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The University of Manchester

School of Environment, Education and Development

Institute for Development Policy and Management

MSc in International Development

2015-2016 Programme Handbook

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Welcome to the School of Environment, Education and Development

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

The **Institute for Development Policy and Management (IDPM)**, was established in 1958 and is the UK's largest University-based International Development Studies centre, with over thirty Manchester-based academic and associated staff. Its objective is to promote social and economic development, particularly within lower-income countries and for disadvantaged groups, by enhancing the capabilities of individuals and organisations through education, training, consultancy, research and policy analysis. To build on this tradition, the University created in SEED the **Brooks World Poverty Institute**, a multidisciplinary centre of excellence researching poverty, poverty reduction, inequality and growth. IDPM is a purely postgraduate Institute and has nearly 300 full-time postgraduate taught students.

Planning and Environmental Management has a 60-year record of academic leadership in Planning education. It has innovative and high quality graduate and undergraduate programmes for professionals in town planning, urban studies, and environmental management. It is currently involved in research on real-world issues of sustainable urban development, environmental impact management, urban regeneration and design. The discipline has practice links with institutions, companies and communities engaged with environment and urbanism, particularly in north-west England.

Geography has been taught at Manchester for over one hundred years. There are currently over thirty-five members of staff within the School who have a wide range of teaching and research interests. It has a highly-rated international research reputation in a broad range of areas of human and physical geography. It has a large undergraduate population, and four taught Masters degrees.

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

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

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

Professor Tim Allott
Head of the School of Environment, Education and Development

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Section 1: Guide to Programme

Welcome to IDPM's MSc in International Development programme for 2015–16.

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

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

May we wish you an enjoyable and successful academic year.

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1.1 Programme Aims and Objectives

MASTERS IN INTERNATIONAL DEVELOPMENT

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

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

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

This programme is intended for recent graduates in any of the social sciences or humanities who have a strong interest in understanding processes of change and social, political and economic development; or for early- to mid-career professionals working in international development in the voluntary, private, or public sectors. It is well suited to those involved in policy formulation and implementation, advocacy, and management of development projects and programmes. Career prospects are wide-ranging, including research, teaching and administration in civil society organisations, NGOs, government, inter-governmental organisations and the private sector. Of course, in the competitive world we live in, any postgraduate course

cannot guarantee you a job, but your chances of an interesting and fulfilling professional role will be much enhanced by your completion of the course.

Student feedback

Throughout the course of study, students will receive feedback on their work in the following ways:

1. In lectures and tutorials: Students will be given the opportunity in each lecture/tutorial to comment on the content and raise any additional issues. The lecturer will then provide feedback on those comments.
2. Before essay assignment submission: Students can submit a brief outline (max 300 words) on how they propose to tackle their assessment question of choice to the course convener by email and will receive written feedback.
3. After assignment submission: Students will normally receive feedback in electronic form via the Blackboard eLearning system. For some courses students may receive a marking sheet with written feedback provided by either the course convener or the marker, if different from the course convener. Any queries they may have concerning that feedback can subsequently be discussed with their personal tutor during individual meetings.

1.2 MSc in International Development

The MSc International Development is both a programme in its own right and an umbrella structure that houses a range of more specialised masters programmes, each of which explores a key dimension of international development under four broad thematic headings: global political economy, governance and management, poverty and inequality, and the environment.

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

Please note that it is possible to change the pathway for which you are registered in the first week of the first semester. But before you do so please check what difference this will make to the core courses for your pathway and the options you can choose, and whether or not this will change the fees required (this hinges on whether fieldwork is included or not. All pathways include fieldwork with the exception of the MSc in International Development).

In all its forms the MSc comprises 8 modules, four of which are taken in the first semester, and four in the second. All forms have the same two generic core modules (Development Fundamentals and Development Research) in semesters one and two respectively. Then each form has a variety of specific core modules. Students are free to take their own optional modules (to a maximum of eight in the year, and a limit of four per semester). Note that in each pathway there are 'policy and practice' modules which are integral to the course.

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

Options must be chosen during Welcome Week, but it is possible to change choices within the first two weeks of each semester. Students are encouraged to attend the lectures of a variety of different modules which they are thinking of taking, because they can change their choice if they wish during the first fortnight.

Every student must also complete a 12-15,000 word dissertation. Students suggest initial topics and titles by the end of January each year, and are then allocated supervisors with whom they will then refine the subject of their thesis.

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

MSc in INTERNATIONAL DEVELOPMENT

Aims & Objectives

Aims

The programme aims to:

- Engage students in a critical exploration of international development from a multi-disciplinary perspective, with a strong emphasis on both the theoretical and practical aspects of understanding and promoting development;
- Develop people who can take the theory and practice of international development forward, including through meeting the requirements of potential employers in international development;
- Impact positively on societies at multiple levels through the development of a sense of civic responsibility in students on the programme.

Learning Objectives

On successfully completing the programme, we expect that students will have developed a:

- Thorough knowledge and critical understanding of the different theoretical and disciplinary perspectives in the field of International Development, including how development can be understood, measured and explained;
- Thorough knowledge and critical understanding of the key strategies, policy approaches and practices used to promote development, and how these work in practice;
- Thorough knowledge and critical understanding of the theoretical and practical concerns relevant to a range of specific aspects of International Development through the choice of optional units;
- Advanced competencies in transferable areas, including critical analysis and developing reasoned arguments, gathering, organising and using evidence and information from a wide variety of sources, undertaking both team-based and independent work to deadlines, and both written and verbal forms of communication;
- Specialist expertise on a specific area within international development through producing a research-based dissertation.

MSc in INTERNATIONAL DEVELOPMENT: DEVELOPMENT MANAGEMENT

Aims & Objectives

Aims

The programme aims to:

- Provide an opportunity for participants to deepen their understanding of management, planning and policy-making in economic, social and political spheres of development;
- Provide participants with a thorough conceptual framework and the skills necessary to analyse effectively the relationships between development management and development processes;
- Develop professionally-oriented skills related to formulating, investigating and implementing different forms of development management;
- Provide a wide range of options for advanced training in areas of specialist expertise relevant to development and management;
- Develop advanced competencies in transferable areas, including developing reasoned arguments, gathering, organising and using evidence and information from a wide variety of sources, undertaking both team-based and independent work to deadlines, and both written and verbal forms of communication;
- Assist students in developing their specialist area of expertise within development management, and applying their understanding and skills through supervised individual research culminating in a dissertation.

Learning Objectives

On completion of the programme, students will have developed:

- A thorough knowledge and critical understanding of contemporary issues and approaches relating to management, planning and policy-making in developing countries;
- The analytical skills required to critically evaluate and employ different theories of development management;
- A thorough knowledge and critical understanding of the key strategies, policies and practices related to development management, including 'hands-on' insights into these through an overseas study tour;
- Professionally-oriented skills related to formulating, investigating and implementing different approaches to development management;
- A strong command of current debates in a range of specialist areas related to development management, including development policy and planning, politics and governance, the role of non-governmental organisations, poverty and poverty reduction, gender issues; information and communication technologies, and human resource practice;
- Advanced competencies in transferable areas, including developing reasoned arguments, gathering, organising and using evidence and information from a wide variety of sources, undertaking both team-based and independent work to deadlines, and both written and verbal forms of communication.

MSc in INTERNATIONAL DEVELOPMENT: ENVIRONMENT, CLIMATE CHANGE AND DEVELOPMENT

Aims & Objectives

Aims

The programme aims to:

- Provide an interdisciplinary training to equip participants with an understanding of the environmental and climate change dimensions of development trends and interventions;
- Provide participants with a thorough conceptual framework and the skills necessary to analyse effectively the relationships between environmental issues, climate change and development processes, and make judgements about policies and their implementation;
- Provide critical insights into the key strategies, policies and practices currently employed to promote climate change adaptation, mitigation and sustainable development;
- Develop professionally-oriented skills related to formulating, investigating and implementing different approaches to promoting climate change adaptation, mitigation and sustainable development;
- Provide a wide range of options for advanced training in areas of specialist expertise relevant to environment, climate change, and development;
- Develop advanced competencies in transferable areas, including developing reasoned arguments, gathering, organising and using evidence and information from a wide variety of sources, undertaking both team-based and independent work to deadlines, and both written and verbal forms of communication;
- Assist students in developing their specialist area of expertise within the field of environment, climate change, and development, and applying their understanding and skills through supervised individual research culminating in a dissertation.

Learning Objectives

On successful completion of the programme, students will have developed:

- A thorough knowledge and critical understanding of different approaches to understanding the links between environment, climate change and development, and the analytical skills required to critically evaluate and employ different theories concerning these relationships;
- A thorough knowledge and critical understanding of the key strategies, policies and practices currently employed to promote climate change adaptation, mitigation and 'sustainable development', including 'hands-on' insights into these through an overseas study tour;
- Professionally-oriented skills related to formulating, investigating and implementing different approaches to promoting climate change adaptation, mitigation and 'sustainable development';

- A thorough knowledge and critical understanding of ecological principles and processes and how these interact with human activities;
- A familiarity with environmental data, the means with which to access, use and present them, and the scope and limitations of their interpretation;
- A specific understanding of key issues related to environment, climate change and development, including development management, politics and governance, gender, equity and social exclusion, global political economy, and the role of civil society and public action;
- Advanced competencies in transferable areas, including developing reasoned arguments, gathering, organising and using evidence and information from a wide variety of sources, undertaking both team-based and independent work to deadlines, and both written and verbal forms of communication.

MSc in INTERNATIONAL DEVELOPMENT: GLOBALISATION, TRADE AND INDUSTRY

Aims & Objectives

Aims

The programme aims to:

- Provide critical insights into different theoretical and inter-disciplinary perspectives on the political economy of globalisation, trade policy dynamics, and industrial development within the wider context of global development strategies;
- Develop the analytical skills of students in critically evaluating and engaging with distinct and cutting edge theoretical frameworks that help shape understanding of global value chains and global production networks and their implications for trade dynamics, industrial and trade policies, firm strategies and labour, social and environmental outcomes;
- Provide an understanding of the relationship of globalisation to economic, political and social asymmetries of development at global, regional, national and local scales;
- Provide an appreciation of the policy issues associated with globalisation, trade and industry and their impacts including insights into the key strategies, policies and practices currently employed by leading public and private policy actors in the global South, prominent international agencies as well as private sector and civil society actors;
- Develop professionally-oriented skills related to formulating, investigating and implementing different approaches to understanding trade dynamics and promoting productive sectors;
- Provide a wide range of options for advanced training in areas of specialist expertise relevant to globalisation, trade, industry and international development policy;
- Develop advanced competencies in transferable areas, including developing reasoned arguments, gathering, organising and using evidence and information from a wide variety of sources, undertaking both team-based and independent work to deadlines, and both written and verbal forms of communication;
- Assist students in developing their specialist area of expertise within the field of globalisation, trade dynamics, industrial strategy and development policy, and applying their understanding and skills through supervised individual research culminating in a dissertation.

Learning Objectives

On successful completion of the programme, students will have developed:

- A thorough knowledge and critical understanding of different theoretical and disciplinary perspectives, and major areas of intellectual and political debate, on globalisation and its developmental consequences including understanding

approaches to trade policy and trade dynamics, industrial organisation and industrial strategy, labour and environmental issues related to work and trade and associated development policy processes;

- Awareness of critical perspectives on national and international policy initiatives that influence the nature of globalisation and its trajectories;
- An understanding of why globalisation raises important issues for the traditional, state-centred agenda in development studies and cognate social sciences;
- An awareness of why an adequate appreciation of the consequences of globalisation for the developing world also requires an appreciation of processes and consequences in the developed world;
- Insights into the significance of globalisation for economic, political and cultural transformation in particular parts of the developing world;
- An understanding of why and how globalisation might compound the asymmetries of development and the nature of the 'winners' and 'losers' in the process;
- The analytical skills required to critically evaluate and employ different theories of globalisation, global and local governance, trade and industrial policy analysis;
- The analytical and managerial skills needed in the design and implementation of industrial and trade strategies for sustainable development in the context of the globalised economy;
- A thorough knowledge and critical understanding of the key strategies, policies and practices currently employed to promote industrial development and trade competitiveness, and improved policy processes in the global South, including 'hands-on' insights into these through an overseas study tour;
- Professionally-oriented skills related to formulating, investigating and implementing different approaches to promoting better governance around trade, development and industrial policies within a globalised setting;
- A specific understanding of wider issues related to international development and development policy, including poverty and poverty reduction, the role of civil society and public action, gender, equity and social exclusion, global political economy, and issues such as environment and climate change;
- Advanced competencies in transferable areas, including developing reasoned arguments, gathering, organising and using evidence and information from a wide variety of sources, undertaking both team-based and independent work to deadlines, and both written and verbal forms of communication

MSc in INTERNATIONAL DEVELOPMENT: POLITICS, GOVERNANCE AND DEVELOPMENT POLICY

Aims & Objectives

Aims

The programme aims to:

- Provide critical insights into different theoretical and disciplinary perspectives on the politics and governance of development;
- Develop the analytical skills of students in critically evaluating and employing different theories of politics, governance and policy analysis;
- Provide participants with an opportunity to deepen their understanding of how politics, governance and the formulation and implementation development policy interact in the global South;
- Provide critical insights into the key strategies, policies and practices currently employed to promote 'good governance' and improved policy processes in the global South;
- Develop professionally-oriented skills related to formulating, investigating and implementing different approaches to promoting good governance;
- Provide a wide range of options for advanced training in areas of specialist expertise relevant to politics, governance and development policy;
- Develop advanced competencies in transferable areas, including developing reasoned arguments, gathering, organising and using evidence and information from a wide variety of sources, undertaking both team-based and independent work to deadlines, and both written and verbal forms of communication;
- Assist students in developing their specialist area of expertise within the field of politics, governance and development policy, and applying their understanding and skills through supervised individual research culminating in a dissertation.

Learning Objectives

On successful completion of the programme, students will have developed:

- A thorough knowledge and critical understanding of different theoretical and disciplinary perspectives and approaches on the politics and governance of development and of development policy processes;
- The analytical skills required to critically evaluate and employ different theories of politics, governance and policy analysis;
- A thorough knowledge and critical understanding of the key strategies, policies and practices currently employed to promote 'good governance' and improved policy processes in the global South, including 'hands-on' insights into these through an overseas study tour;
- Professionally-oriented skills related to formulating, investigating and implementing different approaches to promoting better governance;

- A specific understanding of key issues related to politics, governance and development policy, including poverty and poverty reduction, the role of civil society and public action, gender, equity and social exclusion, global political economy, and climate change;
- Advanced competencies in transferable areas, including developing reasoned arguments, gathering, organising and using evidence and information from a wide variety of sources, undertaking both team-based and independent work to deadlines, and both written and verbal forms of communication.

