-ordinator. The School research office will also send draft bids to readers for you.
- Don't leave things to the last minute. Decent bids take work and can't be done quickly, whilst getting feedback and reworking bids always takes longer than you think. In addition, the School research office will have its own internal deadlines for completing the sections of the forms that they do for you – specifically working out all the costs, so make sure that you don't keep them waiting and that you approach them for advice on submission in plenty of time.
- You always need to get the permission of your Head of Department before you can apply for any grant of a significant size, and certainly any that will remove you from the university during teaching. It is therefore a good idea to consult the HoD in the early planning stages.

- The School has guidelines about how often one can normally take funded leave which you can look at via the staff intranet. However, if you apply for funding for partial buy-out these rules are much more flexible and since research councils in particular tend to favour this sort of leave (which is often associated with collaborative projects), this is something well worth considering.

- University financial year and expense claims: note that the University financial year runs from 1 August to 31 July. Apart from some specific forms of funding, usually related to certain types of external grants, any monies you have allocated to you (say your personal research allocation, currently £600 pa) need to be spent in the financial year in which you get them: this means that the 'activity' being funded must take place before 31 July and preferably any claim put in by then too. After that date, you will almost certainly lose any money you thought you had as most accounts cannot be carried over into the following year. You also need to remember that any claims need to be submitted (with the proper forms and signatures) within 3 months of expenditure or your claim may be rejected.

IMPACT AND OUTREACH

Academic departments are now judged on 'impact' as part of the REF. Though the precise meaning of the term is not clear, it is broadly associated with the measurable effect of our academic research outside the academy: for example in school education, in policy-making or by having some economic benefit. Many grant-awarding bodies have taken up the impact agenda and also want you to specify how your research will impact on wider society (some even running specific grant schemes to do just this). For some of us this is easier than for others and it is important to note that research councils in particular have been very clear that 'non-impact' research will still be funded.

However, it is worth thinking about how your research might engage with or impact on non-academics – either in terms of 'impact' or in less measurable ways: not only because our research is publically funded, and because these sorts of activities can be fun and very rewarding, but also because the University of Manchester is also very keen on 'social engagement' and on academics and students contributing to the wider community in which we live and work. Whilst 'impact' demands a clear link between scholarly research and the impacts we count, social engagement activities can be less clearly linked to specific research and can just draw on our general expertise. It can include activities such as working with schools, colleges and local history and community groups; involvement with museums, libraries, local government bodies and charities and with the Manchester Histories Festival.

EMPLOYMENT ISSUES

Academic staff attendance

In order to ensure minimum levels of accessibility, presence and visibility within Schools, the following requirements for academic staff attendance across the Faculty have been agreed by HPRC:

1. During semester time, to provide and publicise a minimum of 2 office hours on separate days of the week for teaching and/or academic advising purposes.

2. To attend the University on at least 3 days each week and be contactable by telephone or via e-mail on other days of the week. The only weeks exempt from this requirement are those from the end of teaching in semester 1 (mid-December) to the beginning of the semester 1 exam period (mid-January) and from the end of graduation fortnight to the week before registration commences in September. [In practice, these rules apply to teaching weeks, and to periods when staff presence is required, such as welcome week, during exam boards and graduation – if in doubt, ask the HoD before you plan any trips].

In addition, all staff should follow established local procedures for informing the Head of School of absences:

In the School of Arts, Languages and Cultures, staff must inform their Head of Division if they plan to be away on academic business during the teaching period. Colleagues must also maintain regular contact with the School outside semester time and be contactable via email. They must let their Head of Division know when they will be taking annual leave; this is particularly important if they have a major administrative role within the Division. Please note that it will not normally be possible to take annual leave during semester time.

Colleagues are also expected to comply with the University policy on sickness absence, which may be consulted at

http://documents.manchester.ac.uk/display.aspx?DocID=14.

Related documents, including the self-certification form, may be found at

http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=14.

EMPLOYMENT ISSUES

PDR

Progress and Development Review is a yearly review of your work that takes place with a senior colleague. The results are recorded and kept by SALC.

http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=42

Promotion

The Head of History is the first person to approach regarding promotion, as well as it being a topic of discussion in your annual PDR.

See for the documents to submit and the criteria/eligibility and official policies:

http://documents.manchester.ac.uk/display.aspx?DocID=473

http://documents.manchester.ac.uk/display.aspx?DocID=11

WAM

The workload allocation model is a system by which workload is allocated within divisions taking into account teaching, marking, supervision and administration. In history, this process is managed by the Head of History. This is a transparent process in which all staff are able to assess both their workloads and that of colleagues.

Calendar

The university calendar, showing term dates is available online. Summer & Winter graduation dates are also shown here ***http://www.manchester.ac.uk/aboutus/dates/***

Staff should attend as many graduations as possible, especially if students they have taught will be taking part in the ceremony.

