School of Environment, Education and Development

Manchester Institute of Education

Undergraduate Programmes

BSc (Hons) Educational Psychology
BSc (Hons) Education
BA (Hons) Management, Leadership and Leisure

2020 - 2021 Programmes Handbook

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COVID 19

At the time this handbook was finalised, we are expecting to deliver all of our lectures online and to offer small group teaching face to face on campus with an additional online alternative. We are planning to run our second year fieldwork in semester 2. The landscape of higher education within a global pandemic shifts, continuously. Much of the information in this handbook may change. We will keep you updated via email.

Welcome to the School of Environment, Education and Development

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

The **Global Development Institute (GDI)** is a culmination of an impressive history of development studies at The University of Manchester which has spanned more than 60 years and unites the strengths of the Institute for Development and Policy Management (IDPM) and the Brooks World Poverty Institute. GDI is the largest development focused teaching, with over 600 full-time postgraduate taught students, and research institute in Europe and emphasises the University's commitment to addressing global inequalities.

Planning and Environmental Management has a 60-year record of academic leadership in Planning education. It has innovative and high quality graduate and undergraduate programmes for professionals in town planning, urban studies, and environmental management. The discipline has practice links with institutions, companies and communities engaged with environment and urbanism, particularly in north-west England.

Geography has been taught at Manchester for over one hundred and twenty-five years. There are currently over forty members of staff who have a wide range of teaching and research interests. It has a highly-rated international research reputation across a broad range of areas of human and physical geography and is regularly ranked in the top 10 Geography departments in the world. It has a large undergraduate population, and four taught Masters degrees.

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

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

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

Professor Martin Evans
Head of the School of Environment, Education and Development

Statement on Dignity at Work and Study

The University of Manchester is committed to creating a learning environment free of harassment, discrimination, victimisation and bullying, where everyone is treated with dignity and respect. The School of Environment, Education and Development will not tolerate bullying, harassment, discrimination or victimisation of any kind, either towards students and staff, or between them. Allegations of bullying, discrimination and harassment will be investigated and, if appropriate, disciplinary action will be taken.

More information can be found at:

http://www.staffnet.manchester.ac.uk/equality-and-diversity/policies-and-guidance/dignity-at-work-and-study/

Section 1: Guide to the Education Undergraduate Programmes

1.1 Registration and Induction

We are delighted to welcome you (back) to the University of Manchester and the BA (Hons) Management Leadership and Leisure, BSc (Hons) Educational Psychology and BSc (Hons) Education Programmes. During your time in Manchester, we hope that you will gain new areas of knowledge and skills, discover new approaches to working and benefit from studying with students from a wide range of backgrounds.

You should also take time to explore the opportunities offered by the university, the city of Manchester and the wider area for a range of cultural and leisure activities. We expect you to work hard and apply yourself to your studies, but I also want you to enjoy your Undergraduate degree and remember it as a good experience in later years.

We are always available if you have any queries or problems, so please do email us and we can meet to discuss the issue if necessary; and if we cannot sort it out, then we will find someone who can!

Michael Wigelsworth – Programme Director, Educational Psychology
Miriam Firth – Programme Director, Management, Leadership and Leisure
Lesley Warr – Programme Director, Education

Registration

Every academic year begins with Registration Week (also known as Welcome Week) or during which you are required to register, if you have not already done so, for your Programme (academic registration) and the University (financial registration, fees etc.). Please be sure to check your emails for any registration-related information!

It is important that you register for the correct number of course units. There is a mixture of 10 and 20 credit units with your Final year Dissertation being 40 credits! You are expected to gain 120 credits each academic year and 360 credits by the end of your Programme. Before you register for any Optional and/or Free Choice subjects, make sure you have checked how many credits they are worth, and whether there are any timetable clashes.

If you are a second or final year student who has to make up additional credits, it is your personal responsibility to ensure that you are studying a sufficient number of course units. If this all sounds complicated, don't worry - you will be guided through the process during Registration.

University Library Cards

When you register with the University for the first time, you will be provided with a University identity swipe card. This card is also your library card and will allow you access

into the library and to take out books. It also holds information such as your degree Programme and length of study at the University and needs to be taken to all examinations.

Induction

Your first few weeks at University will probably be quite daunting but remember that members of staff are there to help with any queries – just ask.

First Years

The Education Undergraduate Programmes run programme specific induction sessions for new intake students, and these will take place during the week beginning **Monday 28 September**

You will be provided with an induction timetable for your programme, which will give you more details of your specific events during Welcome Week.

You will meet your Programme Director and other teaching staff during the first week of the semester, as well as your 'Academic Advisor' who will be responsible for your academic and pastoral care while you are at university. You will have an Academic Advisor for the duration of your time at Manchester. You will also have the chance to meet your Programme Administrator who will be your go-to person regarding any issues and concerns about your course.

If, by the middle of the first semester, you still feel 'lost', make sure that you speak to someone, initially your Academic Advisor or Administrator. The University has many great support services and mechanisms to help with academic and personal difficulties, which you will find in the next section.

During registration week, there will be many different kinds of activities organised by the University and Student's Union that will help you to get to know people.

Second and Third Year

During registration week, you will be given welcome talks covering information to help you choose options, changes to the programme, assessment for the year, and information about employment and careers.

1.2 Academic and Administrative Staff

UGT Programme Administrator and Clerical Assistant
Room A1.22
ug-seed@manchester.ac.uk
The programme administrator is responsible for addressing any enquiries relating to registration (including option choices), policies and procedures governing attendance, or course progression.

Principal Student Advisor
Diane Slaouti
0161 275 5308
Diane.slaouti@manchester.ac.uk

Unless otherwise stated, the room numbers below refer to the Ellen Wilkinson Building

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Academic Staff – BA (Hons) Management, Leadership and Leisure			
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Kate Sapin	A1.9	0161 275 3523	Kate.sapin@manchester.ac.uk

Who do I contact?
It is the aim of the programmes to provide you with help and assistance towards the successful completion of your degree. To this end, different members of staff in the School have different responsibilities, and there are also colleagues in other sections of the University who are there to support you. To help you know who to contact, here are some broad guidelines.

Subject/course unit tutors
Subject/Course Unit Tutors are responsible in the first instance for all academic matters related to their area of teaching on the programmes. If you have any queries on matters relating to their course units, you should raise them with the Subject Tutor in the first instance.

Course Tutors will be happy to offer advice and help relating to your studies. You can email them for an appointment or just knock on their door. You'll find all Education staff to be friendly and approachable. However, when sending an email, please bear in mind that **academic staff**:

- may not be available to respond immediately to an email. Please allow **5 working days** for a response to a query.
- **are unable to** respond to detailed academic queries. If your question requires a very short answer an e-mail may be okay; if it requires a lengthier answer then e-mail probably isn't a suitable medium.
- are not able to accept electronic submissions of your work, or print an essay out on your behalf. Submissions must be made via the online systems on MyManchester.

Programme Director
The Programme Director has a co-ordinating role, has overall responsibility for the degree course management and is available for consultation about all academic and professional aspects of the programme.

Academic Advisors
You will be allocated an Academic Advisor at the beginning of your programme. Further details regarding the role of the Academic Advisor are explained in Section 3.3 of this Handbook.

To contact an Academic Advisor, visit their office, telephone or e-mail them. You may also leave a note for them or a message with the Student Hub (A1.22). If you urgently need to talk to someone and cannot reach your Academic Advisor, or would rather talk to someone else, feel free to contact your Programme Director, Programme Administrator, or another member of the programme team, and they will do their best to help.

Undergraduate Programme Administrator
Your administrative staff are based in the Student Hub (A.1.22) and you can contact them about:

- Mitigating Circumstances
- Registration, option choices or examination enquiries
- The day to day administration of the Programme
- And anything else you are unsure of

The wider University community
The University has many departments across the campus that can offer you support, whether it be academic or personal. Further details are outlined in Section 3.3 of this Handbook.

1.3 The BSc (Hons) Educational Psychology Programme

The BSc Educational Psychology (BSCEP) is based in the Manchester Institute of Education within the School of Environment, Education and Development, a part of the Faculty of Humanities of the University of Manchester. The BSCEP benefits from being firmly situated within an environment that has a national and international reputation for quality in teaching, scholarship and research. As well as its undergraduate programmes, the School provides opportunities to study for taught and research degrees at Masters and Doctoral levels, including the professional doctorates for those qualifying as either Counseling or Educational Psychologists.

The BSCEP is a three-year course that focuses on the application of psychology to educational and learning contexts. As such, an important element of the BSCEP is the interdisciplinary approaches to the units, combining approaches from inter-related fields across core areas of Psychology as well as more traditional understanding of education as a discipline itself. The BSCEP provides opportunities to understand the role and importance of Psychology in human function, with specific application to Education, provides opportunities to both observe and apply learning in practical placement elements in each year of the programme, and offers opportunities to develop as a researcher, most notably through the major project in year 3.

The Psychology of Education is a broad field that draws upon multiple perspectives to help explain and understand human functioning. The BSCEP will allow you to explore core areas of Psychology including biological, cognitive, social, and developmental psychology, as well as consider the importance of individual differences. All perspectives will consider both historical and contemporary thinking in these areas and will each emphasise the importance of a firm understanding and application of research methods.

By developing key skills in both practice and research, by ensuring coverage of the British Psychological Societies core syllabus (allowing eligibility for Graduate Basis for Certification (GBC)) the course is designed to promote entry of graduates into fields relating to educational psychology.

Programme Aims and Objectives

The BSCEP aims, overall, to offer students a broad and comprehensive education within an environment of high-quality research, professional training and links to the practice community. More specifically, the aims are:

- Enhance students' knowledge of current theory and research in the discipline of psychology, with particular reference to its applications in education
- Provide students' opportunities to apply and reflect upon their learning in the context of education-based placements
- Develop an understanding of the role of empirical evidence in the creation and constraint of theory, and also in how theory guides the collection and interpretation of empirical data in relation to education
- Present multiple perspectives in a way that fosters critical evaluation and reflection across different disciplines
- Provide students with eligibility for the Graduate Basis for Chartered Membership from the British Psychological Society.

Programme Objectives

Upon successful completion of the course, students will have demonstrated:

- Comprehensive knowledge and understanding across the core areas of Psychology and their applications in education.
- Critical thinking skills that enable assumptions in psychology (and education) to be challenged
- An ability to apply learning reflect critically in practice-based environments
- Employ evidence-based reasoning and examine practical, theoretical and ethical issues associated with the range of methodologies within educational settings
- carry out an extensive piece of empirical research that requires them individually to demonstrate a range of research skills including planning, considering and resolving ethical issues, analysis and dissemination of findings
- A range of transferable skills, including; effective team working, effective communication skills encompassing a range of different audiences and purposes, initiative and autonomy in completing tasks, self-discipline and motivation to succeed.

The intended outcomes have been carefully designed to:

- Reflect the requirements of our accrediting body, by ensuring that the BPS qualification syllabus is fully represented in the curriculum.

- Prepare students as well as possible for careers relating to educational psychology by giving them a strong grounding in psychology applied to educational contexts.

Year 1 Objectives

Year 1 is designed to provide a comprehensive introduction in the skills and practices expected of students accessing a first year University course. This includes;

- Effective and efficient skills in obtaining relevant literature sources
- Abilities in the critical evaluation of information
- Effective inter- and intra-personal skills
- Independent and sustained motivation in the pursuit of autonomous learning.

More specifically, on the completion of the core components of Year 1 students will be able to demonstrate:

- An awareness of the compulsory education environment (i.e. schools), it's broad purpose and function, and how to display appropriate behaviours and conduct in and around the setting.
- An awareness of the core areas of Psychology, their relevance and application to human functioning (with a specific focus on educational applications), and the role of the BPS as a organisational body with England
- A basic understanding of research skills and how they might be applied in practice
- A basic understanding of how to process and present information appropriately for variety of audiences and purposes.
- Application of effective inter- and intra-personal skills

Year 2 Objectives

In year 2 greater demands are made on students to reason, think critically and evaluation information. There will be a greater emphasis on the application of knowledge and Psychological theory in relation to education. Students will continue to build and deepen their foundational knowledge of the core areas of Psychology and develop their ability to evaluate and apply their understanding.

On successful completion of the core components of year 2 students will be able to demonstrate:

- Successful engagement and interaction with the compulsory education environment, and an ability to critically reflect on their experiences
- A broader awareness of the role of core areas of Psychology in human functioning, with specific reference it educational applications
- Further advancement in obtaining and critically evaluating information sources
- A growing understanding of research skills and a corresponding ability to conduct guided research activities.
- A growing understanding of how to process and present information appropriately for variety of audiences and purposes.

- Further advancement in their application of effective inter- and intra-personal skills

Year 3 Objectives

In year 3 students are offered the opportunity to further deepen and apply their skills and knowledge. Students are given more demanding assignments than in year 2 and are required to foster further indepdence in their learning, appropriate with the ultimate aims and objectives of the course. Students are encouraged to draw links between the different components of the course in their application of learning, especially in relation to the major project and final year placement. On success completion of core components of year 3 students will be able to demonstrate:

- A confidence and maturity in working within the compulsory education environment, showing appropriate behaviours towards staff and pupils.
- A coherent body of knowledge in relation to the application of the core areas psychology and their application to education.
- A skilled ability to critically analyse and assess sources of information, augmented by an ability to synthase findings and conclusions across an number of sources.
- A well-developed understanding of communicating information for a range of audiences and purposes.
- An ability to conduct a substantive piece of research activity (under supervision).
- An awareness, application and ability to communicate how and why effective inter- and intra-personal skills are important

See 'intended learning outcomes' for more details about how these aims are operationalized.

Programme Structure

The BSCEP offers 3 different types of unit:

Core (BPS): **All** Students **must** complete these units in order to satisfy the requirements for GBC
Core (compulsory): **All** students **must** complete these units as part of the BSCEP
Optional: Students have a free choice in electing optional units where the timetable allows.

The table below shows which units are **Core (BPS),** which are **Core (compulsory)** and which are **optional** (and when they can be selected). Full details of each unit can be seen in course unit outlines (available on Blackboard).

In order to qualify for the Chartered Basis of Certification, all BSCEP students **must** complete the following **core (BPS)** course units:

Year	Course Code	Course Title	Credits
1	EDUC13011	Foundations of psychology	10
1	EDUC13060	Research issues in psychology and education (1)	20
1	EDUC13022	Development and childhood	20
1	EDUC13031	The brain goes to school	20
1	EDUC13052	Social psychology of education	10
2	EDUC23030	Research issues in psychology and education (2)	20
2	EDUC23022	Cognition and learning: implications for school	20
2	EDUC23040	Counselling and educational psychology in the professional context	20
2	EDUC23011	Risk and resilience processes in human development	20
3	EDUC33000	Major project	40
3	EDUC33002	Special educational needs	20
3	EDUC33051	Prevention science and education	20

The links between these core (BPS) units and the core areas of psychology outlined the BPS qualifying syllabus are shown as well:

BPS Core Area	BSc Psychology for Education
Biological Psychology	The brain goes to school (FHEQ4) Cognition and learning (FHEQ5) Special educational needs (FHEQ6)
Cognitive Psychology	The brain goes to school (FHEQ4) Cognition and learning (FHEQ5) Special educational needs (FHEQ6)
Developmental Psychology	Development and childhood (FHEQ4) Counselling and Educational psychology in the professional context (FHEQ5) Risk and resilience processes human development (FHEQ6)
Individual Differences	Exploring psychology in the classroom (FHEQ4) Prevention science in education (FHEQ6) Counselling and Educational psychology in the professional context (FHEQ5) Special educational needs (FHEQ6) Risk and resilience processes human development (FHEQ5)
Social Psychology	Exploring psychology in the classroom (FHEQ4) Social psychology of education (FHEQ4) Counseling and Educational psychology in the professional context (FHEQ5) Risk and resilience processes human development (FHEQ5) Intervention in context (FHEQ6)

Conceptual and Historical Issues Psychology	CHIP is integrated across all units (see curriculum mapping)
Research Methods	Research methods are discussed as integral part of interpreting evidence across all units, with specific attention to: Research methods in psychology and education (1) (FHEQ4) Research methods in psychology and education (2) (FHEQ5) Major project (FHEQ6)
Empirical Project	Major project (FHEQ6)

A number of additional units are **core (compulsory)** to the wider outcomes of the programme aims and also must be completed

Year	Course Code	Course Title	Credits
1	EDUC13042	Exploring Psychology in the classroom (Placement)	10
1	EDUC10631	Developing academic writing skills	10
1	EDUC11100	Key issues in education	20
3	EDUC33050	Intervention in Schools (Placement)	20

Students may then choose to personalise their programme of study by selecting from a number of **optional** units:

Year	Course Code	Course Title	Credits
2	EDUC22011	Teaching & Learning Literacy	20
2	EDUC21010	Language Education and Society	20
2	EDUC22021	Digital Technologies in Education	20
2	EDUC22002	Teaching and Learning of Mathematics	20
3	EDUC33011	Decoding English Language	20
3	EDUC33022	Global Literacy	20
3	EDUC30651	Equity in Education	20
3	EDUC30901	Bilingualism	20
3	EDUC33032	The Ecology of Language Use	20
3	EDUC31052	Classroom Communication and Learning	20
3	EUC33042	Pragmatics	20
		Free choice	10/20

BPS Accreditation

The BSCEP confers eligibility to apply for the Graduate Basis for Chartership (GBC) with the British Psychological Society (BPS). This is not a qualification in its own right nor does it entitle holders to call themselves psychologists (http://www.hcpc-uk.org/aboutregistration/protectedtitles/) or to practice as a psychologist in England. It is, however, required for any further doctorate level training in psychology. More information may be found on the BPS website http://www.bps.org.uk

As the British Psychological Society accredits the BSc Psychology for Education it is governed by the BPS regulations.