MSc in INTERNATIONAL DEVELOPMENT: POVERTY, CONFLICT AND RECONSTRUCTION

Aims & Objectives

Aims

The programme aims to:

- Provide participants with an opportunity to deepen their critical understanding of key theoretical and practical issues relating to poverty analysis and reduction, conflict analysis and reconstruction;
- Provide participants with a thorough conceptual framework and the skills necessary to critically analyse key theoretical and practical issues relating to poverty, conflict and reconstruction and make judgements about related policies and their implementation;
- Provide critical insights into the key strategies, policies and practices currently employed to promote development and poverty reduction;
- Develop professionally-oriented skills related to formulating, investigating and implementing different practical approaches to poverty, conflict and reconstruction;
- Provide a wide range of options for advanced training in areas of specialist expertise relevant to poverty, conflict and reconstruction;
- Develop advanced competencies in transferable areas, including developing reasoned arguments, gathering, organising and using evidence and information from a wide variety of sources, undertaking both team-based and independent work to deadlines, and both written and verbal forms of communication;
- Assist students in developing their specialist area of expertise within the field of poverty, conflict and reconstruction, and applying their understanding and skills through supervised individual research culminating in a dissertation.

Learning Objectives

On successful completion of the programme, students will have developed:

- A thorough knowledge and critical understanding of different theoretical and disciplinary perspectives to poverty, conflict and reconstruction;
- The analytical skills required to critically evaluate and employ different theories of and analysing international trends in poverty, conflict and reconstruction;
- A thorough knowledge and critical understanding of the key strategies, policies and practices currently employed to in relation to poverty, conflict and reconstruction, including 'hands-on' insights into these through an overseas study tour;
- Professionally-oriented skills related to formulating, investigating and implementing different approaches to promoting development, peace and security, and reconstruction;
- A specific understanding of key issues related to poverty, conflict and reconstruction, including politics and governance, gender, equity and social

exclusion, global political economy, and the role of civil society and public action;

- Advanced competencies in transferable areas, including developing reasoned arguments, gathering, organising and using evidence and information from a wide variety of sources, undertaking both team-based and independent work to deadlines, and both written and verbal forms of communication.

MSc in INTERNATIONAL DEVELOPMENT: POVERTY, INEQUALITY AND DEVELOPMENT

Aims & Objectives

Aims

The programme aims to:

- Provide critical insights into different theoretical and disciplinary perspectives on how poverty, inequality and development can be understood, measured and explained;
- Provide participants with a thorough conceptual framework and the skills necessary to critically analyse key theoretical and practical issues relating to poverty, inequality and development;
- Provide critical insights into the key strategies, policies and practices currently employed to promote development, equality and poverty reduction;
- Provide a wide range of options for advanced training in areas of specialist expertise relevant to poverty, inequality and development;
- Develop advanced competencies in transferable areas, including developing reasoned arguments, gathering, organising and using evidence and information from a wide variety of sources, undertaking both team-based and independent work to deadlines, and both written and verbal forms of communication;
- Assist students in developing their specialist area of expertise within the field of poverty, inequality and development, and applying their understanding and skills through supervised individual research culminating in a dissertation.

Learning Objectives

On successful completion of the programme, students will have developed:

- A thorough knowledge and critical understanding of different theoretical and disciplinary perspectives and approaches to defining, measuring and explaining poverty, inequality and development;
- The analytical skills required to critically evaluate and employ different theories of poverty, inequality and development;
- A thorough knowledge and critical understanding of the key strategies, policies and practices currently employed to promote development, poverty reduction and equality, including 'hands-on' insights into these through an overseas study tour;
- Professionally-oriented skills related to formulating, investigating and implementing different approaches to promoting development, equality and poverty reduction;
- A specific understanding of key issues related to poverty and inequality, including gender, politics and governance, equity and social exclusion, global political economy, climate change, and the role of civil society and public action;
- Advanced competencies in transferable areas, including developing reasoned arguments, gathering, organising and using evidence and information from a

wide variety of sources, undertaking both team-based and independent work to deadlines, and both written and verbal forms of communication.

Generic Programme structure for MSc International Development

Programme Core Units (15 credits each): All take: Development Fundamentals and Development Research and the following core thematic courses						
International Development (ID)	Globalisation, Trade & Industry (GTI)	Politics, Governance & Development Policy (PGDP)	Development Management (DM)	Poverty, Inequality & Development (PID)	Poverty, Conflict & Reconstruction (PCR)	Environment, Climate Change & Development (ECCD)
Core thematic courses (15 credits each)						
The Politics & Governance of Development AND/OR Global Political Economy	Globalisation, Trade and Development	The Politics & Governance of Development		Poverty and Development		Environment, Climate Change & Development
				Global Inequalities & Social Development	Conflict Analysis	
Planning & Managing Development* OR Policy Analysis* OR Reconstruction & Development*	Industrial Competitiveness & Global Transformation	Policy Analysis*	Planning & Managing Development*	Anti-Poverty Transfers* OR Policy Analysis*	Reconstruction & Development*	Environmental Economics AND/OR Climate Change, Disasters & Responses
Development Fieldwork* (15 credits) Taken by all students except those on the generic MSc in International Development (ID)						
Optional Course Units – 15 credit modules to be selected from programme-specific options (check individual pathway programme structures for details)						
Dissertation (60 credits)						

* Denotes a designated 'policy & practice' course.

1.3 Programme Structures

MSc International Development Programme Components 2015–16

INTERNATIONAL DEVELOPMENT PATHWAY Programme Components

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

The programme comprises:

- i. There are two programme compulsory core course units, *Development Fundamentals* and *Development Research*. Then there are two or three compulsory core pathway course units: *The Politics and Governance of Development* **and/or** *Global Political Economy* in semester 1 / 2 and **one** of either *Global Political Economy* **or** *Planning and Managing Development* **or** *Policy Analysis* **or** *Reconstruction and Development* in semester 2. The core course units are designed to ensure that all students have a sound and shared foundation across the disciplinary range particularly as they relate to the programme objectives, and are therefore compulsory.
- ii. Four selected course units (two in Semester 1 and two in Semester 2), chosen from a range of options listed in the table below. Students should ensure they take four course units in each semester.
- iii. A 12,000–15,000 word dissertation, the topic to be agreed with the Dissertation Supervisor.

MSc INTERNATIONAL DEVELOPMENT Programme Components			
SEMESTER 1		SEMESTER 2	
GENERIC CORE UNITS – 2 x 15 credits			
IDPM 60411	Development Fundamentals ¹	IDPM 70982	Development Research
SPECIALISATION CORE UNITS – 2 x 15 credits each			
IDPM 60391	The Politics and Governance of Development	POLICY/PRACTICE CORE	
	AND/OR IDPM60072 Global Political Economy	IDPM 60072 OR IDPM 70992 OR IDPM 60522 OR IDPM 60402	Global Political Economy Planning and Managing Development Policy Analysis Reconstruction and Development
OPTIONAL COURSE UNITS (15 credits each)			
Optional units – 4 x 15 credits <i>Participants select 4 units from the list below (max four per semester)</i>			
IDPM 60521	Civil Society and Public Action	IDPM 60072	Global Political Economy
IDPM 60141	Poverty and Development	IDPM 70992	Planning and Managing Development
IDPM 60451	Conflict Analysis	IDPM 60522	Policy Analysis
IDPM 61461	Global Inequalities and Social Development	IDPM60402	Reconstruction and Development
IDPM 60531	Critical Issues in Urban Inequality	IDPM 60552	Climate Change, Disasters and Responses
IDPM 60801	Environment, Climate Change and Development		
IDPM 70801	Gender and Development	IDPM 72162	Contemporary Issues in Development Finance
SALC 60031	Humanitarianism and Conflict Response: Inquiries	IDPM 60002	Industrial Competitiveness and Global Transformation
IDPM 60131	Work and Employment in the Global Economy		
IDPM 60271	Globalisation, Trade and Development		
IDPM 64000 Dissertation (60 credits)			

¹ Part-time students are advised to **take IDPM60411 Development Fundamentals** in the *first* year of study and **IDPM70982 Development Research** in the *second* year of study.

DEVELOPMENT MANAGEMENT PATHWAY

Programme Components

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

The programme comprises:

- i. There are two programme compulsory core course units, Development Fundamentals and Development Research. Then there are three compulsory core pathway course units: The Politics and Governance of Development in semester 1 and Planning and Managing Development and Development Fieldwork in semester 2. The core course units are designed to ensure that all students have a sound and shared foundation across the disciplinary range particularly as they relate to the programme objectives, and are therefore compulsory.
- ii. Three selected course units (two in Semester 1 and one in Semester 2), chosen from a range of options listed in the table below.
- iii. A 12,000–15,000 word dissertation, the topic to be agreed with the Dissertation Supervisor.

DEVELOPMENT MANAGEMENT PATHWAY Programme Components			
SEMESTER 1		SEMESTER 2	
GENERIC CORE UNITS – 2 x 15 credits			
IDPM 60411	Development Fundamentals ¹	IDPM 70982	Development Research
SPECIALISATION CORE UNITS – 3 x 15 credits			
IDPM 60391	The Politics and Governance of Development	IDPM 70992	Planning and Managing Development
		IDPM 60502	Development Fieldwork
OPTIONAL COURSE UNITS (15 credits each)			
Optional units – 3 x 15 credits each <i>Participants select 3 units from the list below (max four per semester)</i>			
IDPM 60521	Civil Society and Public Action	IDPM 60522	Policy Analysis
IDPM 60081	Public Sector Reform and Management	IDPM60552	Climate Change, Disasters and Responses
IDPM 61091	Economic Analysis of the Public Sector	IDPM 72162	Contemporary Issues in Development Finance
IDPM 60151	Human Resource Development: Key Concepts	IDPM 60562	Citizen-Led Development
IDPM 60531	Critical Issues in Urban Inequality	PLAN 72072	Best Practice Case Studies in Urban Development ²
PLAN 72061	Urban Development Planning in Cities of the South	IDPM 71992	Characteristics and Skills of Development Practice ^{3 *}
IDPM 60141	Poverty and Development	BMAN 72192	Water and Sanitation Planning and Policy in Developing Countries
IDPM 61461	Global Inequalities and Social Development		
IDPM 60801	Gender and Development		
IDPM 67000 Dissertation (60 credits)			

¹ **Generic Core Units:** part-time students are advised to take **IDPM 60411 Development Fundamentals** in the *first* year of study and **IDPM 70982 Development Research** in the *second* year of study.

² PLAN 72072 **although this is a stand-alone course, students are advised that they should choose** PLAN 72061 Urban Development Planning in Cities of the South **or** IDPM60531 Critical Issues in Urban Inequality **before choosing this module.**

³ **IDPM 71992** runs across one of two weeks during the Easter vacation.

ENVIRONMENT, CLIMATE CHANGE AND DEVELOPMENT PATHWAY

Programme Components

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

The programme comprises:

- i. There are two programme compulsory core course units, Development Fundamentals and Development Research. Then there are three or four compulsory core pathway course units. These comprise Environment, Climate Change and Development in semester 1 and Development Fieldwork in semester 2. Then there is one or both of Environmental Economics (semester 1) and Climate Change, Disasters and Responses (semester 2). The core course units are designed to ensure that all students have a sound and shared foundation across the disciplinary range particularly as they relate to the programme objectives, and are therefore compulsory.
- ii. Two selected course units (one or two in Semester 1 and one or two in Semester 2, depending on the balance of your optional core choices), chosen from a range of options listed in the table below. Students should ensure they take four course units in each semester.
- iii. A 12,000–15,000 word dissertation, the topic to be agreed with the Dissertation Supervisor.

ENVIRONMENT, CLIMATE CHANGE AND DEVELOPMENT			
Programme Components			
SEMESTER 1		SEMESTER 2	
GENERIC CORE UNITS – 2 x 15 credits			
IDPM 60411	Development Fundamentals ¹	IDPM 70982	Development Research
SPECIALISATION CORE UNITS – 3/4 x 15 credits			
IDPM 60801	Environment, Climate Change and Development	IDPM60552	Climate Change, Disasters and Responses AND/OR ECON60281
ECON 60281	Environmental Economics AND/OR IDPM60552	IDPM 60502	Development Fieldwork
OPTIONAL COURSE UNITS (15 credits each)			
Optional units – 2/3 x 15 credits			
<i>Participants select 2/3 units from the list below (max four per semester)</i>			
SEMESTER 1		SEMESTER 2	
GEOG 70921	Key Debates in Environmental Governance	ECON 60682	Natural Resource Economics
GEOG 70911	Issues in Environmental Policy	ECON 60762	Agriculture in Economic Development
PLAN 60411	Environmental Impact Assessment	GEOG 60182	Climate Change and Carbon Cycling
IDPM 60141	Poverty and Development	BMAN 72192	Water and Sanitation Planning and Policy in Developing Countries
IDPM 61461	Global Inequalities and Social Development	IDPM 60072	Global Political Economy
IDPM 60521	Civil Society and Public Action	IDPM 70992	Planning and Managing Development
ECON 60781	Economics of Environmental Policy	IDPM 60522	Policy Analysis
		POLI 70922	Critical Environmental Politics
IDPM 63000 Dissertation (60 credits)			

¹ **Generic Core Units:** part-time students are advised to take **IDPM 60411 Development Fundamentals** in the *first* year of study and **IDPM 70982 Development Research** in the *second* year of study.

GLOBALISATION, TRADE AND INDUSTRY PATHWAY

Programme Components

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

The programme comprises:

- iv. There are two programme compulsory core course units, *Development Fundamentals* and *Development Research*. Then there are three compulsory core pathway course units: *Globalisation, Trade and Development* in semester 1 and *Industrial Competitiveness and Global Transformation* and *Development Fieldwork* in semester 2. The core course units are designed to ensure that all students have a sound and shared foundation across the disciplinary range particularly as they relate to the programme objectives, and are therefore compulsory.
- v. Three selected course units (two in Semester 1 and one in Semester 2), chosen from a range of options listed in the table below.
- vi. A 12,000–15,000 word dissertation, the topic to be agreed with the Dissertation Supervisor.

