



The University of Manchester

## **2016–2017 Programme Handbook for:**

**Intercalated BSc (Hons) in Global Health**

**HCRI**

**School of Arts, Languages and Cultures**

**Faculty of Humanities**

**The University of Manchester**

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

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

**STAFF AND STUDENT RESPONSIBILITIES**

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

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

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

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

# CONTENTS

	Guide to handbook.....	5
<b>PART 1</b>	<b>GETTING STARTED .....</b>	<b>6</b>
<b>1</b>	<b>Introduction to Global Health .....</b>	<b>6</b>
1.1	Welcome note from the BSc Programme Director .....	6
1.2	Key contacts and responsibilities .....	6
1.3	Teaching and research staff within HCRI (core BSc Team).....	7
1.4	Subject area postal and electronic addresses .....	9
1.5	Dates of Semesters and Exams 2015–2016.....	9
<b>2</b>	<b>Programmes of Study.....</b>	<b>9</b>
2.1	Programmes within HCRI .....	9
2.2	New Regulations for Undergraduate Degree Awards .....	10
2.3	About HCRI.....	10
2.4	Introduction to the Intercalated BSc (Hons) Global Health .....	10
2.5	Programme Aims and Learning Outcomes .....	10
2.6	Programme structure .....	14
	Course unit overview .....	14
	Semester 1 (September 2015 - January 2016) .....	14
<b>3</b>	<b>Support arrangements and getting advice.....</b>	<b>14</b>
3.1	Contacting Academic Staff.....	15
3.2	Your Academic Advisor.....	15
3.3	SALC Academic Advising Community .....	16
3.4	School Student Support & Guidance Office .....	17
3.5	Dignity at Work and Study .....	17
3.6	Your Health and Safety.....	18
3.7	University Support Services.....	18
3.8	Student Services Centre .....	20
3.9	Careers Service .....	20
3.10	IS Services within the Faculty of Humanities .....	21
3.11	The University Language Centre .....	21
<b>4</b>	<b>Student Feedback and Representation .....</b>	<b>22</b>
4.1	Course/Programme Evaluation.....	22
4.2	Committee Structure and Student Representation .....	23
4.3	External Examiners' reports.....	23
4.4	Undergraduate Committee Structure .....	23
<b>PART 2</b>	<b>FACULTY, SCHOOL AND PROGRAMME INFORMATION .....</b>	<b>25</b>
<b>5</b>	<b>Welcome to the Faculty of Humanities .....</b>	<b>25</b>
5.1	What is the Faculty of Humanities and how is it run? .....	25
5.2	What can the Faculty do for you? .....	26
5.3	The University of Manchester Alumni Association .....	27
<b>6</b>	<b>School of Arts, Languages and Cultures .....</b>	<b>28</b>
6.1	Welcome and Introduction .....	28
6.2	Key School staff .....	29
6.3	Communications within the School of Arts, Languages and Cultures.....	30
6.4	Changes to your personal information (address/phone number, etc) .....	31
<b>7</b>	<b>Teaching, Learning and Progression.....</b>	<b>31</b>
7.1	Registration.....	31
7.2	Induction .....	31
7.3	Understanding your Timetable.....	32
7.4	Programme Changes.....	32
7.5	Teaching Contact Time in SALC.....	33
7.6	Work and Attendance .....	34
7.7	Certification of illness and absence from the University.....	35
7.8	Important Attendance Information for International Students.....	36
7.9	Consequences of Unsatisfactory Work and Attendance .....	37
7.10	Interruptions to Study/Repeating Year .....	38
7.11	Withdrawing from your programme.....	40
<b>8</b>	<b>Learning resources .....</b>	<b>40</b>
8.1	The University of Manchester Library and other Libraries .....	40
8.2	Computer Clusters.....	41
8.3	Blackboard: courses and enrolments.....	41
8.4	Study Skills .....	42
8.5	Guide to written work (including Bibliographies and Footnotes) .....	43

9	Academic Feedback .....	43
9.1	What is feedback? .....	43
9.2	What means do subject areas in SALC use to provide feedback? .....	44
9.3	When is feedback given? .....	44
9.4	What is the difference between formative and summative feedback? .....	44
9.5	What happens if I want more feedback? .....	45
10	Mitigating circumstances .....	45
10.1	What are mitigating circumstances? .....	45
10.2	How do I submit a mitigating circumstances application? .....	45
10.3	Do I need to submit supporting evidence? .....	45
10.4	When should I submit an application? .....	46
10.5	What happens next? .....	46
10.6	How will my application be considered? .....	46
10.7	I am registered with the Disability Support Office, how will this affect my application? .....	47
10.8	How will I find out the result of my application? .....	47
10.9	What support might I be offered after submitting a mitigating circumstances application? .....	47
11	Assessment .....	47
11.1	Methods of Assessment .....	47
11.2	Assessment Criteria .....	48
11.3	Plagiarism and other forms of Academic Malpractice .....	52
11.4	Submission of assessed work .....	55
11.5	Word limit .....	56
11.6	Penalties for late submission .....	57
11.7	Examinations .....	57
11.8	External Examiners .....	58
11.9	External Examiners for HCRI .....	58
11.10	Referral (Resit) Arrangements .....	59
11.11	Recording and use of Examinations Results .....	60
11.12	Undergraduate Regulations .....	60
11.13	Degree Classification .....	60
11.14	Compensation Arrangements .....	63
11.15	Dissertation Arrangements .....	63
11.16	Prizes and Awards .....	63
12	Academic Appeals .....	63
13	Complaints .....	64
14	Conduct and Discipline .....	65
Appendix 1	SALC Guidelines on Written Work .....	66

## Guide to handbook

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

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

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

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

You will find further information on the School's student intranet pages:

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

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

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

Please note that due to Estates development work in Samuel Alexander and Mansfield Cooper Buildings, some room / staff office numbers may be subject to temporary change and will not be updated in the handbook.

## My Manchester

Please use your handbook in conjunction with resources available on My Manchester <http://www.my.manchester.ac.uk/>

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

You can login into My Manchester at:  
<http://www.my.manchester.ac.uk/>

For further information on using My Manchester, please see the Crucial Guide:  
<http://www.studentnet.manchester.ac.uk/crucial-guide/>

## **PART 1 GETTING STARTED**

### **1 Introduction to Global Health**

#### **1.1 Welcome note from the BSc Programme Director**

Welcome to the Intercalated BSc in Global Health. This handbook sets out the framework within which to both work hard and enjoy your courses over the University Session 2016/2017. This is your education, and most of the work is done by you. Indeed, the most important outcome in many respects is your development as a self-managed learner. You are, therefore, encouraged to take responsibility for your own learning but academic staff will be there to offer interpretation, theory, argument, instruction, guidance, and a variety of means by which you can see how well you are performing; including seminar presentations and discussions, tutorials and essays. Your academic advisor and course tutors will always be pleased to hear about your progress and discuss any concerns. If you find your mixture of courses different, challenging, even hard and time-consuming, these are probably good reactions. Work hard and get as much as you possibly can out of your time as a student. That way you will maximise your end result, as well as having as good a time while here as possible.

Dr Rubina Jasani

#### **1.2 Key contacts and responsibilities**

##### **Dr Rony Brauman, Director of HCRI**

Qualified as a medical doctor, Dr Brauman has worked in the field of international medical assistance since 1977. Initially serving as a field physician in developing countries with Médecins San Frontières (France), he became the President of the organisation from 1982 - 1994. He is currently Associate Professor at L'Institut d'Études Politiques (Paris), Director of the MSF Foundation also in Paris, and Director of the Humanitarian and Conflict Response Institute.

##### **Professor Tony Redmond, Deputy Director**

Professor Redmond has been involved in international emergency medical assistance for over twenty years, responding to natural disasters, major incidents, conflicts and complex emergencies throughout the world. In 2008 Professor Redmond headed a medical team sent to China following the 2008 earthquakes. Professor Redmond is co-Director of the Humanitarian and Conflict Response Institute, Hospital Dean at Salford Royal NHS Foundation Trust, and Professor of International Emergency Medicine at Manchester Medical School within the University of Manchester.

##### **Professor Bertrand Taithe, HCRI Executive Director**

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

##### **Adele Aubrey, Institute Manager**

Adele completed her Doctorate in Education in June 2015: her research explores what excellence in enquiry-based learning is, and the dimensions, and dilemmas in teaching and learning. She is a Fellow of the Higher Education Academy, and has facilitated a diverse portfolio of innovative curriculum design projects, particularly in the areas of

technology enhanced learning, and sustainability. She has worked at the University of Manchester since 2003 in educational design, and management. Whilst Manager at the Centre for Excellence in Enquiry-based Learning (2008-11) she created a strategic plan that involved positioning the centre around three contextual themes: sustainable development, global citizenship and ethics, providing real-world research-led challenges, for multi and inter-disciplinary student enquiry.

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

#### **Dr Rubina Jasani- BSc Programme Director**

Rubina's areas of interest are Anthropology of violence and reconstruction, Medical Anthropology with special focus on social suffering and mental illness and the study of lived Islam in South Asia and the UK. Her doctoral work examined moral and material 'reconstruction' of life after an episode of ethnic violence in Gujarat, Western India in 2002. Working with survivors of ethnic violence, she became interested in mental illness and has completed two pieces of research on ethnicity and mental illness in inner city areas of Birmingham. Currently, she is the qualitative lead on two inter-disciplinary research studies. The first study, aims to understand how people's help-seeking is mediated by cultural, religious and social explanatory models. The second study aims to unpack the concept of 'institutional racism' by monitoring the over-representation of ethnic minorities in compulsory psychiatric care.

#### **Dr Maura Duffy- Lecturer In Global Health**

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

#### **Jessica Hawkins- Lecturer in Humanitarianism and Conflict Response**

Jessica's research interests are focused on state formation in developing countries from a historical sociology perspective. Specifically, her work looks at power relations within states including military and political power with a particular focus on intrastate conflict and state service delivery in Uganda. Jessica has worked as a tutor in the Institute for Development Policy and Management at The University of Manchester since 2010 and joins HCRI as a Lecturer in Humanitarian Studies.