The school also produces an annual calender detailing school-level meetings which is circulated by email before the start of the academic year.

ELEARNING/BLACKBOARD

Blackboard

Activation of BB courses:

- Go to My Manchester
- Teaching and research
- My courses
- Tab: Future (…)
- Click blue info button behind course title

Click activate button

- Choose dates of availability (usually leave it as recommended)

- Choose the right template: rolled-over course usually the template of the old course

- New courses: change to SALC/ AHC

- Confirm activation (blue button)
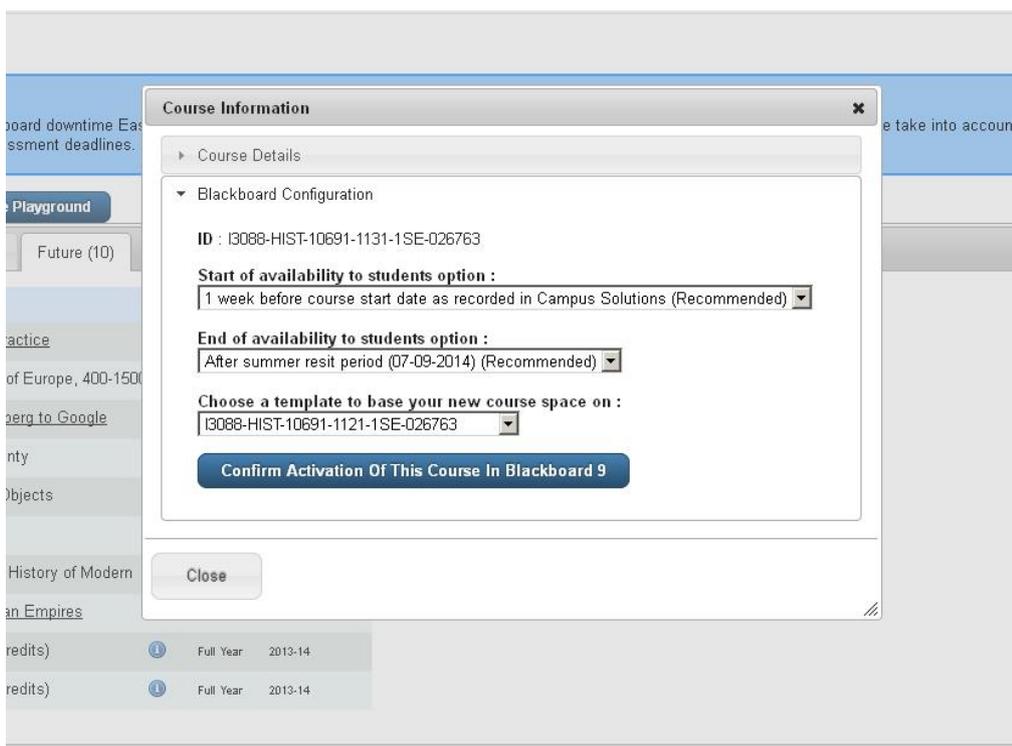
Embedding of the history blog:

http://e-tout.blogspot.com/ in order to advertise talks, seminars, training events etc. (same procedure applies to whatever RSS feed you might want to embed).

1. Open Bb9 and make sure 'Edit Mode' is ON.

2. Chose the page you want the feed to go on (for some reason it does not work on the pre-set 'Noticeboard' page - perhaps use the 'Course Information' page).

3. Click 'Build Content >> Create >> Item'

4. Now, leave that page as is and open another web browser window in http://feed2js.org/ and click step 2 on that page (build)

5. Paste the following link into the URL box: http://e-tout.blogspot.com/feeds/posts/default

6. We suggest: Show Channel => No; Number of Items => 5; Show/hide descriptions => 0; Show item Author => No; Use HTML in Item Display => No; Show Item Posting Date => No; Target Links in a New Window (up to you).

7. Press the 'Generate Javascript' on the Right

8. Copy the whole text in the box 'Get your code here'

9. Return to Bb9

10. Before you do anything else, on the text editor toolbar, toggle the button to 'html'

11. Delete the <br /> that appears on the box and paste the code

12. Add a title on the 'Name' Box (e.g. Manchester History News)

13. Click Submit

Minimal Requirements for BB courses

– Course booklet

– List with links to digitized readings (if not in course booklet)

– Welcome page with links to:

  • Website http://www.alc.manchester.ac.uk/subjects/history/

  • UML subject reference guide history http://subjects.library.manchester.ac.uk/history

  • Blog/twitter/facebook etc. http://www.alc.manchester.ac.uk/subjects/history/contact-us/blog-and-social-media/