GLOBALISATION, TRADE AND INDUSTRY PATHWAY			
Programme Components			
SEMESTER 1		SEMESTER 2	
GENERIC CORE UNITS – 2 x 15 credits			
IDPM 60411	Development Fundamentals ^[1]	IDPM 70982	Development Research
SPECIALISATION CORE UNITS – 3 x 15 credits each			
IDPM 60271	Globalisation, Trade and Development	IDPM 60002	Industrial Competitiveness and Global Transformation
		IDPM 60502	Development Fieldwork
OPTIONAL COURSE UNITS (15 credits each)			
Optional units – 3 x 15 credits			
<i>Participants select 3 units from the list below (max four per semester)</i>			
SEMESTER 1		SEMESTER 2	
IDPM 60711	Economic Development	IDPM 72161	Contemporary Issues in Development Finance
IDPM 60291	Trade Theory and Development	IDPM 60072	Global Political Economy
IDPM 72121	International Finance for Development	IDPM 72152	Economics of Governance and Development
IDPM 60801	Environment, Climate Change and Development	IDPM 60552	Climate Change, Disasters and Responses
IDPM 60081	Public Sector Reform and Management	IDPM 70992	Planning and Managing Development
IDPM 60131	Work and Employment in the Global Economy	IDPM 60522	Policy Analysis
IDPM 60141	Poverty and Development		
IDPM 70801	Gender and Development		
IDPM 60531	Critical Issues in Urban Inequality		
IDPM 60701	ICTs and Socio Economic Development		
IDPM 60521	Civil Society and Public Action		
IDPM 61461	Global Inequalities and Social Development		
IDPM 60391	The Politics and Governance of Development		
IDPM 62000 Dissertation (60 credits)			

^[1] **Generic Core Units:** part-time students are advised to take **IDPM 60411 Development Fundamentals** in the *first* year of study and **IDPM 70982 Development Research** in the *second* year of study.

POLITICS, GOVERNANCE AND DEVELOPMENT POLICY PATHWAY

Programme Components

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

The programme comprises:

- i. There are two programme compulsory core course units, *Development Fundamentals* and *Development Research*. Then there are three compulsory core pathway course units: *The Politics and Governance of Development* in semester 1 and *Policy Analysis* and *Development Fieldwork* in semester 2. The core course units are designed to ensure that all students have a sound and shared foundation across the disciplinary range particularly as they relate to the programme objectives, and are therefore compulsory.
- ii. Three selected course units (two in Semester 1 and one in Semester 2), chosen from a range of options listed in the table below.
- iii. A 12,000–15,000 word dissertation, the topic to be agreed with the Dissertation Supervisor.

POLITICS, GOVERNANCE AND DEVELOPMENT POLICY PATHWAY Programme Components			
SEMESTER 1		SEMESTER 2	
GENERIC CORE UNITS – 2 x 15 credits			
IDPM 60411	Development Fundamentals ¹	IDPM 70982	Development Research
SPECIALISATION CORE UNITS – 3 x 15 credits each			
IDPM 60391	The Politics and Governance of Development	IDPM 60522	Policy Analysis
		IDPM 60502	Development Fieldwork
OPTIONAL COURSE UNITS (15 credits each)			
Optional units – 3 x 15 credits each <i>Participants select 3 units from the list below (max four per semester)</i>			
SEMESTER 1		SEMESTER 2	
IDPM 60521	Civil Society and Public Action	IDPM 70992	Planning and Managing Development
IDPM 61461	Global Inequalities and Social Development	IDPM 72152	Economics of Governance and Development
IDPM60311	E-Government	IDPM 60072	Global Political Economy
LAWS 65021	Law, Governance and Development	POLI 70422	Global Governance
IDPM 60451	Conflict Analysis	IDPM 60402	Reconstruction and Development
IDPM 60081	Public Sector Reform and Management ²	IDPM 60552	Climate Change, Disasters and Responses
IDPM 61091	Economic Analysis of the Public Sector ³	IDPM 60562	Citizen-Led Development
IDPM 60801	Environment, Climate Change and Development	SALC 60192	Arab Revolts and Post-Revolutionary State Formation
IDPM 70801	Gender and Development		
IDPM 72000 Dissertation (60 credits)			

¹ **Generic Core Units:** part-time students are advised to take **IDPM 60411 Development Fundamentals** in the *first* year of study and **IDPM 70982 Development Research** in the *second* year of study.

² Consultation with the course convenor is required prior to acceptance on this course (David Lawson).

³ Consultation with the course convenor is required prior to acceptance on this course (David Lawson).

POVERTY, CONFLICT AND RECONSTRUCTION PATHWAY

Programme Components

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

The programme comprises:

- i. There are two programme compulsory core course units, *Development Fundamentals* and *Development Research*. Then there are four compulsory core pathway course units: *Conflict Analysis* and *Poverty and Development* in semester 1 and *Reconstruction and Development* and *Development Fieldwork* in semester 2. The core course units are designed to ensure that all students have a sound and shared foundation across the disciplinary range particularly as they relate to the programme objectives, and are therefore compulsory.
- ii. Two selected course units (two in Semester 1 and one in Semester 2), chosen from a range of options listed in the table below.
- iii. A 12,000–15,000 word dissertation, the topic to be agreed with the Dissertation Supervisor.

POVERTY, CONFLICT AND RECONSTRUCTION PATHWAY Programme Components			
SEMESTER 1		SEMESTER 2	
GENERIC CORE UNITS 2 x 15 credits			
IDPM 60411	Development Fundamentals ¹	IDPM 70982	Development Research
SPECIALISATION CORE UNITS – 4 x 15 credits each			
IDPM 60451	Conflict Analysis	IDPM 60402	Reconstruction and Development
IDPM 60141	Poverty and Development	IDPM 60502	Development Fieldwork
OPTIONAL COURSE UNITS (15 credits each)			
Optional units – 2 x 15 credits			
<i>Participants select 2 units from the list below (max four per semester)</i>			
SEMESTER 1		SEMESTER 2	
SALC 60031	Humanitarianism and Conflict Response: Inquiries	SALC 60132	Anthropology of Violence and Reconstruction
SALC 60121	Peace and Social Agency, Security and Intervention: Theories and Practices	SALC 60192	Arab Revolts and Post-Revolutionary State Formation
IDPM 60531	Critical Issues in Urban Inequality	IDPM 60552	Climate Change, Disasters and Responses
IDPM 60521	Civil Society and Public Action	POLI 70462	Security Studies ²
IDPM 60391	The Politics and Governance of Development	IDPM 60562	Citizen-Led Development
IDPM 60801	Environment, Climate Change and Development	IDPM 70992	Planning and Managing Development
IDPM 61461	Global Inequalities and Social Development		
IDPM 70801	Gender and Development		
IDPM 53000 Dissertation (60 credits)			

¹ **Generic Core Units:** part-time students are advised to take **IDPM 60411 Development Fundamentals** in the *first* year of study and **IDPM 70982 Development Research** in the *second* year of study.

² All courses in Politics (POLI) have a cap of 20 students per course. Therefore students wishing to take those options need to confirm availability of course places with the course unit convener(s).

POVERTY, INEQUALITY AND DEVELOPMENT PATHWAY

Programme Components

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

The programme comprises:

- i. There are two programme compulsory core course units, Development Fundamentals and Development Research. Then there are four compulsory core pathway course units: Poverty and Development and Global Inequalities and Social Development in semester 1 and Development Fieldwork and either Anti-Poverty Transfers or Policy Analysis in semester 2. The core course units are designed to ensure that all students have a sound and shared foundation across the disciplinary range particularly as they relate to the programme objectives, and are therefore compulsory.
- ii. Two selected course units (one in Semester 1 and one in Semester 2), chosen from a range of options listed in the table below.
- iii. A 12,000–15,000 word dissertation, the topic to be agreed with the Dissertation Supervisor.

POVERTY, INEQUALITY AND DEVELOPMENT PATHWAY			
Programme Components			
SEMESTER 1		SEMESTER 2	
GENERIC CORE UNITS 2 x 15 credits			
IDPM 60411	Development Fundamentals ¹	IDPM 70982	Development Research
SPECIALISATION CORE COURSE UNITS – 4 x 15 credits			
IDPM 60141	Poverty and Development	IDPM 61512 OR IDPM 60522	Anti-Poverty Transfers Policy Analysis
IDPM 61461	Global Inequalities and Social Development	IDPM 60502	Development Fieldwork
OPTIONAL COURSE UNITS (15 credits each)			
Optional units – 2 x 15 credits each			
Participants select 2 units from the list below (<i>max four per semester</i>)			
Code	Course Unit Title	Code	Course Unit Title
IDPM 60521	Civil Society and Public Action	IDPM 70992	Planning and Managing Development
IDPM 60391	The Politics and Governance of Development	IDPM 60402	Reconstruction and Development
IDPM 60801	Environment, Climate Change and Development	IDPM60552	Climate Change, Disasters and Responses
IDPM 60531	Critical Issues in Urban Inequality	IDPM 60562	Citizen-Led Development
IDPM 60711	Economic Development	IDPM 60522	Policy Analysis
IDPM 60291	Trade Theory and Development	IDPM 72152	Economics of Governance and Development
IDPM 70801	Gender and Development	IDPM 72162	Contemporary Issues in Development Finance
		ECON 60762	Agriculture in Economic Development
<i>Courses below or marked (*) may require some prior knowledge of economics and/or statistics.</i>			
IDPM 60581	Development Macroeconomics*	IDPM 60362	Microfinance*
ECON 60101	Microeconomic Theory*	ECON 60212	Poverty, Inequality and Government Policy in LDCs*
		ECON 60022	Development Microeconomics*
IDPM 53100 Dissertation (60 credits)			

¹ **Generic Core Units:** part-time students are advised to take **IDPM 60411 Development Fundamentals** in the *first* year of study and **IDPM 70982 Development Research** in the *second* year of study.

Section 2: General Information

2.1 Administrative/Academic Team

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

Administrative Team

Although you are part of the Institute for Development Policy and Management (IDPM) discipline you are also part of the **School of Environment, Education and Development (SEED)** which also includes the disciplines of Geography, Planning and Environmental Management, the Manchester School of Architecture and the Manchester Institute of Education. Each Programme Administrator looks after a selection of postgraduate programmes. You will meet your Programme Administrator during the first week of the Semester and they will be your key contact for the rest of the year. Whilst each programme has its own named Programme Administrator, a number of School-level administrative staff also work to support students. You will get to meet these staff across your time in the School and those with specific roles are referenced across the handbook. The PGT Programmes team is managed by Michael Cheslett, the Senior Programmes Officer.

Academic Team

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

2.2 Contacting the Administrative/Academic Team

Contacting Administrative Staff

All School Administrative Staff, including Programme Administrators can be contacted by phone or e-mail (full contact details for administrative staff can be found on the student intranet).

Alternatively you can visit one of the administrative offices as follows:

IDPM, Geography and Planning and Environmental Management students:

Arthur Lewis Student Information Desk (SID) - which is located on the second floor and open 09.00-17.00 Monday-Friday, for advice and information. Out of term time the open hours will be reduced to 10.00-16.00 Monday-Friday.

Manchester Institute of Education students:

Ellen Wilkinson Student Hub – which is located on the first floor of A wing and open 09.00-17.00 Monday-Friday, for advice and information. Out of term time the open hours will be reduced to 10.00-16.00 Monday-Friday

Contacting Academic Staff

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

2.3 Information Points

School of Environment, Education and Development Student Intranet

The main reference point for information about your programme, the discipline and the School is the School's Student Intranet

www.intranet.seed.manchester.ac.uk/students/

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

My Manchester

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

My Manchester also links through to all University Policies and Procedures, some of which are referenced later in your handbook.

www.studentnet.manchester.ac.uk

2.4 Communication

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

E-mail

Most of the information sent out by administrators and academic staff comes via your *University of Manchester* e-mail address which you are allocated upon arrival. This can be accessed via the internet, or you can set up your University e-mail to be diverted to your personal e-mail account. **It is your responsibility to ensure that you regularly check your e-mail accounts.** If you believe that you are not receiving all relevant e-mails, you must inform your Programme Administrator *immediately*.

Contact Details

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

Social Media

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

IDPM:

- Facebook IDPM: <https://www.facebook.com/pages/IDPM-Manchester/275503185890905>
- Twitter Manchester IDPM: [@ManchesterIDPM](https://twitter.com/ManchesterIDPM)

Geography:

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

Planning and Environmental Management:

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

MIE:

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

2.5 Monitoring Attendance and Wellbeing of Students

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

The University expects that all students will attend every timetabled teaching or learning session, unless absence has been authorised. Your attendance will therefore be monitored throughout each semester.

Full-time students are expected to be in Manchester for the entire duration of the registration period. Part-time students should discuss their attendance requirements with their Programme Director.. If your attendance is being affected by health or personal reasons please see **Section 4.7** for further information.

Full information on the School of Environment, Education and Development's attendance monitoring policies [is available to read at: www.seed.manchester.ac.uk/studentintranet/pgt/attendance-requirements/](http://www.seed.manchester.ac.uk/studentintranet/pgt/attendance-requirements/)

2.6 International Students with a Tier 4 Visa

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

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

In the 2015-2016 academic year, the attendance monitoring census points for full-time postgraduate students will be during the following periods:

Census Point	Dates
October 2015	28 September 2015 – 09 October 2015
January 2016	18 - 29 January 2016
May 2016	19 May – 08 June 2016
July 2016	15 - 29 July 2016

If you are a new student, registration is your first point to confirm your attendance at the University.

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

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

If you cannot attend in person due to a valid reason which includes: illness; placement; field studies; on year abroad; research work; or any other reason connected to your programme of study, you must email your Programme Administrator to inform them of your absence and your inability to attend in person. In the case of illness, you must provide a copy of a medical certificate. If you are in this position you should report in person to the School as soon as possible after you return to campus.

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

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

The School must be able to confirm your presence to the Home Office by the end of each census point in the academic year. If you do not attend a census point when

required by your School and you do not provide a valid explanation for your absence you will be deemed to be “not in attendance”.

Those students identified as “not in attendance” will be reported to the Home Office and the University will cease to sponsor the student’s Tier 4 visa. The Tier 4 visa will then be curtailed and the student must leave the UK within 60 days

Further information

For more information on the University’s student immigration team:

www.saa.manchester.ac.uk/student-immigration/

For more information on Tier 4 visas:

www.ukba.homeoffice.gov.uk/visas-immigration/studying/adult-students/

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

2.7 Academic Timetable

Semester dates/academic year/exam dates

Registration/Induction Week	21–25 September 2015
Start of Semester 1 teaching	28 September 2015
Semester 1 Reading Week	02 November – 06 November 2015
End of Semester 1 teaching	18 December 2015
Christmas break	18 December 2015 – 18 January 2016
Semester 1 examinations	18-29 January 2016
Start of Semester 2 teaching	01 February 2016
Easter Break	18 March – 11 April 2016
End of Semester 2 teaching	13 May 2016
Semester 2 examinations	19 May – 08 June 2016
Re-examinations period	22 August – 02 September 2016
Submission of Dissertations/ End of Programme	30 August 2016 (or 01 December 2017 for part-time students who commence their programme in September 2015)

2.8 Teaching & Learning Facilities

Library

The School of Environment, Education and Development has subject specific library spaces for IDPM, Geography, Planning and Environmental Management materials which are held in the Kantorowich Library which is situated in the Humanities Bridgeford Street Building.