#### **Dr William Thomson – Lecturer in - Lecturer in Humanitarianism and Conflict Response**

Prior to engaging with the academic world, Bill had accumulated over 20 years of applied experience in the sectors of conflict, peacekeeping, counter-terrorism and disaster management. He has a primary academic interest in peace and conflict studies, which cross the boundaries of humanitarianism and development studies. Other academic fields of interest are situated in political philosophy and political theology. His most recent work over the past five years has focused on evaluating international and grass-roots conflict intervention processes, primarily as a route to human needs development in protracted conflict crises, (Israel-Palestine). With an

initial, and ongoing interest in religious conflict, Bill read for the Degree of Bachelor of Theology (Honours) at the University of Aberdeen. He continued thereafter to read for the Degree of Master of Research in Political Research and International Relations, also from the University of Aberdeen. He received his PhD from the University of St Andrews, School of International Relations, Centre of Peace and Conflict Studies, (2014). Prior to joining HCRI Bill was a Teaching Fellow at the University of Glasgow, discussing the Israel-Palestine conflict. He was latterly a lecturer at the University of St Andrews for the MLitt in Critical Security Studies. Currently, he has ongoing research interests in humanitarian ontology, and the evaluation of humanitarian interventions within contemporary protracted conflicts. He is currently completing a monograph, entitled "Conflict Intervention and Human Needs Development: Israel-Palestine 1993-2016

#### **Dr Gemma Sou – Lecturer in Disaster Management.**

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

#### **Dr Darren Walter- Senior Lecturer**

In addition to his role within HCRI, Darren is the Clinical Director for Urgent Care and a Consultant in Emergency Medicine at the University Hospital of South Manchester, an EMS Assistant Medical Director of the North West Ambulance Service and Medical Director of the Regional Air Ambulance in the North West of England. He is co-Chair of the Training and Standards Board of the Faculty of Pre-hospital Care at the Royal College of Surgeons of Edinburgh and currently chairs the International Committees of the British Association for Immediate Care and the National Association of EMS Physicians in the USA. He is Secretary of the World Association for Disaster and Emergency Medicine and represents them at the Emergency Department of the World Health Organisation and at the Global Health Cluster. Through the UHSM Academy, he is leading a programme with Gulu University in Northern Uganda to develop a trauma system in this post-conflict region of Africa.

For further details of all HCRI Core Staff see:

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

HCRI is a multi-disciplinary department and during your studies you will have the opportunity to engage with academics and researchers from within the University, including from the School of Social Sciences, the School of Nursing and Midwifery and the School of Arts, Languages and Cultures, as well as with visiting academics and practitioners.



## **1.4 Subject area postal and electronic addresses**

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

Web: [www.hcri.ac.uk](http://www.hcri.ac.uk)

## **1.5 Dates of Semesters and Exams 2016–2017**

### **Semester One**

Welcome Week and Inductions: 21 September 2015 – 25 September 2015

Teaching weeks: 19<sup>th</sup> September 2015 – 16th December 2015

Reading week: 2 November 2016 – 6 November 2016 – the School's Reading week in semester 1 will not normally have classes scheduled; however, some subject areas may run teaching sessions during this period. You are expected to remain studying in Manchester and take full advantage of the library and other learning facilities during reading week.

Christmas vacation: 16 December 2016 - 16 January 2017 (please note that the University offices will be closed on Thursday 24 December 2015 for the annual Christmas holiday and will re-open on Monday 4 January 2016).

Examination Period: 16 January 2017 – 27 January 2017

Essay Submission Dates: 17<sup>th</sup> January 2017

### **Semester Two**

Teaching weeks: 30 January 2017– 31st March 2017

Easter vacation: 31<sup>st</sup> March 2017 – 24th April 2017

Examination Period: 18 May 2017 – 7 June 2017

Essay Submission Date: 16<sup>th</sup> May 2017

Dissertation Submission Date: 25<sup>th</sup> May 2017

## **2 Programmes of Study**

### **2.1 Programmes within HCRI**

BSc (Hons) Global Health

## **2.2 New Regulations for Undergraduate Degree Awards**

Students who commenced their undergraduate or postgraduate taught degrees at the University of Manchester from September 2012 or after will adhere to the new regulations governing undergraduate and postgraduate taught degree programmes. A copy of the Regulations is available online at:

<http://documents.manchester.ac.uk/display.aspx?DocID=13147>

A SALC Student Guide to the regulations is available online at:

<http://documents.manchester.ac.uk/display.aspx?DocID=21324>

A Glossary of Terms is available online at:

<http://documents.manchester.ac.uk/display.aspx?DocID=13146>

Students who registered *prior to September 2012 (but after 1 September 2010)* will adhere to the following degree regulations:

<http://documents.manchester.ac.uk/Display.aspx?DocID=7324>

## **2.3 About HCRI**

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

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

## **2.4 Introduction to the Intercolated BSc (Hons) Global Health**

More than 30 years since the Alma-Ata Declaration the goal “Health for All” is largely unfulfilled. The global community continues to suffer from poor quality health care systems and inequity in health outcomes. The intercalated BSc in global health is aimed at students who want to prepare themselves to be a global doctor. Knowledge about the interconnectedness of health and its determinants remains a priority area for tomorrow’s doctors and is further recognised by the UK Government Strategy for health in 2008-2013. This programme focuses its attention on analysing the impact of major social, economical, political, cultural, and environmental factors that are producing new health challenges ranging from the global epidemic in HIV/AIDS, chronic diseases, trauma in developing countries through to the emergence and rapid spread of new infectious diseases. Course modules cover a wide range of topics from maternal and child survival in developing countries to the anthropology of international development, from research methods in global health to the effect of war and migration on health and disease. The course provides in-depth knowledge and analysis of the humanitarian aspects of global health and the major issues, challenges and opportunities in the global health agenda.

## **2.5 Programme Aims and Learning Outcomes**

The BSc in Global Health aims to enhance students’ knowledge about the interconnectedness of health and its determinants and enable their development as a global doctor, by promoting learning and critical analysis on an independent basis and in collaboration with peers. It aims to encourage critical analysis of key debates and

challenges in global health, to open access to the study of a range of specialist areas within the discipline and to prepare students for further academic study and employment.

Specifically the overall aims of the Global Health programme are:

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

### **What makes the programme at the University of Manchester distinctive?**

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

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

### **Learning Outcomes**

On successful completion of this programme it is expected that:

- You should have developed knowledge and understanding of the key concepts, policies and debates that underpin a global health approach that you can apply to the analysis of health and health issues
- You should be able to critically analyse, synthesise and evaluate the impact of major worldwide social, economic, political, cultural and environmental factors that are producing new health controversies, challenges and opportunities.

- You should be able to understand, analyse and critique contemporary issues at the forefront of health and well-being including health systems and health system design and the work of the international community in global health
- You should have gained critical understanding of multi-disciplinary, diverse and innovative research methodologies in the study of Global Health and the ability to evaluate research in health and disease. This includes drawing on a range of research methodologies and research outputs from a range of disciplines, to locate, review and evaluate research findings relevant to health issues.
- You should have taken the opportunity to acquire skills in working both individually and in collaboration with peers to develop research, oral presentation and written skills, including planning and executing independent and group research projects related to global health theory, policy and practice.
- You should have developed the skills needed to conduct global health research and policy analysis, including evaluating theory and programmes in practice, planning and developing policy and research proposals, as well as the presentation skills needed to deliver findings from such research in your role as a medical professional.

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

### **Awarding body/ Institution**

University of Manchester

### **Teaching Institution**

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

### **Name of final award and Programme Title**

BSc (Hons) in Global Health

### **Criteria of admission**

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

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

- GCSE at grade B or above
- Cambridge Syndicate: grade B or above in the Certificate of Proficiency, Advanced Certificate in English or IGCSE First Language

- International English Language Testing Service (IELTS) with a minimum average score of seven and with not less than seven in any one component taken at the same sitting
- A score of 5 as part of the International Baccalaureate diploma

### **Subject benchmark**

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

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

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

### **Framework for Higher Education Qualifications (FHEQ)**

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

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

## **2.6 Programme structure**

### **Course unit overview**

Semester 1 (September 2016 - January 2017)

Core course units:

- 1) Introduction to Global Health (HCRI, SALC): 20 credits
- 2) War, Migration and Health (HCRI, SALC): 20 credits
- 3) Research Methods in Health (HCRI, SALC): 20 credits

Semester 2 (January 2017- June 2017)

Core course units:

- 1) Diseases in Developing Countries (HCRI, SALC): 20 credits
- 2) Medical Anthropology (School of Social Sciences): 20 credits
- 3) Thesis/Dissertation Project: 20 credits

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

Each Course Handbook gives a detailed breakdown of the study hours for that specific Unit. Generally each course comprises 8-10 lectures of 2 hours followed by a 1 1/2 hour seminar each week. This makes up 24 hours for each course unit. The remaining hours vary slightly from course to course but are made up of academic staff-led planning seminars for workshops and presentations, the actual presentation and workshop sessions, weekly office drop-in hours whereby students can access academic staff for each course unit and for the programme as a whole, scheduled meetings with academic staff (e.g. for advice on essay plans or essay feedback) and individual tutorial sessions. Each Unit Course Handbook outlines the specific balance of contact hours for that course that is made available to students at the start of the course and which is outlined during the first lecture. General guidelines for the Course as a whole and for specific Course Units are also introduced during the induction period.

## **3 Support arrangements and getting advice**

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

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

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

You can also contact your Peer Mentor or Student Representative (contact details will be made available on the Intranet from week 3 of teaching).

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

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

### 3.1 Contacting Academic Staff

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

Contact details for all academic staff in the School can be found at:

<http://www.alc.manchester.ac.uk/schoolpeople/> or <http://directory.manchester.ac.uk/>

Contact details for staff outside of the School, can be found at:

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

### 3.2 Your Academic Advisor

A member of staff will be appointed as your Academic Advisor. Your Academic Advisor is concerned with your general welfare, and is available to give you help and advice on all academic matters, and can direct you on where to find support for personal matters. You are strongly encouraged to attend all meetings and activities scheduled by your Academic Advisor, and can request additional meetings during their weekly consultation hours. Developing a good relationship with your Academic Advisor is crucial to success in your chosen programme of study. If you cannot make the scheduled consultation hours then you should contact your Advisor to arrange another suitable time.