  • Intranet http://www.alc.manchester.ac.uk/studentintranet/

- history portal
  https://online.manchester.ac.uk/webapps/blackboard/content/listContentEditable.jsp?content_id=_1389561_1&course_id=_13397_1#contextMenu

– Group function (for seminar groups if applicable):

http://documents.manchester.ac.uk/display.aspx?DocID=11637

Group journals:

Group journals needing your intervention and that are marked: use not Forum or Blog but journal: you can define rubrics and marking criteria etc. and set it up in a way that entries cannot be cancelled or altered post factum

Some BB Ideas and Best Practices

- Turn your course into a blended learning environment where students can explore adjacent or marginal contents related to your course by rearranging old and additional material
- Use media, relatively easily available and easy to embed from Box of Broadcast (BoB), but also YouTube or the BBC (e.g. In Our Time)
- Main info should be visible on starting page
- Chapters/pages should create (for instance per week) should bear a little text on the landing page highlighting what will be found in the chapter
- Use Group function to define seminar groups etc. facilitating marking, emailing to groups etc.
- You can manage bibliography and library resources (incl. digitized reading material) through the auxiliary L2L (link to list) software
- Use imagery to make the BB course visually more appealing
- Use adaptive release to reveal certain contents (for instance your lecture slides) only at a certain date
- Btw: you do not have to create a new content item/tab for each lecture: you can also create a simple link/attach in the text field of an existing item
- Last but not least: keep it simple

Advice and Help

Contact the history eLearning officer or directly elearning@manchester.ac.uk

The humanities eLearning team holds drop-in sessions regularly, see
http://www.humanities.manchester.ac.uk/tandl/elearning/training/

Email elearning@manchester.ac.uk and request a 1:1, see:
http://www.humanities.manchester.ac.uk/tandl/elearning/training/requests.html

There is also a new Humanities Teaching and Learning Forum for peer to peer support which you could post to, see: https://fora.humanities.manchester.ac.uk/tandl/index.php

Turnitin (Tii)

- For a promotional intro, see http://vimeo.com/30553739?autoplay=true

- Capabilities:
  - Online submission
  - Marking, including automated feedback on language/style (ETS e-rater)
  - Plagiarism check (and over-length)
  - Giving feed-back
  - Peer-reviewing

Setting up online Tii2 assignment

- Create Groups in Blackboard before creating the Tii Assignment if you want your GTAs to access marking by group
- They should be located in BB, Assessment folder > Submission of Coursework folder > create new Turnitin UK assignment,
- Tii New Assignment Template:
  - Start date = when the assignment is visible/accessible to students
  - Due date = when the work is due (please set this to 12 pm, Monday to Wednesday –you might want to emphasize that this is midday)
- Post date = when the mark and comments on the work are released to students (as per SALC Handbook, sec 15.6 –no later than 15 working days after submission and before the next assessment)
- Generate Originality Reports" on the "Due Date" NOT "Immediately After Submission" (allows students to resubmit work up to the due date).
- Tell students to put their Uni Registration Number (on their library card): BOTH
  - in the Title Box of ALL their Tii submissions. Putting their Reg. Number in the title box will help course management immensely AND
  - on the first page at least (and preferably on all pages) of their submissions.

Unfortunately many students do not put their ID number anywhere on their submissions.

Optional Settings

- Special instructions (please cut and paste following)

The submission title for your essay is your student ID and the question number/title (eg. 700000_Q3). Once you have submitted your essay via Blackboard, email a backup copy of the essay as an attachment to salc-assessment@manchester.ac.uk. Include your student ID and the course code as the title of the email (eg. 700000_HIST30000).

- Allow students to see the Originality reports - NO
- Allow submissions after due date - YES
- Reveal grades to students only on post date - YES
- Enable anonymous marking - YES

It is important to get these settings right, as they can't be changed midway through submissions.

Marking in BB, Tii (GradeMark)

1. Go to the HIST …. BB site.

2. Click on 'Course Tools' in the 'Control Panel' on the left-hand side of the BB screen.

3. Click on 'Turnitin Assignments' (OR 'Turnitin Assignments by groups')

4. 'Grademark' should be highlighted by default in blue on the top left-hand part of the screen. If 'Grademark' isn't highlighted, click on 'Grademark'

5. Mark:

- Drag & drop comments (quick mark or custom)
- Marginal, in-text comments

Colour code (recommendation) for in-text comments, highlights:

- GREEN: structure and argument;

- RED: knowledge and understanding;

- PURPLE: use of sources;

- YELLOW: style and presentation.