To be eligible for GBC, students **must** pass the empirical project AND gain at least a Lower Second Class Honours degree (2ii) overall.   Failure to meet these requirements will mean the student is **not** eligible for GBC.

Exit Pathways

Failure to meet the above requirements will mean students are eligible for an alternative exit pathway. A summary of alternative exit pathways are shown below. Further details can be seen in the Undergraduate taught regulations (available on Blackboard).

Name of Award	Minimum credit for the award	Minimum credits at the level of qualification required for an award	FHEQ level
Graduate Diploma (GDip)	120	120	6
Graduate Certificate (GCert)	60	60	6
Diploma of Higher Education (DipHE)	240	90	5
Certificate of Higher Education (CertHE)	120	90	4

Programme Specification

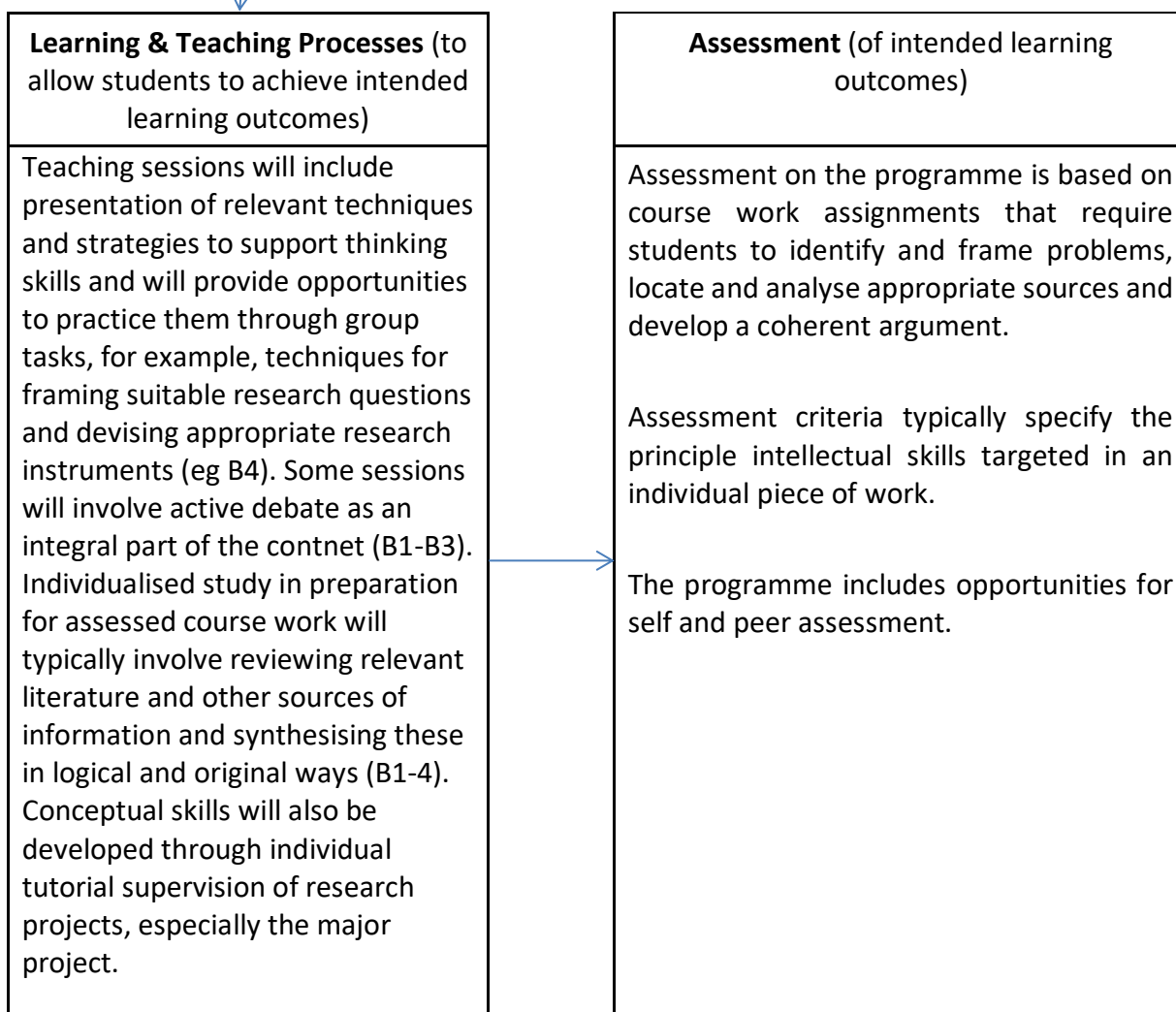| UCAS Code	Award	Programme Title	Duration	Mode of Study
	BSc (Hons)	Educational Psychology	3 years	Normally full time. Applicants interested in part-time study should speak to the Programme Director.
School		School of Environment, Education and Development		
Faculty		Faculty of Humanities		
Awarding Institution		University of Manchester		
Programme Accreditation		Graduate Basis for Certification: British Psychological Society		
Relevant QAA benchmark(s)		Each of the following sets of benchmark statements is relevant in part. There is some overlap between them: Education Studies (X300) Psychology (C800) Educational Psychology (C812)		

Intended Learning Outcomes

	A. Knowledge & Understanding
	Students will be able to:
A1.	Demonstrate knowledge and understanding of the core areas of psychology outlined in the British Psychological Society's Qualifying Exam Syllabus (e.g. developmental psychology, individual differences) and the relationships between them
A2.	Display a critical awareness of the limitations inherent in the different paradigms and theoretical perspectives that underpin psychology (e.g. behaviourism, humanism)
A3.	Interpret and apply psychological theories and concepts to educational contexts
A4.	Evaluate the latest developments in theory and research in psychology
A5.	Demonstrate systematic knowledge of a range of research paradigms, methods, and analytical techniques, and show awareness of their applicability and limitations in different contexts

Learning & Teaching Processes (to allow students to achieve intended learning outcomes)	**Assessment** (of intended learning outcomes)
Teaching sessions will typically include a mixture of formal input, to present knowledge in a systematic and comprehensible way, and group tasks, supplemented by group tutorials, to provide further opportunities for the discussion and processing of new knowledge (A1-5). Additional opportunities for consolidating, extending and applying knowledge include: presentations (A1-5); desk research (A1-5); conducting research for assignments, for the Year 2 research reports and for the major project (especially A3-5); self- study materials (eg for ICT and web-based communication. The development of specialist knowledge will further be supported through individual tutorial supervision (especially the placement and dissertation) and, where appropriate, acting as co-researchers with supervisors.	To reflect the variety in teaching methods and the range of knowledge and skills covered in the curriculum, in the majority of course units throughout the three years, knowledge will be assessed by through a number of different formats. For instance, poster-presentations, research reports, video-presentation, 'user guides', critical essays, funding proposals and a major project. Where possible assessment tasks build explicitly on learning in previous or adjacent course units and provide opportunities to draw on knowledge from a range of units. Assessment criteria typically specify the key knowledge and understanding expected in an individual piece of work.

	B. Intellectual Skills
	Students will be able to:
B1.	Reason logically and critically about key concepts and ideas in psychology
B2.	Synthesise and analyse complex psychological issues and debates in a critical and systematic manner
B3.	Demonstrate original and imaginative thinking in relation to finding solutions for problems posed in psychology and education
B4.	Generate, operationalise and critique research questions and designs relating to psychology and education

Learning & Teaching Processes (to allow students to achieve intended learning outcomes)	**Assessment** (of intended learning outcomes)
Teaching sessions will include presentation of relevant techniques and strategies to support thinking skills and will provide opportunities to practice them through group tasks, for example, techniques for framing suitable research questions and devising appropriate research instruments (eg B4). Some sessions will involve active debate as an integral part of the contnet (B1-B3). Individualised study in preparation for assessed course work will typically involve reviewing relevant literature and other sources of information and synthesising these in logical and original ways (B1-4). Conceptual skills will also be developed through individual tutorial supervision of research projects, especially the major project.	Assessment on the programme is based on course work assignments that require students to identify and frame problems, locate and analyse appropriate sources and develop a coherent argument.

Assessment criteria typically specify the principle intellectual skills targeted in an individual piece of work.

The programme includes opportunities for self and peer assessment. |
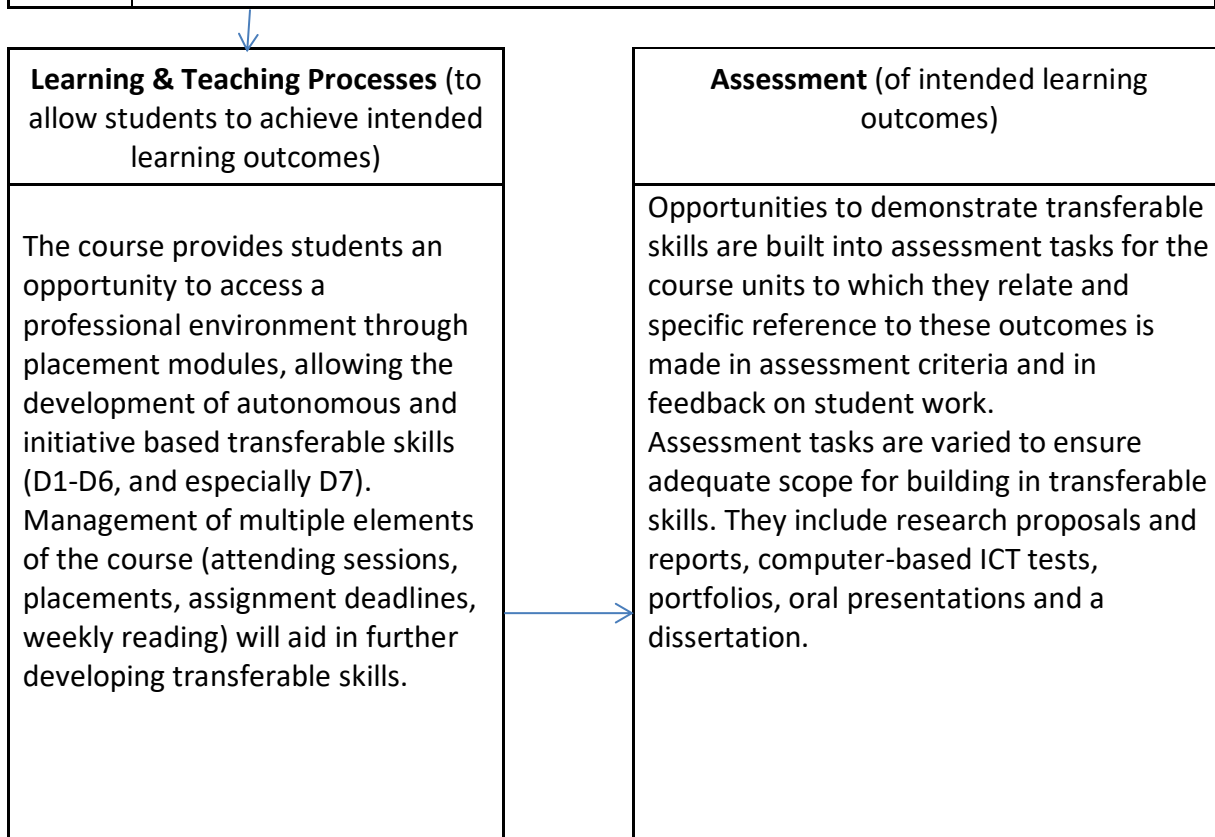
C. Practical Skills	
Students will be able to:	
C1.	Communicate effectively in a range of written media and for a range of audiences
C2.	Improve their own learning and performance by critically reflecting on their work, formulating and implementing plans of action, and acting on feedback from others
C3.	Reason statistically and demonstrate competence in a range of statistical methods
C4.	Make use of general (e.g. the Internet) and specialised (e.g. Statistical Package for Social Scientists) information technology resources to facilitate completion of tasks and improve the quality of their work
C5.	Work effectively in small and large groups, adopting different roles as required, making relevant contributions, providing appropriate feedback and actively listening to the contribution of others
C6.	Plan, conduct and evaluate empirical research projects using a range of designs and methods

Learning & Teaching Processes (to allow students to achieve intended learning outcomes)	**Assessment** (of intended learning outcomes)
The variety in pedagogical approach (e.g. lecture, small group discussion, class debate) provide opportunities for students to develop their communication skills. Formative guidance and feedback provided on assignments helps develop written work, and the range of assessments ensures students approach communication for a variety of audiences. Critical reflection is part of developing as an independent learning, and guidance and space is given to this in the form of independent study hours and small group seminars (especially in relation to the placement modules) Specialised practical skills as a researcher (C4 & C6 especially) are supported in the research methods units by mixing practical data collection activities with guided analysis and interpretation of data, culminating in the major project.	Opportunities to demonstrate use of practical skills are built into assessment tasks where appropriate. Specific reference to these outcomes is made in assessment criteria and in feedback on student work.

D. Transferable Skills and Personal Qualities	
Students will be able to:	
D1.	Show flexibility and adaptability in their thinking and behaviour
D2.	Manage their time effectively and meet deadlines
D3.	Establish and maintain relationships with others at a variety of levels (e.g. personal, professional) and in a range of contexts
D4.	Demonstrate initiative and autonomy in completing tasks
D5.	Display self-discipline and motivation, deal with stress effectively, and manage a variety of simultaneous tasks efficiently
D6.	Solve problems efficiently by identifying key issues, assimilating, evaluating and analysing relevant information, and applying and monitoring solutions.
D7.	Demonstrate appropriate behaviour and conduct within professional educational environments.

Learning & Teaching Processes (to allow students to achieve intended learning outcomes)	Assessment (of intended learning outcomes)
The course provides students an opportunity to access a professional environment through placement modules, allowing the development of autonomous and initiative based transferable skills (D1-D6, and especially D7). Management of multiple elements of the course (attending sessions, placements, assignment deadlines, weekly reading) will aid in further developing transferable skills.	Opportunities to demonstrate transferable skills are built into assessment tasks for the course units to which they relate and specific reference to these outcomes is made in assessment criteria and in feedback on student work. Assessment tasks are varied to ensure adequate scope for building in transferable skills. They include research proposals and reports, computer-based ICT tests, portfolios, oral presentations and a dissertation.

1.4 The BSc (Hons) Education Programme

The BSc Education is a three-year course that combines study in the disciplines of psychology, sociology and critical policy analysis to help explain and understand: teaching and learning processes, the mechanisms of and solutions to global inequalities both within and beyond education, and how such issues are affected by government policies on education.

Education is a field that draws on a wide range of disciplines to help us understand how people learn and develop throughout their lives. The BSc Education challenges students to think more deeply about familiar and often taken for granted ideas about education. This includes studying the psychology of education in order to consider what constitutes 'successful' teaching and learning and the psychological processes and social factors involved across the different phases of education. Students also study the sociology of education and engage in policy analysis to develop critical insight into the many explicit and implicit purposes of education that shape the way education systems function. Therefore, the BSc Education seeks to consider the key problems facing education in a global world, addressing important questions regarding educational equity and human rights.

A key feature of the BSc Education is the opportunity to choose from one of three specialist pathways through the degree to enable students to focus their studies on a particular career trajectory. The three optional pathways are:

- Primary/Early Years Education
- International Education
- Special Educational Needs and Disabilities (SEND)

Another key feature of the course is its 'Learning through Research' approach, which enables students to develop skills relevant to employment in a range of professions (including teaching but also civil service, third sector, NGOs, educational psychology). These skills include: the ability to collate and analyse data, information, evidence; critical analysis of contemporary global problems in education and written and oral communication skills. 'Learning through research' takes place throughout the programme – in particular, through a research placement in a relevant organisation (e.g. a school) in Year 2 and through a Dissertation project in Year 3 where students undertake a more in depth study of an educational problem. Both projects are supported by various research methods units throughout the degree.