All students are registered for the non-credit rated SALC Academic Advising Community Blackboard site throughout their degree. The site also contains links to non-academic sources of support and advice, such as how to ask your academic advisor for a reference. All students will have a meeting with their Academic Advisor in Welcome Week and at least two other meetings during the academic year.

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

Semester 1	
Welcome Week	You will be invited to meet informally with your Academic Advisor, either individually or in a small group, to chat about your experiences and expectations of the university so far. Your

	Advisor will provide practical academic information for you and you should think about any questions you have about your academic programme.
Second meeting	Your Academic Advisor will invite you to a meeting to discuss your progress so far and any problems you might have experienced during your first weeks at University and after your first set of assessments. This meeting will be an opportunity for you to discuss your experiences of the first semester. You will also have the opportunity to discuss your forthcoming exams and any coursework deadlines.
<b>Semester 2</b>	
By Week 8 or 9	This meeting will be an opportunity for you to share your experiences of the first semester and discuss progress so far, including feedback on assessed work. You will also have the opportunity to discuss your forthcoming exams and any coursework deadlines

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

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

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

Further information can be found on the Academic Advising Community Blackboard site and in the SALC document 'Academic Advisement: A Guide for Students' <http://www.alc.manchester.ac.uk/studentintranet/>

### 3.3 SALC Academic Advising Community

It is important that you regularly review your skills and learning, including any problems or difficulties that may arise, throughout your university career so that you can begin to set yourself goals, focus on your skills and reflect on your learning.

To aid you in this activity, the School has developed **SALC Academic Advising Community**, a site which you can use to review your progress and help to plan your academic and career development. Resources and exercises accessed through this Blackboard site will help to facilitate discussion between you and your Academic Advisor. At periodic times during the year, you may be asked to complete exercises through this site. These are important for your own development, so please engage with the exercises when asked to complete them.



### 3.4 School Student Support & Guidance Office

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

- Appeals
- Attendance issues
- Complaints
- Disability support queries
- Interrupting your programme of study
- General support issues or problems (eg. medical, family, personal)
- Mitigating circumstances
- Peer mentoring fund claims
- Withdrawing from your programme of study

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

- Counselling Service
- Disability Support Office
- International Advice Team
- Occupational Health
- Student Services Centre
- Students' Union Advice Centre
- The Atrium

If you are having problems don't keep them to yourself, contact them and they can talk through your options with you.

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

Full contact details are available on the student intranet:

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

**Email** [salc-studentsupport@manchester.ac.uk](mailto:salc-studentsupport@manchester.ac.uk)

**Telephone** 0161 306 1665

### 3.5 Dignity at Work and Study

The University of Manchester does not tolerate any form of harassment, discrimination or bullying. If you believe that you are being bullied or harassed, you can contact a Harassment Advisor. Harassment Advisors provide confidential support and information to students and staff on the University's policy and will be able to explain the options available to you. For further information see:

<http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=2755>

### **3.6 Your Health and Safety**

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

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

Level 1 and new students to the University will be required to complete an online Health and Safety unit via Blackboard. This course will show up in your My Manchester – My Courses tab, and will have the pre fix code: SALC11230 Health and Safety. Please ensure that you have completed this before 30<sup>th</sup> September 2015.

### **3.7 University Support Services**

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

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

#### **University Counselling Service**

The Counselling Service is available for all students at the University of Manchester. The service provides confidential counselling by a team of professional counsellors for anyone who wants help with personal problems affecting their work or well-being. It is a free service. You can contact the Counselling Service to make an appointment. In urgent cases, the Student Support & Guidance Office is able to refer students for a priority appointment.

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

#### **University Disability Support Office**

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

With your permission, the DSO will inform your academic school of your condition and suggest ways in which the School and academic staff can support you throughout your duration of your studies. Further information can be found here: [DSO types of support](#)

In addition to this the DSO also:

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

- g) Advise on external sources of financial support and assistance and help with application to these funds

For further information visit the Disability Support Office website at: <http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/disabled-students/>

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

### **Students Union Advice Centre**

The Students Union has advisers who can help with all kinds of matters ranging from finances to housing and welfare issues. The Advice Centre is on the first floor in the Student Union Building, and is open Monday to Friday, 10am to 4pm, term time and vacation. Appointments can be made via the Student Union Reception.

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

### **The Atrium**

Based in the University Place building, The Atrium is a University service where you can access information, guidance and advice. There are specialist advisers who can provide advice on careers, volunteering, managing money, international programmes, and support and well-being.

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

### **Study Skills websites**

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

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

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/>

### **University support for mature students**

The Burlington Society is the University society for mature and postgraduate students. They have their own facilities in the Burlington Rooms, next to the University of Manchester Library. Facilities include a bar, common room (quiet, non-smoking, with free tea and coffee facilities for members), and a vegetarian cafe. The Society organises events and activities on Thursday and Friday evenings during term time. In addition there are smaller groups for theatre and film visits, music, football, squash and others. The Plus 21 Group is an informal network of mature students across the University, which meets

once a week at lunchtime in the Burlington Rooms, as well as holding occasional evening events. New members are welcome.

Website: <http://www.burlington.manchester.ac.uk/>

For further information on support for mature students, please see: <http://www.manchester.ac.uk/undergraduate/maturestudents/guide/>

### **University Support for international students**

The International Society is a busy centre for international students based in the Greater Manchester area. It is located on Oxford Road (see map of campus). Manchester has more students from abroad than anywhere else in Britain, other than London, and International Society members come from all over the world. In fact, there were students from more than 130 different countries last year - so it's a good place to make friends and contacts during your stay here.

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

### **3.8 Student Services Centre**

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

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

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

### **3.9 Careers Service**

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.

tel: 0161 275 2829

email: [careers@manchester.ac.uk](mailto:careers@manchester.ac.uk)  
[www.careers.manchester.ac.uk](http://www.careers.manchester.ac.uk)

### 3.10 IS Services within the Faculty of Humanities

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.

### 3.11 The University Language Centre

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

**Language courses** – Offered as part of the University Language Centre's institution-wide language programme (LEAP), these courses are available to students from across the University and may be studied on a credit or on a non-credit basis to complement your degree. Currently there are 20 languages offered, ranging from the main international languages to a number of less widely taught languages:

- French (+Scientific and Business)
- Spanish
- German
- Japanese
- Arabic
- Mandarin Chinese
- Italian
- Portuguese

- Persian
- Greek
- Polish
- Dutch
- Russian
- Urdu/Hindi
- Turkish
- Hebrew
- British Sign language
- Korean

For more information on the full range of languages and levels that are available, please consult the University Language Centre website via the link given below.

**English Language Programmes and Advice** – If English is not your native language, you may wish to enquire about the wide range of credit bearing and non-credit bearing English courses available through the University Language Centre. International students who would like advice on how they can improve their academic writing are encouraged to make use of the one-to-one writing consultation service. Around 500 individual sessions are held per year and these are free of charge. Timetabled in-session courses for international students, covering areas such as academic writing, academic speaking, pronunciation and grammar are also available at no cost. Writing is delivered on a broad disciplinary specific basis: Engineering and Physical Sciences, Life sciences, Medical and Human Sciences, Business-related disciplines, Humanities. Please refer to the Academic Support Programmes section of the ULC webpage via the link given below.

**Face to Face** – This is a reciprocal language learning scheme, in which students can meet with native speakers of the language they are learning. International students find that this is a good way to meet home students and to become more integrated into the University. Home students can prepare themselves for study abroad by finding out about their partners' home universities and cultures. For more information, please enquire at the ULC reception.

**Tandem Programme** – This programme is similar to Face to Face, but is more formal and provides credits which count towards your University degree. It is fully monitored, assessed and supported via practical workshops. For more information please refer to the Foreign Languages section via the link given below.

**Open Learning Facilities** – The University Language Centre's open learning facilities, situated in the Samuel Alexander Building, offer:

- A well stocked library of materials in text, audio, video, DVD and CD-ROM formats
- Materials in some 70 languages
- A suite of TV/VCR presenters fed by a range of satellite and terrestrial channels
- A suite of dedicated multimedia PCs for computer aided language learning.
- Support and advice for learners from expert staff and through on-line resources

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

## 4 Student Feedback and Representation

### 4.1 Course/Programme Evaluation

The University runs a centrally coordinated survey (Unit Surveys) for all UG course units taken by full-time students at the University of Manchester. The results of the survey are used to feed into the planning and resource allocation systems of the University, and to facilitate trend analysis, and are published, at a general level, to the University. Detailed results on each individual course will be transmitted to Schools and used to inform quality assurance. Towards the end of every semester you will be asked to complete a Unit

Survey for each course you have taken. Overviews of the surveys will be reviewed at the Staff Student Liaison Committees (SSLC), programme- and school- level teaching and learning committees, and will form part of each subject area's annual monitoring exercise which feeds into the Student Experience Action Plan for the School.

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

## **4.2 Committee Structure and Student Representation**

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

Student representation covers a diverse range of activities and structures and student feedback can be provided by a number of different means, for example, through programme evaluation questionnaires, the academic advisor system or through students being present at Staff-Student Liaison Committees or Programme Committees. Representation enables dialogue between the student body and staff in order to aid development of programmes of study, the student experience and the quality of the institution as a whole. This dialogue can take place in both formal and informal structures and circumstances.

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

## **4.3 External Examiners' reports**

External Examiners' reports relating to this programme will be discussed with student representatives at the Staff Student Liaison Committee (SSLC) during the Spring term. Details of any actions carried out by the programme team or School in response to the External Examiners' comments will be discussed. Students should contact their student representatives if they require any further information about External Examiners' reports or the process for considering them.

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

## **4.4 Undergraduate Committee Structure**

The **Undergraduate Programmes Committee** consists of the Director of Undergraduate Education, Teaching and Learning Management Team, and Programme Directors. Student representatives are invited and encouraged to sit on this Committee.

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

In addition, each subject area has a **Teaching and Learning Sub or Programmes committee** which discusses undergraduate and postgraduate taught matters relating to that subject area.