- General comment/feedback: This should be your main effort- for the comment is relatively likely to be read by at least some students. Best practice: safe in word as a backup – see above, marking for the recommended structure of this comment
- Rubric Scoring (set-up already: can be used as preliminary step in assessing and to give the student a quick and visual feedback
- Voice feedback- feedback can be given as an audio but the same structure should apply as outlined above, chapter on marking

- Enter your mark out of 100 in the box on the top right-hand corner.

    For more info, see http://vimeo.com/30517572

Turnitin can also be used from an Ipad (you need an instructors account).

Additional features:
- Plagiarism check (however: Tii relativey easy to check- best detector is your reading the submitted assessment properly)
- ETS e-rater (not yet implemented in Manchester): Automated checking of language; better used carefully

- Over-length indicator (not indicating, however, where exactly in the submission the limit is reached)
- Dashboard

PeerMark and use of Tii2 in teaching
- PeerMark
  - Cannot be used instead of marking
  - Gives the students additional feedback from their peers- for instance on a draft and this can Could count towards participation or generated its own mark
- Different types of assignments
  - Revision assignments
  - Training of paraphrasing, summarizing, quoting
  - Reflection on plagiarism control: balance source own work

Other elearning Issues/Tools

Response ware:
- Clicker/turningpoint will.moindrot@manchester.ac.uk Ellen Wilkinson Building (C1.46) 0161 2761743
- OER (Open Educational Resources; Worldwide learning network of shared teaching and learning materials): https://www.oercommons.org/ see also Jorum, Humbox for sharing materials and cf. http://servicedesk.manchester.ac.uk/portal/app/portlets/results/viewsolution.jsp?solutionid=041307 807575889&SToken=4F8E4FB1A140544CEFDA159F1A48CFE9
- MOOC (Massive Open Online Content): popular in other places and mainly US, currently under development at UoM
- Producing your own online content
  - Screenshots via PicPick or other software
  - Screencapture: Camstudio 2.7, other software available through Uni/IT
- eLearning team for more ideas and help elearning@manchester.ac.uk (see also contact info above under BB)

IT ISSUES AND INFO PROVISION

If you encounter IT problems, seek help as follows:

- → History staff handbook as 1st point of call
- → IT service desk knowledge base 2nd point of call
- → IT service desk query 3rd point of call

→ History web & eLearning officer

To check the service availability of IT systems such as Blackboard you can consult:
http://www.itservices.manchester.ac.uk/contacts/

This will indicate if there is an issue with a particular service.

Info Provision

Main point of reference; **history website** http://www.alc.manchester.ac.uk/subjects/history/

•   History Student Portal would not replicate information but only point to it. The landing page of the Student Portal would be copied to the landing page of each history BB course [pointing to history websites, intranet]

•   The intranet (history) would be used as a repository of information not to be disclosed on the website and for files produced and made available by agencies external to history

•   Each email footer of history, staff profiles, MyManchester etc. pointing to history web site

Auxiliary repositories:

History Student Portal (BB): This is the only repository we can easily control ourselves. Therefore, rather than mass-emailing guidance, say on programme regulations, you should post it on the history student portal, if staff only in the staff folder, accessible through MyManchester/Teaching and Research/My Organisations,
https://online.manchester.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D_13397_1%26url%3D&inline_receipt_message=Shibboleth%20login&inline_receipt_messagej61e2KiA00M=KW%2F28Mpi%2FlUJlmQBCCLl1yvAZv5Yp4omtAiJpSYnCZk%3D

Resources:
Docs with a high turn-over rate, e.g. office hours, memos, fact sheets, briefings for meetings with students etc.

All History Staff
Availability: Item is not available.
Enabled: Adaptive Release, Statistics Tracking

All History Staff and GTAs
Enabled: Adaptive Release, Statistics Tracking
See also staff intranet, for instance for the current official version of the handbook:

http://www.alc.manchester.ac.uk/staffintranet/subject-area-information/history/

To update the handbook, work on this online version: https://drive.google.com/file/d/0B5bkfHYzEv1rRWdYc1N6eXliQTQ/edit?usp=sharing

Similarly, to update the history online resources, databases list, work here: https://drive.google.com/file/d/0B5bkfHYzEv1rMHNMZzNrWFl0YW8/edit?usp=sharing

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iManchester App
The iManchester app helps students (and staff) find their way round campus, locate buildings and key services (including computer clusters and places to eat) and see real-time information about what is currently open (Apple devices only).Other features include;

- Ability to search the Library's collections, reserve books and manage Library account
- Search staff and student contact database
- Direct access to Blackboard e-learning environment.
- Quick access to My Manchester student portal

It's currently available for iPhone and Android devices, with Blackberry and web versions coming soon.