Programme Aims and Objectives

The BSc Education aims to offer students a broad-based but thorough education, underpinned by research at the cutting edge of theory and practice. It equips students to contribute to improvements in the quality of education for individuals, their families and communities in educational settings throughout the world.
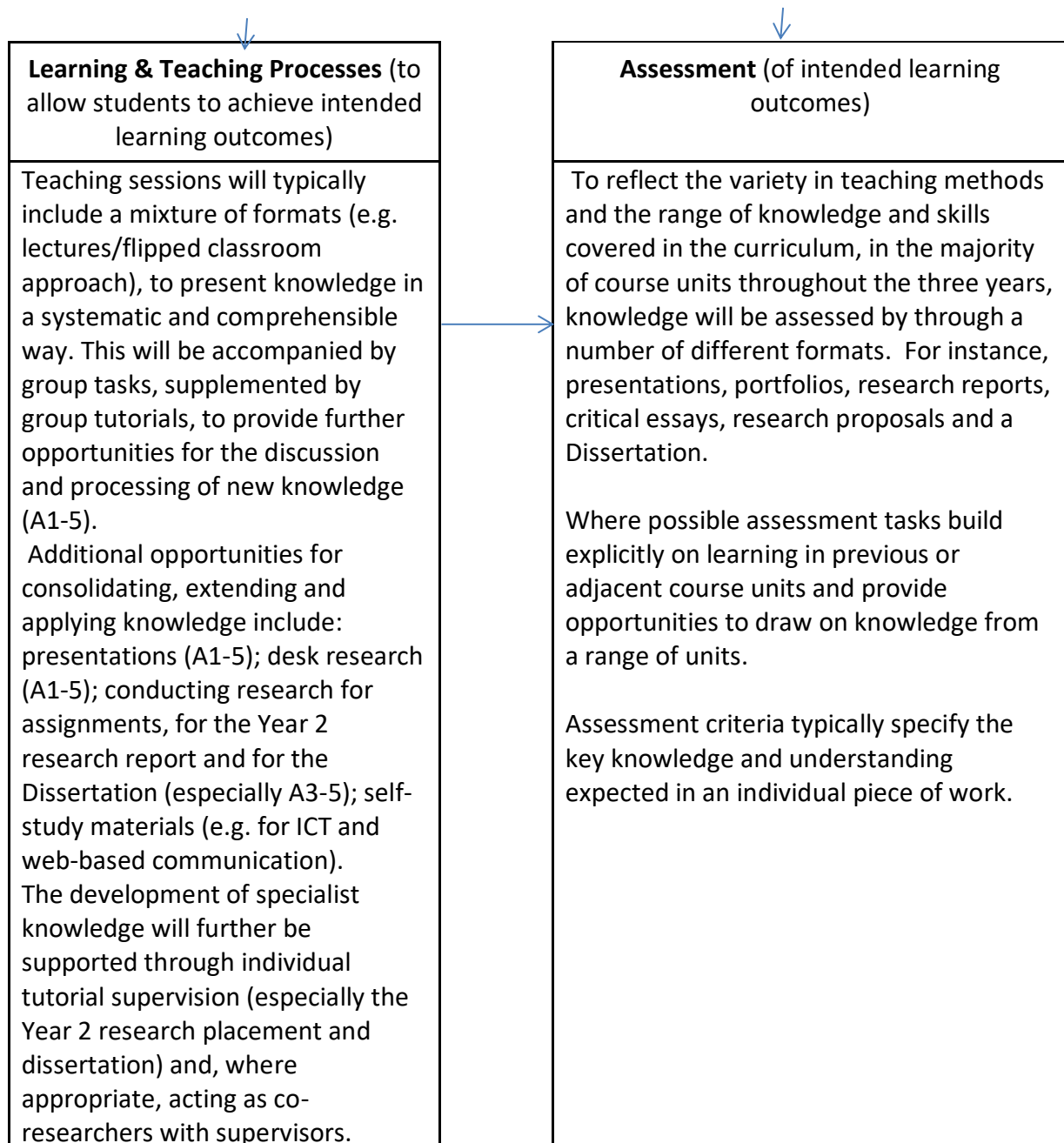
Through the provision of carefully selected specialisms that reflect the research strengths of the Manchester Institute for Education, the BSc Education also aims to develop specialist knowledge, whilst simultaneously developing employability skills targeted at relevant careers.

More specifically, the programme aims to:

- Promote mastery of the field of educational research (and where relevant, pathway specialisms) by equipping students with the essential knowledge employed in practice in this field/pathway.
- Encourage students to reflect on links between educational theory and practice and how this may help to address key problems facing education in a global world. Where relevant, encourage students to reflect specifically on the relationship between theory and practice in their elected pathway specialism.
- Encourage creative and critical thinking and enable the development of sensitivity to the ethical, social, cultural and political dimensions of education.
- Develop students' capacity for self-sufficiency and independent study and enhance their interest in education, their own future development and life-long learning.
- Provide training in research and opportunities for developing research skills
- Prepare students for professional and vocational work by providing opportunities to develop interpersonal (e.g. communication) and intrapersonal (e.g. self-reflection) skills and career management, that will enhance future study and career opportunities. Where appropriate, prepare students for professional careers in relation to their elected pathway (Primary/Early Years, International Education and SEND).
- Develop advanced skills of written and verbal communication by providing informal and formal, formative opportunities across a range of modes and outputs.
- Prepare students for citizenship and leadership within the field of education and beyond by acculturating an awareness the wider social and political agendas shaping the field, and their responsibilities to the stakeholders within these systems (e.g. children, adults, teachers and policy makers).

Intended Learning Outcomes

A. Knowledge & Understanding	
Students will be able to:	
A1.	Demonstrate knowledge of the field of educational research and the core disciplines that underpin it (psychology, sociology, critical policy).
A2.	Display critical awareness of a wide range of theories related to education, including: conceptualisations of the purpose of education; teaching and learning processes; issues of power and equality in relation to education; barriers to education and the relationship between education and international development.
A3.	Understand the relationship between educational theory and practice and be able to interpret and apply such theories and concepts to educational contexts.
A4.	Demonstrate and be able to evaluate in-depth specialised knowledge of one or more self-selected areas of study relevant to either an elected pathway or to the degree
A5.	Draw on knowledge of a range of methods of enquiry and recognise and appreciate the concepts of validity/ethics in devising and conducting research.

Learning & Teaching Processes (to allow students to achieve intended learning outcomes)	**Assessment** (of intended learning outcomes)
Teaching sessions will typically include a mixture of formats (e.g. lectures/flipped classroom approach), to present knowledge in a systematic and comprehensible way. This will be accompanied by group tasks, supplemented by group tutorials, to provide further opportunities for the discussion and processing of new knowledge (A1-5). Additional opportunities for consolidating, extending and applying knowledge include: presentations (A1-5); desk research (A1-5); conducting research for assignments, for the Year 2 research report and for the Dissertation (especially A3-5); self-study materials (e.g. for ICT and web-based communication). The development of specialist knowledge will further be supported through individual tutorial supervision (especially the Year 2 research placement and dissertation) and, where appropriate, acting as co-researchers with supervisors.	To reflect the variety in teaching methods and the range of knowledge and skills covered in the curriculum, in the majority of course units throughout the three years, knowledge will be assessed by through a number of different formats. For instance, presentations, portfolios, research reports, critical essays, research proposals and a Dissertation. Where possible assessment tasks build explicitly on learning in previous or adjacent course units and provide opportunities to draw on knowledge from a range of units. Assessment criteria typically specify the key knowledge and understanding expected in an individual piece of work.

B. Intellectual Skills	
Students will be able to:	
B1.	Utilise knowledge of educational theories to identify and frame appropriate problems for study/research, and apply such knowledge to their own practical experience.
B2.	Apply strategies to deal with complex conceptual tasks that relate to academic study at honours level, such as solving problems and presenting coherent arguments.
B3.	Analyse, evaluate and synthesise information, relevant to education, from a range of sources and databases
B4.	Appreciate uncertainty and show originality, creativity, sensitivity and flexibility in applying knowledge.
B5	Employ appropriate designs and analytical techniques from various research paradigms to view and address problems from various perspectives

Learning & Teaching Processes (to allow students to achieve intended learning outcomes)	**Assessment** (of intended learning outcomes)
Teaching sessions will include presentation of relevant techniques and strategies to support thinking skills and will provide opportunities to practice them through group tasks, for example, techniques for framing suitable research questions and devising appropriate research designs (e.g. B1, B5). Some sessions will involve active debate as an integral part of the content (B1-B4). Individualised study in preparation for assessed course work will typically involve reviewing relevant literature and other sources of information and synthesising these in logical and original ways (B3-4). Conceptual skills will also be developed through individual tutorial supervision of research projects, especially the Year 2 research report and Dissertation (B2, B5). Opportunities for self and peer evaluation are built into the programme to practice skills of critical evaluation (B1, B3).	Assessment on the programme is based on course work assignments that require students to identify and frame problems, locate and analyse appropriate sources and develop a coherent argument. Assessment criteria typically specify the principle intellectual skills targeted in an individual piece of work. The programme includes opportunities for self and peer assessment.

C. Practical Skills	
Students will be able to:	
C1.	Plan and execute an independent research project relating to education
C2.	Demonstrate competence in a range of both quantitative and qualitative methods
C3.	Be able to use specialist information technology resources (e.g. NVIVO/SPSS) to search databases and analyse data
C4.	Improve their own learning and performance by critically reflecting on their work, formulating and implementing plans of action, and acting on feedback from others.

Learning & Teaching Processes (to allow students to achieve intended learning outcomes)	**Assessment** (of intended learning outcomes)
The variety in pedagogical approach (e.g. lecture, small group discussion, class debate) provides opportunities for students to develop their practical skills. Specialised practical skills as a researcher (C1-3 especially) are developed through the research methods units which mix practical data collection activities with guided analysis and interpretation of data, culminating in the Year 3 Dissertation. Critical reflection is part of developing as an independent learner, and guidance and space is given to this in the form of independent study hours and small group seminars (especially in relation to the placement modules).	Opportunities to demonstrate use of practical skills are built into assessment tasks where appropriate. Specific reference to these outcomes is made in assessment criteria and in feedback on student work.

	D. Transferable Skills and Personal Qualities
	Students will be able to:
D1.	Communicate effectively and appropriately, orally and in writing, for a range of audiences.
D2.	Use team working skills and have a critical appreciation of their role in collective endeavours
D3.	Demonstrate appropriate behaviour, sensitivity and ethical awareness when working in professional contexts.
D4.	Able to take action unprompted and assume responsibility where appropriate
D6.	Employ strategies to support the effective management of their careers and future learning.

Learning & Teaching Processes (to allow students to achieve intended learning outcomes)	**Assessment** (of intended learning outcomes)
Formative guidance and feedback provided on assignments helps develop written work, and the range of assessments ensures students approach communication for a variety of audiences (D1). The course provides students an opportunity to access a professional environment through the Year 2 research placement, allowing the development of autonomous and initiative based transferable skills (D3-4). Self-reflection is a key learning element across the programme, allowing students to self-report on their progress towards ILOs.	Opportunities to demonstrate transferable skills are built into assessment tasks for the course units to which they relate and specific reference to these outcomes is made in assessment criteria and in feedback on student work. Assessment tasks are varied to ensure adequate scope for building in transferable skills. They include research proposals and reports, computer-based ICT tests, portfolios, oral presentations and a dissertation.

1.5 The BA (Hons) Management, Leadership and Leisure Programme

The programme provides a strong grounding in research, analytical and communication skills sufficient to continue study at a higher level, should you so wish. The programme is also vocational, a management course with a difference. It is focused on the leisure sector, one of the fastest growing areas of employment and activity in the economy. Good management in such an area draws on many skills, for instance - understanding why society is changing in its wants and needs, recognition of the past developments that have informed present practice, being able to access information for marketing purposes, recognising legal implications of activities undertaken and so on. We hope that you find this approach to a management course interesting, challenging and stimulating.

In order to develop learning through the course and provide a recognised content to the degree all students follow a common core and select option pathways from within the course. Students also have the opportunity to choose options from across the Humanities Faculty. Choice of leisure focus (e.g. tourism) is often available to students in their choice of Applied Study Period (ASP) hosts and in their assignment work.

The ASPs undertaken provide you with an opportunity to extend and apply knowledge and skills from the course in gaining experience relevant to your career choice. The applied study periods have also resulted in offers of permanent employment to students.

The programme is structured to develop your knowledge and skills over three years. The first year provides you with an introduction to core management disciplines as well as the nature and scope of leisure. You also have a choice of units from the three available option pathways of Sport, Tourism and Events. Both the second and third year core and option units build progressively on this first year material.

An additional feature of the second year is an Employability unit that provides you with the opportunity to improve your employability in the future.

The final year is characterised by the extended Applied Study Period, related research project and placement report.

Year 1

During the first year, you will follow foundation courses that aim to provide an understanding of management, business economics, Sociology of Leisure, and research methods. 'Practical' experience may include occasional visits to various amenities to observe leisure management in practice. The aim of the first year is to give you insights into classroom theory and workplace practice as well as knowledge and understanding of discipline-based subjects as a basis for studies in subsequent years.

Year 2

In the second year, the programme continues to provide breadth in knowledge through Course Units focusing on: digital marketing and promotion, international perspectives, contemporary leisure-related issues in society and law. Management sciences are progressed to cover behavioural, structural, societal and organisational aspects and further studies in research methods reinforce, develop and extend concepts introduced in the first year. These are related to your own Employability and Skills through a special unit delivered with support from our award winning Careers Service at the University. You also continue with Management and Marketing and Research Methods and you have the opportunity to specialise in areas that are of interest to you. This is through a choice of four specialist areas from Live Events, Sport Business, and Tourism Destinations.

Year 3

During the final year, the programme aims to extend and deepen knowledge and understanding of management-related processes and marketing and promotion. Two specialist course units can be studied from the areas of Events Strategy, Tourism Development and Sport Development. A longer Applied Study Period in an amenity, agency, or online is chosen according to student interests or career aspirations, together with a research project and an evaluation report complete the third year course.

Programme Aims

The overall aims of the programme are to offer students a broad and thorough education within a university and faculty culture of high quality professional training, research and scholarship. More specifically the aims are:

- to provide a challenging and broad based undergraduate degree informed by current knowledge, practice and research in management within the leisure sector.
- to provide students with subject specific knowledge, vocationally relevant managerial skills and knowledge through exposure to professional practice, generic transferable skills and cognitive skills, through a range of subjects and disciplines in the context of leisure and the leisure industries.
- to provide students with an opportunity to develop the practical application of knowledge and skills in a leisure industry context through a work placement known as an applied study period (ASP) which will also help inform career choices.
- to meet programme objectives and needs of students and/or employers through the deployment of appropriate teaching methods and assessment.
- to enhance students' academic and personal development and progress through effective, academic, career management and pastoral support.
- to enable students to effectively use appropriate academic support services viz. Library and computers within a high quality learning environment.

Intended Learning Outcomes

On successful completion of the programme students will have:

- developed theoretical knowledge and understanding of management principles within a leisure context, developments in the leisure industries and leisure contexts, and appropriate disciplines, which inform and support such knowledge.
- developed subject-specific, generic cognitive, management, interpersonal and group working skills in preparation for further study or employment.
- developed research design and analysis skills and have applied these skills to complete a research project during the ASP.
- evaluated and applied vocationally relevant concepts associated with the operational and strategic management of financial, human and physical resources
- had experience within industry contexts, developed career management skills and applied theoretical knowledge and understanding in the leisure context through the ASP.

Programme Structure

⬛⬛⬛Denotes Optional Modules

Level 1

Course Code	Course Title	Semester	Credits	Tutor
EDUC10751	Study skills for management, leadership and leisure	1	10	Diane Slaouti
EDUC11251	Introduction to Management (incorporating Applied Study Management Interview)	1	20	Lesley Warr
EDUC11231	Business Economics	1	10	Carlo Raffo
EDUC10761	Financial Management I	1	10	Claire O'Neill
EDUC10242	Field Study Unit	2	10	Howard Bond
EDUC10212	Sociology of Leisure	2	10	Jill Ebrey
EDUC11382	Introduction to Human Resource Management	2	10	Lesley Warr
EDUC11282	Marketing and Consumers	2	10	Bob Hindle
EDUC10831	Introduction to Tourism	1	10	Josef Ploner
EDUC10682	Event Feasibility	2	10	Miriam Firth
EDUC10842	Introduction to Sport	2	10	Lesley Warr

90 core – 30 optional units (we advise all options are taken from MLL for your first year)

Level 2

Course Code	Course Title	Semester	Credits	Tutor
EDUC20650	Research Methods	1&2	20	Tamsin McCaldin
EDUC20231	Contemporary Human Resources Management	1	10	Lesley Warr
EDUC20261	The Applied Study Period & Employability	1	10	Miriam Firth
EDUC21501	International Management	1	10	Lesley Warr
EDUC20221	Digital Marketing & Promotion	1	10	Bob Hindle
EDUC20282	Leadership I	2	10	Tamsin McCaldin
EDUC20262	Financial Management II	2	10	Claire O'Neill
EDUC20332	The Sport Business	2	20	Claire O'Neill
EDUC20692	Live Events	2	20	Miriam Firth
EDUC20592	Tourism Destinations	2	20	Josef Ploner

80 core units – 40 optional units (at least one from the above)

Level 3

Course Code	Course Title	Semester	Credits	Tutor
EDUC30201	Leadership II	1	10	Bee Hughes
EDUC30211	Strategic Management	1	10	Claire O'Neill
EDUC30472	Designing and Conducting your Research Project	2	10	Diane Slaouti
EDUC30252	Applied Study Period (linked to EDUC30262)	2	10	All
EDUC30262	Research Project	2	40	All
EDUC30221	Sport and Development	1	20	Howard Bond
EDUC30241	Event Strategy	1	20	Miriam Firth
EDUC31231	Tourism	1	20	Howard Bond

80 core units – 40 optional units (at least one from the above)

Curriculum Progression: Intended Learning Outcomes

Year 1	Intended learning outcomes
	Minimum 40% in all units with compensation arrangements. 1.1 possess the foundations of knowledge in key areas of business and management and the application of these within business and the leisure sector, also the interrelations between them and their practical applications 1.2 possess the foundations of knowledge in the study of the growth and development of business and the leisure sector 1.3 possess the foundations of knowledge in key areas in the study of disciplines that underpin the practice of management 1.4 possess the foundations of knowledge in key areas that inform the practice of management 1.5 begin to be able to apply their knowledge of management, and business, to their own practical experience 1.6 be able to apply strategies in dealing with conceptual tasks such as in reading critically, analysing problems and devising coherent arguments 1.7 be familiar with a range of techniques to enhance their study, research and interpersonal skills 1.8 be familiar with the application of presentational, interpersonal and group skills in the accomplishment of tasks 1.9 think independently and work autonomously on tasks set them by their tutors **See Course Unit Outlines for learning outcomes unit by unit.**