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

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

Student representatives will be elected during the first week of teaching



## **PART 2 FACULTY, SCHOOL AND PROGRAMME INFORMATION**

### **5 Welcome to the Faculty of Humanities**

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

This rich mix of opportunities makes study at The University of Manchester an exciting and stimulating experience, where you will benefit from the experience of leading scholars in your field and also from being part of a large, diverse and international student community.

Within the Faculty we are committed to providing a student experience of the highest standard. During this year we will be asking you how effective we are in meeting your needs and fulfilling your aspirations. I urge you to participate in this conversation, and use every opportunity to let us know how we can improve the quality of education we provide.

In this Handbook you will find material specific to the programme of study or the discipline area in which your studies will be based.

Keith Brown  
Vice-President and Dean, Faculty of Humanities  
September 2015

#### **5.1 What is the Faculty of Humanities and how is it run?**

Universities all over the world traditionally divide their academic activities into faculties which consist of academic units based on a particular discipline, or on a grouping of disciplines employing similar methodologies. This is the approach that is followed at the University of Manchester, and these sub-faculty disciplinary units are known as Schools. The Faculty plays an important role within the University, since it is the Faculty which is responsible, on behalf of Senate, for the regulation of the degree programmes offered, and it is through the Faculty that academic qualifications are awarded. The designation 'Humanities' distinguishes this Faculty from the other three Faculties – Engineering and Physical Sciences; Medical and Human Sciences; and Life Sciences.

The Faculty of Humanities encompasses academic areas as diverse as Arts, Education, Social Sciences and Business & Management and is the largest Faculty in the University. With over 16,000 students and some 1200 academic staff, it is the largest Faculty of the Humanities in the UK and is equivalent to a medium-sized university. All the disciplines in the Faculty recruit students globally and the overwhelming majority of our academics have international reputations for the quality of their research. The University is committed to the ongoing enhancement of the international profile of the Faculty of Humanities.

One of the great advantages of being a student at The University of Manchester is that you will have the opportunity to be taught by internationally recognised researchers. The University's place as one of the UK's top research universities was confirmed in the results of the 2014 Research excellence Framework (REF) which is the new system for assessing the quality of research in UK higher education institutions. The University of Manchester was ranked in fifth place in terms of research power (calculated by grade point average multiplied by times number of staff submitted, or by 4\*/3\* multiplied by times number of

staff submitted. The Faculty of Humanities had one of the broadest submissions, with research evaluated in 17 discipline areas and involving 79% of our eligible staff. 78% of our overall research activity was judged to be 'world-leading' (4\*) or 'internationally excellent' (3\*), with 33% at 4\*. The Faculty was recognised as excellent in disciplines which span the full range of academic research, including: Sociology, Anthropology, Development Studies, Drama, Business and Management, Modern Languages and Linguistics and Art History (compared to the Art History departments represented in the joint assessment panel). Twelve of our 20 Units of Assessment were ranked in the top ten nationally, of which seven were ranked in the top five for Grade Point Average or research power. Those ranked in the top five are Sociology, Anthropology, Development Studies, Drama, Business and Management, Modern Languages and Linguistics and Art History (compared to the Art History departments represented in the joint assessment panel).

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

The Faculty is the interface between the discipline-based Schools and the University and is headed by a Dean who is supported by a team of Associate Deans, all of whom hold a particular portfolio, and these are listed below:

Vice-President & Dean

Professor Keith Brown

#### Associate Deans

Teaching, Learning & Students  
Postgraduate Education  
Research & Deputy Dean  
Social Responsibility

Dr Fiona Smyth  
Professor Maja Zehfuss  
Professor Colette Fagan  
Professor Ken McPhail

#### Assistant Associate Deans

Teaching, Learning & Students  
  
Postgraduate Education  
Research  
Internationalisation  
Business Engagement

Professor Judy Zolkiewski  
TBC  
Ms Judith Aldridge  
Professor Nicola Glover-Thomas  
Professor David Law  
Dr Andrew James

## **5.2 What can the Faculty do for you?**

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

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

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

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

The focus of your involvement as a student is likely, however, to be the disciplinary grouping, i.e. the School within which your studies are based, or in the case of students on interdisciplinary programmes, the office which is responsible for administering your programme. You may have contact with the Faculty if you have a problem that cannot be resolved at a local level within the School or Programme Office, e.g. breach of regulations, appeals or disciplinary matters. Otherwise it is entirely possible to complete a course of study without ever interacting directly with the Faculty.

The Faculty has a role in considering issues, such as an academic appeal or complaint, which cannot be resolved with an appropriate member of staff in your School.

Sometimes disciplinary action is required when students are in breach of the University's General Regulation XVII (Conduct and Discipline of Students); the most common breach is when students commit academic malpractice e.g. plagiarism, collusion or other forms of cheating. Any student found guilty of misconduct has the right of appeal both against the finding itself, and any penalty imposed, provided that there is: evidence of procedural irregularity on the part of the University; availability of new evidence which could not reasonably have been expected to be presented at the original hearing; or the disproportionate nature of the penalty. The relevant Regulations/Policies and forms can be found at : <http://documents.manchester.ac.uk/studentrelatedlist.aspx> and the completed forms should be submitted to:

[humsacm@manchester.ac.uk](mailto:humsacm@manchester.ac.uk)

### 5.3 The University of Manchester Alumni Association

*What does alumni mean?* It simply means 'former students'. You will become an alumnus of the University following graduation.

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 Dewhirst (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 *Fresh Meat*); 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' [www.manchester.ac.uk/yourmanchester](http://www.manchester.ac.uk/yourmanchester) 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](#).

## **6 School of Arts, Languages and Cultures**

### **6.1 Welcome and Introduction**

HCRI is part of the School of Arts, Languages and Cultures (SALC). SALC brings together an exceptionally diverse and successful concentration of teachers and researchers with the ambition of positioning the Arts at the core of the University's mission and at the forefront of its international reputation. Attracting the best teaching and research talent, the School aims to give our students a learning and teaching experience of the highest quality where they are taught and guided by inspiring academics, making our graduates highly sought after by employers. It has a strong commitment to social responsibility and public engagement and seeks to create and develop knowledge that makes a difference both to those researching and studying in the School and in the wider world. Staff are engaged in a broad field of scholarship in arts, languages, and cultures and we are committed to inter- and multi-disciplinarity at all levels of study and research. All students have the chance to take course units from across the School and I would urge you to make the most of this exciting opportunity.

The School is made up of seventeen different disciplinary areas: Arabic and Middle Eastern Studies, Archaeology, Art History and Visual Studies, Classics and Ancient History, Drama, East Asian Studies, English, American Studies and Creative Writing, French Studies, German Studies, History, Italian Studies, Linguistics and English Language, Music, Religions and Theology, Russian and East European Studies, Spanish, Portuguese and Latin American Studies, and Translation and Intercultural Studies, plus

the University Language Centre which offers teaching in nearly 20 languages (ranging from Arabic to Urdu). The School is home to nearly 6,000 undergraduates and postgraduates, and it employs around 350 academic staff, more than a dozen postdoctoral research fellows, and a large cohort of teaching assistants, all supported by around 100 professional support services staff.

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

The School also has its own cultural assets such as The Martin Harris Centre for Music and Drama and The Confucius Institute. Outside the University, we have excellent links with a range of cultural partners such as Cornerhouse, The Royal Exchange, Contact and Library theatres, the Hallé Orchestra, the Instituto Cervantes, the Alliance Française, and the Società Dante Alighieri.

Welcome to the School. This guide has been written for you, in conjunction with current students of the School, to help you navigate through your studies and beyond. I hope you find it useful.

Best wishes

**Professor Stephen Hutchings**

Head of the School of Arts, Languages and Cultures

## 6.2 Key School staff

**Head of School:** Professor. Allesandro Schiesaro- Room A3 Samuel Alexander Building; telephone: 0161 275 3283; email: [HoS\\_SALC@manchester.ac.uk](mailto:HoS_SALC@manchester.ac.uk)

The Head of School has ultimate responsibility for all aspects of academic activity within the School. Professor Hutchings has an open hour from (to be confirmed by 1<sup>st</sup> Sept) for any student wishing to see him about any academic matter. Students should contact Chloe McEvoy [chloe.mcevoy-4@manchester.ac.uk](mailto:chloe.mcevoy-4@manchester.ac.uk) in the School Office if they wish to make an appointment.

**Director of Undergraduate Education:** Dr Liam Harte - Room S1.22 Samuel Alexander Building, telephone: 0161 275 3162; email: [liam.harte@manchester.ac.uk](mailto:liam.harte@manchester.ac.uk)

The Director of Undergraduate Education is responsible to the Head of School for maintaining the academic standards of each of the School's degree programmes. Dr Harte will normally be available during his office hours of Monday 3.00-4.00 and Wednesday 12.00-1.00 to see any student who wishes to discuss academic or personal matters. To see Dr Harte at another time please contact the Teaching and Learning Reception [salc-reception@manchester.ac.uk](mailto:salc-reception@manchester.ac.uk) to make an appointment.

**Assistant UG Director, Academic Advising and Employability:** Dr Lindy Crewe - Room 3.15, Mansfield Cooper Building, telephone: 0161 306 1658; email: [lindy.crewe@manchester.ac.uk](mailto:lindy.crewe@manchester.ac.uk)

The Assistant Director, Academic Advising and Employability is responsible to the Director of Undergraduate Education for developing the School's policies and provision of

academic advice for our students, and improving their employability through the enrichment of their degree programme. Enquiries for Dr Crewe should come through the Teaching and Learning Reception [salc-reception@manchester.ac.uk](mailto:salc-reception@manchester.ac.uk) to make an appointment.

**Assistant UG Director, E-Learning, Flexible Honours and Teaching Innovation:** Dr Joseph McGonagle - Room S4.14, Samuel Alexander Building, telephone: 0161 275 3230; email: [joseph.mcgonagle@manchester.ac.uk](mailto:joseph.mcgonagle@manchester.ac.uk)

The Assistant Director, E-Learning and Assessment is responsible to the Director of Undergraduate Education for developing the School's policies and provision of e-learning across all of its degree programmes and to review, monitor and improve the variety of assessment practices across the School. Enquiries for Dr McGonagle should come through the Teaching and Learning Reception [salc-reception@manchester.ac.uk](mailto:salc-reception@manchester.ac.uk) to make an appointment.