Both versions can be downloaded from; http://www.studentnet.manchester.ac.uk/it-services/gettingstarted/imanchester/

Provisional Sociology Timetable 2013-14
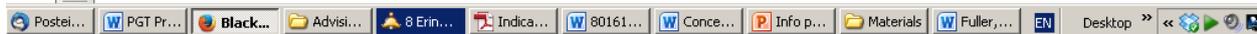
Intranet: Ideal for 'stable' documents (i.e. which change only yearly or at an even longer interval)- upload through Lucy Thompson, divisional support; suggestions re structure, sub-chapters etc. via IT remedy form http://remedy.manchester.ac.uk/cgi-bin/sr.cgi?scid=139

Targeted Resources:
- Handbooks, aide-mémoires
- UG
    - Handbooks
    - Programme regulations
- MA (also link from SALC intranet, PG)
    - Handbooks, regulations
- Staff
    - Staff Handbook (history)
    - Feedback forms

Libarary subject guide history: Links to online resources should be stored by the library within the subject guide history cf. for a similar solution:

http://subjects.library.manchester.ac.uk/content.php?pid=378325&sid=3099094

This means that the links are public and generally available.

Please add your up-dates, suggestions, feedback directly in:

https://drive.google.com/file/d/0B5bkfHYzEv1rMHNMZzNrWFI0YW8/edit?usp=sharing

MyManchester incl. Staffnet, eProg, Student System etc. see above

Communication Strategy

Channels of info:

- Meetings, face to face or plenary, team
- Phone
- Email
- Letter
- Website and other repositories
- Blog, Columba (event system)

Repositories of info:

- Internet (history website as main avenue to info)
- Intranet (in order to link to files in repositories and for internal info)
- Blackboard (course information)
- Various databases (HR, projects, finances etc. – not controlled by us – accessible through links on history web pages and MyManchester
- Problems: duplication, version control
- Meta-repositories: staff handbook, history web site, MyManchester

Types of info:

- News of general interest: Blog (via Amy Parkinson (History Office), Pierre Fuller)
- Tasks: personal communication, email, possibly mailing list
- Guidance, regulations (typically files): to be put on Intranet (through Lucy Thompson) or BB (it is strongly recommended NOT to send out guidance as attachments)

Urgency:

- Important and urgent: phone, email
- Important but not urgent: plan and feed into next meeting, staff handbook/web update etc.
- Urgent but not important: Blog, Columba for events etc.

See also below on email

Staff Email

Email can save time and more importantly waste time. For some useful and mostly common sense guidance see: http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=20425

A few don'ts:

- Do not send emails to try to suggest that you are active, use the staff meetings to show that you are active and collegial.

- Do not send around bulky attachments, use BB or the staff intranet to store files centrally and ensure the most up-to-date version is used.

- Sometimes a phone call or face-to-face chat is much more effective, and more pleasant for all involved.

Hardware

PCs requiring replacement will be identified during an annual census programme in September. Academic staff who are due to have PCs replaced will be able to choose from a list of desktops, workstations, laptops, notebooks and tablets as an alternative to a PC. New starters will be issued with a standard PC unless they have special requirements.

Toner and storage devices such as memory sticks, discs and software are available from the School Office.

Full Details of policies and processes can be found by following this link:
http://ict.humanities.manchester.ac.uk/facilities/equipav/ITProcurementintheFacultyofHumanities.html

Software

A wide variety of software can be downloaded from:
http://www.itservices.manchester.ac.uk/software/

via ESD (Electronic Software Delivery). Some software costs even for university use, e.g. Adobe Acrobat Professional so should be ordered through the School office.

MyManchester

Platform centralizing access to main services such as library orders, student system (timetable etc.), personal profile on the web. Blackboard, your payslips, stationary ordering (however, you have to get the costs approved beforehand by the School office), room reservations, eScholar.

Personal profile

All staff members should have a fully up-to-date academic profile on the University website. It is very important that all staff maintain their profile as often as possible to keep the information accurate and relevant (http://www.alc.manchester.ac.uk/ourpeople/academic-staff/). This is not only important for general information purposes; it will also play a vital part in the University's participation for the next REF.

Please keep your profile up-to-date and edit it as needs be (instructions below). If you need any further information or support please contact the History Web Officer, or Theresa Teng, Senior Computer Officer (theresa.teng@manchester.ac.uk), or contact IT if you need technical assistance (extension 65544). Staff profile drop-in sessions can be arranged, if you are interested in this please contact Theresa Teng or Karen Wang.

Changing personal profiles

 Go to mymanchester/research and teaching/academic profile

- Provide necessary info and publish (access level: Public, to the world), minimally you have to provide, check
    1. Your directory/contact info
    2. Add research interests
    3. Add bio note
    4. Add Supervision (see below)
    5. Add picture (see below)
- Create additional text blocks (clicking on tab 'welcome') to be published under 'further information'. These can contain info on public outreach, collaborations, activities on editorial boards etc., grants (recommended)
- Use preview function to control whether the info appears correctly
- **Expertise:** recommendation to create a new text block under tab 'further information' listing:
    1. Types of expertise you are offering (e.g. long/short term consultancy, briefings, special study programmes, media coverage, public lectures etc.)