Tours of these facilities will be arranged during your first weeks at University.

IDPM Library	Kantorowich Library, Ground Floor, Bridgeford Street Building .
Geography/Planning Library (Kantorowich)	Ground Floor, Bridgeford Street Building

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

The University Of Manchester Library

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

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

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

Facilities

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

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

Get Started: Find Your Resources

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

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

- <http://www.library.manchester.ac.uk/services-and-support/students>

Training and Research Support

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

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

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

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

Library News and Updates

Keep up to date with the latest library developments via Facebook

🔗 <http://www.facebook.com/tuomlibrary> or Twitter 🐦 [@UoMLibrary](https://twitter.com/UoMLibrary).

Alan Gilbert Learning Commons

The Alan Gilbert Learning Commons is a state of the art study and learning centre in the heart of the Oxford Road campus boasting an onsite café, an impressive atrium providing a social meeting space with wifi access and flexible study spaces and environments throughout the building.

The Learning Commons is open to students and staff of the University within its usual opening hours:

- Term time: open 24/7
- Out of term:
 - Monday to Friday: 9am - 9pm
 - Weekends: 9am - 5pm

For more information about the facilities and services available please visit their webpage

🔗 <http://www.library.manchester.ac.uk/locations-and-opening-hours/learning-commons/>

Blackboard: courses and enrolments

The teaching and learning activities within your courses are enhanced and supported by the use of Blackboard. All of your courses/spaces are listed in:

🔗 <http://my.manchester.ac.uk/> under the 'Blackboard' tab. Within this tab you will find:

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

You can also access Blackboard on your smartphone using the Blackboard Mobile Learn app. For guidance, search for 'How to: Access your Bb9 course through a Mobile Phone or Tablet' in the **Knowledge Base** at: 🐦

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

Courses become available to students one week before the start of teaching. For most courses in 2015/16 this is:

- Semester 1 and all-year courses: 14th September 2015
- Semester 2 courses: 25th January 2016

To ensure that you have access to all of your courses within Blackboard, you must be enrolled on them through the Student Records system. Once enrolled, your courses should appear in Blackboard within 24 hours. Also, your tutor needs to have 'activated' your Blackboard course in order for you to access it. If you cannot see a course you expect to see, please:

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

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

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

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

If your course is assessed by coursework, and the submission of coursework is done online via Turnitin you can find detailed guidance on 'A Student Guide to Submitting an Assignment via Turnitin' in the Knowledge Base at

<http://documents.manchester.ac.uk/display.aspx?DocID=13010> (document)

<https://stream.manchester.ac.uk/Play.aspx?Videoid=21235> (video)

If your tutor delivers feedback on your coursework also online you can also look up the Guidance on how to access your feedback and 'Downloading Feedback from Turnitin' at <http://documents.manchester.ac.uk/display.aspx?DocID=13011>

For general information on Blackboard and access to support information, please visit: www.studentnet.manchester.ac.uk/blackboard. You can also search the Knowledge Base from here.

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

Arthur Lewis Student Common Room

All School of Environment, Education and Development students have access to the recently refurbished Student Common Room on the ground floor of the Arthur Lewis Building. The room is divided into three main areas: a laptop area, an area with study tables and a more informal soft seating area. The room is shared with the School of Social Sciences who are also housed in the Arthur Lewis Building. The room will be open 24 hours but may be closed some Wednesday afternoons for special events.

Technical/IT Support

Students at the University of Manchester enjoy access to a wide range of high quality IS services provided across campus. Within Humanities itself there are in excess of 500 computers located within Faculty buildings available for student use

complementing the 1000+ seats provided by the University in public clusters – including a public cluster at Owens Park.

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

<http://ict.humanities.manchester.ac.uk/facilities/software/HumanitiesClusterSoftware.html>

In addition to cluster computers wireless networking is being installed across campus enabling students with wireless equipped laptops to access IS services on campus. Full details of the services offered, including a list of available locations, can be found at <http://www.itservices.manchester.ac.uk/wireless/>.

Help and advice is available from our Service Desk which can be contacted by phone, via the web, email or in person. Physical Service desk support is available at the University Library and the Joule Library. Details of opening hours and other contact details can be found at <http://www.itservices.manchester.ac.uk/contacts/>. Telephone support is available 24 hours a day throughout the year.

Technical Resources

The School has a limited number of laptop computers (for use in presentations) available for student project work. Bookings need to be made at least a week in advance through your Programme Administrator, and are subject to availability. They can be made via the School's Student Information Desk.

Other design/technical services

Other design/technical services are also available in the University's *Media Centre* based on the second floor of the Humanities Bridgeford Street Building which provides: black and white photocopies, colour photocopies, colour / black and white printing, scanning, and binding and laminating facilities. Opening times are Monday–Friday 09.00–17.00 (closed 13.00–14.00) or visit the website on www.campus.manchester.ac.uk/mediacentre/

Computing Facilities (including wireless)

Postgraduate students have 24 hour access to the computer suites housed in the two ground floor Atrium clusters in the Arthur Lewis Building. This is accessed by your University Student ID card. Other shared clusters are available in the Humanities Bridgeford Street Building (when not being used for teaching). Support for these machines can be found through the IT helpdesk.

Arthur Lewis and the Humanities Bridgeford Street Building both have good wireless connections. Visit <http://www.itservices.manchester.ac.uk/wireless/> for more information.

Printing/Scanning Facilities

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

Print Pull System

The new print pull facility will enable you to print your document from any networked computer and collect the print out at any printer in a University building using your swipe card.

Visit <http://www.itservices.manchester.ac.uk/students/printing/> for more information.

Further University Computing Services

There are 9 large public PC clusters available for use by staff and students including the George Kenyon cluster in University Place where the PC and printing facilities are available 24 hours, 7 days a week. Many of the PC clusters have a *Printing Pre-Payment Station* for crediting your print account. You can use this print account to print in any of the clusters. A list of the locations and software available in the PC clusters is available from the IT Services webpage <http://www.itservices.manchester.ac.uk/students/pc-on-campus/>

Information for students wishing to purchase IT equipment and consumables (e.g. printer cartridges) during their time at University can be found on the Buying IT webpage

<http://www.itservices.manchester.ac.uk/our-services/business/>

Section 3: Student Experience

3.1 Student Charter

The Student Charter, which was developed jointly by the University and the Students' Union, is an important part of how we establish and maintain clear mutual expectations for the experience of all students. A copy of the Student Charter can be found on the following webpage:

☞ <http://www.studentnet.manchester.ac.uk/enhancing-my-experience/charter/>

3.2 Student Development

Study Skills

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

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

In addition, the Faculty of Humanities has a Study Skills Website where you will find sources of information, hints & tips and practical activities to help you develop your study skills and become a better learner.

You'll also find advice about how to prepare for lectures, tutorials and seminars; how to deal with exam stress; organising yourself; and on personal development and career planning. See ☞ <http://www.humanities.manchester.ac.uk/studyskills/>

Research Training

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

My Learning Essentials Training Courses

The Library offers a range of skills sessions throughout the academic year to help you with your research and designed to equip you with the solid base of skills that you will need for academic success. Courses cover study strategies, academic writing, proofreading, literature searching, subject databases, citation and referencing, avoiding plagiarism and a range of workshops on specialist resources and research information skills. Full details of online training sessions, workshops and skills clinics are available on the Library website: .

☞ <http://www.library.manchester.ac.uk/services-and-support/students/support-for-your-studies/my-learning-essentials/>

Careers

From the moment you arrive at University, there are a wealth of opportunities on offer to help you to stand out from the crowd.

Employers want to see students who've not only studied an academic course, but who have also taken advantage of the extra-curricular activities available to them whilst at University.

Your Careers Service doesn't just talk about life after graduation, in fact they are mainly there to help you navigate and explore the variety of opportunities open to you.

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

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

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

The Careers Service is located in the Atrium, University Place:

(<http://www.manchester.ac.uk/medialibrary/maps/campusmap.pdf>) Building number 13.

📍 <http://www.careers.manchester.ac.uk> University Place is building 37 on the campus map. 📍 <http://www.manchester.ac.uk/aboutus/travel/maps/>

Careers information: ☎️ 0161 275 2829

University Language Centre

The Language Centre offers English language tuition, both Pre-Sessional and In-Sessional for students from overseas in the following skills and language development areas: academic writing; academic speaking and listening; grammar; pronunciation.

They can also offer one-to-one language support in the form of an Academic Writing Tutorial Service where students can receive detailed feedback and advice on their academic writing style.

📍 <http://www.langcent.manchester.ac.uk/english/academicsupport/tutorial-service/>

Additionally, the Centre provides a range of facilities for language learners. Users are asked to pay a small registration fee to help cover incidental running costs including those of employing a librarian and replacing materials.

☎ 0161 275 3426

🌐 <http://www.langcent.manchester.ac.uk>

Extra Curricular Activities

The Student Union

The Student Union organises many different student activities. For details please contact the Student Union.

☎ 0161 275 2930

🌐 <http://manchesterstudentsunion.com/>

The International Society

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

☎ 0161 275 4959

🌐 www.internationalsociety.org.uk

3.3 Student Support

Student Services Centre

The Student Services Centre is a one-stop-shop for all non-academic University-related services such as examinations, registration, graduation, finance (including hardship fund advice), immigration, certificates and transcripts.

☎ 0161 275 5000

Email: ssc@manchester.ac.uk

🌐 <http://www.studentnet.manchester.ac.uk/crucial-guide/ssc-contact-details/>

Opening Hours: Monday to Friday 09.00-17.00 (Apart from Tuesdays, 10.00-17.00)

Information, Advice and Guidance Service (IAG)

The Information, Advice & Guidance Service is a brand new team based in the Atrium, which is located on the 1st floor of University Place. They have a Welcome Desk where they aim to provide a single point of contact for general student queries. They run campaigns and events throughout the year on a range of health and well-being issues. The Student Advisers can offer advice on a range of topics including finances and health & wellbeing. Students can book one-to-one appointments with advisers or can attend weekly drop-in sessions.

☎ 0161 275 3033/3871

Email atriumadvice@manchester.ac.uk

🌐 <https://uomtheatrium.wordpress.com/>

Academic Support

If you are encountering problems with your academic work then you should seek help and advice from your Academic Adviser (also known as Personal Tutor), or your Programme Director. Alternatively the University offers impartial information and

advice on academic matters via the Information, Advice and Guidance Service. If the problems you are encountering are linked to health or personal problems please also see **Section 4.7 Mitigating Circumstances**.

Pastoral Support

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

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

Students can request a change of Academic Adviser if the relationship becomes difficult for any reason and should contact their Programme Director or the Senior Academic Adviser to discuss the reasons why a change is requested. Any students whose Academic Adviser is also the Programme Director, can approach the Student Support Manager (janice.dodds@manchester.ac.uk). Details of the Senior Academic Adviser in your discipline is available on the student intranet. The School's Senior Academic Adviser is Dr Mark Baker, Director of Teaching and Learning.

School Student Support Team

In addition to your Academic Adviser, the School also has a small team of staff who help to support students in times of difficulty and are available to meet with students to advise on the kinds of support available in the University, including support for students with disabilities. If you would like to arrange a meeting, please email the Student Support Manager (janice.dodds@manchester.ac.uk).

Stress and Ill Health

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

If you are unwell for up to one week, you can complete a "Self-Certification" form which can be found on the Student Intranet at: <http://www.seed.manchester.ac.uk/studentintranet/pgt/mitigatingcircumstances/>. If

you are using this form as supporting evidence for a mitigating circumstances application, the certificate will need to be signed by your GP.

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

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

The following services may also be of use:

Student Occupational Health Service

This service offers confidential care and support on health and safety issues and offers emergency care if you are taken ill on campus. Please note that this service is not a doctor's surgery, and you should register with a GP when you arrive in Manchester.

☎ 0161 275 2858

Opening Hours: Monday–Friday 09.00-16.00

🌐 <http://www.occhealth.manchester.ac.uk/>

Counselling Service

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

Location: 5th Floor, Crawford House, Precinct Centre

☎ 0161 275 2864

Email: counselling.service@manchester.ac.uk

🌐 www.studentnet.manchester.ac.uk/counselling/

Opening Hours: 09.00 – 16.00 Monday to Friday, term-time and vacation (except for UK public holidays and University Christmas closure period).

Student Union Advice Centre

The Union have independent welfare advisers who can provide advice on a range of matters including academic issues, health and wellbeing, housing, finance and hardship.

Location: Ground floor, Student Union Building, Oxford Road

☎ 0161 275 2952

Email: advice.su@manchester.ac.uk

🌐 <http://manchesterstudentsunion.com/advice/service>

Opening Hours: Monday to Friday, 10.00 to 16.00, term-time and vacation. No appointment is needed - just call in. You can arrange an appointment by telephoning 0161 275 2952 or you can contact an adviser by going to the website and clicking on the green box.

Disability Support Office

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

Therefore, “disability” can include students who have

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

The University has a **Disability Support Office (DSO)** who can help any students with additional needs and advise students on the support available to them throughout their studies. They can arrange an Assessment of Needs, assist with applications for funding support, arrange dyslexia screenings and discuss appropriate study aids, assistive technology and special examination arrangements if necessary. The DSO liaises with the School of Environment, Education and Development via the School's Student Support Manager (janice.dodds@manchester.ac.uk), who in turn liaises with relevant academic and administrative staff to organise additional help and support for students. Students should seek advice immediately if they feel that their work is being affected by any of the above issues.

Location: 2nd Floor, University Place

☎ 0161 275 7512

Text: 07899 663512

Email: dso@manchester.ac.uk

Opening Hours: Monday to Friday 10.00 to 16.00

🌐 <http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/disabled-students/>

Whenever possible, please telephone or email for an appointment

Legal Support

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

☎ 0161 306 1264 / 0161 275 7976

Email: free.legal@manchester.ac.uk

🌐 <http://www.law.manchester.ac.uk/law/legal-advice-centre/>

Mediation Service

The Mediation Service provides an alternative, informal method of dispute resolution to students who are experiencing a disagreement or conflict, or who feel that they are

being harassed, discriminated against or bullied. They can offer advice to students on ways to approach a difficult situation.

☎ 0161 306 5874

Email: mediation@manchester.ac.uk

🌐 www.manchester.ac.uk/mediation

Accommodation

Information regarding university accommodation can be sought at **The Accommodation Office.**

☎ 0161 275 2888

Email: accommodation@manchester.ac.uk

🌐 <http://www.accommodation.manchester.ac.uk/>

or alternatively information regarding private accommodation can be found at **Manchester Student Homes.**

☎ 0161 275 7680 /7681

Email: manchesterstudenthomes@manchester.ac.uk

🌐 <http://www.manchesterstudenthomes.com/Accommodation>

The website also provides useful advice on contracts and your rights, as well as household costs and safety issues.