The **Teaching and Learning Manager** is Elizabeth Nolan - Room A9, Samuel Alexander Building; telephone 0161 275 4494; email [elizabeth.nolan@manchester.ac.uk](mailto:elizabeth.nolan@manchester.ac.uk)

The **Undergraduate Manager** is Emma Wilson – Room A8, Samuel Alexander Building; telephone 0161 275 3419; email [emma.wilson@manchester.ac.uk](mailto:emma.wilson@manchester.ac.uk)

The **Assessment Manager** is Morag Guilfoyle - Room W2.15, Samuel Alexander Building; telephone 0161 306 1645; email [morag.guilfoyle@manchester.ac.uk](mailto:morag.guilfoyle@manchester.ac.uk)

The **Curriculum Manager** is Louise Stewart - Room S3.8, Samuel Alexander Building; telephone 0161 275 8980; email [louise.stewart@manchester.ac.uk](mailto:louise.stewart@manchester.ac.uk)

The **Programmes Manager** is Fiona Fraser - Room 2.17, Mansfield Cooper Building; telephone 0161 275 3157; email [fiona.fraser@manchester.ac.uk](mailto:fiona.fraser@manchester.ac.uk)

The **Student Life Manager** is Lee Felvus - Room S3.25, Samuel Alexander Building; telephone 0161 275 8980; email [lee.felvus@manchester.ac.uk](mailto:lee.felvus@manchester.ac.uk)

The **Student Support and Guidance Manager** is Sara Latham - Room A17, Samuel Alexander Building; telephone 0161 275 8056; email [sara.latham@manchester.ac.uk](mailto:sara.latham@manchester.ac.uk)

### **6.3 Communications within the School of Arts, Languages and Cultures**

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

- a) Email messages initiated by staff in the School (both academic and administrative) will be sent to your University email address. All messages sent to you via email distribution lists will include your University email address.
- b) You are required to check your University email account on a regular basis. If you wish to set up auto-forwarding arrangements to a private email account, you may do so; but it is your responsibility to ensure, one way or another, that you read with minimal delay all messages sent to your University email address. **Failure to read messages delivered to your University email account will not be accepted as a legitimate excuse if you fail to act on information that has been sent to you.**
- c) You may send messages to staff from your private email address, but if you send a message from your private account, you must also check your University email account for any replies to your message. All emails to staff should be written as formal,

professional correspondence, opening with 'Dear \_\_\_\_' and using paragraphs and standard grammar.

- d) **Important Note:** If you send a message from a private email address, you should be aware that, due to the increasing problems of spam and viruses, a member of staff may sometimes have legitimate cause for suspicion about your message, and may therefore be obliged to delete it without opening it. This is especially likely to apply if your name and the subject matter of your message are not clearly identified in the email address and header. **In all such cases any failures of communication are your own responsibility.**
- e) It is essential that information is kept up to date – both from us to you and from you to us. It is *absolutely vital* that you check the undergraduate intranet and noticeboards regularly; that you check your email regularly; that you update the student system and tell your Programme Administrator of *any* change in your recorded details.

#### **6.4 Changes to your personal information (address/phone number, etc)**

It is your responsibility to ensure that the Student System is kept up to date with changes to your personal or programme details. Any change of personal details must be completed online via the Self-Service System. If you are unsure of how to do this you should ask your Programme Administrator. If the School's (and consequently the University's) record of your personal and degree programme or course unit registration is wrong, this can lead to problems at Examination times and with funding and other official processes.

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

## **7 Teaching, Learning and Progression**

### **7.1 Registration**

Registration takes place at the start of each academic year. For most students this will involve going through a series of processes online, to confirm personal details and to complete financial registration with the University. Returning students will be written to by the beginning of each academic year, to inform them of arrangements for registration for the coming session.

You must meet the set deadlines for completion of registration so that the University can accurately record its student data. The first deadline is normally 30<sup>th</sup> September. **You risk being charged a fine if you do not meet registration deadlines.**

### **7.2 Induction**

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

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

### 7.3 Understanding your Timetable

Once you have completed the online enrolment process your personalised timetable will be available through the timetabling portal in My Manchester, within 24 hours. Getting to grips with how to understand your timetable is a key part of your induction to University and you must check it weekly for the most up to date room information. Please see our guide on how to use your timetable:

<http://documents.manchester.ac.uk/display.aspx?DocID=21114>

### 7.4 Programme Changes

#### 7.4.1 Changing to another degree programme

If, for whatever reason, you are considering changing to another degree programme within the University of Manchester, you should first consult your Academic Advisor and/or Programme Director and Administrator. Please also read the University guidance on making changes to your degree programme:

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/formal-procedures/course-change/>

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

- a) Check with your funding provider that the proposed change is acceptable.
- b) International Students should contact the International Advice Team to clarify how a course change will affect your immigration status and entitlements.
- c) Consult the Admissions Officer or Programme Director for the programme you wish to join; you will need confirmation of your previous qualifications and a transcript of grades to date of your current degree programme. If the admissions officer confirms that you are able to move onto the degree programme, you should obtain a SALC Change of Degree Programme application form from your **current** Programme Administrator.
- d) The form needs to be completed by yourself and signed by your **current** Academic Advisor or Programme Director (your programme administrator will confirm which is applicable for your subject area) followed by the Admissions Officer or Programme Director of the admitting department. Please submit the form to your **current** programme administrator who will liaise with the admitting department to make the changes on the student system.

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

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

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



## 7.4.2 Changes to Programme Handbooks

While every effort is made to ensure that course and programme details are correct at the time of publication, changes are sometimes unavoidable (as a result, for instance, of changes in staffing arrangements or in Faculty/University regulations, or of factual errors which occasionally slip past even the best proof-reader). Changes to course details or programmes of study are normally subject to validation by the School's Undergraduate Committee. If a change needs to be made to information published in this Handbook, you will be notified in one or more of the following ways:

- a) by a posting on the undergraduate intranet:

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

- b) by email or via Blackboard: this will always happen if a change has to be made to a central part of a course for which you are enrolled (for instance, the class time, or the teaching or assessment method). Subject Areas are normally required to seek your agreement to any proposed change of this sort; where, however, the change is unavoidable, it will offer you the option of transferring to another course.

## 7.5 Teaching Contact Time in SALC

### 7.5.1 Contact Time

Undergraduate students in SALC take on average three course units per semester of 20 credits each. Students can expect 3 hours of formal teaching contact time per week with academic staff, in lectures, seminars, workshops or the equivalent, for each 20 credit course unit.

- a) UG students have a minimum of 30 hours (normally 33 hours) of timetabled lectures, seminars, tutorials, or equivalent per 20 credit unit
- b) each 20 credit course unit includes the opportunity for an average or the equivalent of one additional contact hour per week. This may be offered as a designated weekly consultation hour, or made use of more flexibly (e.g. 4 hours of individual essay consultation; 4 hours of individual essay feedback; and 3 hours of revision/exam preparation). These additional hours are intended to support and consolidate the teaching provided in lectures and seminars, rather than to cover new material
- c) course units are also supported through a range of other kinds of formal or informal contact. Examples include:
- workshops with outside speakers
  - one-off sessions to tie in with news events
  - Departmental and Institute events
  - Conference attendance

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

This combination of scheduled contact, flexible consultation hours, and additional activities ensures that SALC meets – and in many cases exceeds – the requirement that all students spend 25% of their time in formal or informal contact, as specified in the Minimum Requirements for Contact Hours in the Faculty of Humanities (April 2012).

Within SALC, students taking three 20 credit units per semester can therefore expect to have a minimum of 12 contact hours per week (9 scheduled hours plus 3 flexible hours available for consultation), that is, 240 hours per year. The following exceptions apply:

- a) Level 3 dissertations, and some other units involving one-to-one supervision and centring on guided independent learning, may offer fewer contact hours than a standard unit
- b) for students completing a period of residence abroad, or on placements, the minimum applies only to their time spent studying in Manchester

### **7.5.2 Credit Rating and Work Time**

Course units are normally credit-rated at 20 credits per course unit. One credit stands for 10 hours of work time (which includes formal and informal contact time as well as directed and independent study time). So in a 20 credit course we expect 200 hours of work time across the semester. This can normally be broken down as follows:

#### **A 20 credit unit equates to 200 hours of learning**

- 40 hours teaching contact (30 hours of class contact plus 10 hours of additional contact through consultation hours, feedback sessions, field trips and so on)
- 40 hours background reading and research
- 60 hours independent preparation for classes (including studying seminar texts, preparing formative assignments, reviewing lecture notes, and reflecting on learning)
- 60 hours assessment (actual assessment time plus preparation)

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

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

### **7.6 Work and Attendance**

All students at the University of Manchester are expected to be independent learners and as such are active participants in their own learning experiences and must take responsibility for achieving their learning outcomes and reaching their potential. Regular attendance increases engagement with the programme, will help to improve academic achievement and can facilitate the development of core skills such as teamwork and professional communication.

The University believes that by monitoring student attendance we are able to provide support and guidance to those students who, as a consequence of their non-attendance are identified as struggling with motivation and commitment to their studies.

The guidelines below have been developed as part of the University's commitment to provide a supported learning environment in which students are encouraged to develop knowledge, understanding and the range of skills and attributes expected of a Manchester

Graduate. The guidelines aim to encourage active participation in all learning activities through regular attendance.

The guidelines must be read together with:

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

[Guidelines on monitoring student attendance and engagement with their programmes of study](#)

[Policy on Personalised Learning](#)

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

This means that you should be spending:

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

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

Students are required to be in attendance throughout the academic year, including Reading Week in Semester 1 and both periods of revision and assessment. If you are prevented by illness, accident or other circumstance beyond your control from attending any tutorial class, you should notify your Programme Administrator by email on the first day of your absence.

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

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

Student attendance is monitored by the School throughout the year and we will expect you to complete the attendance sheet when it is used in a class – some course unit teachers may input your attendance record directly into the Student System. We expect students to attend all classes, and the Course Tutor may directly contact students who have been missing classes.

If you are taking a course taught by another Subject Area or School within the University, you are required to make yourself aware of and comply with the Subject Area or School's regulations for attendance on that course.