Year 2	Intended learning outcomes
	Minimum 40% in all units with compensation arrangements. 1.10have a growing conceptual understanding in the key areas of management, leadership and leisure, and the application of these in the context of business and the leisure sector, also the interrelations between them and their practical applications 1.11have a developing understanding of current practice in management, leadership, business and research in leisure contexts 1.12have a developing understanding of how business and the leisure sector is managed and led 1.13have a developing understanding of their own knowledge, thinking and skills, that will inform their future career and of methods that will assist development of these. 1.14be able to analyse, evaluate critically and use information to inform complex decision-making 1.15be able to employ developing interpersonal, research and self-regulatory strategies responsibly in work/study contexts 1.16have a growing understanding of how to process and present information appropriately for a variety of audiences and a variety of purposes **See Course Unit Outlines for learning outcomes unit by unit.**

Year 3	Intended learning outcomes
	Honours degree: *Minimum 40% in all units with compensation arrangements.* 1.1possess a coherent body of knowledge, informed by current research and appropriate to an honours degree programme, in the core areas of management, leadership and leisure 1.2recognise connections between this knowledge and theory in other related disciplines 1.3demonstrate understanding of specialised aspects of management in business and in the leisure sector 1.4demonstrate understanding of working practices in business and in the leisure sector and their relation to theories taught on the programme 1.5show creativity, sensitivity and flexibility in applying knowledge 1.6possess well-developed research and oral and written communication skills using a range of electronic and other media to convey information appropriately 1.7be able to initiate, take responsibility for and maintain an interest in an in-depth piece of research into a specific area of leisure 1.8possess well developed interpersonal skills, the ability to reflect on their own practice and to be aware of ways to undertake further personal development **See Course Unit Outlines for learning outcomes unit by unit.**

Employability and Personal Development

Management Leadership & Leisure at Manchester is committed to preparing its students to be able to undertake whatever career path they choose after graduation, and our graduates have an excellent track record of securing employment. Employability and personal development are embedded across the curriculum in a number of ways:

Courses

All our courses are designed to equip you with the skills you need for life after graduation, and the course outlines have sections outlining the key skills and employability attributes that you will acquire from taking the course. These lists are critical in helping to select the right courses for you, and can help you communicate your skill set and aptitudes to potential employers, both when writing a CV or interviewing. You will be taking part in an Applied Study Period placement in all three years which are designed for you to gain real-life experience in sectors you are interested in. Second year students are also required to do a Career Management module which focuses on building your transferrable skills and the practicalities of graduate job hunting

Dissertation

Perhaps the biggest advantage that you will have in the workplace as a Management Leadership & Leisure graduate will be having completed a dissertation. As a major piece of individual research, the dissertation indicates an ability to think and work independently in order to apply knowledge to a real life problem.

Course Unit Choice and Guidance

At various stages depending on the specific programme you study, there will be the opportunity to take optional course units from within other Education programmes, the Faculty of Humanities, and the wider university. All the options can be found on the student portal under the course unit information tab.

For each course an outline details aims and intended learning outcomes, skills that you will acquire, topics that will be covered, teaching and learning style, forms of assessment, and suggested reading. Up to date course outlines will be circulated to you to help you make an informed choice, and you should study them carefully. You may want to think carefully about the following factors when making your choice.

Topics that will be covered
Are you interested in the subject on offer? You will achieve better marks in subjects that you are interested in as you will engage more deeply with the material.

Teaching and Learning Style
What does the course actually entail? Think about whether you are more interested in spending time reading and discussing ideas and concepts, or want to be practising skills.

Progression
Think about how your choices allow you to build expertise and skills in specific areas

What skills will you acquire by taking specific courses? Will these be useful when it comes to presenting yourself to future potential employers in the graduate market place, pursuing postgraduate study, or setting up your own venture?

Assessment
Finally, it is worth studying the form of assessment for each course. Beyond the obvious split of exam versus coursework, this may include the amount of group work, the specific nature of the tasks and so on. Think about playing to your strengths, but also consider how the types of coursework across your courses might complement each other.

Please don't hesitate to ask for help choosing courses if you are stuck. Key information about course selection will be covered in the year meetings at the start of the year. Your Academic Adviser will be able to give you advice about selecting optional course units and if you have inquiries about specific courses that are not covered in the course outline, please email the course leader.

Optional choices, for example in languages, are a great way to develop a new skill or enhance an existing one, and might help you achieve your long term employability goals. The University College for Interdisciplinary Learning presents an opportunity for students to broaden their educational horizons. It offers courses that showcase the research and knowledge found at the University and encourage students to go beyond the boundaries of their degree programme.

You will be given a list of suggested optional choice course units, but if you are looking yourself there are some important things to bear in mind:

- When making choices, please ensure that there are no timetable clashes with core course units that you are taking in either Semester One or Semester Two.
- Make sure you have decided on your optional choice by the advertised last date.
- You must not register for more than 120 credits!
- Information about University College course units can be found here:
  http://www.college.manchester.ac.uk/
- Information about the course units available can be found here:
  My Manchester.ac.uk/ Teaching and Research/Course unit info

If you want to change your options, you must speak to staff in the UG Hub. (Ellen Wilkinson A Block 1st Floor) You MUST have made your final selection by the end of week 2 of the semester. After that deadline, it will not be possible to change.

Section 2: General Information

2.1 Administrative/Academic Team

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

Administrative Team

Although you are part of the Manchester Institute of Education department you are also part of the **School of Environment, Education and Development (SEED)** which also includes the departments of Architecture, GDI, Geography and Manchester Institute of Education. Each Programme Administrator looks after a selection of undergraduate programmes and are there to make sure that the programme runs smoothly. They are your point of contact for any practical or technical issues you might have, for example regarding how to register, mitigating circumstances if you are ill, signing up to courses, or accessing and using the University intranet. You will meet your Programme Administrator during the first week of the Semester and they will be your key contact for the rest of the year

Whilst each programme has its own named Programme Administrator, a number of School-level administrative staff also work to support students. You will get to meet these staff across your time in the School and those with specific roles are referenced across the handbook. The UGT Programmes team and the UGT operations are managed by Caroline Turner, the Senior Programmes Officer.

Academic Team

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

2.2 Contacting the Administrative/Academic Team

Contacting Administrative Staff

Programme Administration team
If you have questions about your course, for example about welcome week or selecting course units, you can speak to the Programme Administration Team. They are available via our Instant Chat Support https://www.seed.manchester.ac.uk/student-intranet/undergraduate/contact-us/.

Instant Chat Support is available Monday-Friday, 9am-5pm (UK Time). You can also contact your programme administration team via email at the above link, or you can speak to us on the phone by calling 0161 275 2317. You can also email ug-seed@manchester.ac.uk

Online support
For everyone's safety and to ensure social distancing we ask that you use our online support services in preference to coming onto campus.
Staff are available to provide support, help and guidance from 9am – 5pm (UK time), Monday to Friday. You can get in touch via Instant Chat Support https://www.seed.manchester.ac.uk/student-intranet/support/, or by email Studentsupport-SEED@manchester.ac.uk. Rachid and Rebecca, SEED's Student Support and Engagement Officers, are available for 1:1 appointments via Zoom, Monday to Friday, 2-4pm (UK time) to discuss any academic or wellbeing concerns. For a link to the drop-in, email rachid.mrabty@manchester.ac.uk or rebecca.moynihan@manchester.ac.uk.

Student support on campus
If you do need to come and see us on campus, make your way to the reception desk in the Arthur Lewis Building, second floor. The Student Experience team are available from 10am – 4pm, Monday to Friday to answer your queries and direct you to support services.
All reception areas have signage and floor markings to indicate the appropriate waiting areas and the one-way systems in place. Please observe a 2 metre social distance at all times and remember to wear a face mask when you're in University buildings.

Contacting Academic Staff

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

2.3 Information Points

School of Environment, Education and Development Student Intranet

The main reference point for information about your programme, the department and the School is the School's Student Intranet
🖱 https://www.seed.manchester.ac.uk/student-intranet/
This will hold electronic copies of School documentation such as handbooks, timetables, relevant forms, copies of minutes from relevant committees, mitigating circumstances and disability support information, and will have regularly updated electronic noticeboards. It will also hold details of student representatives for each programme, once they have been nominated.

My Manchester

My Manchester (http://my.manchester.ac.uk) is the single gateway for you to access key tools, services and information to support your studies. You will be able to access all the information and online services you are likely to need on a day-to-day basis here, e.g. email,

Blackboard (the University's virtual learning environment), your library account, your personalised examination timetable, your student record and your assessment grades once these have been published.

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

2.4 Communication

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

E-mail

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

Contact Details

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

Social Media

The different departments provide their own Twitter and Facebook accounts which are used for various non-urgent communications, you can interact with each other, postgraduate students, alumni and prospective students

GDI:
- Facebook GDI: https://www.facebook.com/pages/GDI-Manchester/275503185890905
  Twitter Manchester GDI:
- https://twitter.com/GlobalDevInst

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

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

MIE:
- Twitter MIE: https://twitter.com/EducationUoM@EducationUoM

SEED Student Support & Guidance team:
- Facebook Student Support: https://www.facebook.com/SEEDUoM/

2.5 Monitoring Attendance and Wellbeing of Students

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

The University expects that all students must attend all timetabled classes, meetings with tutors or your supervisor and any other arranged sessions.   Your attendance will therefore be monitored throughout each semester.

Students' engagement with Blackboard is also monitored, so that the School can offer support to students where needed.

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

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

2.6   Undergraduate Students Abroad

Where students are abroad, the University has a responsibility to ensure their wellbeing, monitor their progress, and to identify where they may need additional support, or where they are failing to follow their course with due diligence. Monitoring the attendance and wellbeing of students abroad requires not only contact from The University of Manchester but a requirement for an active response from the student and a process to review the response, and where relevant, follow-up with the student.

Use of My Placement[1]

It is anticipated that in most cases the attendance and wellbeing of undergraduate students undertaking a period abroad on an international placement will be monitored through My Placement as follows:

- Required contact points with students will be partially automated within the system using simple questionnaires. The questionnaires will be 'activated' at key points during the period abroad;

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[1] My Placement is a web-based software system that is used for managing placement activity for the University of Manchester students.

- Students must respond to the questionnaires and will receive an initial notification/reminder at the relevant stage of the placement, followed by daily or weekly automated reminders), until the requested action has been completed;

- The questionnaires will incorporate reminders of key actions that students need to take, for example, updating their contact details or registering for Foreign and Commonwealth Office travel advice updates.

In the 2020-2021 academic year, the standard monitoring points for full-time undergraduate students will be as following:

For all placements:

1. On arrival - for the student to confirm their safe arrival

On conclusion of the period abroad – for the student to confirm completion of the placement

For placements longer than 2 months (as above plus):

2. A census point approximately midway through the period abroad – for the student to confirm their continued wellbeing

For year-long placements (typically 8 months or more) (as above plus):

3. A further 1-2 census points – for the student to confirm their continued well-being.

2.7 International Students with a Tier 4 Visa

You will be asked to attend an International Student Census at various points during your course. The Census takes place in October, January and May for all undergraduate and postgraduate taught students with an additional census point in July for postgraduate students undertaking research (including Masters students undertaking a dissertation).The University operates these attendance monitoring census points in order to confirm the attendance of students holding a Tier 4 Student Visa. This is to ensure the University meets the Home Office statutory requirements as a sponsor of Tier 4 students and its responsibilities in accordance with its Highly Trusted Sponsor status.

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

In the 2020-2021 academic year, the attendance monitoring census points for full-time undergraduate students will be during the following periods:

Census Point	Dates
October 2020	26 October – 6 November 2020
January 2021	18– 29 January 2021
May/June 2021	19 May – 09 June 2021
July 2021	12 – 23 July 2021

If you are a new student, registration is your first point to confirm your attendance at the University. If you are a student on a taught course, any examination attendance in the same month as the Census will count as your Census meeting and you should not need to attend an additional meeting in your School.

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

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

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

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

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

The School must be able to confirm your presence to the Home Office by the end of each census point in the academic year. If you do not attend a census point when required by your School and you do not provide a valid explanation for your absence you will be deemed to be "not in attendance".

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

Further information

For more information on the University's Student Immigration Team:

http://www.studentsupport.manchester.ac.uk/immigration-and-visas/during-your-studies/attendance/For more information on Tier 4 visas:
https://www.ukcisa.org.uk/Information--Advice/Visas-and-Immigration/Protecting-your-Tier-4-status
If you have any concerns about the attendance monitoring census points, or your Tier 4 visa status, please contact visa@manchester.ac.uk.

2.8 Academic Timetable

Semester dates/academic year/exam dates

2020/21 academic year*	
Due to the coronavirus pandemic, we're staggering our first semester for students.	
New undergraduate and foundation year students	
University welcome and induction programme	21 September 2020
School and programme induction activities	28 September 2020
Semester 1 teaching starts	5 October 2020
Christmas break starts	21 December 2020
Christmas break ends	11 January 2021
Revision period	11–17 January 2021
Semester 1 exams	18–29 January 2021
Semester 1 ends	31 January 2021
Break	1–7 February 2021
Semester 2 starts	8 February 2021
Easter break starts	29 March 2021
Easter break ends	12 April 2021
Semester 2 exams	19 May–9 June 2021
Semester 2 ends	11 June 2021

Returning undergraduate students	
Welcome back week with School and programme level introductions	28 September 2020
Semester 1 teaching starts	5 October 2020
Christmas break starts	21 December 2020
Christmas break ends	11 January 2021
Revision period	11–17 January 2021
Semester 1 exams	18–29 January 2021
Semester 1 ends	31 January 2021
Break	1–7 February 2021
Semester 2 starts	8 February 2021
Easter break starts	29 March 2021
Easter break ends	12 April 2021
Semester 2 exams	19 May–9 June 2021
Semester 2 ends	11 June 2021

https://www.manchester.ac.uk/discover/key-dates/

2.9 Teaching & Learning Facilities

The University Of Manchester Library

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

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

Covid 19 - Service availability
As lockdown restrictions ease, work is ongoing to safely reopen all Library sites and deliver in-person services. In the meantime, digital services are all still available. Please check webpage for new information on phased reopening of buildings.
🖱 https://www.library.manchester.ac.uk/help-and-support/service-availability/

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

Facilities

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

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

Get Started: Find Your Resources

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

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

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

Training and Research Support

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

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

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

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

Library News and Updates

Keep up to date with the latest library developments via Facebook https://www.facebook.com/uomlibrary/ or Twitter @UoMLibrary.

Alan Gilbert Learning Commons

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

For more information about the facilities and services available please visit their webpage
🖰http://www.library.manchester.ac.uk/locations-and-opening-hours/learning-commons/

Due to Covid 19 some buildings still remain closed. In the meantime, digital services are all still available. The webpage will be regularly updated with up to date information

https://www.library.manchester.ac.uk/help-and-support/service-availability/

Blackwells

Blackwells stock all your recommended texts, and with their 'Student Price Match Guarantee', should be competitive with Amazon. They also have a Cafe, and sell general books, stationery, technology, cards, gifts, university merchandise.
Follow them on Twitter [@BlackwellsMcr](https://twitter.com/BlackwellsMcr)
🖰 http://bookshop.blackwell.co.uk/stores/blackwell-university-manchester/

Blackboard: Course units and enrolments

Blackboard (Bb) is the web-based platform that we use across the institution to deliver our teaching, learning and assessment online. All of your course units and programme-wide spaces (where relevant) are delivered via Bb.

Access Bb via My Manchester http://my.manchester.ac.uk/. In Blackboard you will find:

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

Your Bb course units will contain different elements, depending on how your tutor(s) have set them up. They may be used for hosting teaching materials, lecture handouts; for assessment including coursework submission, quizzes; for communication such as class announcements; for collaboration with your fellow students e.g. discussion boards or blogs; or other. If you have any queries about the content in your Bb spaces, please check with your tutor first.

You can find guidance on the various Bb tools as well as other eLearning tools we use at Manchester e.g. Turnitin, accessing the Manchester video portal or other in this page: https://sites.manchester.ac.uk/humteachlearn/student-support

If you like you can access Bb on your smartphone using the Bb Mobile Learn app. For guidance, see: https://help.blackboard.com/Mobile_Learn

When can I access the Blackboard sites for the units I am studying?
Courses become available to students one week before the start of teaching. For *most* courses in 2020/21 this is:

- Semester 1 and all-year courses: 21st September 2020
- Semester 2 courses: 1st February 2021

To ensure that you have access to all of your courses within Blackboard, you must be enrolled on them through the Student Records system. Once enrolled, your courses should appear on Blackboard from the dates above mentioned.

What can I do if I cannot find in Bb a course(s) I am enrolled on?

If you cannot see a course you expect to see, it may be because your tutor has not 'activated' your Blackboard site for the course, or it may be that your enrolment in not completed:

- contact your School Administrator to check that you are fully enrolled;

- check with your tutor that the Bb site has been activated (made available to students);

Note: If you decide to change your course enrolments (from one unit to another) there will also be a delay of up to 24 hours in acquiring your new courses and removing those you are no longer taking. If after enrolment or changing your enrolments your courses are not correctly listed in Bb after 24 hours, please contact the eLearning Team via the Support Portal ttps://www.itservices.manchester.ac.uk/help/elearning/

More broadly, if during the duration of your studies you experience interruptions in IT or eLearning services such as Blackboard, Turnitin, Video Portal or other please check the Service Availability information on IT services homepage:
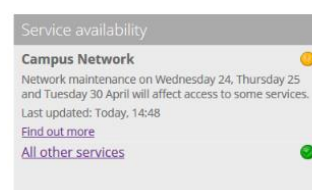
http://www.itservices.manchester.ac.uk/ The Service Availability portlet will display whether there is any known disruption and flag issues with a red or an orange circle (see image). If you experience an issue that is not notified in the Service Availability portal please contact your eLearning team via the Support Portal https://www.itservices.manchester.ac.uk/help/elearning/

Technical/IT Support

The facilities

Students at The University of Manchester enjoy access to a wide range of high-quality IT services provided across campus. Within The Faculty of Humanities, there are many computers located within Faculty buildings available for student use, complementing the computers provided by the University in public clusters – including at Owens Park halls of residence, the libraries and the Alan Gilbert Learning Commons.