Finance (Debt)

Postgraduate students rely on a variety of sources for their funding: private or family savings, income from work, scholarships offered by governments or charitable foundations, and loans. Students who find themselves in genuine and unforeseen financial difficulties can apply for small sums from the Manchester Hardship Fund, which is administered by the Student Services Centre. This fund does not assist students with payment of tuition fees and can only provide assistance with living expenses.

🌐 www.manchester.ac.uk/mhf

Student Money Adviser

The University has a Student Money Adviser who provides a specialist money advice and information service for all students at the University.

Location: The Atrium, 1st floor, University Place

☎ 0161 275 2035 (for advice) or 0161 275 3033 (to book an appointment).

Email: studentmoneyadviser@manchester.ac.uk

🌐 <http://www.studentnet.manchester.ac.uk/crucial-guide/financial-life/student-money-adviser/>

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

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

Mature Students' Support

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

☎0161 274 3100

Email: Burlington.society@manchester.ac.uk

🌐www.burlington.manchester.ac.uk

Student Parents

The University provides an online resource with guidance and information for student parents in the areas of child care, schools, funding, accommodation, support groups, and University policies and procedures that may directly affect you.

🌐www.studentnet.manchester.ac.uk/crucial-guide/personal-life/student-parents/

Student Carers

If you have to combine studying with caring for a dependent, the University has an online support group for advice, information and for mutual support from other students.

🌐<http://www.studentnet.manchester.ac.uk/crucial-guide/personal-life/student-parents/student-carers/>

3.4 Fieldwork

Some programmes within the School will participate in an international fieldcourse. The aim of the fieldcourse is to provide an opportunity to study the development experience of a particular country at first hand and in greater details than is possible in the classroom or through books and journals alone. The fieldcourse is also a practical exercise in research methods and the gathering and analysis of information in the field.

Attendance

The fieldcourse is compulsory and all students are expected to attend. Students are also required to attend all preparatory lectures and / or seminars.

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

Assessment

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

Travel Documents and Entry Visas

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

Some destinations will also require entry visas. In this case, students will be guided through the application process. The School has no influence over the visa application process and cannot accept liability if a student is denied an entry visa. Most applications will need to include statements from a UK bank account. It is important that students take steps immediately upon arrival to open a UK bank account. Information on how to do this is available in the Crucial Guide and in the Crucial Guide Live at <http://www.studentnet.manchester.ac.uk/crucial-guide/financial-life/bank-accounts/>.

Vaccinations

Some destinations will require vaccinations and / or anti-malarial medication. These will be prescribed by Occupational Health Services. No additional charge will be made for this. It is the student's responsibility to ensure that they receive any necessary vaccinations and / or anti-malarial medications in sufficient time to attend the fieldcourse.

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

Costs

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

You will also need to cover some additional costs such as meals and personal expenditure whilst on the fieldcourse. No refunds can be given for those students who cannot attend fieldwork, as the costs are part of a combined tuition fee and not paid separately.

Timing

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

Code of Conduct

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

Fieldcourse Handbook

For further and more detailed essential information about fieldcourses, you should ensure that you read the Student Fieldcourse Handbook carefully. The Handbook is available on the student intranet at



<http://www.seed.manchester.ac.uk/studentintranet/>

3.5 Health & Safety (Including Risk Assessments)

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

Online Health and Safety Course

All new students are required to complete a compulsory eLearning module in health and safety at the University. You will be automatically enrolled on the course and it will appear in your class list.

The purpose of the eLearning course is to:

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

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

Working in Arthur Lewis and Humanities Bridgeford Street

The following information is provided for the safety and security of anyone working in or visiting the Arthur Lewis Building and Humanities Bridgeford Street Building.

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

Accidents and First Aid

There are several first aiders located in both buildings and their names and extension numbers are on the First Aid notices which are located throughout the buildings. In

the event of an emergency, if you can't immediately locate a notice, call Security on 69966 (internal telephone) or 0161 306 9966 (external telephone).

First aid kits are located in all oasis areas and at the ground floor at reception in the Arthur Lewis Building, and in the administration offices and staff room in Humanities Bridgeford Street Building.

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

Children

Children are only permitted on the premises in exceptional circumstances.

Fire / Evacuation

If it is necessary to evacuate the building, an alarm will sound continuously. Please leave the building by the nearest exit and make your way to the Fire Assembly Point either on Bridgeford Street (near the Martin Harris Centre), or away from the buildings in the area adjoining Manchester Business School. Fire Marshals in yellow vests will be on hand directing staff, students and visitors to these points.

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

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

Testing of the fire alarms is carried out on Monday at 1.30pm in the Arthur Lewis Building and on Friday at 11.00am in Humanities Bridgeford Street Building.

If you discover a fire, you should:

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

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

Security

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

Food

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

Toilets

In the Arthur Lewis Building there are male, female and disabled toilets on each floor adjacent to the lift area and these are clearly labelled. In Humanities Bridgeford Street Building there are male, female and disabled toilets on the ground and first floor and lower ground floor.

Out of Hours Working

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

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

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

Risk Assessments

The School of Environment, Education and Development has prepared a set of generic Risk Assessments which cover most activities undertaken by students within the School:

- SEED Generic A: Off Campus Work in the United Kingdom
- SEED Generic B: Off Campus Work Overseas
- SEED Generic C: On Campus Work

These Risk Assessments are available to view on the School's intranet (www.intranet.seed.manchester.ac.uk/students/).

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

- Visiting countries to which the United Kingdom Foreign and Commonwealth Office (FCO) has recommended against travel
- Visiting countries outside the European Union¹²
- Visiting recognised hazardous areas, for example factories, quarries, mountains & cliffs, glaciers, caves & mines, high crime neighbourhoods, regions of known political instability and warfare, regions identified by the FCO as carrying a high risk of terrorism and regions affected by disease prevalence or outbreak as identified by the World Health Organisation (WHO), including malaria, dengue fever, avian 'flu, swine 'flu etc.
- Visiting hostile environments, e.g. large rivers, lakes, the sea or areas at high risk from natural disasters such as earthquake, hurricane or typhoon
- Visiting areas which are more than 12 hours from medical facilities
- Working with chemical, biological or allergenic hazards
- Research with children, animals, illegal substances or illegal activities or where there are ethical considerations

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

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

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

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

- Travel from home location to fieldwork location,

¹² Students should not assume that simply because the fieldwork is taking place within the European Union, a full risk assessment is not required. All foreseeable hazards should be carefully considered to ensure the generic risk assessment is appropriate.

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

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

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

You should also review the University's risk assessment guidance at:

[documents.manchester.ac.uk/display.aspx?DocID=10019 - 21k](http://documents.manchester.ac.uk/display.aspx?DocID=10019-21k) and the

University's guidance on Health & Safety in Fieldwork at:

<http://documents.manchester.ac.uk/display.aspx?DocID=15496>

3.6 Student Representation

Student Representatives are students who are chosen by their peers to act as the representative for their particular Programme, School or Faculty. They act as a formal channel of communication between the students they represent and the University staff involved in their Programme, School or Faculty.

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

Student representation covers a diverse range of activities and structure and student feedback can be provided by a number of different means, for example through programme evaluation questionnaires, the academic advisor system or through students being present at Programmes Committee meetings.

Committees

Programmes Committee

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

Other School Committees

Teaching & Learning Committee

The School of Environment, Education and Development has a Teaching and Learning Committee at which decisions regarding programmes are taken.

The School Board

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

The School Health and Safety Committee

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

Faculty Staff/Student Committee

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

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

Election to the Role of Student Representative

Student Representatives should be appointed as soon as possible after the start of a new academic year, and no later than 16 October 2015. Training for new student reps will be provided by the [University Student Union](#). Dates of training sessions will be notified to new student reps at the start of the academic year once they have been confirmed.

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

Further information on the role of the student representative, training available for new student reps, and the remit of the various School committees can be found on the student intranet at <http://www.seed.manchester.ac.uk/studentintranet/student-experience/studentreps/>

3.7 Student Complaints

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

Informal Stage

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

Minor individual problems may be brought to the attention of a Course Unit Convenor or your Academic Adviser, who will work with your Programme Administrator and the School of Environment, Education and Development’s Student Support Manager to deal with your complaint.

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

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

Complaints should be made as soon as possible and in any case **within eight weeks of the events or actions (or lack of actions) which have prompted the**

complaint. The School will not normally consider complaints made after this period, unless there is good reason for the delay.

Formal Stage

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

3.8 Dignity at Work & Study

The University of Manchester does not tolerate any form of harassment, discrimination or bullying. If you believe that you are being bullied or harassed, you can contact a Harassment Advisor. Harassment Advisors provide confidential support and information to students and staff on the University's policy and will be able to explain the options available to you. For further information see <http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=22733>

3.9 Registration and Progression

Registration

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

You will have received detailed information regarding registration prior to your arrival and it is also included in your welcome pack. Further information about registration is also available at

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

Academic and Financial Registration must be completed by the 29 September 2015. After this time, a late fee of £50 will be levied by the University Fees Office, rising to £200 if you are still not registered by the 29 October 2015. Course Unit Selection can be completed up to the end of the second week of teaching. It is important that your Programme Administrator and Programme Director meet with you to advise you **before** you select your course units.

If you have not completed your registration and paid your tuition fees by 29 October 2015 the School will withdraw you from the programme.

Part-Time Re-Registration

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

Late Registration

You should arrive in Manchester no later than the Sunday prior to the first day of Welcome Week. **If you cannot arrive in Manchester until after the Monday of Welcome Week, for example due to issues with a visa application, you must contact your Admissions contact at the earliest opportunity.** After this date, you will be considered a late arrival and will be required to provide evidence to support the reason for your lateness. The final deadline date for late arrival is the **9 October 2015**. Your Programme Administrator and Programme Director will then consider whether it is appropriate to approve your late arrival. Unapproved late arrivals will be deferred to the next academic year and you will be withdrawn from the programme. Note that late arrival cannot be used as part of any mitigating circumstances case and students must ensure that they are aware in full of issues discussed during the induction process (especially with regard to plagiarism).

Transfer between Programmes

Transfer between programmes may be allowed before the 9 October 2014 under *exceptional circumstances*. Students who wish to be considered for transfer must complete a *Programme Transfer* form available from the School's student intranet, and submitted to the Student Information Desk. This form will then be sent to the Programme Directors involved for approval or rejection.

Course Unit Changes

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

Semester 1 deadline for course unit changes	09 October 2015
Semester 2 deadline for course unit changes	12 February 2016

Withdrawal

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

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

Interruption

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

It is important to realise that we may not be able to provide an identical teaching, supervision and assessment experience on your return as would otherwise have been available. Programmes of study and regulations change to reflect developments in the subject, requirements of external bodies and the resources

available to the University. While we will try to make reasonable provision for you following your interruption you need to realise that permission for an interruption is a privilege and not a right.

During your period of interruption you will not be a registered student of the University and your right to be on University premises will be that of a member of the public. You may not undertake work on University premises as you are not covered by our insurance agreements. You should also note that you will lose onsite IT and student library access; however, you can retain remote email access to your student email account. You do need to ensure, however, that, if necessary, you save work and provide alternative forwarding contact email details to us.

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

If you decide, after discussing with your Academic Adviser, to take a break (interruption) from your studies for whatever reason, please speak to your Programme Director. Interrupting your studies will need approval and the implications of any interruption (including financial) need to be carefully thought through. If you are an overseas student, interruptions may also affect your visa and so advice should be sought on this from the International Advice Team in the Student Services Centre. Once you have taken all of this advice you must submit an Interruption Request Form (available from the student intranet) to your Programme Administrator.

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

See also **Section 4.7 Mitigating Circumstances.**

3.10 Graduation

Graduation

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

Graduation is organised via the Student Services Centre (SSC), and not through your Programme Administrator. You will be contacted directly by the SSC with information regarding Graduation. Further information is available from the SSC Graduation website at <http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/graduation/>

Debts

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

3.11 The University of Manchester Alumni Association

The University of Manchester's Division of Development and Alumni Relations is the main point of contact for the University's global network of over 270,000 former students. It gives you the opportunity to continue a lifelong connection with us and to remain an active part of The University of Manchester. It also gives you some added extras; we offer exclusive discounts and services, you can continue learning with discounted CPD courses and access to learning resources, and get insight into cutting-edge research through our alumni events – including the annual Cockcroft Rutherford lecture – exclusive and free to alumni. This lecture has been delivered by Professor Andre Geim, discoverer of graphene, and leading science communicator Professor Brian Cox.

Many of our alumni are committed to giving back to their University by enriching your student experience and employability. Each year alumni financially support students undertaking voluntary projects overseas to benefit the communities they visit and alumni contribute to funding for scholarships, hardship grants and student projects.

Alumni also volunteer their time to the University, returning to campus to give talks, take part in workshops and advice sessions and to mentor students. These have included , Richard Dewhurst (MSc Marketing, 1993), , VP of Marketing at 20th Century Fox, Sir Terry Leahy (BSc Management Science, 1977), former CEO of Tesco and actor Toby Jones (BA Drama 1989). We also regularly hold talks with alumni from across a range of sectors, in informal 'speed networking' sessions giving students the chance to ask questions about their experience since graduation. Alumni mentor students via our Manchester Gold Scheme, as well as providing valuable internships and placements.

When you complete your Manchester studies you will be joining a prestigious group of professionals who have become very successful in every sector. There are performing artists such as Benedict Cumberbatch (*The Hobbit*, *Star Trek: Into Darkness* and the BBC's *Sherlock*), lawyers such as Robert Rinder (*currently starring in ITV's Judge Rinder*), ; journalists like Ian King (*Business presenter of Sky News*, former Business Editor of *The Times*), Charlotte Hawkins (*Presenter of ITV's Good Morning Britain*), Sam Bain and Jesse Armstrong (award-winning television writers of *Peep Show* and *Freshmeat*); architects such as Sir Norman Foster, and high profile politicians such as Chuka Umunna MP (Shadow Business Secretary) and George Maxwell Richards (former President of Trinidad and Tobago).

You automatically become a member of the alumni community on graduation, but to get the full benefit you should register with our online alumni community 'Your Manchester Online' <http://your.manchester.ac.uk> during your final year.

For more information on how you can get involved and stay connected to alumni - be sure to check out our social media pages via [LinkedIn](#) and [Twitter](#).

3.12 Make a Difference: Think Sustainability

What is it?