## **7.7 Certification of illness and absence from the University**

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

You should always consult your GP (or for emergencies the Accident and Emergency Department of a hospital) if your illness is severe, if it persists or if you are in any doubt

about your health. You should also consult your GP if your illness means that you are absent from the University for more than 7 days, including a weekend. Please see details above (section 1.7) for how to inform the University about your illness.

Please also see the section (2) on *Mitigating Circumstances* if your work has been affected by illness.

## **7.8 Important Attendance Information for International Students**

### **Tier 4 Visa Attendance Monitoring Census**

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

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

#### **When are the census points?**

In the 2015/16 academic year, the international **undergraduate** student Tier 4 attendance monitoring census points will be during the following periods:

<b>Census Point</b>	<b>Dates</b>	<b>Population</b>
October 2015	28 September - 9 October 2015	All active Tier 4 students*
January 2016	18 - 29 January 2016	All active Tier 4 students
May 2016	19 May - 8 June 2016	All active Tier 4 students

Please note:

- \*If you are a **new** student, registration is your first point to confirm your attendance at the University and you will **not** be required to attend a further census point in October 2015.
- You will receive an e-mail from the School to confirm when and where you should attend to have your attendance confirmed. You must check your University e-mail account regularly. Failure to check your e-mail account is not a valid reason to be absent from a census point.

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

If you cannot attend in person due to a valid reason which includes: illness; placement; field studies; on year abroad; research work; or any other reason connected to your programme of study, you must email the School [salc-reception@manchester.ac.uk](mailto:salc-reception@manchester.ac.uk) to inform us 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 UKVI by the end of each census point in the academic year. If you do not attend a census point when required by your School and you do not provide a valid explanation for your absence you will be deemed to be “not in attendance”.

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

### **Further information**

For more information on Tier 4 visas:

<https://www.gov.uk/tier-4-general-visa/overview>

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

## **7.9 Consequences of Unsatisfactory Work and Attendance**

The University has the right to exclude any student who fails to observe the work and attendance regulations; see the University Regulation XX Work and Attendance of Students at:

<http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=1895>

Academic tutors keep records of students’ attendance at all classes. If you are absent from a class without satisfactory explanation this will be recorded on the Student System.

If for any reason you are unable to attend classes and/or submit written work on time, it is important that you discuss the situation with your Academic Advisor and Course Tutor, please see details above (section 1.7).

Unexplained (or unsatisfactorily explained) absence from classes, failure to hand in assessed written work, or failure to deliver oral presentations will result in you being reported to your Academic Advisor or Programme Director. This may lead to the formal disciplinary procedure which can result in your exclusion from University examinations and from your programme of study.

Students whose attendance is cause for concern will be contacted and required to attend a meeting with their Academic Adviser/Programme Director to discuss their absences. This meeting may result in a referral to the Student Support and Guidance Office or central support services as required.

Students who do not respond to initial warnings about their attendance will enter the formal disciplinary procedures.

**Students** whose attendance record is of concern will be required to attend a formal School hearing. At this hearing the student will be given the opportunity to explain their absences with a panel made up of academic and professional support staff, including staff from the Student Support and Guidance Office. Following the hearing, students will be given sufficient opportunity to demonstrate significant improvement in their attendance. After this period a decision will be taken as to whether or not any further action is required.

Following receipt of an official warning, if attendance does not improve, a final letter will be sent informing the student that they will be prevented from taking any further assessment/examinations and thereby excluded from the University.

**Please note:** The University regulations state that no student will be refused permission to be entered for an examination, or to have coursework assessed, on the grounds of unsatisfactory work or attendance unless a formal written warning has been issued. It is your responsibility to update your registered address(es) on the Student System to ensure that you receive any relevant correspondence sent by post.

Your right of appeal against a decision to refuse you permission to take examinations or submit yourself for assessment, or against exclusion due to academic failure, is set out in [Regulation XIX, Academic Appeals](#).

## 7.10 Interruptions to Study/Repeating Year

It is the expectation of the University that you will complete your programme in one continuous period of uninterrupted study. It is understood, however, that you may encounter personal difficulties or situations which may seriously disrupt your studies. In such instances, you may need to request an interruption to your studies. Please note that an interruption of study is not an automatic right; requests must meet the appropriate grounds and be approved by the School (please see details below).

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.

### **University Guidance for Students:**

<http://documents.manchester.ac.uk/display.aspx?DocID=4780>

### **How to apply for an interruption**

Students must complete the SALC Request for an Interruption to a Taught Programme form available from the Student Support & Guidance Office. Any supporting evidence should be provided when the form is submitted.

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

Interruptions will not normally be granted retrospectively. The interruptions mechanism is not intended to be used to enable students to repeat a year to improve marks.

### **Acceptable grounds for an interruption:**

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

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

- Delays in progress due to unforeseen problems (e.g., moving of offices/buildings, supervisor changes etc) which are outside of the student's control

#### Maternity leave

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

#### Paternity leave

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

#### Adoption leave

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

#### **Grounds that will not normally be accepted:**

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

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

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

#### **Period of interruption**

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

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.

#### **Student status during the interruption period**

During a period of interruption you will not be a registered student of the University and your right to be on University premises will be that of a member of the public. During the period of interruption, a student's registration status is 'leave of absence' (LOA) and no

tuition fees are payable. Where tuition fees have already been paid they will be refunded or held over by the University.

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

### **Returning from a period of interruption**

Students who have interrupted their programme on medical grounds will be required to provide medical evidence that they are fit to return and resume their studies. This must be provided in advance and, ideally, one month prior to a student's intended date of return.

### **Failure to return from a period of interruption**

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

## **7.11 Withdrawing from your programme**

If you are considering withdrawing from your programme of study, please ensure that you speak to your Academic Advisor, Programme Director and/or the Student Support & Guidance Office staff immediately. They will be able to offer you advice and support and may be able to present alternative options that you may wish to consider. You are also strongly advised to read the information available on the Crucial Guide website to help you in your decision-making: <http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/formal-procedures/withdrawal/>

If, for whatever reason, you firmly decide to withdraw from your programme of study, please ensure that you inform the Student Support & Guidance Office as soon as possible. We will ask you to complete a short form to confirm the reasons for your withdrawal. The School is required to notify the University Student Services Centre of your withdrawal and of your last date of attendance. If appropriate, this information will also be communicated to Student Finance England if you are in receipt of funding for your studies.

## **8 Learning resources**

### **8.1 The University of Manchester Library and other Libraries**

[www.manchester.ac.uk/library](http://www.manchester.ac.uk/library)

Did you know?

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

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

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



On the Library website there are 'how to' videos on a range of topics from using the printers and photocopiers to booking a PC or accessing resources off campus.

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

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

[www.facebook.com/tuomlibrary](http://www.facebook.com/tuomlibrary)

[www.twitter.com/@UoMLibrary](http://www.twitter.com/@UoMLibrary)

### **John Rylands University Library Deansgate**

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

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

<http://www.library.manchester.ac.uk/rylands/visitus/files/John-Rylands-Souvenir-Guide-TEXT.pdf>

## **8.2 Computer Clusters**

The School's buildings have computer cluster facilities which are open to students throughout the year – if they have been booked out for teaching purposes, a sign will be clearly displayed. You can details of where the computer clusters are at your subject area's Reception point.

## **8.3 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 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](http://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.

## 8.4 Study Skills

While every effort is made by teaching staff to deliver their courses effectively, and to encourage active learning, the quality and success of the learning experience ultimately depends on a corresponding commitment on the part of students. Studying at university requires a high degree of responsibility for your own learning. If you are to benefit from the unique experience of university study, acquiring not only specialist knowledge but also the capacities for critical, analytical thought and clear expression, then you personally, and your peers collectively, must contribute to the creation of an active learning environment. This entails:

- a) preparing adequately for lectures, seminars and tutorials, whether by reading alone or by organising ideas for group discussion;
- b) participating actively as appropriate, by engaging in discussion, asking questions, or giving oral presentations;
- c) following up the class in independent study (reading, making notes, rationally organising your material).

**Think in terms of skill acquisition and your intellectual development, not just in terms of amassing and then reproducing information, and remember: even if assessment is usually based on individual achievement, the best way to maximise**

**learning resources and to prepare for life after university is by learning to work collaboratively.**

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/>

## **8.5 Guide to written work (including Bibliographies and Footnotes)**

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

Please see a full guide at the end of this Handbook on written work for your degree programme.

## **9 Academic Feedback**

### **9.1 What is feedback?**

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

#### **9.1.1 Seven principles of good feedback practice have been identified:**

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

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

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

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

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

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

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

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

Following examinations, an exam feedback form can be collected from your Programme Administrator. Examination scripts are not returned to students.

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

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

## 9.3 When is feedback given?

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

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

## 9.4 What is the difference between formative and summative feedback?

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

Summative feedback is feedback given on a piece of work where the mark counts towards your final course unit mark and is generally given at the end of a period of study, for example, at the end of a level 3 dissertation or level 2 long essay.

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

## 9.5 What happens if I want more feedback?

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

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

The SALC policy on Feedback can be found at:

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

## 10 Mitigating circumstances

### 10.1 What are mitigating circumstances?

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

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

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

### 10.2 How do I submit a mitigating circumstances application?

You will need to submit a mitigating circumstances application using the online form available on the student intranet here: <http://www.alc.manchester.ac.uk/studentintranet/support/mitigatingcircumstances/>

Relevant supporting evidence can be submitted in hardcopy to the School Office, Room A1, Samuel Alexander Building. In some cases it is acceptable for electronic copies to be submitted via email to: [salc-studentsupport@manchester.ac.uk](mailto:salc-studentsupport@manchester.ac.uk).

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

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### 10.3 Do I need to submit supporting evidence?

Yes. All mitigating circumstances applications must be supported by independent third party evidence. The nature of this documentation will vary according to the nature of the circumstances, but it must be sufficiently independent to confirm the case you are making. Examples of evidence include a doctor or other health professional's letter, counsellor's

letter, self-certification form signed by your GP or GP's Medical Practice (for illnesses of 7 days and under only).

Please note that your application cannot be considered until your evidence has been received.