2. Fields of expertise (by themes, geographical areas: e.g. cultural heritage management, international organisation, migration, etc. but also palaeography, databases and other practical skills; Middle East, China, North Sea)

3. Languages (e.g. Dutch (Basic), English (Fluent), French (Spoken Basic, Written: Fluent)

4. Experience (possibly with links: e.g. regular interviews with BBC, TV documentary, advising House of Commons etc.)

5. You might have to split in several text blocks, in this case number all the text blocks under 'further information' to make sure they appear in the right order

- **Supervision:** required element

1. Create 3 new text blocks: 1 Supervision areas, 2 Current research students 3 Completed research students

2. Create/locate all these blocks under the tab 'Postgraduate Opportunities'

3. Number them to make sure they are in the right order

- **Profile pictures:**

1. Save your picture on p-drive (MyManchester/home/my documents/public_html),

2. Then insert image (using the icon) in biography,

Paste link http://personalpages.manchester.ac.uk/staff/mary.smith [your name, i.e. how you appear in the URL of your research profile]/myimage.jpg [filename of your picture], lock ratio (little padlock and set with to 120 (you can play around to make it appear bigger/smaller). Or: if this does not work for your try:

1. Resize the picture to a lower resolution

2. Change the link above to https i.e. https://personalpages.manchester...

3. Place pic in public folder of Dropbox, Google share or so (if you need help, let me know),

4. Copy the link (right click/Dropbox/copy public link) and paste it in image insertion dialogue field in Academic profiles, lock ratio (see above),

5. If you do not use Dropbox but would like to (web sync folder to access files from different computers & cloud storage – not suitable for classified data), follow http://db.tt/sfuXP6j

6. If it still does not work contact the IT helpdesk (online) or the history web officer

OR: if your picture is already on the web you can copy the image location & paste it, see above.

Refer for profile pictures to policy below (Web); recently taken pictures for history face wall are okay.

Refer also to Guidance Note for Academic Profiles http://portalcontent.manchester.ac.uk/MAN-Portlet-AcademicProfiles/FAQ_for_Academic_Profile_Portlet.pdf.

HISTORY WEBPAGES

Regulations
- Draft SALC Web Governance
- Brand Univ. of Man, http://www.brand.manchester.ac.uk/ especially
- 'Imagery' http://www.brand.manchester.ac.uk/imagery/
- 'The written word' (Tone of voice http://documents.manchester.ac.uk/display.aspx?DocID=13017 & house style guide http://documents.manchester.ac.uk/display.aspx?DocID=13015)
- 'Web' http://documents.manchester.ac.uk/display.aspx?DocID=13019

Aims

Design/implement/monitor & support history web site in order to:
1. Recruit potential UG candidates by providing a special & attractive/sensitive image of history at Man & helpful information
2. Recruit potential PG candidates by providing (in addition to the above-mentioned) easily accessible info on our research profiles & areas of special strength
3. Provide potential funders/reviewers/REF with accurate information on history's research & outreach performance highlighting strengths & opportunities
4. Support info needs of students & staff

Changes/updating of website
1. All staff welcome to propose changes/provide up-dates
2. Changes/updates (texts) can be effect by Web officer and other T4 trained staff (currently: L. Thompson lucy.thompson@manchester.ac.uk)
3. Have to be approved by Web Rep SALC phil.olsen@manchester.ac.uk, more complex issues can be directly brought to him with cc to Web officer history
4. Changes/updates to landing page to be approved by Web Rep SALC phil.olsen@manchester.ac.uk
5. New childpages to be requested via http://remedy.manchester.ac.uk/cgi-bin/sr.cgi?scid=139

Writing texts for the web *(see full policy (above) for more info)*
1. Begin with **conclusion** ('journalistic triangle')
2. Keep it **short & snappy**: short paragraphs, short sentences, frequent & meaningful sub-headings, avoid filler words & jargon
3. **Headings** in sentence style; clear, obvious and meaningful
4. **Bullet** points for lists, no underlining of text, use bold with moderation
5. Make link text meaningful – don't use 'click here'; URL's: put them in [] square brackets and give a descriptive for the resource, e.g. BBC [www.bbc.uk]
6. Avoid replicating: info published elsewhere on UoM web pages, can be linked to, mirrored
7. Avoid text needing regular updating: for news, announcements etc. the history in MAN blog would be the better container or potentially a history Facebook page, twitter account, news feed etc.