Make a Difference: Think Sustainability is a tool developed specifically for University of Manchester students to help you explore your institution and your city. It will help you to consider your positive and negative impacts and provides you with an action plan to become net positive overall. It is a great place to start if you are keen to get involved with a range of activities going on across the whole institution.

How to get involved

Simply visit [Make a Difference: Think Sustainability](http://uomstudent.net-positive.org/3085/about-you/) tool and log on to get started (<http://uomstudent.net-positive.org/3085/about-you/>)

Section 4: Assessment, Examination and Feedback

4.1 Types of Assessment

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

4.2 Feedback

Feedback on academic work

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

Feedback does not just come from your tutor or lecturer in a formal way, for example when you have a piece of coursework returned with a feedback sheet attached. Feedback can also be informal, during a class and can come from your peers as well as from a member of staff or can take place during self-assessment exercises online. It could also occur when a member of staff responds to your questions by email.

Feedback from you about your course unit

At the end of each course unit you are asked to complete an online questionnaire which asks you to rate the teaching, resources etc. It is vital you complete this to ensure we can continue to improve our course units. Once we receive the results of these Course Unit Surveys, each academic member of staff is asked to respond to your scores and any critical comments and this response is posted on our intranet site.

 <http://www.intranet.seed.manchester.ac.uk/students/studentfeedback/>.

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

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

4.3 University Ordinances and Regulations for Masters Degrees

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

4.4 Coursework

Submission dates for assessed coursework

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

How to submit your assessed Coursework - Turnitin

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

It is important to note that only the first submission of a piece of work will be accepted, and you cannot later claim that the wrong piece of work or wrong version of a piece of work was submitted or that you submitted a draft by mistake.

Although every attempt is made to work within these guidelines, changes may need to be implemented across the year. The School has a commitment to inform students (see **Section 4.4** above) about these changes well in advance of the submission date.

How to submit your assessed Coursework – Hard copy

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

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

Presentation of Assessed Work

Each piece of assessed coursework should be word-processed and submitted with a word count on the front page. Text should be at least font size 12, with line spacing of at least 1.5 and double sided in most cases. As we operate an anonymous marking

system, you should not put your name on the assessed work, and instead ensure that your student registration number is presented as a header/footer throughout the piece of assessed work.

University Proofreading Statement

If a student chooses to approach another person to proofread their written work or seeks to use the services of a proofreading service or agency, they must take account of the following principles:

- it is the responsibility of students to ensure that all work submitted is their own, and that it represents their own abilities and understanding. Any proofreading of work that is undertaken by a third party must not compromise the student's own authorship of the work;
- proofreading undertaken by a third party must not take the form of editing of text, such as the adding or rewriting of phrases or passages within a piece of student's work;
- proofreading undertaken by a third party must not change the content or meaning of the work in any way.

Word Count Policy

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

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

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

Penalties for Late Submission

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

The penalty for late submission at postgraduate level is a loss of 10 marks per day, for which the following principles will apply:

- A loss of 10 marks per day (sliding scale) for up to 5 days after which a mark of zero will be awarded;
- A 'day' is 24 hours, i.e. the clock starts ticking as soon as the submission deadline has passed;
- The use of online submission via Turnitin allows us to see when a submission is made after the deadline;
- Where paper copies of assessment work are submitted, students will receive a receipt which indicates the date and time of submission;

Late penalties will be applied in June during the exam board period when grades are confirmed, and once all mitigating circumstances cases have been considered. Students should therefore note that when grades and feedback are initially released, they will not include any late penalties.

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

Marking

The assessed work for each course unit is subject to a first and second-marking system undertaken by two internal examiners. The two internal examiners discuss the work further and reach agreement on the marks to be awarded. If the first and second markers fail to reach agreement on the mark, then a third internal marker is normally called upon to mediate. This will normally be a senior member of academic staff. Course unit assessments are then submitted to the External Examiners for moderation. All marks are provisional until the June Exam Board as scripts may be re-graded or scaled upon recommendation by the External Examiners at the Board of Examiners' Meeting.

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

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

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

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

4.5 Examinations

Timing

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

Exams Timetable

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

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

Fees for Exam Resits

It should be noted that a fee of £75 is charged by the University for any resit examinations which you are required to take (this is a flat fee of £75 regardless of the number of resit examinations to be taken). The fee is payable directly to the Student Services Centre, and can be made via the online store <http://estore.manchester.ac.uk/browse/product.asp?catid=12&modid=1&compid=1>.

Resits abroad

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

4.6 Dissertations

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

4.7 Mitigating Circumstances

It is essential that if your work is being affected by personal or medical circumstances you seek advice from your Academic Adviser, your Programme Administrator or the School's Student Support Manager (janice.dodds@manchester.ac.uk). They will be able to talk you through the process of 'Mitigating Circumstances'. If you think that your performance or academic progress is likely to be affected by your circumstances or that you may not be able to hand in an assignment by the deadline, you may

submit an online Mitigating Circumstances form, with relevant supporting documentation, for consideration by the Mitigating Circumstances Panel and Board of Examiners. Your Programme Administrator or the Student Support Manager will also be able to advise on the deadlines for the submission of forms and documentation, and the type of documentary evidence required. The nature of the supporting documentation required will vary according to the nature of the circumstances, but it must be sufficiently independent and robust to confirm the veracity of the case you are making.

Please note that it is the sole responsibility of the student to submit a request for consideration of mitigating circumstances by the published deadlines. Students should not wait until their results are issued to apply for mitigating circumstances. The online form is available on the student intranet at: <http://www.seed.manchester.ac.uk/studentintranet/pgt/mitigatingcircumstances/>

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

Timescale for Decisions

Decisions on mitigating circumstances cases will be communicated to students following each Mitigating Circumstances Panel meeting.

Possible Outcomes

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

Grounds for Mitigation

Students should be aware that **grounds for mitigation are 'unforeseeable or unpreventable circumstances that could have, or did have, a significant adverse affect on the academic performance of a student'**. Please see below for examples of possible mitigating circumstances as well as circumstances which will not be considered as grounds for mitigation.

Examples of possible mitigating circumstances:

- Significant illness or injury
- The death or critical/significant illness of a close family member/dependant
- Significant family crises or major financial problems leading to acute stress
- Absence for public service, eg jury service

*Circumstances which will **NOT** normally be regarded as grounds for mitigation:*

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

Events which may arise during **pregnancy** that may constitute mitigating circumstances will be judged on an individual basis. Students should note that UK legislation does not allow a woman to work in the first two weeks following the birth.

Absence from the University during the semester for any period of no more than five consecutive working days will not normally be regarded as grounds for mitigation.

Mitigating Circumstances and Disability Support

The mitigating circumstances policy works in conjunction with disability support. Some students who have disability support via the University Disability Support Office will have a support plan which includes 'flexibility with deadlines' and in these cases a decision on allowing extra time to complete assessments can be made outside of the Mitigating Circumstances Panel. Students who have a support plan which recommends flexibility with deadlines, and who need extra time to complete assessments, should approach the School's Student Support Manager (janice.dodds@manchester.ac.uk), who will liaise with Course Unit Convenors and Programme Administrators as necessary. Students with disability support may also submit a mitigating circumstances application if, for example, there are further complicating factors not relating to their disability.

Students with disability support should also discuss their assessment deadlines at the outset with Course Unit Convenors or Academic Advisers if flexibility is required.

Mitigating Circumstances and the Dissertation

As with coursework assessment, the Mitigating Circumstances mechanism also applies to dissertations. Any student who considers that their dissertation may be delayed due to 'unforeseen' and 'unpreventable' circumstances should make their case in writing, with relevant evidence.

All work to be considered under Mitigating Circumstances should be submitted as soon as is practicable but note that any dissertations submitted after the end of September may be too late to be marked and considered in time for the December graduation.

Any dissertations submitted after the deadline without approved Mitigating Circumstances can only receive a maximum mark of 40% as they will be treated as a resit and the mark capped at the lowest compensatable level. A maximum mark of '40R' will be recorded and no further attempt will be permitted.

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

Interruptions

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

Mitigating Circumstances and Academic Appeals

Please note that retrospective applications for mitigating circumstances will not be considered after the last day of the exams period in each semester, or after marks have been published for coursework. Students wishing to apply for mitigating circumstances after the end of the exams period will have to go through the academic appeal route (<http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=1872>) once results have been published, and be able to provide a compelling and credible explanation as to why the application was not made at the appropriate time. See also **Section 4.10** on Academic Appeals.

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

Note that all information submitted to the Mitigating Circumstances Panel will be treated as confidential.

4.8 Failure and Reassessment

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

It is possible for a student to fail 30 credits and still meet the standard required for the Masters providing that the marks in the failed courses are between 40-49%. Please refer to the Examination Regulations (Section E, paragraphs 13-18) for full details regarding compensation.

Students are permitted to resit up to 60 credits. Please refer to the Examination Regulations (Section F, paragraphs 19-27) for full details regarding reassessment.

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

Students who wish to clarify any of the above should seek advice from their Programme Administrator or the Student Support Manager.

4.9 Plagiarism and other forms of Academic Malpractice

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

The **penalties** for academic malpractice can be severe: previous cases of plagiarism identified in the School have resulted in students being awarded a Postgraduate Diploma rather than a Masters degree, loss of credits towards the degree and also in exclusion from the programme. Multiple instances of plagiarism are likely to result in exclusion from the programme. **It is crucial, therefore, that you understand correct referencing conventions in order to avoid plagiarism. Please refer to Appendix 3 of this handbook for information on the Harvard referencing system.**

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

Introduction

- A. As a student, you are expected to co-operate in the learning process throughout your programme of study by completing assignments of various kinds that are the product of your own study or research. For most students this does not present a problem, but occasionally, whether unwittingly or otherwise, a student may commit what is known as plagiarism or some other form of academic malpractice when carrying out an assignment. This may come about because students have been used to different conventions in their prior educational experience or through general ignorance of what is expected of them.
- B. This guidance is designed to help you understand what we regard as academic malpractice and hence to help you to avoid committing it. You should read it carefully, because academic malpractice is regarded as a serious offence and students found to have committed it will be penalized. *At the very least* there could be a reduction in marks for the piece of work in question, but it could be worse; you could be awarded zero (with or without loss of credits), fail the whole unit, be demoted to a lower class of degree, or be excluded from the programme.
- C. Academic malpractice includes **plagiarism, collusion, fabrication** or **falsification** of results and anything else intended by those committing it to achieve credit that they do not properly deserve. In addition to the advice that follows, your School will give you advice on how to avoid academic malpractice

in the context of your discipline. It will also design assessments so as to help you avoid the temptation to commit academic malpractice. Finally, you should take note that work you submit will be screened electronically to check against other material on the web and in other submitted work.

Plagiarism

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

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

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

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

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

- **Do** get lots of background information on subjects you are writing about to help you form your own view of the subject. The information could be from electronic journals, technical reports, unpublished dissertations, etc. Make a note of the source of every piece of information at the time you record it, even if it is just one sentence.
- **Don't** construct a piece of work by cutting and pasting or copying material written by other people, or by you for any other purpose, into something you are submitting as your own work. Sometimes you may need to quote someone else's exact form of words in order to analyse or criticize them, in which case **the quotation must be enclosed in quotation marks to show that it is a direct quote, and it must have the source properly acknowledged at that point.** Any omissions from a quotation must be indicated by an ellipsis (...) and any additions for clarity must be enclosed in square brackets, e.g. "[These] results suggest... that the hypothesis is correct." It may also be appropriate to reproduce a diagram from someone else's work, but again the source must be explicitly and fully acknowledged there. However, constructing large chunks of documents from a string of quotes, even if they are acknowledged, is another form of plagiarism.
- **Do** attribute all ideas to their original authors. Written 'ideas' are the product that authors produce. You would not appreciate it if other people passed off your ideas as their own, and that is what plagiarism rules are intended to prevent. A good rule of thumb is that each idea or statement that you write should be attributed to a source *unless* it is your personal idea *or* it is common knowledge. (If you are unsure if something is

common knowledge, ask other students: if they don't know what you are talking about, then it is not common knowledge!)

- F. As you can see, it is most important that you understand what is expected of you when you prepare and produce assignments and that you always observe proper academic conventions for referencing and acknowledgement, whether working by yourself or as part of a team. In practice, there are a number of acceptable styles of referencing depending, for example, on the particular discipline you are studying, so if you are not certain what is appropriate, *ask your Programme Director or the Course Unit Convenor for advice!* This should ensure that you do not lay yourself open to a charge of plagiarism inadvertently, or through ignorance of what is expected. It is also important to remember that you do not absolve yourself from a charge of plagiarism simply by including a reference to a source in a bibliography that you have included with your assignment; you should always be scrupulous about indicating precisely *where* and *to what extent* you have made use of such a source.
- G. So far, plagiarism has been described as using the words or work of someone else (without proper attribution), but **it could also include a close paraphrase of their words**, or a minimally adapted version of a computer program, a diagram, a graph, an illustration, etc taken from a variety of sources without proper acknowledgement. These could be lectures, printed material, the Internet or other electronic/AV sources.
- H. **Remember:** no matter what pressure you may be under to complete an assignment, you should *never* succumb to the temptation to take a 'short cut' and use someone else's material inappropriately. No amount of mitigating circumstances will get you off the hook, and if you persuade other students to let you copy their work, they risk being disciplined as well (see below).

Collusion

- I. **Collusion** is any agreement to hide someone else's individual input to collaborative work with the intention of securing a mark higher than either you or another student might deserve. Where proved, it will be subject to penalties similar to those for plagiarism. Similarly, **it is also collusion to allow someone to copy your work when you know that they intend to submit it as though it were their own and that will lay both you and the other student open to a charge of academic malpractice.**
- J. On the other hand, collaboration is a perfectly legitimate academic activity in which students are required to work in groups as part of their programme of research or in the preparation of projects and similar assignments. If you are asked to carry out such group work and to collaborate in specified activities, it will always be made clear how your individual input to the joint work is to be assessed and graded. Sometimes, for example, all members of a team may receive the same mark for a joint piece of work, whereas on other occasions' team members will receive individual marks that reflect their individual input. If it is not clear on what basis your work is to be assessed, to avoid any risk of unwitting collusion you should always ask for clarification *before* submitting any assignment.

Fabrication or falsification of results

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

Finally...

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

TurnitinUK

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

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

4.10 Student Academic Appeals

University General Regulation XIX (Academic Appeals) defines a number of decisions affecting a student's academic progression against which students might wish to appeal. These include expulsion from the University, exclusion from a programme of study, or the result of assessment or award of a particular degree classification. There are **specific grounds** on the basis of which an appeal may be made according to Regulation XIX, and these are as follows:

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

information was not made available prior to the decision being made.]