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

#### **10.4 When should I submit an application?**

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

If the circumstances have arisen during the course of an examination period, your application should be submitted as soon as possible and at the very latest by the School deadlines as detailed below. If you cannot submit your form by this date, then you should explain the reasons why and the Committee will decide if the circumstances warrant the consideration of a late application.

The final dates for submitting mitigating circumstances applications and evidence relating to the examination periods are available on the online version of the handbook, and on the Student Support and Guidance web pages:

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

You are responsible for submitting your mitigating circumstances application and evidence on time. If you submit your application after the submission or examination date then you must also include a compelling explanation as to why the application was not submitted sooner. The School reserves the right to refuse late applications that are submitted without a suitably compelling explanation for the delay.

#### **10.5 What happens next?**

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

#### **10.6 How will my application be considered?**

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

## **10.7 I am registered with the Disability Support Office, how will this affect my application?**

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

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

For detailed guidance please refer to the student intranet :

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

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

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

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

It is important that you contact the support services noted below for advice and to discuss how the University can support you during your studies, as it is not the role of the Mitigating Circumstances Committee to assess your support needs.

### **Student Support & Guidance Office:**

The School's Student Support & Guidance Office can help you access all types of support.

Tel: 0161 306 1665, email: [salc-studentsupport@manchester.ac.uk](mailto:salc-studentsupport@manchester.ac.uk)

**Your Academic Advisor:** you can find the email address of your Academic Advisor here:

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

**Students' Union Advice Centre:** Tel: 0161 275 2947

**University Counselling Service:** Tel: 0161 275 2864

**Disability Support Office:** Tel: 0161 275 7512, email: [dso@manchester.ac.uk](mailto:dso@manchester.ac.uk)

# **11 Assessment**

## **11.1 Methods of Assessment**

By the end of the degree programme, each student will have experienced a variety of formative and summative assessment methods, which will have developed and tested different skills in written or oral communication. Formative assessment (which may award the student a notional mark and/or offer detailed feedback on the student's progress) is often used in Level 1 courses; however, only the marks awarded in summative assessment count towards the student's final mark. Formative assessment (whether



informally or formally assessed) may, in some course-units, be written up into a final version that is then summatively assessed.

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

- a) written examination
- b) assessed essay
- c) dissertation
- d) oral/group presentations
- e) web CT
- f) portfolio
- g) class tests

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

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

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

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

In order to satisfy the Board of Examiners, you must gain the necessary 120 credits at each Level by passing all course units taken. You will normally be expected to have achieved a pass mark (40 or above) in each course unit. See the SALC Student Guide to the Degree Regulations and the section on Compensation in the Degree Regulations at the end of the Handbook.

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

## 11.2 Assessment Criteria

Listed below are the School of Arts, Languages and Cultures Grade Descriptors for Written Work and Examinations. Grade Descriptors for other types of work are available on the intranet <http://www.alc.manchester.ac.uk/studentintranet/>



**GRADE DESCRIPTORS FOR WRITTEN WORK**

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

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

# Grade Descriptors for standard written Exams

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

### 11.3 Plagiarism and other forms of Academic Malpractice

[NB: Plagiarism and other forms of academic malpractice are covered by the University's *Regulation XVII: Conduct and Discipline of Students* (see separate section below).]

#### Definition of academic malpractice

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

As a student, you are expected to cooperate 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.

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 penalised. **At the very least a mark of only 30% would be awarded for the piece of work in question, but it could be worse; you could be awarded zero (with or without loss of credit), fail the whole unit, be demoted to a lower class of degree, or be excluded from the programme.**

Academic malpractice includes **plagiarism, collusion, fabrication or falsification** of results and anything else intended by those committing it to achieve results 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 may be screened electronically to check against other material on the web and in other submitted work.

**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 presented for assessment on a previous occasion), and the submission of material from 'essay banks' (even if the authors of such material appear to be giving you permission to use it in this way). 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.

To assist you, here are a few important dos 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!)

**Do** make sure that all the texts you draw on are cited in your bibliography, and that your references give a complete record of the sources you have used. Be particularly careful with **secondary quotation**: that is, when quoting material from a book or article you have not read via another text.

- Where possible, quotations in your coursework should be taken directly from the original source. In cases where the original text is not available to you, it is normally acceptable to use material from it which is quoted in a secondary source. Using quotations without acknowledging their origin is a form of plagiarism. Make sure when using secondary quotations, therefore, that your footnotes refer both to the original text and the source you have used, e.g.

Lucien Lévy-Bruhl, *Les fonctions mentales dans les sociétés inférieures* (Paris, 1910), 30, as quoted in Steven Lukes, *Moral Relativism* (London, 2008), 7.

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, consult your programme handbook or ask your tutor or the course coordinator 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.

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.

**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** 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.

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.** 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.

**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.

**Finally:** 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.

More information on how to avoid plagiarism can be found via the Faculty of Humanities study skills website:

[http://www.humanities.manchester.ac.uk/studyskills/essentials/writing/avoiding\\_plagiarism.html](http://www.humanities.manchester.ac.uk/studyskills/essentials/writing/avoiding_plagiarism.html)

The University uses electronic systems for the purposes of detecting plagiarism and other forms of academic malpractice and for marking. Such systems include Turnitin, the plagiarism detection service used by the University.

As part of the formative and/or summative assessment process, you may be asked to submit electronic versions of your work to Turnitin and/or other electronic systems used by the University (this requirement may be in addition to a requirement to submit a paper copy of your work). If you are asked to do this, you must do so within the required timescales.

The School also reserves the right to submit work handed in by you for formative or summative assessment to Turnitin and/or other electronic systems used by the University.

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.

#### **11.4 Submission of assessed work**

Submission deadlines are distributed over a number of weeks in each semester and measures are taken to try to avoid students having multiple simultaneous deadlines. **However, it is not always possible to avoid simultaneous deadlines and it is your responsibility to ensure that you manage your time effectively and spread your workload evenly over the semester rather than leaving everything to the few days before a piece of work is submitted.**

Your course tutor will inform you of the deadline for submission of a piece of assessed work. When submitting the piece of assessed work, a number of rules apply. If you fail to follow them properly, your work may have to be resubmitted, in which case a penalty for late submission may apply.

Unless otherwise stated by your course unit director, all course units expect assessed coursework, and some formative coursework to be submitted electronically via TurnitinUK which is built into your Blackboard course units.

##### **For online submission to Turnitin:**

- a) To enable anonymous marking, your coursework must **not** have your name anywhere on it.
- b) To avoid the risk of material being lost, your coursework must carry a header on each page, which will include your **student registration number** (found on your library card) and the **code and name of the course**.
- c) The word count for each piece of written work must be displayed clearly on the top right-hand side of the first page.
- d) Upload your coursework through the Turnitin/Grademart link in the course unit Blackboard site. This link is usually found in the 'Assessment' folder on the left-hand side of the module's Blackboard landing page.
- e) **You must upload your work using your student registration number and the question number/title (e.g. 8000000\_Q3) in the title field.**
- f) If you wish, you may also email a back-up copy to [salc-assessment@manchester.ac.uk](mailto:salc-assessment@manchester.ac.uk) with a subject line including your student registration number and the relevant module code (e.g. 8000000\_HIST11042).

- g) You are responsible for ensuring you upload the correct document.
- h) You are responsible for successfully uploading your coursework before the 12noon deadline on the date set by the Course Unit Director.
- i) You are responsible for keeping a copy of your coursework and a copy of the digital receipt containing your unique ID number and confirming your submission.
- j) The failure of individual computing equipment does not provide mitigating circumstances for late submission. Only a system failure confirmed by the University of Manchester IT Team provides mitigating circumstances for late submission.
- k) If you have any problems with your submission you should contact your Course Unit Director, Programme Administrator, or the E-Learning helpdesk:

[www.studentnet.manchester.ac.uk/blackboard](http://www.studentnet.manchester.ac.uk/blackboard)

#### **For hardcopy submissions:**

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

### **11.5 Word limit**

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

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

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

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



## 11.6 Penalties for late submission

In common with the other Schools in the Faculty of Humanities, SALC operates a 'sliding scale' system of penalties for coursework submitted late. Any assessed coursework submitted after the deadline without good cause will incur a penalty determined by the lateness of its arrival:

- **ten marks will be deducted for the first day after the deadline**
- **ten additional marks will be deducted for each day thereafter (including weekends) for up to four days. After five days of deductions a mark of zero will be awarded.**

This penalty also applies to long essays and dissertations/theses.

Late work will be logged by the Programme Administrator, and students can expect to receive feedback on it in the normal way.

### 11.6.1 Mitigation

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

## 11.7 Examinations

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

The Policy can be found in Section D of the Assessment Framework at:

<http://documents.manchester.ac.uk/display.aspx?DocID=7333>

### 11.7.1 Timing of examinations

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

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

Examination timetable information is available via My Manchester and is also available at: <http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/exams/timetable/>

### 11.7.2 Missing examinations

University policy on resitting exams states that students are not likely to be offered a resit opportunity if they have not attempted the first sitting of that examination. This means that you cannot decide simply not to attend on the basis that you will be able to take the examination at a later date. More information on this can be found in Crucial Guide:

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

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

### 11.7.3 Examination papers

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

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

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

### 11.7.4 Moderation, anonymity and external examiners

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

All examination scripts, pieces of assessed work and theses are also made available to the External Examiners, who review a sample of scripts to ensure that standards are maintained and that marking is consistent. External Examiners are requested to advise in particular on first class marks, on borderlines between classifications and between passing and failing marks. Discrepancies between markers are also referred to the External Examiners.

## 11.8 External Examiners

External Examiners are individuals from another institution or organisation who monitor the assessment processes of the University to ensure fairness and academic standards. They ensure that assessment and examination procedures have been fairly and properly implemented and that decisions have been made after appropriate deliberation. They also ensure that standards of awards and levels of student performance are at least comparable with those in equivalent higher education institutions.