Imagery for the *web*

(see full policy (above) for more info, technically also applying to profile pictures)

1. No black and white
2. Staff/students focused on their work, in their **work context**
3. Authentic and documentary; **avoid posed**/staged/stereotypical shots - no back of heads, students on grass, empty rooms etc.
4. People alert, happy etc. but natural
5. Shots **forthright**: not angled, blurred, curved wide-angled – no gimmicks
6. Pictures taken on premises of UoM and/or **reflect history at UoM activities** (but avoiding overt branding)
7. Images with close-ups of staff/students should not be taken without **prior approval** of depicted persons.
8. Format: **tiff, raw**; not in jpeg if possible
9. Lucy Thompson is glad to **assist you** taking pictures

Provide as many (good) images for the web as you can – make it an SOP to cover special events (field trips, guest lectures etc.) but also your everyday teaching and research!

Events – Columba

Request access via Phi.olsen@manchester.ac.uk and add events
http://events.manchester.ac.uk/pub/

Info needed for research 'clusters', history staff publications pinboard

Please keep your research information updated, also on the research map via
https://docs.google.com/spreadsheet/ccc?key=0ApbkfHYzEv1rdG0tN0swYU9mb01nZTVnaWU1ZXpJWl
E&usp=sharing:

1. Geographical area(s) (if possible actual States, provinces, cities)
2. Periods (e.g. 1434-1537, 1700-1799)
3. Themes (e.g. economic history, cultural history of war, prisoners of war, early modern veterinary medicine (horses), Charlemagne)
4. Methodologies (e.g. spatial analysis, micro history, gender studies, social network analysis etc.)

- Also, please to double-check and up-date our history Pinterest pin-board listing all our book publications: http://www.pinterest.com/georgchrist3/history-at-manchester-bookshelf/

Varia

Course unit/strand marketing pages: if you are interested in a web presence for your course or a cluster of courses (e.g. a strand within the MA programme), contact the web officer providing him with a short text, imagery/videos
If you wish to publish student posters or other material this can be done – contact the web officer

Training T4

Staff interested in T4 trg arrange class-room trg session with Karen.wang@manchester.ac.uk (cc web officer). Do online trg before session
http://ict.humanities.manchester.ac.uk/training/resources/web/t4.html

Student system (including timetabling)

Accessible via MyManchester. You find info on your students, your timetable and that is where you register attendance, see above.

Payslips

Accessible via MyManchester.*eScholar*

Each staff member has to keep her record of publications up-to-date

eProg

System used to track and document the progress of PhD candidates

Room booking, stationary etc.

Rooms and certain equipment can also be booked through MyManchester; stationary only after approval of necessary funds through history office/divisional support

Staff Expense Form

See below- to be filed online and in print, access also through MyManchester

Uni IT switched MyManchester for staff to a new GUI, which is not showing some of the important and above-mentioned features anymore. The work-around is:

- Click on the button in the upper left corner (or down below in the footer): **mymanchester for students** and it will guide you back to the old interface (for staff) where you find the mentioned services as before
- Or: you click the link at the bottom of the history landing page http://www.alc.manchester.ac.uk/subjects/history/ which will lead you to the old interface https://my.manchester.ac.uk/uPortal/f/home/normal/render.uP

Egencia - Travelling

Egencia: only for trips paid for by the University (train, air, hotels)

http://www.staffnet.manchester.ac.uk/services/procurement/forstaff/travel/

http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=10938

https://www.egencia.co.uk/public/uk/en/

See also financial rules on travel. Lucy Thompson (divisional support officer) can set-up accounts for staff members. Staff members must dispose of the necessary research/admin funds to cover their expenses.

Staffnet

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

Lots of policies, guidances, templates – info on staff benefits, e.g. food on campus, child care etc. see below.

OTHER EQUIPMENT, STATIONARY & INFRASTRUCTURE

Projectors, Whiteboards, Visualizer

Not guaranteed that projector for PP is available but in most rooms this is the case.

Photocopies, printing (repro unit)

Office printers for small print runs only. Recycle maculature and mackle, i.e. print on both sides (you can change your printer to double-sided print mode, e.g. when printing a word doc by going to file/print/settings and choose 'print on both sides', for PDFs in print dialog check the box 'print on both sides of paper' and follow the instructions when prompted by the print dialogue on your screen.

Large teaching jobs (well ahead of expected delivery time) can be emailed to john.cochrane@manchester.ac.uk. The print workshop is in SamAlex, ground floor west wing.

There you find also photocopying machines doubling as powerful scanning devices. You can set up to sent to your email account.

Turn photocopying machines in sleep mode after use in order to save energy. The history office can provide you with your access code.

Rooms

Room booking via MyManchester/MyServices but can also be done via a PSS officer in the history or school office.