- (b) That there had been a material administrative error or procedural irregularity in the assessment process or in putting into effect the regulations for the programme of study of such a nature as to cause significant doubt whether the decision might have been different if the error or irregularity had not occurred.
- (c) That there is evidence of prejudice or bias or lack of proper assessment on the part of one or more of the examiners;
- (d) That the supervision or training of the student in respect of research for a dissertation or thesis or equivalent work was unsatisfactory to the point that his or her performance was seriously affected. **[Note: If students wish to appeal on such grounds, but the supervisory concerns arose significantly before the assessment result against which they are appealing, and without it having been raised in writing with the School before the appeal, the student must provide credible and compelling reasons for only raising these concerns at appeal.]**

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

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

Appeals based upon provisional decisions of the University cannot be considered.

Informal Stage

If you feel you have a case for appeal, please discuss this initially with the School of Environment, Education and Development's Student Support Manager.

If you wish to submit an informal appeal against your results, you should outline your grounds for appeal in a letter or email, providing relevant evidence to back up any claims you are making, and send this to the Chair of the Board of Examiners in your discipline, with a copy to the Student Support Manager (janice.dodds@manchester.ac.uk).

Your appeal will then be investigated and a written response will be sent to you.

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

Formal Stage

If you are not satisfied with the response from the School, then the formal appeals procedure may be invoked by completing an Appeal Form available from the University website at: <http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=1878>. The completed forms and any queries relating to the formal appeals process should be sent to: the

Malpractice, Complaints and Appeals Co-ordinator in the Faculty of Humanities Office (telephone: 0161 306 1119, email: humsacm@manchester.ac.uk). Formal appeals should be submitted **within 20 working days** of notification of the outcome of the informal appeal.

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

4.11 External Examiners

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

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

The External Examiners for this programme are:

Name: Dr Kavita Datta
Position: Reader in Geography
Institution: Queen Mary University of London

Name: Dr Ayla Göl
Position: Senior Lecturer in International Politics
Institution: Aberystwyth University

Name: Dr Heather Marquette
Position: Reader in Development Politics
Institution: University of Birmingham

Name: Dr Anne Tallontire
Position: Senior Lecturer: Business, Environment & Corporate Responsibility
Institution: University of Leeds

Please note that it is inappropriate for students to make direct contact with External Examiners under any circumstances, in particular with regards to a student's individual performance in assessments. Other appropriate mechanisms are available for students, including the University's appeals or complaints procedures and the UMSU Advice Centre. In cases where a student *does* contact an External Examiner

directly, External Examiners have been requested not to respond to direct queries. Instead, External Examiners should report the matter to their School contact who will then contact the student to remind them of the other methods available. If students have any queries concerning external examining, they should contact their Programme Administrator or the Student Support Manager.

Section 5: Research Integrity and Ethics

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

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

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

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

5.1 What research does it cover?

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

The starting point for all research is to discuss your plans with your supervisor.

Please note:

1. You **cannot** begin data collection (or participant recruitment) until you have been given formal approval.
2. You **can** approach organisations, to seek permissions to recruit participants or access services in order to prepare to conduct your research (if and when it is approved), before ethical approval is granted.

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

Failure to follow the School of Environment, Education & Development's procedure for ethical approval may leave you in breach of the University's Code of Good Research Conduct. It may leave you and the University open to legal action without the protection of an insurance policy and is likely to result in disciplinary action.

Appendices

Appendix 1 –IDPM Marking Criteria

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

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

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

Research and use of resources

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

Analysis and argument

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

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

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

Linking theory and practice

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

Structure, Style, and Presentation

The work should read in a clear and logical manner from start to finish. It should be proof-read and corrected to avoid typographical and grammatical errors. The

introduction should set out the structure and content of the essay and the direction and conclusion of the argument to be pursued.

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

Footnotes should be avoided unless absolutely necessary.

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

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

IDPM Marking Scheme

Mark range	Grade descriptor	Research and use of evidence	Analysis and argument	Linking theory and practice	Structure, Style, and Presentation
80+	Outstanding work in every respect. A comprehensive and complete answer that clearly demonstrates a deep understanding of the subject and high intellectual quality.	Perceptive and focused use of a wide breadth and intensity of accessed literature plus an indication of making a critical contribution to this literature.	Demonstrates outstanding analytical perspectives and critical insights into the issues under consideration. Demonstrates outstanding capacity to develop and support arguments and conclusions with sound evidence. Provides valuable new insights on the subject under consideration, whether through presentation of new data, fresh perspectives or new conceptualisation of the issues.	Demonstrates outstanding integration of theory and practice and offers insightful, relevant and carefully considered conclusions for policy and/or management.	Demonstrates outstanding ability to marshal relevant material and arguments to produce a quality piece of work that fully meets expectations in terms of adherence to academic writing conventions and interests and informs its readership.
75-79	Excellent work in every respect. Comprehensive and clearly demonstrates a thorough understanding of the subject and clear intellectual quality. Indications of originality and comprehensiveness.	Perceptive and focused use of a wide breadth and intensity of accessed literature	Demonstrates excellent analytical perspectives and critical insights into the issues under consideration. Demonstrates excellent capacity to develop and support arguments and conclusions with sound evidence.	Demonstrates excellent integration of theory and practice and offers insightful, relevant and carefully considered conclusions for policy and/or management.	Demonstrates excellent ability to marshal relevant material and arguments to produce a quality piece of work that fulfils expectations in terms of adherence to academic writing conventions and interests and informs its readership.
70-74	Excellent work. Demonstrates a thorough and critical understanding of the subject and clear intellectual quality.	Perceptive and focused use of a wide breadth and intensity of accessed literature	Demonstrates excellent analytical perspectives and critical insights into the issues under consideration. Demonstrates excellent capacity to develop and support arguments and conclusions with sound evidence.	Demonstrates excellent integration of theory and practice and offers insightful, relevant and carefully considered conclusions for policy and/or management.	Demonstrates excellent ability to marshal relevant material and arguments to produce a quality piece of work that fulfils expectations in terms of adherence to academic writing conventions and interests and informs its readership.
60-69	Thorough, clear treatment showing a good understanding of arguments and context. Engages with the major issues. Very good work towards the top end of the scale.	Demonstrates good knowledge of literature in the subject area. Adopts a critical approach adopted towards debates and evidence in the literature.	Demonstrates good analytical perspectives and critical insights into the issues under consideration. Comes to sound and coherently argued conclusion	Demonstrates good integration of theory and practice and offers relevant and considered conclusions for policy and/or management.	Demonstrates a clear ability to marshal relevant material and arguments to produce a quality piece of work that fulfils expectations in terms of adherence to academic writing conventions.

50-59	Provides a competent discussion of relevant material and some evidence of critical/analytical thought.	Demonstrates a sound knowledge of literature in the subject area. Accurate assessment of the debates and evidence in the literature.	A sound conceptualisation of the main issues. Demonstrates a satisfactory use of evidence to support arguments and conclusions.	Demonstrates a degree of integration of theory and practice and offers relevant conclusions for policy and/or management.	Demonstrates an ability to marshal relevant material and arguments to produce a quality piece of work that fulfils expectations in terms of adherence to academic writing conventions.
40-49	Adequate treatment of the subject but with little critical insight. Reproduces material covered in lectures/seminars but adds little from own investigation.	Demonstrates some knowledge of literature in the subject area. Accurate assessment of the debates and evidence in the literature.	Some conceptualisation of the main issues. Some attempt to develop an argument and some use of evidence to this.	Demonstrates a limited degree of integration of theory and practice and offers few relevant conclusions for policy and/or management.	Demonstrates an ability to marshal relevant material and arguments to produce a piece of work that fulfils expectations in terms of adherence to academic writing conventions.
30-39	Inadequate treatment of the subject. Barely reproduces material covered in lectures/seminars.	Demonstrates a limited knowledge of literature in the subject area.	Very little conceptualisation of the main issues. Very limited effort to construct an argument and very limited use of evidence to support this.	Demonstrates a very limited degree of integration of theory and practice and offers few if any relevant conclusions for policy and/or management.	Limited ability to marshal relevant material and arguments; does not fulfil expectations in terms of adherence to academic writing conventions; poorly presented.
20-29	Highly inadequate work that reveals very limited knowledge of the subject. Often irrelevant.	Demonstrates a very limited knowledge of literature in the subject area.	No clear conceptualisation of the main issues. No real effort to construct an argument or use evidence to support this.	Demonstrates little or no degree of integration of theory and practice and offers no relevant conclusions for policy and/or management.	Very limited ability to marshal relevant material and arguments; does not fulfil expectations in terms of adherence to academic writing conventions; very poor presentation.
0-19	Very little ability revealed whatsoever.	Very little ability revealed.	Very little ability revealed.	Very little ability revealed.	Very little ability revealed.

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

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

Appendix 2 - Examination Regulations

Ordinances and Regulations: Degree of Master, Postgraduate Diploma and Postgraduate Certificate

For students registered from September 2012 onwards

To help you to understand the degree regulations, the University has produced a guide called 'An introduction to Postgraduate Taught Degree Regulations for Students' which can be found on the University website:

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

CONTENTS: (VERSION: 3.2)

Postgraduate Taught Regulations

- A. Credit and Award Framework
- B. Title of Taught Awards
- C. Accreditation of Prior and Experiential Learning (AP(E)L)
- D. Assessment and Progression
- E. Compensation
- F. Reassessment
- G. Exit Awards
- H. Classification in Postgraduate Taught programmes
- I. Aegrotat Degrees
- J. Examination Board Arrangements

Appendix A – Postgraduate Degree Classification Scheme

REGULATIONS

A. Credit and Award Framework

1. All awards of the University of Manchester will be given on the basis of the accumulation of credit as mapped out in table 1. This table is based on the credit/awards and levels required by the national Framework of Higher Education Qualifications (FHEQ):

Table 1: Credit and Postgraduate Award framework:

Name of Award	Minimum credit for the award	ECTS	Minimum credits at the level of qualification	ECTS	FHEQ level
Masters (2 Year)	360	180	240	120	7
Masters (1 Year)	180	90	150	75	7
Postgraduate Diploma	120	60	90	45	7
Postgraduate Certificate	60	30	40	20	7
Post Graduate Certificate in Education (PGCE)	60	30	40	20	7

Note 1: the table refers to the levels as defined in the FHEQ. It may be of assistance to the reader to understand that Level 7 of the FHEQ relates to a Masters programme.

Note 2: One ECTS (European Credit Transfer System) is equivalent to two UK credits.

2. All students who exit prior to completion of the programme on which they registered will receive an exit award if they have achieved the appropriate amount of credit in accordance with that award, as specified in table 1, within 5 years of their initial registration.
3. A student must achieve the minimum amount of credit at the level of the qualification in accordance with table 1. However, (subject to the programme requirements) students can take credit at a higher or lower level in order to achieve the minimum credit for the award.

B. Title of Taught Awards

4. Titles of degrees can be found in the University's Regulation XI "Titles of Degrees and other Distinctions" at:
<http://documents.manchester.ac.uk/display.aspx?DocID=10970>

C. Accreditation of Prior Learning - AP(E)L

5. A maximum time limit of 5 years should apply between award and consideration of AP(E)L.
6. Where the Postgraduate Certificate is a standalone programme, AP(E)L will be permitted up to a maximum of 15 credits. Where the Postgraduate Diploma is a standalone programme, AP(E)L will be permitted for up to a maximum of 45 credits. For a Masters award, the maximum amount of credits which can be permitted for AP(E)L is 60.
7. Students exiting with a Postgraduate Diploma (or Postgraduate Certificate) may be permitted to rescind this award and 'upgrade' to a Masters (or Postgraduate Diploma) by successfully completing the appropriate further component of the programme providing the following conditions are met:
 - The rescinding occurs within five years of the student's initial registration on their original programme, subject to the programme still being available.
 - An overall pass, at the appropriate standard to assure admission to a Masters programme, was obtained for the Postgraduate Diploma (or Postgraduate Certificate) including any capped or compensated grades.
8. Students can receive an exit award if they have AP(E)L credit in their profile, providing their performance at the University of Manchester also satisfies the award requirements in table 1 and at least half of the credits have been awarded by the University of Manchester.
9. Schools may stipulate when AP(E)L is not allowed due to Professional Body requirements.

D. Assessment and Credit Accumulation

10. Where students are required to progress to a research element including a 'dissertation' or similar, the programme handbook must state the minimum requirements for progression to this element of the programme.

11. Where a student has failed more than the required credits on the first attempt or fails to qualify for a final award after compensation, referrals or the consideration of mitigation, the Examination Board has the following options at its discretion:
 - Award Exit Award if criteria are met in accordance with table 1.
12. Schools may have alternative assessment regulations where these are required by Professional, Statutory and Regulatory Bodies (PSRBs).

E. Compensation

13. The compensation zone is defined by the Unit Marking Scheme for Postgraduate Taught students, found in the Guide to the Taught Degree Regulations.
14. PGT programmes can be compensated up to 30 credits for PG Diploma/ Masters and 15 credits for a PG Certificate. The number of credits compensated and those referred cannot exceed half the taught credits in total.
15. Compensation can only be applied up to the maximum amount specified in E14. Beyond this maximum threshold, the Examination Board will make a decision on which reassessment can be taken.
16. Schools can specify when a unit is not compensatable or when PSRB rules take precedent.
17. Compensated credit retains the original failed mark and this is used in the weighted average for the calculation of the final classification/ award.
18. Referral marks are compensatable.

F. Reassessment

19. Where the overall unit mark is below the compensation zone or the number of compensatable fails has been exceeded, reassessment may be taken, within the credit limitations set out in F23. Reassessment as a result of a fail is known as a 'Referral'. Subsequent attempts as a result of approved and verified mitigating circumstances are known as 'Deferrals'.
20. The reassessment must be designed to assess the achievement of the same intended learning outcomes but need not be of the same form as that originally used. The reassessment will normally take place in the same academic year as the original assessment to enable the students to progress as originally intended.
21. If an Examination Board has documented evidence that, (a) a student's work or attendance or both have been unsatisfactory, and (b) the student has been formally warned of the unsatisfactory work or attendance but has not shown significant improvement acceptable to the Board, then the Board has the right to refuse the student reassessment. See Ordinances/[Regulation XX - Work and Attendance of](#)

Students.