## 11.9 External Examiners for HCRI

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

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

Please note that it is inappropriate for students to make direct contact with External Examiners under any circumstances, in particular with regards to a student's individual performance in assessments. Other appropriate mechanisms are available for students,

including the University's appeals or complaints procedures and the Students' Union Advice Service. In cases where a student *does* contact an External Examiner directly, External Examiners have been requested not to respond to direct queries. Instead, External Examiners should report the matter to their School contact who will then contact the student to remind them of the other methods available for students. If students have any queries concerning this, they should contact the Assessment Manager, Morag Guilfoyle:

[morag.guilfoyle@manchester.ac.uk](mailto:morag.guilfoyle@manchester.ac.uk).

### 11.10 Referral (Resit) Arrangements

Where a course unit is assessed both by examination and by coursework, a student who passes the examination but fails the coursework may be permitted to submit fresh coursework in lieu of failed coursework by the start of the August/September examination resit period or may be required to take an examination in lieu of resubmission of coursework. Where a course unit is assessed by coursework alone, such a student may be permitted to submit fresh coursework or required to take an examination instead. All decisions regarding resit requirements will be made by the relevant Examination Board and Course Unit Director. First attempt candidates sitting in the resit period will be assessed on the same basis as the original assessment, including both examination and coursework where appropriate.

You should be aware that the University charges an **administration fee** to all resit candidates. (At the time of publication this was a flat fee of £75.) NB: this does not apply to candidates who are sitting an exam during the August/September period as a **first sit**.

If a student has failed a course (whether by failing the exam or the coursework element, or both), under certain circumstances s/he may be permitted a resit opportunity. However, 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. If a student was not able to sit the exam due to illness, s/he may be allowed to take the exam in August/September but it will count as a first sitting.

Students are normally permitted to resit a limited number of failed courses on no more than one occasion (for limitations and exceptions see below). The opportunity to pass a resit is given in order to allow the student to proceed into the following year. The resit is designed **only** to restore missing credits so that you may proceed towards the degree (N.B. in the paragraphs below Part-Time Students are understood as progressing from "first year" to "second year" and from "second year" to third year when they have amassed 120 and 240 units respectively. We refer to "years" rather than "levels" here to make clear that it is the status of the student, and not the year-level of the course, that is in question.)

**Refer to the Undergraduate Degree Regulations for details of resit opportunities in each year of your degree programme.**

It is important to understand that Boards of Examiners have the right to refuse an individual student a resit opportunity in **any** year of study if there has been a formal warning of unsatisfactory work and/or attendance. Resits may also be refused at the discretion of the Board of Examiners if the student has absented herself or himself without valid special circumstances.

**All students are required to make themselves available for resit examinations.** Holiday or other arrangements will not be accepted as an excuse for missing resit exams.

### 11.11 Recording and use of Examinations Results

Where a candidate fails a course but achieves a pass either by compensation arrangements or by resitting and passing the examination:

- a) For the purpose of carrying forward marks and for the classification of the degree or other qualification, the mark used should be the original fail mark agreed by the examiners if that mark is within the compensation zone or 30 if the original mark was below the compensation zone;
- b) For the purpose of transcripts issued by the University for external use, any compensated marks will be recorded with a C suffix. Resit examinations will be recorded with an R suffix, provided that the course has been passed on resit and regardless of the actual marks achieved.

### 11.12 Undergraduate Regulations

Students who commenced their undergraduate or postgraduate taught degrees at the University of Manchester from September 2012 or after will adhere to the new regulations governing undergraduate and postgraduate taught degree programmes. A copy of the Regulations is available online at:

<http://documents.manchester.ac.uk/display.aspx?DocID=13147>

A SALC Student Guide to the regulations is available online at:

<http://documents.manchester.ac.uk/display.aspx?DocID=21324>

A Glossary of Terms is available online at:

<http://documents.manchester.ac.uk/display.aspx?DocID=13146>

Students who registered *prior to September 2012* will adhere to the following degree regulations: <http://documents.manchester.ac.uk/Display.aspx?DocID=7324>

### 11.13 Degree Classification

#### UNIVERSITY OF MANCHESTER

#### HUMANITARIAN AND CONFLICT RESPONSE INSTITUTE

#### REGULATIONS FOR BSc (Hons) (Intercalated) Global Health

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

#### 1. Credit and Award Framework

- 1.1. The BSc (Hons) in Global Health is an award made by The University of Manchester (UoM) on the basis of the accumulation of credit.
- 1.2. To be admitted to the BSc (Hons) in Global Health, students must have completed at least two years of their MBChB, and must have obtained permission from their Hospital Dean in order to intercalate to the programme
- 1.3. To achieve the BSc (Hons) in Global Health, students must attempt course units totalling 120 credits, and achieve all 120 credits (90 credits of which must be at Level 6), with an average mark of at least 40.0%.

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

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

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

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

5. Exam Board Arrangements

5.1 There are normally 3 available assessment opportunities: January, May/June and Aug/September within each academic year.

5.2 There must be an opportunity after every assessment period for a chaired forum to make decisions regarding student's attainment on completed units.

5.3 Final degree classification for the BSc (Hons) (Intercalated) Global Health will be decided at the Board of Examiners in June.

6. Graduation

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

7. Examination Regulations and Student Conduct

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

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

8. Mitigating Circumstances

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

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

9. Appeals

Appeals will be considered in accordance with UoM regulations

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

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

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning and to make use of scholarly reviews and primary sources (for example refereed research articles and/or original materials appropriate to the discipline).

Typically, holders of the qualification will be able to:

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

**And holders will have:**

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

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

### **11.14 Compensation Arrangements**

The compensation arrangements described in the Degree Regulations and the SALC Student Guide to the Degree Regulations at the end of this Handbook are applied at the discretion of the Examination Boards. They are conditional on satisfactory attendance and coursework submission.

Please note that there may be some core courses which cannot be compensated and you must meet the pass mark for this unit in order to gain the credit and proceed.

Please note that Compensation arrangements are different under the regulations for students who commenced their degree *prior to* September 2012.

### **11.15 Dissertation Arrangements**

Dissertation supervision arrangements will be confirmed towards the end of Semester 1 and Dissertation Supervisors will be allocated in Semester 2.

### **11.16 Prizes and Awards**

Each year an award will be made for the student with the best overall performance and another for the best Dissertation.

## **12 Academic Appeals**

An academic appeal is the process that you must go through in order to have the decision of a board of examiners, or equivalent body which affects your academic status or



progress reconsidered. The University has an academic appeals procedure (Regulation XIX), full details of which can be found in the Crucial Guide:

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

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

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

The accepted grounds for appeal are as follows:

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

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

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

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

For further information on submitting an appeal, please contact the Student Support & Guidance Office.

## **13 Complaints**

If you have a complaint it should be made as soon as possible, and in any case within 40 working days, of the events or actions (or lack of actions) which have prompted the complaint. The University will not normally consider complaints made after this period, unless there is a compelling reason for the delay.



The University has a complaints procedure, full details of which can be found in Crucial Guide:

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

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

If you feel that the School's response has not fully resolved the concerns raised in your informal complaint, you may submit a formal complaint to the Faculty of Humanities Office. The Student Support and Guidance Office can advise you of the procedure.

## **14 Conduct and Discipline**

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

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

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

More information and a link to Regulation XVII can be found on the Crucial Guide website at:

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/formal-procedures/conduct-and-discipline/>.

## Appendix 1      SALC Guidelines on Written Work

### WRITING ESSAYS

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

#### 1. THE PURPOSE OF ESSAYS

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

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

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

#### 2. THE QUESTION

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

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

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

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

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

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

### 3. READING FOR THE ESSAY

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

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

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

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

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

### 4. PLANNING THE ESSAY STRUCTURE

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

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

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

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

#### The Introduction

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

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

### The Body of the Essay

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

### The Conclusion

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

## **5. WRITING THE ESSAY**

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

### The First Draft

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

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

### The Review

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

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

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

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

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

Has anything important been left out?

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

### The Final Draft

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

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

## **6. FORMATTING AND LAYOUT OF WRITTEN WORK**

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

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

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

## **7. BIBLIOGRAPHIES AND FOOTNOTES**

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

The following section gives guidelines on how to format bibliographies and footnotes for Art History essays. Bibliographies and footnotes are prepared in a similar way. There are, however, slight differences between the two. This guide should be referred to as you get used to all the different rules and regulations.

### **Bibliographies**

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

### **Books**

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

Examples:

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

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

### **Essays in Books**

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

Example:

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

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

### **Articles in Journals**

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

Examples:

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

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

## Websites

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

Examples:

Wilson, Sarah, 'Kurt Schwitters in England', *Tate Britain* website,

<http://www.tate.org.uk/whats-on/tate-britain/exhibition/schwitters-britain/essay-sarah-wilson-kurt-schwitters-england> accessed 26/06/2013.

O'Hagan, Andrew, 'The Living Rooms', *Artangel* website,

[http://www.artangel.org.uk/projects/2004/die\\_familie\\_schneider/the\\_living\\_rooms\\_by\\_andrew\\_o\\_hagan/the\\_living\\_rooms\\_by\\_andrew\\_o\\_hagan](http://www.artangel.org.uk/projects/2004/die_familie_schneider/the_living_rooms_by_andrew_o_hagan/the_living_rooms_by_andrew_o_hagan) accessed 26/06/2013.

Nicholls, Jill, 'Vivian Maier: Lost Art of an Urban Photographer', *BBC* website,

<http://www.bbc.co.uk/arts/0/23007897> accessed 26/06/2013.

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

## Newspaper/Magazine articles

### Print versions

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

Examples:

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

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

### Online versions

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

Examples:

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

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

## DVDs, Films and TV Programmes

### DVD or Film

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

Example:

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

### TV Programme

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

Example:

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

### **Interviews, Emails or Letters**

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

### **Footnotes**

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

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

### **Books – First citation:**

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

### **Books - Second and subsequent citations:**

Poovey, *Making a Social Body*, 38.

### **Essays in Books - First citation:**

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

### **Essays in Books - Second and subsequent citations:**

Frisby, 'The Metropolis as Text', 28.

### **Articles in Journals - First citation:**

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



**Articles in Journals - Second and subsequent citations:**

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

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

First citation:

Interview with Mike Nelson, June 25<sup>th</sup> 2009

Personal Communication via email with Patricia Allmer, May 3<sup>rd</sup> 2013

Subsequent citations:

Interview, 2009

Pers. Comm., 2013