These include printing, scanning and copying, and access to a wide range of general use and course specific software on the Windows operating system.

The clusters provide access to services offered by schools, faculties and central service providers such as IT Services and the University Library. PC clusters in the Faculty may also provide additional software not available in the central PC clusters.

- PC clusters on campus

Keeping you safe

To allow for effective social distancing measures that the UK government has introduced, the University's PC clusters will be operating at a reduced capacity until a time when social distancing measures are no longer needed. Details of PC clusters across campus and their capacities will be updated on the PC cluster webpages above.

There will be clear signage at entrances, computer equipment such as keyboards, mice, PCs and printers will be cleaned and sanitised regularly throughout the day, and there will be hand sanitisation stations available that you are encouraged to use.

Remote access is enabled for some students on many of the PC clusters. This allows students to log into a University computer from wherever they are. Details of remote access to University PC clusters can be found here.

- [Remote access to PC clusters](#)

Wi-Fi is installed across campus enabling students to access IT services on campus from their laptops or mobile devices. The eduroam network is the recommended service.

- [eduroam](#)

Software

Students can download the Microsoft Office software suite (including Word, PowerPoint, Excel and more) for free, to use on their own computers and mobile devices.

- [Microsoft Office 365](#)

There are also hundreds of software packages in use around the University. Find out which ones are available to you:

- [Applications](#)

Help and advice is available from our Support Centre which can be contacted by phone or via the Support Portal.

- [IT help and support](#)

The return of face-to-face IT support at walk-up support desks on campus is under discussion on how to do that safely, and more information will be posted on IT Services' walk-up support page when this is available: [Walk-up IT support](#)

Technical Resources

The Media Stores in Media Services are able to loan students a range of audio-visual equipment for learning, teaching and research. Training is provided on the use of the equipment and guidance given on getting the best out of the facilities for your learning or event activities. In light of the current situation with coronavirus (COVID-19) some facilities and services may vary please check for further information on their website: http://www.mediaservices.manchester.ac.uk/ourservices/mediastores/

Other design/technical services

Other design/technical services are also available in the University's *Media Centre* based on the second floor of the Humanities Bridgeford Street Building which provides: black and white

photocopies, colour photocopies, colour / black and white printing, scanning, and binding and laminating facilities. The Media Centre can also lend laptops to students for up to a week, in the event of a personal laptop having been stolen or sent for repair. Opening times are Monday–Friday 09.00–17.00 (closed 13.00-14.00) or visit the website for further information In light of the current situation with coronavirus (COVID-19) some facilities, services and opening times may vary. Please check for further information on their website:
⌖www.campus.manchester.ac.uk/mediacentre/

Printing/Scanning Facilities

All scanning/printing is paid for in advance through your printing account. In order to add money to this account you can use the Online ePayments System or the Central Prining Credit Top-up Stations (Payment Kiosks). A Payment Kiosk is available in the Arthur Lewis G.05 Computer Cluster for purchasing printing credits. Printers are normally available in all computer clusters.
For more information visit:
⌖ http://www.itservices.manchester.ac.uk/students/printing/payment/

Print Pull System

The new print pull facility will enable you to print your document from any networked computer and collect the print out at any printer in a University building using your swipe card. Visit ⌖http://www.itservices.manchester.ac.uk/students/printing/for more information.

Podcasting

The University has introduced podcasting (sometimes known as lecture capture) into many lecture theatres and teaching spaces across campus. This system has been set up to help students replay, revisit and revise from past lectures. Please note that each lecturer has the right to decide whether podcasting is suitable for their course unit.
No video cameras are used in the teaching environment; instead podcasting records the output from the projector, which includes: PowerPoints, web browsers, video, or software from a PC, laptop or iPad etc., and the lecturer's voice from microphones at the front of the teaching space.

The recordings are then automatically processed into usable formats and made available to students. Currently 320 locations are equipped for podcasting, making this one of the largest lecture capture installations in the world.

Instructions on how to access podcasts for your classes can be found here: http://www.mypodcasts.manchester.ac.uk/support/download/

Section 3: Student Experience

3.1 Student Charter

The Student Charter, developed jointly by the University and the Students' Union, is an important part of how we establish and maintain clear mutual expectations for the experience of all undergraduate and taught postgraduates. It sets out what we can expect from each other as partners in a learning community. A copy of the Student Charter can be found on the following webpage: ⌐http://www.yoursay.manchester.ac.uk/student-charter/

3.2 Student Development

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

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

The Student Support & Guidance Team will also be offering targeted study skills webinars during the academic year. Further information and registration details will be posted on the Student Support Facebook page: https://www.facebook.com/SEEDUoM/

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

My Learning Essentials Training Courses
The Library offers a range of skills sessions throughout the academic year to help you with your research and designed to equip you with the solid base of skills that you will need for academic success. Courses cover study strategies, academic writing, proofreading, literature searching, subject databases, citation and referencing, avoiding plagiarism and a range of workshops on specialist resources and research information skills. Full details of online training sessions, workshops and skills clinics are available on the Library website: ⌐http://www.library.manchester.ac.uk/services-and-support/students/support-for-your-studies/my-learning-essentials/

Exam Extra Sessions

On the run-up to University exam periods, the Library run a series of sessions specifically to help students revise and prepare for exams. Further details on sessions will be publicised by the Library closer to the January and May/June exam periods.

Careers

Your Future and your Careers Service

The Careers Service offers a range of activities for UG and PG students from practical help with CVs, applications and preparing for interviews through to helping students decide what they want to do after graduation and help with getting work experience/placements along the way.

By visiting Careerslink, students can access the full menu of events and find part-time jobs, placements, work experience/internships and graduate job opportunities. Careers Consultants from the Careers Service also deliver activity at Faculty and School/Programme level.

Currently, all services have been moved online so students can access the full range of services, including an extensive programme of webinar workshops/lunchtime live sessions with employers. Once guidance is received, services will return to on-campus delivery as deemed appropriate.

Students should visit the Careers Service website to get full details of how to access our services:

https://www.careers.manchester.ac.uk/

Volunteering Hub

The University has an online Volunteering Hub where you will find details of opportunities to get involved in a range of voluntary activities that support other students and improve the University community, from fundraising, educational, environmental and cultural projects, through to getting involved in charities and not-for-profit organisations in the wider community outside of campus. Further details and access to the hub can be found here:
⌃http://www.volunteers.manchester.ac.uk/

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. The following languages are being offered in 2020/21:

- Arabic
- Chinese
- French
- German
- Hebrew

- Polish
- Spanish
- Turkish
- Urdu

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.

https://www.languagecentre.manchester.ac.uk/learn-a-language/

Academic Success Programme: English Language Support

At the University Language Centre, we believe clear academic English is key to your success – whether or not English is your first language. Our Academic Success Programme enhances your academic writing and speaking to help you to reach your study goals. In our workshops, experienced tutors will help you get the most out of your studies by exploring the key features of both written academic and spoken English. A particular emphasis is placed on communicating well with your intended audience. We also aim to boost your confidence to work independently in English.

The ambition for 2020-2021 is to run as much as possible online – so please visit our website to find out more and to register for workshops or follow us on Twitter: @UoMLangCentre

www.manchester.ac.uk/academicsuccessprogramme

Open Learning Facilities

The University Language Centre's open learning facilities, situated in the Samuel Alexander Building, offer:

- A well stocked library of materials in text, audio, DVD and CD-ROM formats

- Materials in more than 80 languages

- Two suites of dedicated multimedia PCs for computer aided language learning, DVD playback and access to TVoverIP (for viewing live satellite channels via the University network)

- Booths with LCD screens for group viewing of DVDs

- A conversation room for group work and voice recordings

- Short-term loan of digital recorders, cameras, webcams, etc

- Support and advice for learners from expert staff and through on-line resources

- Access to the Face-to-Face scheme: This is a reciprocal language learning scheme, in which students can meet with native speakers of the language they are learning. International students find that this is a good way to meet home students and to become more integrated into the University. Home students can prepare themselves for study abroad by finding out about their partners' home universities and cultures. Students can arrange the face-to-face meetings online.

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

Extra Curricular Activities

The Student Union
The Student Union organises many different student activities including student societies and volunteering opportunities. For details please contact the Student Union.
☎ 0161 275 2930
🖰 http://manchesterstudentsunion.com/

The International Society
The International Society organises a programme of events, trips and social activities for international students at the University. It also runs English and foreign language classes, a Women and Families Group, and hospitality scheme to link up international students with local families. They also run a variety of interesting cultural projects that you may be interested in volunteering for.
Due to the Covid-19 pandemic, some activities have had to be postponed to adhere to social distancing guidelines. We hope to be up and running as usual soon but until then, please do keep up to date on our upcoming activities via our social media.
🖰 www.internationalsociety.org.uk
https://www.facebook.com/theinternationalsociety/

Campus Sports
An important way to maintain good health and wellbeing throughout your studies is to engage in sports, either individually or as part of a team. Further information is available at:
http://www.sport.manchester.ac.uk/sport/

Social Responsibility and life in the School of Environment, Education and Development.
Social Responsibility is at the heart of everything that we do at the School of Environment, Education and Development.

As the University's third goal, Social Responsibility describes the way we are making a difference to the social and economic well-being of our communities through our teaching, research, and public events and activities. Our web page 🖰 http://www.seed.manchester.ac.uk/connect/making-a-difference/ provides a flavour of our social responsibility work and throughout the year, Dr Jen O'Brien , SEED's Director of Social Responsibility will share news of other activities and events. You might like to volunteer, for example. On the University's volunteering website 🖰 www.volunteers.manchester.ac.uk/

you can learn more about the hundreds of opportunities available to you and how to get started. We are regularly looking for people to assist with community engagement and outreach – in Summer 2019 we had a team at both the University's Community Festival and Blue dot and we regularly have Widening Participation activities with Schools. There are annual funding competitions such as the SEED Big Block of Cheese and SR Research Stimulation Award. We are also keen to help promote your work, perhaps you are already part of community engagement and would like to encourage others or would like to be nominated for a Making a Difference Award, for example.

Please feel free to get in touch with Jen if you have Social Responsibility ideas that you would like to discuss, or be promoted : jennifer.o'brien@manchester.ac.uk

Stellify

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

3.3 Student Support

Student Services Centre
The Student Services Centre is a central point for information and advice on all non-academic University-related services such as examinations, registration, graduation, finance (including Manchester Hardship Fund advice), immigration, certificates and transcripts.
☎ 0161 275 5000
Email: ssc@manchester.ac.uk
http://www.manchester.ac.uk/study/international/why-manchester/student-support/student-services-centre
Opening Hours: Monday to Friday 09.00-17.00

How to contact support services in the current situation due to Covid 19
Please see below for details of how to support students to access University services while we are working remotely. Please note that University Campus Security is continuing to operate and can be contacted on 0161 306 9966 (the number is also on the back of your University ID card).
https://www.staffnet.manchester.ac.uk/supporting-students/

University Student Support
You can access information and resources covering topics such as money, health and wellbeing on the following website:-
http://www.studentsupport.manchester.ac.uk/

Academic Support

If you are encountering problems with your academic work then you should seek help and advice from your Academic Adviser or your Programme Director. Alternatively the University offers impartial information and advice on academic matters via the Student Support and Guidance Team in University Place. If the problems you are encountering are linked to health or personal problems please also see **Section 4.7 Mitigating Circumstances**.

Pastoral Support

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

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

Students can request a change of Academic Adviser if the relationship becomes difficult for any reason and should contact their Programme Director to discuss the reasons why a change is requested. Any students whose Academic Adviser is also the Programme Director, can approach the Student Support and Guidance team (studentsupport-seed@manchester.ac.uk).

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

Peer Mentoring
Peer mentoring focusses on a number of areas throughout the academic year and is intended to aid orientation and the transition into Higher Education. Higher year students provide support to lower year students through a range of activities and events which can be either social or academically focussed. Support is provided from pre-arrival through to the end of the academic year. If you are a second or third year student, you can apply to become a peer mentor. You will be provided with plenty of training beforehand. This training is co-delivered by the Sabbatical Interns and existing Student Coordinators who are able to share their valuable experiences during group feedback. The training is heavily based around group work and discussion and, because the training is not discipline specific, participants gain experiences from a range of mentoring schemes during their training.

By the second year you will have settled in to university life and your department, and it can be a good time to take stock of where you are at in terms of personal development. You might

want to develop your extra-curricular activities and volunteer to become a peer mentor. Think about where the gaps are on your CV and try to secure work experience or internships for the vacations.

Stress and Ill Health

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

If you are unwell for up to one week, you can complete a "Self-Certification" form which can be found on the Student Intranet at:
http://www.seed.manchester.ac.uk/studentintranet/pgt/mitigatingcircumstances/. If you are using this form as supporting evidence for a mitigating circumstances application, the certificate will need to be signed by your GP.

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

4.7 Mitigating Circumstances.

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

University Policy on 'Supporting Health, Fitness and Return to Study'

The University is committed to supporting students and recognises the ijmpact that a student's health, wellbeing and conduct can have on their academic progression and wider experience. Issues with any of the above may affect a student's fitness to study. This policy will apply when a student's health, wellbeing, behaviour and/or conduct is significantly impacting on their ability to progress academically or function at University and it aims to ensure that the best interests of the student are considered in relation to their personal situation and to ensure that students who are experiencing issues are supported to address these difficulties at the earliest opportunity and have access to appropriate support services.

The Policy may also be used where the University has significant concerns about the impact of a student's behaviour and/or conduct on their own safety and wellbeing, or the safety and wellbeing of others. If these concerns have not been resolved by the 'Procedure on Support to Study' and the provision of support, they may be considered under the 'Procedure on Fitness to Study'.

The Procedure on 'Fitness to Study' is a two-stage process, which will include an assessment of the impact of the student's behaviour and/or conduct on both themselves and others. Stage 1 will consist of a School-level Fitness to Study Panel who will make recommendations. If a student is referred to Stage 2 of the procedure, then the Director of Campus Life would become involved.

The full policy and procedures can be found on the University website:
http://documents.manchester.ac.uk/display.aspx?DocID=37798

All information considered by the School's Fitness to Study Panel will be treated with the utmost confidentiality.

There are a number of specialist services available at the University, to which students can be referred or can self-refer:

Student Occupational Health Service

This service offers confidential care and support on health and safety issues and offers emergency care if you are taken ill on campus. They will also advise the School on whether a student is 'fit to study' or 'fit to travel' on fieldwork in cases of illness. Please note that this service is not a doctor's surgery, and you should register with a GP when you arrive in Manchester.

☎ 0161 275 2858
Opening Hours: Monday–Friday 09.00-16.00
🖱 http://www.occhealth.manchester.ac.uk/

Counselling Service

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

Location: 5th Floor, Crawford House, Precinct Centre
☎ 0161 275 2864
Email: counselling.service@manchester.ac.uk
Due to Covid 19 this service is operating remotely, offering same-day appointments. Please visit website for information
🖱http://www.counsellingservice.manchester.ac.uk/

Student Union Advice Centre

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

Location: First floor, Student Union Building, Oxford Road
☎ 0161 275 2952
Email: advice.su@manchester.ac.uk
🖱 https://manchesterstudentsunion.com/advice

Opening Hours: Monday to Friday, 10.00 to 16.00, term-time and vacation. No appointment is needed - just call in. You can arrange an appointment by telephoning 0161 275 2952

Disability Advisory and Support Service (DASS)

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

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

The University has a **Disability Advisory and Support Service (DASS)** who can help any students with additional needs and advise students on the support available to them throughout their studies. They can arrange an Assessment of Needs, assist with applications for funding support, arrange dyslexia screenings and discuss appropriate study aids, assistive technology and special examination arrangements if necessary. The DASS liaises with the School of Environment, Education and Development via the School's Disability Co-ordinator (DC.seed@manchester.ac.uk). Students should seek advice immediately if they feel that their work is being affected by any of the above issues.

Location: 2nd Floor, University Place
☎ 0161 275 7512
Email: dass@manchester.ac.uk
Opening Hours: Monday to Friday 10.00 to 16.00
🖰 http://www.dso.manchester.ac.uk/
Whenever possible, please telephone or email for an appointment.

Legal Support

For free, confidential advice on any legal issue. The Legal Advice Centre is run by the School of Law.
Location: 188 Waterloo Place, Oxford Road
☎ 0161 275 7976
Email: free.legal@manchester.ac.uk
🖰 http://www.law.manchester.ac.uk/legal-advice-centre/

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

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

☎ 0161 306 5874

Email: mediation@manchester.ac.uk

🖰http://www.manchester.ac.uk/mediation

Accommodation

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

☎ 0161 275 2888

Email: accommodation@manchester.ac.uk

🖰http://www.accommodation.manchester.ac.uk/

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

☎ 0161 275 7680 / 7681

Email: manchesterstudenthomes@manchester.ac.uk

🖰 http://www.manchesterstudenthomes.com/Accommodation

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

Finance (Debt)

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

🖰http://www.studentsupport.manchester.ac.uk/finances/funding-opportunities/all/living-cost-support-fund/

🖰http://www.studentsupport.manchester.ac.uk/finances/a-z/living-cost-support-fund/

Finance Advice

Blackbullion is a financial education website for students that aims to help you take control of your money. It offers modules on budgeting, saving and more which you can access on your phone, tablet, or laptop.