22. An Examination Board may allow a student one attempt, per unit, at reassessment (two attempts in total). This principle does not apply to attempts with approved and verified mitigating circumstances.
23. Postgraduate programmes can be referred in up to half of the taught credits; this includes credits on a PG Certificate or PG Diploma award. Students may also resubmit the dissertation (or equivalent, see F 24) on one occasion. The number of credits referred and those compensated cannot exceed half the taught credits in total.
24. When the referred assessment for a postgraduate student includes independent work such as a dissertation or project resubmission, they should be permitted a reasonable amount of time within a maximum of 6 calendar months from the date of the Examination Board. This reassessment of a research/ dissertation element does not contribute to the credit limitations set out in F23.
25. Referral pass marks will be capped at the lowest compensatable mark (40) for Postgraduate Taught students, unless the previous mark was within the compensation zone, in which case the original mark will stand. This mark is used in the weighted average mark for the final award. The capped mark is applied to the unit level mark, not the failed element.
26. When a student is referred and fails a unit, the first mark stands.
27. Students may, in exceptional circumstances, at the discretion of the Examination Board, be allowed to repeat whole units or the entire programme, subject to teaching capacity not being exceeded.

G. Exit Awards

28. Once a student has exhausted all the opportunities to retrieve referred assessment they will be given an exit award in accordance with table 1 and as defined in the Programme Specification.
29. If a student decides to withdraw, they will automatically be awarded the relevant exit award in accordance with table 1 and as defined in the Programme Specification.

H. Classification in postgraduate taught programmes

Note: H33 should be agreed and applied consistently across a School. Approval should be sought at School and Faculty level and carefully articulated to the students within that School. For joint programmes, the 'Lead School's' model will apply.

30. For the award of pass a student must satisfy the minimum credit requirements specified in Table 1.
31. Classifications for merit and distinction will be calculated on the basis of an average mark, based on the weighted programme as a whole (See Appendix 1, Table A1).
32. In order to achieve the award of pass, merit or distinction, a student must have passed the requisite minimum credits listed in Table 1 in accordance with the unit marking scheme and mark descriptors.
33. In addition, School may decide to add a further requirement to gain the award of Distinction. Students must achieve an average, of 70% or above in both the taught element and the dissertation.
34. Students with credit awarded as a result of a referral or compensated mark will not be eligible for the award of distinction, only a merit or a pass.
35. Decisions with regards to 'borderline' classifications for individual students should be resolved using the mechanisms outlined in appendix A.

I. Aegrotat Degrees

36. The Examination Board may determine from evidence available to it that a candidate for a Postgraduate Taught degree who has been prevented by good cause from completing the final examination or assessment will be awarded a class of degree the Board judges to be suitable, as long as the candidate has gained over half the credits required for the award.

J. Examination Board Arrangements

37. There are normally three available assessment opportunities; January, May/ June and Aug/ September within each academic year. It is expected that all reassessment will take place in the academic year in which the assessment was first attempted, exceptions can be made for programmes with 'non standard' admissions cycles.
38. There must be an opportunity at the end of every unit of assessment, for a chaired forum to make decisions regarding student's attainment on completed units.
39. Examination Boards, to agree student minimum requirement for the achievement of an award, will take place at appropriate points in each academic year, overseen by an External Examiner. Exceptions can be made for programmes with 'non standard' assessment cycles.

Appendix A Postgraduate Degree Classification Scheme

This scheme should be used in conjunction with 'Table 1 of the Postgraduate Taught Degree Regulations'. This table has been extracted from the Framework for Higher Education Qualifications, and students must meet the credit requirements of Table 1, prior to the classification being calculated, using the thresholds and boundaries below:

Weightings

Postgraduate degree classification for the award of merit and distinction are based on the weighted average mark across the programme calculated to one decimal place, where marks for individual course units are recorded as whole numbers (see section H).

Stage 1: Classification Thresholds and Boundaries

The following boundaries inform classification when the total points falls below a classification threshold.

Table A1 Postgraduate Masters degree classification and boundary zone using total points 0-100 mark range:

PG Degree classification- Masters based on 180 credits	Classification thresholds: average mark (mark range 0 to 100)	Boundary zone average	Boundary Zone H33 (separating the average for taught and research elements)
Distinction	70.0	68.0 to 69.9	Either taught or research is 70.0 or above, while the other is between 68.0 to 69.9
Merit	60.0	58.0 to 59.9	NA
Pass	59.9 or less providing the credit requirements of Table 1 in the 'Credit and Award Framework' have been met.	NA	NA

Consideration of postgraduate masters students within the boundary zone by mark distribution

The following process applies to reach decisions on borderline cases:

After allowances have been made for mitigating circumstances, a student whose total mark at the first assessment is within the boundary zone specified above, must be awarded the higher degree classification as long as the following are satisfied (see also notes on AP(E)L):

- For the award of distinction, all course units must have been passed at the first attempt without any compensation.
- 120 out of 180 credits are equal to/ or higher than the final award.

Where Schools have decided to implement H33, after allowances have been made for mitigating circumstances, decisions at the boundary of a 'Distinction', should be made as long as the following are satisfied (see also notes on AP(E)L):

- For consideration of a student in the boundary zone for the award of distinction, the student should have passed either the 'taught' or 'research' element at the level of a 'distinction' and the other element must be in the boundary zone, as defined in table A1.
- All course units must have been passed at the first attempt without any compensation.
- Either the overall average is equal to or above 70.0; or 120 out of 180 credits are equal to or above 70.0.

Stage 2: Mark Review

If a student is in the boundary zone and does not satisfy the additional criteria, Schools may apply a further stage of 'Mark Review' by asking the External Examiner to oversee a review of the marks of submitted work.

Taught Masters Postgraduate Diploma and Postgraduate Certificate degree classification scheme using 0-100 mark range

Award of Postgraduate Diploma and Postgraduate certificate degree is based upon credit accumulation using a pass mark of 40% (see table 1 for credit requirements) for which there is no classification other than pass/fail.

Regulations: Postgraduate Taught Degrees
For students registered from September 2012 onwards

Document control box	
Policy / Procedure title:	Postgraduate Taught Degree Regulations
Date approved:	2 May 2012
Approving body:	Senate
Implementation date:	September 2012
Version:	3.2, approved by Senate 30 April 2014
Supersedes:	Version 3.1
Previous review dates:	06/2010, 06/2009, 06/2007, 08/2006, 05/2012, 02/2013
Next review date:	tbc
Related Statutes, Ordinances, General Regulations / Policies	Undergraduate Taught Regulations
Related Procedures and Guidance:	Guide to Taught Degree Regulations and Taught Degree Regulations Glossary of Terms
Policy owner:	Louise Walmsley, Head of Teaching and Learning Support
Lead contact:	Emma Hilton Wood, Head of Academic Policy

Appendix 3 – Harvard Style Guide for References

Richard Heeks
IDPM, University of Manchester, 2014

Glossary

- Citation: the author+date item that appears in your text.
- References: the full details of all items you have cited in your text.
- Bibliography: other items you have used/read but not cited.

General Example

... .. *Hartman (2008), in her seminal study on urban regeneration, found no evidence to support the role of charitable donations. However, Okuda (1998:224) concludes that "donations can have some positive impact if the donors are involved throughout the project's history". The present fieldwork indicated support for the latter viewpoint from the Bamako project (Toure 2012).*

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Reference List

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Hartman, P.V. (2008) 'Urban regeneration in the Third World', *Regeneration Today*, vol. 13, no. 4, pp. 23-45.

.

.

Okuda, Z. (1998) *Charities, Donors and Projects*, Penguin, London.

.

.

Toure, S. (2012) Personal interview with author, Ministry of Irrigation, Bamako, Mali, 14 Nov.

.

Citations in Your Text

- Author: ...*Jameson (2012) first explained that...*
- Two/three authors: ...*Rasmussen and Phillips (2013) make the point also noted by Versing, Tatler and Mardy (2008) that...*
- More than three authors – use *et al.*: ...*it was found by Rasmussen et al. (1998) that...*
- More than one item by same author in same year – use lettering: ... (*Jameson 2004a*). ... (*Jameson 2004b*)
- Quote – use page number wherever possible: ... "*making information systems harder to develop*" (*Heeks 2011: 45*).
- Multiple citations in a list – using date order: ... (*Zifcak 2009; Aucoin 2011; Boston et al. 2013*).

- Organisational authorship: ...*for the revised policy document (Dept. of Internal Affairs 2011)*.
- Web site – cite as for author/organisation rules; do not put just the Web address.
- Secondary references: ...*Jones (2005 cited in Tomas & Rayus 2009) states...*: note include both items in the reference list.
- No author – for newspaper or magazine – use name of newspaper/magazine: ... (*The Economist 2010*).
- No author – use the title of the work ... *budgetary mechanisms have failed (Beating the budget blues 1999)*.

Other notes:

- Citations at end of sentences should appear inside the full stop.

Reference List

Arrange in alphabetical order of author surname.

Book:

Author/Editor surname, initials. (Year) *Book Title*, Publisher, Place of publication.

- Hogan, J.F. (2013) *Urban Profiling in Developing Countries*, Harper, New York.

Two authors (note edition):

First author surname, initials. & Second author surname, initials. Rest as per normal.

- Link, C.J. & MacLean, P. (2008) *Rapid Rural Appraisal*, 3rd edn, Polity Press, London.

Many authors:

Don't use *et al* in reference list.

- Sheridan, M.C., Jacobs, C., Thomas, A. & Raward, S. (2012) *The Government Management Primer*, Oxford University Press, Oxford.

Edited book:

Put (ed) or (eds) after name:

- Heeks, R.B. & Jones, G. (eds) (2009) *ICTs in High Mountain Regions*, Routledge, London.

Chapter in book/proceedings:

Author name(s). (Year) 'Chapter title', in *Book Title*, eds Editors names, Publisher, Place of publication, Page numbers.

- Walsham, G. (2002) 'Centralisation of data processing', in *Social Implications of IT*, S. Bhatnagar & M. Odedra (eds), McGraw-Hill, New Delhi, pp. 134-51.

Journal article:

Author surname, initials. (Year) 'Title of article', *Title of Journal*, Vol. no.(Part/issue no.): Page numbers.

- Wittmer, P. (2007) 'Project control under the microscope', *Journal of International Development*, (23)5: 124-32.

Newspaper article:

Author surname, initials. (Year) 'Title of article', *Title of Newspaper* [place], Date, Page number(s).

- Kennedy, C. (1999) 'China feels the heat of Clinton campaign', *The Guardian* [London], 13 Dec., p. 12.

Item with no author:

Item title. (Year) then book publisher/journal location details as per normal.

- Beating the budget blues. (2006) *People Management*, 21(14): 6.

Organisational document:

Organisation name. (Year) *Title of Document*, Organisation name again, place of publication.

- UKCVO (2011) *Best Practice for NGOs*, UK Council for Voluntary Organisations, London.

Government document:

Name of government department. (Year) *Title of Document*. Government printer/publisher (or originating department), Place of publication.

- Ministry of Rural Development. (2007) *Rural Infrastructure Projects*, Indian Government Stationery Office, New Delhi, India.
- CIA (2012) *Update Assessment on Iraq*, Central Intelligence Agency, Washington, DC.

Conference paper:

Author details. (Year) 'Title of paper', paper presented at Title of conference, Place and date of conference.

- Nichols, J.R. (2011) 'Patterns of NGO development', paper presented at the Development Studies Association annual conference, University of York, UK, 19-22 September.

Handouts:

Lecturer's name. (Year) *Title of Handout*, Course unit title handout, Department, University, Place, Date of issue.

- Heeks, R.B. (2012) *Information in Organisations*. Fundamentals of Information and Information Systems course unit handout, IDPM, University of Manchester, Manchester, 8 Oct.

Interview:

Interviewee's name. (Year) Personal interview, Place and date of interview.

- Teller, J. (2006) Personal interview, Ibadan, Nigeria, 12 July.

Email message:

Author details. (Year) *Message title*, Email to whom [Online], Date sent, Available: Email: email address of recipient [date accessed]

- Nicholson, B. (2012) *Re: Indian software industry*, Email to R. Heeks [Online], 13 Oct., Available: Email: richard.heeks@manchester.ac.uk [Accessed: 14 October 2012]

Web page/document:

Author details. (Year) *Page title/heading*, Publisher/organisation [Online], Available: URL [date accessed]

- Bradstock, T. (2006) *Egypt Online Network*, Manchester College of Technology [Online], Available: <http://www.mct.ac.uk/cfs/egypt.html> [Accessed: 14 September 2014]

Notes: if no author is apparent, use organisation name or page title; if publication date is not clear put (n.d.)

Foreign language document:

Use relevant reference format given above, all translated into English, then give the original language title in brackets after the translated title. E.g.

- Ministry of Foreign Affairs (2013) *Software Production and Trade in Latin America* [Producción y Comercio de Software en América Latina], Ministry of Foreign Affairs, Buenos Aires, Argentina

Notes:

- What matters most is a) that the reader could locate any item in your reference list; b) that you are consistent: i.e. that you do all similar items the same way.

- Acceptable variations include: a) putting place of publication before publisher for books (e.g. ... Chichester, UK: John Wiley); b) not putting year in brackets; c) doing journal article details like this: ...vol. 23, no. 5, pp. 124-32.

- The University provides a more-detailed Harvard style guide, which uses slightly different variations on the above -

<http://subjects.library.manchester.ac.uk/referencing-harvard> - either be consistent with the guide above or be consistent with the University guide; both are fine but don't "mix and match".

Appendix 4 – SEED Word Count Policy

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

The word count includes:

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

It does not include:

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

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

What are the penalties for exceeding the word count?

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

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

School of Environment, Education and Development

Postgraduate Plagiarism Declaration Form

This form must be signed and returned to the School of Environment, Education and Development by no later than **Friday, 09 October 2015**. Geography, Planning and IDPM students should return the form to the Student Information Desk, Second Floor, Arthur Lewis Building.

By signing below you are confirming that you have read and understood the Plagiarism information outlined in Section 4.9 of your Programme Handbook.

I have read and understood the statement on plagiarism and confirm that any coursework I submit, or examinations I take will be my own work.

Name: _____

Student Number: _____

Programme: _____

Signature: _____

Date: _____

**Please complete and return
BY NO LATER THAN FRIDAY 09 OCTOBER 2015.**

To be kept in Student File

**School of Environment, Education and Development
Postgraduate Taught Programmes**

Confirmation Of Receipt Of Programme Handbook Form

This form must be signed and returned to the School of Environment, Education and Development by no later than **Friday, 09 October 2015**. Geography, Planning and IDPM students should return the form to the Student Information Desk, Second Floor, Arthur Lewis Building.

By signing below you are confirming that you have received a copy of the programme handbook, containing information on the content, delivery, assessment and management of the programme, the University of Manchester's Examination Regulations, plagiarism guidelines and referencing conventions, as well as information on University and School policies and procedures.

I have read and noted the information set out in the Programme Handbook.

Name: _____

Student Number: _____

Programme: _____

Signature: _____

Date: _____

**Please complete and return to your programme administrator
BY NO LATER THAN FRIDAY 09 OCTOBER 2015**

To be kept in Student File