Stationary

Business cards can be ordered through MyManchester, though you will need an account code. Some stationary available in mail room, more available through history and/or school office

Office equipment

To be ordered through the School office.

HR

- [askHR](#) a new online resource where you can find the majority of answers to basic HR questions and which should be your first port of call for HR enquiries
- HR Helpline: 0161 27 54499
- Email: HRServices@manchester.ac.uk

FINANCES & STAFF BENEFITS

http://www.humanities.manchester.ac.uk/humnet/facserv/finance/financeoperations/

Cf. http://documents.manchester.ac.uk/display.aspx?DocID=14858

Expenses can be submitted online via MyManchester/myservices/expenses claim

Project codes: personal research allowance – use code AA06558; if you obtain a research grant special project codes will be issued.

University financial year and expense claims

The University financial year runs from 1 August to 31 July. Apart from some specific forms of funding, usually related to certain types of external grants, any monies you have allocated to you (say your personal research allocation, currently £600 pa) need to be spent in the financial year in which you get them: this means that the 'activity' being funded must take place before 31 July and preferably any claim put in by then too. After that date, you will almost certainly lose any money you thought you had as most accounts cannot be carried over into the following year. You also need to remember that any claims need to be submitted (with the proper forms and signatures) - within 3 months of expenditure or your claim may be rejected.

Staff personal support

http://www.staffnet.manchester.ac.uk/personalsupport/

Childcare vouchers

http://www.staffnet.manchester.ac.uk/employment/benefits-rewards/family-friendly/childcare/vouchers/

VARIA

Drinking water

Near lifts

Food on Campus

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

You can top-up your staff card to buy food (with a little reduction in price): FoodInAdvance:

http://www.foodoncampus.manchester.ac.uk/food-in-advance/

http://estore.manchester.ac.uk/browse/product.asp?compid=1&modid=1&catid=253

HugMug: get the reusable coffee/tea mug and safe a few pence- ask at the uni food corners, cafés

Independent cafés: with good vegetarian food: Vegi caffee in the Contact Theatre - other options: student union, The International Society, St. Peter's House café, Kro Bar (ask for staff discount), Ducie's (Pub)

Sustainable Travel: Cycle to work scheme, commuting, buses

Cycling:

http://www.estates.manchester.ac.uk/services/es/travel/bike/

http://www.staffnet.manchester.ac.uk/employment/benefits-rewards/travel/cycling/cycle-to-work/

Maps: Bike maps available from the Green impact team (Pierre Fuller and Georg Christ)

Bicycle user group: http://www.sustainability.manchester.ac.uk/staff/umbug/

Bike repairs: Bycylce doctor Rushholme, http://www.bicycledoctor.co.uk/

Bicycle boutique, behind Sandbar, Grosvenor street,
http://www.bicycleboutiquemcr.co.uk/index.html

Harry: can be found every Thursday on North Campus outside Harry's Bar, Barnes Wallis 10am-2pm and at the side of the Sir Joseph Whitworth Pub (opposite Trof bar) near Owens Park every Friday 10am-2pm (repairs and second hand bikes)

Care sharing: http://www.sustainability.manchester.ac.uk/staff/share/

For more info on sustainable travel (buses, trains, trams, walking, car etc.), see
http://www.estates.manchester.ac.uk/services/es/travel/

Recycling points, waste management

Paper recycling should be ubiquitous after last intervention of Green impact team, if you do not have easy access, let the team know (Fuller, Christ, see above)

Batteries: exits of SamAlex Building

Paper, Pet bottles, cans, rest-waste: typically in all corridors

Printer cartridges: 1st floor, west, orange bin and A1, School reception

Glass: foyer Sam Alex.

See also: http://www.estates.manchester.ac.uk/services/operationalservices/envsvcs/waste/

For a comprehensive list of recycling categories and points etc. including the furniture store for unwanted and reusable furniture

You can also contact: Simon Atkinson int. 65963

Some common abbreviations

AHRC	Arts and Humanities Research Council
BB	Blackboard
CUD	Course unit director
DSO	Disability Support Office
ESRC	Economic and Social Research Council
HEFCE	Higher Education Founding Council for England
HNAP	Humanities New Academics Programme
HoD	Head of Division (Department)
HoS	Head of School
JRL	John Ryland's Library
NAP	New Academics Programme
NSS	National Student Survey
OER	Open Educational Resources
MOOC	Massive Open Online Content
PDR	Progress and Development Review
PGR	Postgraduate Research
PGT	Postgraduate Taught
PSS	Professional Support Staff
SALC	School of Arts Languages and Cultures
SSO	Student Support Office (SALC)
Tii2	Turn-it-in 2
UG	Undergraduate
UML	University of Manchester Library
UoM	The University of Manchester
WAM	Workload Allocation Model