🖰http://www.studentsupport.manchester.ac.uk/finances/money-matters/money-skills/

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

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

Mature Students' Support

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

Email: Burlington.society@manchester.ac.uk
⌐www.burlington.manchester.ac.uk

⌐https://www.facebook.com/groups/burlington.society

Student Parents

The Student Union provides online resources with guidance and information for student parents in the areas of child care, schools, funding, accommodation, support groups, and University policies and procedures that may directly affect you.
⌐ https://manchesterstudentsunion.com/studentparents

3.4 Fieldwork

The safety and wellbing of our staff and students are highest priority. Due to Covid restrictions some events may be cancelled or postponed

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

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

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

Travel Documents and Entry Visas

Students should ensure that they arrive in Manchester with their full passport and, for international students who require one, a UK visa. Many destinations will require that passports and visas are valid for a full 6 months after the date of return from an overseas trip. Students should ensure that their passport and UK visa have the appropriate validity when they arrive in Manchester. If passport or visa renewals or extensions are needed and action is not taken immediately, students may not be able to attend their fieldcourse. For advice on UK

visa extensions or renewals, students should contact the Student Immigration Team in the Student Services Centre for assistance. They can be emailed at visa@manchester.ac.uk or telephoned on 0161 275 5000 (option 1). School administrative and academic staff are not qualified to provide guidance on UK visas or immigration issues.

Some destinations will also require entry visas. In this case, students will be guided through the application process. The School has no influence over the visa application process and cannot accept liability if a students is denied an entry visa. Most applications will need to include statements from a UK bank account. It is important that students take steps immediately upon arrival to open a UK bank account. Information on how to do this is available here: http://www.studentsupport.manchester.ac.uk/finances/a-z/banking/banking-made-easy/

Vaccinations
Some destinations will require vaccinations and / or anti-malarial medication. These will be prescribed by Occupational Health Services. No additional charge will be made for this. It is the student's responsibility to ensure that they receive any necessary vaccinations and / or anti-malarial medications in sufficient time to attend the fieldcourse. Failure to obtain the necessary vaccinations and / or anti-malarial medications will result in students not being permitted to attend the fieldcourse.

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

Costs
The School of Environment, Education and Development Undergraduate Programmes have at least ONE fieldtrip that is free of charge to students and make a significant financial contribution to the cost of any other fieldcourse, that a student may be asked to attend on an optional basis..

You will be asked to cover some additional costs such as meals and personal expenditure whilst on the fieldcourse.

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

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

Fieldcourse Handbook

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

🖰 https://www.seed.manchester.ac.uk/student-intranet/

3.5 Health & Safety (Including Risk Assessments)

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

Online Health and Safety Course

All new students are required to complete a compulsory eLearning module in health and safety at the University. You will be automatically enrolled on the course and it will appear in your class list in Blackboard. You must complete the online course by no later than week three of semester one.

The purpose of the eLearning course is to:

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

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

Working in Arthur Lewis, Ellen Wilkinson and Humanities Bridgeford Street Buildings

The following information is provided for the safety and security of anyone working in or visiting the above buildings.

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

The safety and wellbeing of our staff, students and visitors are our highest priority. To help keep everyone safe during the COVID-19 outbreak, we have closed or restricted some non-essential facilities.

Accidents and First Aid

There are several first aiders located in all buildings and their names and extension numbers are on the First Aid notices which are located throughout the buildings. In the event of an emergency, if you can't immediately locate a notice, call Security on 69966 (internal telephone) or 0161 306 9966 (external telephone).

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

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

Children

Children are only permitted on the premises in exceptional circumstances.

Fire / Evacuation

If it is necessary to evacuate the building, an alarm will sound continuously. Please leave the building by the nearest exit and make your way to the nearest Fire Assembly Point. As a student you must familiarise yourself with the procedures for dealing with an emergency, including discovery of fire, and with the fire exit points in your building and elsewhere in the University where you might find yourself working. Do use all the emergency exits in each part of the Building when they are nearest for you, and do not use the lift in the building when there is an emergency. Fire Marshals in yellow vests will be on hand directing staff, students and visitors to Fire Assembly Points.

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

Students who have mobility difficulties should wait in a refuge area. These are located on the 1st, 2nd, 3rd and 4th floor stairwells on the North and South side of the Arthur Lewis Building, along with an Evacuation Chair on the 4th floor. Refuge areas in the Humanities Bridgeford Street Building are located on the stair landings outside rooms 1.70, 1.72 and 1.75 and there are a further three refuge points on the second floor on the stair landings outside rooms 2.13, 2.14 and 2.85. . Refuge areas in the Ellen Wilkinson Building are located on each stair landing. Emergency blankets and an intercom system are located on the 3rd, 5th and 6th Floor, A Block and Evacaution Chairs are located on the 4th and 5th Floor C Block.

Testing of the fire alarms is carried out on Monday at 1.30pm in the Arthur Lewis Building, Wednesday at 11.30am in Elllen Wilkinson Building and on Friday at 11.00am in Humanities Bridgeford Street Building.
If you discover a fire, you should:
- sound the alarm by breaking the glass at the nearest call point,
- call the Fire Brigade by dialling 9-999 from any internal telephone,
- evacuate the building by the nearest available exit,
- use the refuge areas if you are unable to use the stairs,
- close all doors behind you and report to the Assembly Point,
- do not collect personal belongings,
- do not use the lifts,

- do not run,
- do not re-enter the building until authorised to do so.

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

Security

You are advised not to leave your belongings unattended. You do so at your own risk. In case of an emergency, call Security, who can be contacted by telephoning 69966 (internal telephone) or 0161 306 9966 (external telephone).

Food

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

Toilets

In the Arthur Lewis Building there are male, female and disabled toilets on each floor adjacent to the lift area and these are clearly labelled. In Humanities Bridgeford Street Building there are male, female and disabled toilets on the ground and first floor and lower ground floor. In Ellen Wilkinson Building there are male and female toilets on alternate floors adjacent to the lift area and the disabled toilets are situated on the 1st and 5th floor A Block.

Out of Hours Working

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

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

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

Due to COVID-19 outbreak, some facilities may be closed or opening times may vary.

Risk Assessments

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

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

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

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

- Visiting countries to which the United Kingdom Foreign and Commonwealth Office (FCO) has recommended against travel
- Visiting countries outside the European Union[2]
- Visiting recognised hazardous areas, for example factories, quarries, mountains & cliffs, glaciers, caves & mines, high crime neighbourhoods, regions of known political instability and warfare, regions identified by the FCO as carrying a high risk of terrorism and regions affected by disease prevalence or outbreak as identified by the World Health Organisation (WHO), including malaria, dengue fever, avian 'flu, swine 'flu etc.
- Visiting hostile environments, e.g. large rivers, lakes, the sea or areas at high risk from natural disasters such as earthquake, hurricane or typhoon
- Visiting areas which are more than 12 hours from medical facilities
- Working with chemical, biological or allergenic hazards
- Research with children, animals, illegal substances or illegal activities or where there are ethical considerations

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

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

1. Identify all reasonably foreseeable hazards, even those where you think the risk is low. Make sure all areas and activities are included and record findings on the University's risk assessment form,
2. For each hazard firstly consider whether it can be removed completely or replaced by a less hazardous alternative,
3. If not, write down any existing controls which you know are in place already.
4. Assess the risk with the existing controls in place. i.e. how **likely** it is that harm will occur and how **severe** the outcome will be,

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

5. You should then be able to answer the question – Are the existing controls adequate to prevent the harm occurring or is it reduced to an acceptable level, bearing in mind the risk, the legal obligations and standards of good practice?
6. Sign and date the risk assessment. If additional work is required, write an action plan and specify who is responsible for carrying out the actions listed and a timescale for their completion.

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

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

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

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

You should also review the University's risk assessment guidance at ⌁ http://documents.manchester.ac.uk/display.aspx?DocID=10019 and the University's guidance on Health & Safety in Fieldwork at ⌁

3.6 Student Representation

Student Representatives are students who are appointed as representatives by their peers for their particular Programme, School or Faculty to champion your interests, promote your views and act as a mouthpiece between you and decision makers in the University.

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

Student representation covers a diverse range of activities, which varies depending on the population of students being represented. Representatives can use surveys and student focus groups to collect data and feedback from students in order to inform decisions and make positive change.

Representatives are invited to take part in many different groups and committees where key decisions are made, such as the School Student Support Forum, School Boards, Department Teaching and Learning Committees, Programme Committees.

Committees

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

Department Teaching & Learning Committee
The School of Environment, Education and Development has a Teaching and Learning Committee within each Department at which decisions regarding programmes are taken and fed into the School Teaching and Learning Committee.

The School Support Forum

The School of Environment, Education and Development has a Student Forum which gives student representatives the opportunity to report back to members of School staff on their experience of the provision of teaching and learning, along with issues concerning University facilities such as Library, Estates, IT, eLearning

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

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

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

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

Election to the Role of Student Representative
Student Representatives should be appointed as soon as possible after the start of a new academic year, and no later than 13 November 2020 Training for new student reps will be provided by the University Student Union. Dates of training sessions will be notified to new student reps at the start of the academic year once they have been confirmed.

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

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

National Student Survey
Final year Undergraduate students complete an independent survey about their time at University. This is called the National Student Survey and you will be sent various e-mails about completing this from January-April of your final year. It is vital to complete the survey as it can help to shape the future of undergraduate studies at Manchester. For more information visit: www.thestudentsurvey.com/

3.7 Student Complaints

University General Regulation XVIII (Student Complaints Procedure) sets out the procedure for handling complaints by students. A complaint is defined as *'an expression of dissatisfaction which merits a response'* and covers complaints about the provision of programmes or parts of programmes, services or facilities by the University, or the actions or lack of actions by University staff. The Student Complaints Procedure does not cover matters relating to

assessment and progression (see **Section 4.10 on Academic Appeals**), nor complaints involving allegations of misconduct or harassment, as these are covered by separate procedures (see **Section 3.8** on **Dignity at Work and Study** below).

Informal Stage

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

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

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

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

Complaints should be made as soon as possible and in any case **within eight weeks of the events or actions (or lack of actions) which have prompted the complaint**. The School will not normally consider complaints made after this period, unless there is good reason for the delay.

Formal Stage

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

The Complaints Procedure does not cover the following, for which separate procedures exist:

(a) appeals against decisions of an Examination Board (or equivalent body) where a student is seeking an academic remedy (Regulation XIX, Academic Appeals Procedure: http://documents.manchester.ac.uk/display.aspx?DocID=1872) ;

(b) complaints involving an allegation of misconduct by a student (Regulation XVII, Conduct and Discipline of Students: http://documents.manchester.ac.uk/display.aspx?DocID=6530) ;

(c) complaints involving an allegation of harassment, discrimination, victimisation and/or bullying by a student or member of staff (Dignity at Work and Study Policy and Procedure: http://www.staffnet.manchester.ac.uk/equality-and-diversity/policies-and-guidance/dignity-at-work-and-study/);

(d) complaints against the Students' Union (Code of Practice on the Students' Union: http://documents.manchester.ac.uk/display.aspx?DocID=12019), other than through requesting a review of the outcome of any complaint against the Students' Union having exhausted the Students' Union complaints procedure.

(e) If a student wishes to complain about specific accommodation issues, then complaints in this regard can be submitted directly to the Division of Residential and Sports Services as detailed on the following website: http://www.accommodation.manchester.ac.uk/hall-life/complaintsprocedure/

3.8 Dignity at Work & Study

The University of Manchester does not tolerate any form of harassment, discrimination or bullying. If you believe that you are being bullied or harassed, the University has a 'Report and Support' platform which allows students to securely report bullying, harassment, sexual harassment or discrimination and receive confidential advice from a Harassment Support Adviser.   Reporting can be done anonymously and the platform can be found here: https://www.reportandsupport.manchester.ac.uk/. For further information on the Dignity at Work and Study policy, see

🖰 http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=22733

3.9 Registration and Progression

Registration

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

You will have received detailed information regarding registration prior to your arrival and it is also included in your welcome pack. Further information about registration is also available at 🖰http://www.welcome.manchester.ac.uk/new-students/get-ready/

Academic and Financial Registration must be completed by the 30 September 2020. Late registration after 30 September will incur a £200 charge.
Course Unit Selection can be completed up to the end of the second week of teaching. It is important that your Programme Administrator and Programme Director meet with you to advise you **before** you select your course units.

If you have not completed your registration nor paid your tuition fees by 30 September 2020 the School will withdraw you from the programme.

Late Registration

You should arrive in Manchester no later than the Sunday prior to the first day of Welcome Week. **If you cannot arrive in Manchester until after the Monday of Welcome Week, for example due to issues with a visa application, you must contact your Admissions contact at the earliest opportunity.** After this date, you will be considered a late arrival and will be required to provide evidence to support the reason for your lateness. The final deadline date for late arrival is the **30 September 2020.** Your Programme Administrator and Programme Director will then consider whether it is appropriate to approve your late arrival. Unapproved late arrivals will be deferred to the next academic year and you will be withdrawn from the programme. Note that late arrival cannot be used as part of any mitigating circumstances case and students must ensure that they are aware in full of issues discussed during the induction process (especially with regard to plagiarism).

Course Unit Changes

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

Semester 1 deadline for course unit changes	16 October 2020
Semester 2 deadline for course unit changes	19 February 2021

Withdrawal

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

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

Interruption

It is the expectation of the University that you will complete your programme in one continuous period of uninterrupted study. It is understood, however, that you may encounter personal difficulties or situations which may seriously disrupt your studies. In such instances, you may be granted a temporary interruption to your studies.
It is important to realise that we may not be able to provide an identical teaching, supervision and assessment experience on your return as would otherwise have been available. Programmes of study and regulations change to reflect developments in the subject, requirements of external bodies and the resources available to the University. While we will try to make reasonable provision for you following your interruption you need to realise that permission for an interruption is a privilege and not a right.

During your period of interruption you will not be a registered student of the University and your right to be on University premises will be that of a member of the public. You may not

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

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

If you decide, after discussing with your Academic Adviser, to take a break (interruption) from your studies for whatever reason, please speak to your Programme Director. Interrupting your studies will need approval and the implications of any interruption (including financial) need to be carefully thought through. If you are an overseas student, an interruption may also affect your visa and so advice should be sought on this from the Student Immigration Team in the Student Services Centre. http://www.studentsupport.manchester.ac.uk/immigration-and-visas/during-your-studies/. If you are in receipt of a Student Loan, you should also check the implications with the Funding Team. Further information on the financial implications of interrupting can be found here: http://www.studentsupport.manchester.ac.uk/finances/tuition-fees/payments/interruptions-and-withdrawals/

Once you have taken all of this advice you must submit an *Interruption Request Form* (available from the student intranet) to your Programme Administrator.

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

See also **Section 4.7 Mitigating Circumstances.**

3.10 Graduation

Graduation

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

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

Debts

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

3.11 The University of Manchester Alumni Association

At Manchester we are proud to have the largest global alumni community of any campus-based university in the UK, with many of the 300,000 graduates we are in contact with holding top positions in every imaginable field.   The University of Manchester's Division of Development and Alumni Relations is here to help alumni maintain a lifelong connection with us and with each other, sharing experiences and expertise and enjoying alumni-exclusive offers, events, networking and volunteering opportunities.

Many of our alumni help to influence and inspire the next generation of Manchester graduates by volunteering their time and expertise. Our alumni volunteers mentor and network students, take part in careers Q&As, provide internships and placements, and act as hosts for our Global Graduates programme – all to give you the high-quality experience and transferable skills that are vital in ensuring a return on investment into a degree.

Some alumni also support the University financially, enabling researchers and graduates to contribute towards a more progressive, responsible world, and help us offer Access Scholarships to high-achieving undergraduate students who come to us from backgrounds that under-represented in higher education.

Many of our graduates hold positions of seniority in business, academia, politics, industry and the media, including:

Lord Terence Burns
Chairman, Santander UK

Professor Brian Cox OBE
Physicist and Science Communicator

Jane Cocking
Humanitarian Director, Oxfam

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

Benedict Cumberbatch CBE
Actor

Chuka Umunna MP
Former Shadow Secretary of State for Business, Innovation and Skills

Sir Peter Maxwell Davies
Composer and Conductor

Lord Norman Foster
Architect and Designer

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

Sophie Raworth
Presenter BBC News

Teo Chee Hean
Deputy Prime Minister of Singapore

Parineeti Chopra
Actor

Toby Jones
Actor

Professor Danielle George
Radio Frequency Engineer and Presenter of the 2014 Royal Institution Christmas Lectures

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

Frances O'Grady
First female General Secretary of the TUC

You automatically become a member of our alumni community on graduation, but to get the full benefit you should register at *your.manchester.ac.uk* during your final year. You can also follow us on Twitter at @alumniUoM, like us on Facebook at www.facebook.com/alumniuom and join our Linkedin group – just search 'The University of Manchester Alumni Association'.

Section 4: Assessment, Examination and Feedback

4.1 Types of Assessment

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

4.2 Feedback

Feedback on academic work

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

Feedback does not just come from your tutor or lecturer in a formal way, for example when youreceive written comments on your work. Feedback can also be informal, during a class and can come from your peers as well as from a member of staff or can take place during self-assessment exercises online. It could also occur when a member of staff responds to your questions by email.

Feedback from you about your course unit

At the end of each course unit you are asked to complete an online questionnaire which asks you to rate the teaching, resources etc. It is vital you complete this to ensure we can continue to improve our course units. Once we receive the results of these Course Unit Surveys, each academic member of staff is asked to respond and take action on the feedback.

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

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

4.3 University Ordinances and Regulations for Undergraduate Degrees

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

4.4 Coursework

Submission dates for assessed coursework

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

How to submit your assessed Coursework - Turnitin

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

Students should not leave online submission until the very last minute before a deadline in case the system is running slowly or there are technical issues. Students should aim to submit work by an hour before the deadline, and no later than 30 minutes before, to ensure adequate time for upload. An assessment will be recorded as late by the system even if is only by a minute, and a late penalty will be applied.

It is also important to note that only the first submission of a piece of work will be accepted, and you cannot later claim that the wrong piece of work or wrong version of a piece of work was submitted or that you submitted a draft by mistake. No substitution of a file can be made after the deadline has passed.

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

How to submit your assessed Coursework – Hard copy

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

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

Presentation of Assessed Work

Each piece of assessed coursework should be word-processed and submitted with a word count on the front page. Text should be at least font size 12, with line spacing of at least 1.5 and double sided in most cases. As we operate an anonymous marking system, you should not put your name on the assessed work, and instead ensure that your student registration number is presented as a header/footer throughout the piece of assessed work.

University Proofreading Statement

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

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

Word Count Policy

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

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

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

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

The penalty for late submission at postgraduate level is the deduction of 10% of the maximum amount of marks, for which the following principles will apply:

- A deduction of 10% of the available mark every 24 hours until the assignment is submitted or no marks remain e.g any work submitted between 24 and 48 hours late will receive a deduction of 20%
- A 'day' is 24 hours, i.e. the clock starts ticking as soon as the submission deadline has passed; (Note that a penalty of 10% would apply, regardless of whether a piece of work is 1 minute or 23 hours late).
- Weekends, bank holidays and University closure days are included as part of the 24hours/calendar days in this policy.
- Submission dates and times are in UK local time and is the responsibility of the student to check the relevant time zone.
- The use of online submission via Turnitin allows us to see when a submission is made after the deadline;

- Where paper copies of assessment work are submitted, students will receive a receipt which indicates the date and time of submission;

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

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

Marking

The assessed work for each course unit is subject to first marking by an Internal Examiner and moderation by an Internal Moderator. Course unit assessments are then submitted to the External Examiners for moderation. All marks are provisional until the June Exam Board as scripts may be re-graded or scaled upon recommendation by the External Examiners at the Board of Examiners' Meeting.

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

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

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

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

4.5 Examinations

Timing

Should your course unit be assessed by a set examination this will be undertaken at the end of the semester in which the course unit is taught. Examinations are held in January for first semester course units, and in May/June for second semester course units. Resit exams take place during the last two weeks of August. Examination timetables are produced centrally by the University Examinations Team in the Student Services Centre. **Subject to UK Government Covid guidelines permitting Students are expected to be in Manchester for the entirety of the University exam periods, including the August resits period, if required to take exams.**

EXAMINATIONS TEAM - IMPORTANT INFORMATION Due to the current outbreak of coronavirus (Covid-19) on-campus examinations may be replaced with remote online examinations or alternative assessments. Details of examinations/assessments will be published course unit blackboard pages. The universities Up-to-date advice and guidance can also be found at the following link:

https://studentnews.manchester.ac.uk/2020/05/12/coronavirus-frequently-asked-questions/#studying-teaching-assessments

Exams Timetable

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

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

Fees for Exam Resits

It should be noted that a fee of £75 is charged by the University for any resit examinations which you are required to take (this is a one-of fee of £75 regardless of the number of resit examinations to be taken). The fee is payable directly to the Student Services Centre, and can be made via the online store https://estore.manchester.ac.uk/product-catalogue/student-services-centre/exam-resit-fees

Resits abroad

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

4.6 Dissertations

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

4.7 Mitigating Circumstances

It is essential that if your work is being affected by personal or medical circumstances you seek advice from your Academic Adviser, your Programme Administrator or the School's Student Support Team (studentsupport-seed@manchester.ac.uk). They will be able to talk you through the process of 'Mitigating Circumstances'. The University defines Mitigating Circumstances as **'unforeseeable or unpreventable circumstances that could have, or did have, a significant adverse effect on the academic performance of a student'.** If you think that your performance or academic progress is likely to be affected by your circumstances or that you may not be able to hand in an assignment by the deadline, you may submit an online Mitigating Circumstances form, with relevant supporting documentation, for consideration by the Mitigating Circumstances Panel and Board of Examiners. Your Programme Administrator will also be able to advise on the deadlines for the submission of forms and documentation, and the type of documentary evidence required.

Forms
The online form is available on the student intranet at: 🖱
https://www.seed.manchester.ac.uk/student-intranet/undergraduate/mitigating-circumstances/

Please note that it is the sole responsibility of the student to submit a request for consideration of mitigating circumstances by the published deadlines. Applications must be submitted before a course unit submission deadline has passed and applications will not be considered once results have been issued.

Evidence
The nature of the supporting documentation required will vary according to the nature of the circumstances, but it must be sufficiently independent and robust to confirm the veracity of the case you are making. If supporting evidence is not in English, a translation should be supplied. Evidence should be submitted as soon as possible to your Programme Administrator, who will append it to your form. Evidence does not have to be supplied at the time of submitting the online form.

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

Timescale for Decisions

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

Possible Outcomes

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

Grounds for Mitigation

Please see below for examples of possible mitigating circumstances as well as circumstances which will not be considered as grounds for mitigation.

Examples of possible mitigating circumstances:
- Significant illness or injury; or worsening of an ongoing illness or disability, including mental health conditions; (please see the following DASS webpage for examples of disabilities: http://www.dass.manchester.ac.uk/who-do-we-support/current-students/)
- The death or critical/significant illness of a close family member/dependant
- Significant family or personal crises or major financial problems leading to acute stress
- Absence from the University for public service, eg jury service

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

Events which may arise during **pregnancy** that may constitute mitigating circumstances will be judged on a case by case basis. It is recommended by the Equality Challenge Unit (ECU), that at a minimum, students are required to take two weeks' compulsory maternity-related absence. This is in line with employment law and is to ensure the health and safety of the mother following childbirth.

Mitigating Circumstances and Disability Support

The mitigating circumstances policy works in conjunction with disability support. Some students who have disability support via the University Disability Advisory and Support Service (DASS) will have a support plan which includes 'one week automatic extensions' and if this is the case, students do not need to apply for Mitigating Circumstances unless more than a week is required. Further guidance for DASS-registered students on 'automatic extensions' can be found on the University website: http://documents.manchester.ac.uk/display.aspx?DocID=37272. Students with disability support may also submit a mitigating circumstances application if, for example, there are further complicating factors not relating to their disability.

With regards to requests for mitigation which mention a disability or where a student has disclosed a possible disability, DASS will be consulted on the case and will provide recommendations before the Panel reaches a decision.

Mitigating Circumstances and the Dissertation

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

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

Interruptions

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

Mitigating Circumstances and Academic Appeals

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

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

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

4.8 Failure and Reassessment

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

It is possible for a student to fail 40 credits and still meet the standard required for an Undergraduate Honours Degree providing that the marks in the failed courses are between 30-39%. Please refer to the Examination Regulations (Section E, paragraphs17-21) for full details regarding compensation.

Students are permitted to resit up to 80 credits. Please refer to the Examination Regulations (Section F, paragraphs 22-30) for full details regarding reassessment.

Students who fail more than 80 credits at Undergraduate level will not be permitted to resit for an Honours degree.
Students who wish to clarify any of the above should seek advice from their Programme Administrator or the Student Support Team.

4.9 Plagiarism and other forms of Academic Malpractice

The University deems plagiarism to be a serious academic offence and if proven it constitutes a breach of Regulation XVII Conduct and Discipline of Students. For Undergraduate students, all identified cases of plagiarism are referred to a disciplinary committee (at School, Faculty or University level, depending on the level of study and whether or not it is a repeat offence) who will decide on a penalty. Students will be notified by means of a letter that their work has been referred and will subsequently be contacted to attend a disciplinary hearing.

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

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

Introduction

A. As a student, you are expected to co-operate in the learning process throughout your programme of study by completing assignments of various kinds that are the product of your own study or research. For most students this does not present a problem, but occasionally, whether unwittingly or otherwise, a student may commit what is known as plagiarism or some other form of academic malpractice when carrying out an assignment. This may come about because students have been used to different

conventions in their prior educational experience or through general ignorance of what is expected of them.

B. This guidance is designed to help you understand what we regard as academic malpractice and hence to help you to avoid committing it. You should read it carefully, because academic malpractice is regarded as a serious offence and students found to have committed it will be penalized. *At the very least* there could be a reduction in marks for the piece of work in question, but it could be worse; you could be awarded zero (with or without loss of credits), fail the whole unit, be demoted to a lower class of degree, or be excluded from the programme.

C. Academic malpractice includes **plagiarism, collusion, fabrication** or **falsification** of results and anything else intended by those committing it to achieve credit that they do not properly deserve. In addition to the advice that follows, your School will give you advice on how to avoid academic malpractice in the context of your discipline. It will also design assessments so as to help you avoid the temptation to commit academic malpractice. Finally, you should take note that work you submit will be screened electronically to check against other material on the web and in other submitted work.

Plagiarism

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

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

You should also note that copying material from **sample essays** provided by the course tutor as examples of good practice will also be considered as 'plagiarism'.

Obviously, the most blatant example of plagiarism would be to copy another student's work. Hence it is essential to make clear in your assignments the distinction between:
* the ideas and work of other people that you may have quite legitimately exploited and developed, and
* the ideas or material that you have personally contributed.

E. The following are a few important do's and don'ts:
* **Do** get lots of background information on subjects you are writing about to help you form your own view of the subject. The information could be from electronic journals, technical reports, unpublished dissertations, etc. Make a note of the source of every piece of information at the time you record it, even if it is just one sentence.
* **Don't** construct a piece of work by cutting and pasting or copying material written by other people, or by you for any other purpose, into something you are submitting as your own work. Sometimes you may need to quote someone else's

exact form of words in order to analyse or criticize them, in which case **the quotation must be enclosed in quotation marks to show that it is a direct quote, and it must have the source properly acknowledged at that point.** Any omissions from a quotation must be indicated by an ellipsis (…) and any additions for clarity must be enclosed in square brackets, e.g. "[These] results suggest… that the hypothesis is correct." It may also be appropriate to reproduce a diagram from someone else's work, but again the source must be explicitly and fully acknowledged there. However, constructing large chunks of documents from a string of quotes, even if they are acknowledged, is another form of plagiarism.

- *Do* attribute all ideas to their original authors. Written 'ideas' are the product that authors produce. You would not appreciate it if other people passed off your ideas as their own, and that is what plagiarism rules are intended to prevent. A good rule of thumb is that each idea or statement that you write should be attributed to a source *unless* it is your personal idea *or* it is common knowledge. (If you are unsure if something is common knowledge, ask other students: if they don't know what you are talking about, then it is not common knowledge!)

F. As you can see, it is most important that you understand what is expected of you when you prepare and produce assignments and that you always observe proper academic conventions for referencing and acknowledgement, whether working by yourself or as part of a team. In practice, there are a number of acceptable styles of referencing depending, for example, on the particular discipline you are studying, so if you are not certain what is appropriate, *ask your Programme Director or the Course Unit Convenor for advice!* This should ensure that you do not lay yourself open to a charge of plagiarism inadvertently, or through ignorance of what is expected. It is also important to remember that you do not absolve yourself from a charge of plagiarism simply by including a reference to a source in a bibliography that you have included with your assignment; you should always be scrupulous about indicating precisely *where* and *to what extent* you have made use of such a source.

G. So far, plagiarism has been described as using the words or work of someone else (without proper attribution), but **it could also include a close paraphrase of their words**, or a minimally adapted version of a computer program, a diagram, a graph, an illustration, etc taken from a variety of sources without proper acknowledgement. These could be lectures, printed material, the Internet or other electronic/AV sources.

H. *Remember:* no matter what pressure you may be under to complete an assignment, you should *never* succumb to the temptation to take a 'short cut' and use someone else's material inappropriately. No amount of mitigating circumstances will get you off the hook, and if you persuade other students to let you copy their work, they risk being disciplined as well (see below).

Collusion

I. **Collusion** is any agreement to hide someone else's individual input to collaborative work with the intention of securing a mark higher than either you or another student might deserve. Where proved, it will be subject to penalties similar to those for plagiarism. Similarly, **it is also collusion to allow someone to copy your work when you know that they intend to submit it as though it were their own and that will lay both you and the other student open to a charge of academic malpractice.**

J. On the other hand, collaboration is a perfectly legitimate academic activity in which students are required to work in groups as part of their programme of research or in the preparation of projects and similar assignments. If you are asked to carry out such group work and to collaborate in specified activities, it will always be made clear how your individual input to the joint work is to be assessed and graded. Sometimes, for example, all members of a team may receive the same mark for a joint piece of work, whereas on other occasions' team members will receive individual marks that reflect their individual input. If it is not clear on what basis your work is to be assessed, to avoid any risk of unwitting collusion you should always ask for clarification *before* submitting any assignment.

Fabrication or falsification of results

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

Finally…

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

TurnitinUK

The University uses electronic systems for the purposes of detecting plagiarism and other forms of academic malpractice and for marking. Such systems include TurnitinUK, the plagiarism detection service. As part of the assessment process, you will be asked to submit an electronic version of your work to TurnitinUK for plagiarism checking. Please note that

when work is submitted to the relevant electronic systems, it may be copied and then stored in a database to allow appropriate checks to be made.

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

Viva Voce for Suspected Cases of Academic Malpractice
Where a member of academic staff suspects that a piece of work has not been written by the student, and it is strongly suspected that academic malpractice has been committed, a viva may be held with the student to determine the authorship of the work. The purpose of the viva is to give the student the opportunity to discuss the assessment and demonstrate that the work is their own. If the viva is inconclusive in determining authorship, the work may be referred to an academic malpractice panel.

4.10 Student Academic Appeals

University General Regulation XIX (Academic Appeals) defines a number of decisions affecting a student's academic progression against which students might wish to appeal. These include expulsion from the University, exclusion from a programme of study, or the result of assessment or award of a particular degree classification.

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

There are **specific grounds** on the basis of which an appeal may be made according to Regulation XIX, and these are as follows:

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

(b) That there had been a material administrative error or procedural irregularity in the assessment process or in putting into effect the regulations for the programme of study of such a nature as to cause significant doubt whether the decision might have been different if the error or irregularity had not occurred.

(c) That there is evidence of prejudice or bias or lack of proper assessment on the part of one or more of the examiners;

(d) That the supervision or training of the student in respect of research for a dissertation or thesis or equivalent work was unsatisfactory to the point

that his or her performance was seriously affected. **[Note: If students wish to appeal on such grounds, but the supervisory concerns arose significantly before the assessment result against which they are appealing, and without it having been raised in writing with the School before the appeal, the student must provide credible and compelling reasons for only raising these concerns at appeal.]**

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

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

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

Informal Stage

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

If you wish to submit an informal appeal against your results, you should outline your grounds for appeal in a letter or email, providing relevant evidence to back up any claims you are making, and send this **within 20 working days of publication of the results**, to the Student Support Team (studentsupport-seed@manchester.ac.uk).
 Your appeal will then be investigated and a written response will be sent to you.

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

Formal Stage

If you are not satisfied with the response from the School, then the formal appeals procedure may be invoked by completing an Appeal Form available from the University website at: ✋ http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=1878. The completed forms and any queries relating to the formal appeals process should be sent to: the Malpractice, Complaints and Appeals Co-ordinator in the Faculty of Humanities Office (telephone: 0161 306 1119, email: humsacm@manchester.ac.uk). Formal appeals should be submitted **within 20 working days** of notification of the outcome of the informal appeal.

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

4.11 External Examiners

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

professionally accredited may have a practitioner examiner with considerable experience in the field as well as an academic examiner.

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

Please note that it is inappropriate for students to make direct contact with External Examiners under any circumstances, in particular with regards to a student's individual performance in assessments. Other appropriate mechanisms are available for students, including the University's appeals or complaints procedures and the UMSU Advice Centre. In cases where a student *does* contact an External Examiner directly, External Examiners have been requested not to respond to direct queries. Instead, External Examiners should report the matter to their School contact who will then contact the student to remind them of the other methods available.

Section 5: Research Integrity and Ethics

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

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

We adhere to the University's Code of Good Research Conduct:

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

5.1 What research does it cover?

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

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

Please note:

1. **You <u>cannot</u> begin data collection** (or participant recruitment) until you have been given formal approval.

2. **You <u>can</u> approach organisations,** to seek permissions to recruit participants or access services in order to prepare to conduct your research (if and when it is approved), before ethical approval is granted.

3. **You may require a DBS check** to be completed depending upon the subjects involved and the location of your research.

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

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

Section 6: Appendices

Appendix 1 –UGT SEED Marking Criteria

Class	Range	Criteria
High First	> 86%	An exceptional performance in all of the criteria for a good first.
Good First	76 – 85%	Outstanding understanding of material with extensive references to relevant literature and examples including information and ideas not mentioned in lectures or on reading lists. Very well argued, written and structured, and highly stimulating. Shows a mastery of facts and concepts. Displays deep insight, logic, and considerable originality. Clear evidence of very extensive independent study and thinking.
First	70—75 %	Excellent understanding of material with clear references to relevant literature and examples, including information and ideas not mentioned in lectures or on reading lists. Well argued, well written and structured, and stimulating. Factually and conceptually accurate. Displays insight, logic, and originality. Extensive independent study and thinking.
Good Upper Second	65—69 %	Very good understanding of material with clear references to relevant literature and examples, including information not mentioned in lectures. Sound arguments, well developed and detailed. Competently written with a clear structure. A good introduction and conclusion. Factually and conceptually sound. Displays some insight, logic, and originality. Clear signs of independent study and thinking.
Upper Second	60—64%	Good understanding of material with references to relevant literature and examples, including some information not mentioned in lectures. Sound arguments, developed and detailed. Competently written and structured with sound introduction and conclusion. Factually and conceptually sound. Displays some insight, logic, and originality. Signs of independent study.
Good Lower Second	55—59 %	Good understanding of material with references to relevant literature and examples largely gleaned from information and ideas mentioned in lectures. Fair arguments showing some development and detail. Moderately well written with some structure. Fair grasp of facts and concepts. Displays occasional signs of insight, logic, originality, and independence of thought.
Lower Second	50—54%	Reasonable understanding of material with few references to relevant literature and examples largely gleaned from information and ideas mentioned in lectures. Arguments showing some development and detail. Adequately written with some structure. Fair grasp of facts and concepts. Displays occasional signs of insight and logic.
Third	40—49%	Basic understanding of material acceptable at honours degree standard with some knowledge of relevant information and ideas gleaned almost entirely from lectures. Limited development of arguments and little detail. Writing and structure basic. Limited grasp of facts and concepts.
Compensate Fail	30—39%	Inadequate factual and conceptual understanding. Arguments very weak. Poorly written and structured. Poor spelling and grammar. Little knowledge of relevant material.
Fail	20—29%	Erroneous, irrelevant and muddled approach that fails to argue a case. Very poorly written and structured. Poor spelling and grammar. Virtually no knowledge of relevant material. Factually and conceptually very weak.
Fail	10—19 %	The same shortcomings as 20-29% criteria but also seriously deficient in quantity.
Fail	< 10%	No more than a few irrelevant sentences which do not address the question sufficiently.

Thirty three percent (33%) of marks in your second year will count towards your final degree classification. Although it may seem too early, this year is an ideal time to start thinking about developing the employability skills you will need after graduation. This year also provides you with the opportunity to indulge your intellectual curiosity with a free choice course unit or a unit from the University College for Interdisciplinary Learning should you wish.

Your second year is a stepping stone. By the end of it you should have developed effective strategies for successfully meeting deadlines and expectations in course units which count towards your final degree classification. This will serve you well for your third year when 67% of your final degree classification will come from your final year studies.

You are preparing to graduate and sixty seven percent (67%) of your marks this year will go towards your final degree classification. It is the most important year of your studies and can be the most enriching. Typically, you will work extremely hard this year but every hour of study time you put in will be worth the effort. This year you will be focused on enhancing the employability skills you already have and that you will need after graduation. The School of Social Sciences and all its subject areas will be providing you with an impressive array of events and support to help you get a graduate job when you complete your studies. Finally, many of you will be doing a piece of independent research (e.g dissertation, independent project) which is, in effect, your chance to design your own course unit content around a topic you want to research and that fascinates you. Why did you come to University in the first place? What did you want to know? Independent research is a unique opportunity to make sure you get plenty of what you wanted.

Appendix 2 - Examination Regulations

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

Undergraduate Degree Regulations

VERSION: 2.6, February 2020 – for all Undergraduate students registered from 2012 onwards

CONTENTS:

Undergraduate Degree Regulations (including Integrated Masters)

A. Credit and Award Framework

B. Title of Taught Awards

C. Accreditation of Prior and Experiential Learning (AP(E)L)

D. Assessment and Progression

E. Compensation

F. Reassessment

G. Carrying forward failed credit on Undergraduate programmes

H. Repeating the Level (120 credits)

I. Exit Awards

J. Final Year of an Undergraduate (including Integrated Masters) programme

K. Classification of Integrated Masters Programmes

L. Classification in Bachelors Programmes

M. Posthumous and Aegrotat Degrees

N. Examination Board Arrangements

Appendix A – Undergraduate Classification Scheme

Note: Faculty approved variances to the Degree Regulations will be described within the Programme Handbooks. Where they exist they will take precedence, for example, in order to comply with Professional, Statutory and Regulatory Bodies (PSRBs) or the Education and Skills Funding Agency (ESFA).

REGULATIONS

A. Credit and Award Framework

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

Table 1: Credit and Award framework:

Name of Award	Minimum credit for the award	ECTS	Minimum credits at the level of qualification required for an award	ECTS	FHEQ level
Integrated Masters Degree	480	240	120	60	7
Bachelors Degree with honours	480	240	180	90	6
Bachelors Degree with honours	360	180	90	45	6
Ordinary Bachelors Degree	300	150	60	30	6
Graduate Diploma (GDip)	120	60	120	60	6
Graduate Certificate (GCert)	60	30	60	30	6
Diploma of Higher Education (DipHE)	240	120	90	45	5
Certificate of Higher Education (CertHE)	120	60	90	45	4

Note 1: the table refers to the levels as defined in the FHEQ. It may be of assistance to the reader to understand that Level 7 of the FHEQ relates to a Masters, while levels 4, 5 and 6 correspond to years 1, 2 and 3 of an undergraduate degree.

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

Note 3: The column titled 'minimum credits at the level of qualification required for an award' is to be used when making awards only and is not to be used for the purpose of deciding progression.

Note: Faculty approved variances to the Degree Regulations will be described within the Programme Handbooks. Where they exist they will take precedence, for example, in order to comply with Professional, Statutory and Regulatory Bodies (PSRBs) or the Education and Skills Funding Agency (ESFA).

All students who exit prior to completion of the programme on which they registered will receive an exit award if they have achieved the appropriate amount of credit in accordance with that award, as specified in table 1: Credit and Award Framework (see section A, page 2).

3. A student must achieve the minimum amount of credit at the level of the qualification in accordance with table 1 (see section A, page 2). However, (subject to the programme requirements) students can take credit at a higher or lower level in order to achieve the minimum credit for the award.

B. Title of Taught Awards

4. Titles of degrees can be found in Regulation XI "Titles of Degrees and other Distinctions" in the University's General Regulations (http://documents.manchester.ac.uk/display.aspx?DocID=39973).

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

5. A maximum of 120 credits of a three year Bachelors degree, and 240 credits for four year Bachelors degree can be considered for AP(E)L. A maximum time limit of 5 years should apply between award and consideration of AP(E)L.

6. AP(E)L may be used in exceptional circumstances for entry into Level 6 (or 7 of an Integrated Masters). However, a case must be made to and approved by the Faculty.

7. Students can receive an exit award if they have AP(E)L credit in their profile, providing their performance at the University of Manchester also satisfies the award requirements in table 1 (see section A, page 2) and at least half of the credits have been awarded by the University of Manchester.

8. Schools can stipulate when AP(E)L is not allowed due to Professional Body requirements.

D. Assessment and Progression

9. Undergraduate students must pass a minimum of 40 credits on the first attempt at each level, including any compulsory units, specified by the School, in order to progress. When a student fails to do this they will have failed the level (see section on repeating the year or exit awards).

10. Undergraduate students progress on the basis of credit accumulation in accordance with the programme requirements. Students can progress once they have achieved enough credit as specified in the programme handbook at each level of their programme.

11. Where a student has failed more than the required credits on the first attempt, or fails to meet progression requirements after compensation or reassessment, the Examination Board has the following options at its discretion:

• Withdraw the student and award an Exit Award if criteria are met in accordance with table 1 (section A, page 2).
• Permit the student to retake the level (see section H on repeating the level) • Permit the student to carry over up to 20 credits (see section G on carrying forward failed credit) in exceptional circumstances, as defined by an Examination Board

Note: Faculty approved variances to the Degree Regulations will be described within the Programme Handbooks. Where they exist they will take precedence, for example, in order to comply with Professional, Statutory and Regulatory Bodies (PSRBs) or the Education and Skills Funding Agency (ESFA).

 Consider reassessment, where there is approved and verified mitigation.

12. The progression rules, D9 to D11 apply to progression to and from any year of study, regardless of level, except when progressing to the final year (level 7) of an Integrated Masters degree (see D15).

13. If an Examination Board has documented evidence that, (a) a student's work, attendance or engagement has been unsatisfactory, and (b) the student has been formally warned of the unsatisfactory work, attendance or engagement but has not shown significant improvement acceptable to the Board, then the Board has the right to refuse assessment. See Regulation XX – Work and Attendance of Students and the Policy on Recording and Monitoring Attendance (http://www.staffnet.manchester.ac.uk/tlso/policy-guidance/student-supportdevelopment/recording-attendance/).

14. Schools may have alternative progression and assessment regulations where these are required by Professional, Statutory and Regulatory Bodies (PSRBs). However, should students fail to meet PSRB standards, but have succeeded in achieving University standards then a 'non-professional' alternative award may be awarded by an Examination Board (see I43).

15. Students progressing to the final year (level 7) of an Integrated Masters must achieve an average of at least a lower second classification in order to progress.

16. Students cannot progress onto an Ordinary degree, unless it is as a result of a decision made by a School or Faculty misconduct committee/discipline panel.

E. Compensation

17. The compensation zone is defined by the Undergraduate Unit Marking Scheme, found in table A, Appendix A of the Guide to the Taught Degree Regulations (http://www.staffnet.manchester.ac.uk/tlso/policy-guidance/degreeregulations/supporting-documents/guide-to-degree-regs/).

18. A maximum of 40 credits, per level, can be compensated at Level 4 and 5 of an undergraduate programme.

19. Compensated units will keep the original mark and this is used in the weighted average for the calculation of the final classification/award.

20. Referred assessment is compensatable (see paragraph F22 for details of referred assessment or reassessment).

21. Decisions on compensation are made by Examination Boards. Schools can specify when a unit is not compensatable or when PSRB rules take precedence.

F. Reassessment

22. Where the overall unit mark is below the compensation zone or the maximum amount of compensation has been exceeded, reassessment may be taken unless in the final year (or level 6) of a Bachelors degree or the final years of an Integrated Masters (level 6 or 7) (however, please see paragraph F30 and section J). This is known as a 'Referral' and the referred assessment must be designed to assess the achievement of the same intended learning outcomes but need not be of the same form as that originally used. The referred assessment will normally take place in the same academic year as the original assessment to enable the students to progress as originally intended.

Note: Faculty approved variances to the Degree Regulations will be described within the Programme Handbooks. Where they exist they will take precedence, for example, in order to comply with Professional, Statutory and Regulatory Bodies (PSRBs) or the Education and Skills Funding Agency (ESFA).

If an Examination Board has documented evidence that, (a) a student's work, attendance or engagement has been unsatisfactory, and (b) the student has been formally warned of the unsatisfactory work, attendance or engagement but has not shown significant improvement acceptable to the Board, then the Board has the right to refuse referred assessment. See Regulation XX – Work and Attendance of Students and the Policy on Recording and Monitoring Attendance (http://www.staffnet.manchester.ac.uk/tlso/policy-guidance/student-supportdevelopment/recording-attendance/).

24. The Examination Board must specify the minimum circumstances to enable the student to progress and any remedial action required by the student, subject to teaching capacity not being exceeded (i.e. taking into account the number of students on a specific

programme at one time). The Examination Board will decide which referred assessment should be taken, to achieve the credit to enable the student to progress.

25. An Examination Board may allow a student one attempt, per unit, at referred assessment (two attempts in total). This principle does not apply to attempts with approved and verified mitigating circumstances. Additional attempts at assessment as a result of mitigating circumstances are known as 'Deferrals', are considered a first attempt and no cap is applied.

26. When a student fails to achieve the required credit after referred assessment, the Examination Board may decide to allow them to take the whole course unit again, on one further occasion, in attendance (see section G), subject to teaching capacity not being exceeded (i.e. consideration given to the number of students being taught within the course unit). This only applies to level 4 or 5. This means a student could have three attempts in total: an original unit first sit, a referral, and then one carried credit attempt, if the Examination Board agrees to the student taking the whole course unit again.

27. Undergraduate students can be offered referrals in up to 80 credits, per level, except level 6 and 7 (see F30 for exceptions relating to PSRBs). The authority to decide which units are retaken rests with the Examination Board.

28. Referral pass marks will be capped at the lowest compensatable mark (30) for undergraduate students, unless the previous mark was within the compensation zone, in which case the original mark will stand.

29. If a student fails a referred assessment, the first mark stands and the student has failed to achieve the required credit (see section G on carrying forward failed credit).

30. There will be no reassessment in the final year (level 6 or 7) unless it is a requirement of a professional, statutory or regulatory body (PSRB) or the Education and Skills Funding Agency (ESFA), where programmes do not permit compensation or special compensation. In such cases, a student who has not satisfied the requirements of the intended University award may be reassessed in some units in order to demonstrate that they have met the minimum required learning outcomes of the unit. The recording and treatment of such marks must reflect PSRB/ESFA requirements, be specified clearly by the School (in programme handbooks, etc.) and be approved by the Faculty. The expectation is that these marks will be capped at the equivalent of the lowest compensatable mark (30), or as required and agreed by the PSRB/ESFA and the School/Faculty, to determine the class of degree awarded to the student.

Note: Faculty approved variances to the Degree Regulations will be described within the Programme Handbooks. Where they exist they will take precedence, for example, in order to comply with Professional, Statutory and Regulatory Bodies (PSRBs) or the Education and Skills Funding Agency (ESFA).

Carrying forward failed credit on Undergraduate programmes

31. An Examination Board may exceptionally permit an undergraduate student to carry forward up to 20 failed credits. This decision will be based on a student's academic standing.

The student should resit, in attendance, at the next available opportunity subject to teaching capacity not being exceeded. There may be restrictions imposed on programmes which have PSRB accreditation.

32. Credit for compulsory units cannot be carried over to subsequent levels.

33. Whole units must be repeated in attendance, with assessment taken in full and marks are capped to the lowest compensatable mark.

34. Students can only have one attempt at regaining credit carried over to a subsequent year/ level (please also see J 52). If they fail to regain the credit, they will be considered for an exit award.

35. Optional units can be substituted but a replacement unit should not be considered a first sitting and there will be no further opportunities to regain the credit if the unit is failed after assessment/ reassessment.

36. Students should be advised by the Examination Board that if they fail the credit then they may not qualify for an Honours degree. Because 'carrying' extra units imposes a significant additional burden on the student, the Examination Board should give permission only where it judges that, in the light of previous results, the student is likely to be able to cope adequately.

Repeating the Level (120 credits)

37. Examination Boards are permitted to make a decision on academic grounds when deciding whether or not a student is academically suitable to repeat the entire level of study. This outcome of this decision is also subject to teaching capacity not being exceeded.

38. Normally an undergraduate student can repeat either level 4 or level 5 (but not both) once throughout the entirety of the degree (subject to teaching capacity not being exceeded). Exceptions may be permitted in cases of mitigating circumstances.

39. Fees are payable when entire levels are repeated as a result of a failure, without approved and verified mitigating circumstances.

40. A student who is repeating an entire level cannot carry over credit from the level that is repeated.

41. Schools may seek approval for alternative arrangements where professional body requirements take precedence. Professional Bodies might stipulate extra conditions or may not allow students to repeat any part of the programme.

Note: Faculty approved variances to the Degree Regulations will be described within the Programme Handbooks. Where they exist they will take precedence, for example, in order to comply with Professional, Statutory and Regulatory Bodies (PSRBs) or the Education and Skills Funding Agency (ESFA).

Exit Awards

42. Once a student has exhausted all the opportunities to retrieve failed assessment they will be given an exit award in accordance with table 1 (see section A, page 2), subject to the accrual of the appropriate number of credits, as defined in the Programme Specification.

43. All programmes must have approved exit awards.

44. If a student decides to withdraw, they will automatically be awarded the relevant exit award in accordance with table 1 (section A, page 2) and as defined in the Programme Specification.

J. Final year of an undergraduate (including Integrated Masters) programme

45. There will be no reassessment in the final year (level 6 or 7) unless it is a PSRB/ESFA requirement (see F30).

46. In order to qualify for an award, students must meet the credit criteria as stated in the credit and award framework (See: Table 1, in section A, page 2) and passed assessment as specified in the Unit/Programme Specifications.

47. In year three (level 6) of a four year Integrated Masters programme, reassessment can be considered at the discretion of the Examination Board and based on the academic standing of the student and/or mitigating circumstances.

48. When considering classifications for classes 1st, 2:1 or 2:2, an Examination Board may award special compensation* for up to 40 credits at level 6 of a Bachelors degree programme or across levels 6 or 7 of an Integrated Masters, for any failed unit, providing they meet the following criteria:

• Has passed at least 80 credits at the level of the award.

* Information about special compensation can be found in the Taught Degree Regulations Glossary of Terms.

49. When considering classifications for classes 1st, 2:1 or 2:2, an Examination Board may award special compensation for up to 60 credits at level 6 of a Bachelors degree programme or across levels 6 or 7 of an Integrated Masters, for any failed unit, providing they meet the following criteria:

• Has passed at least 60 credits at the level of the award. However, there is a penalty applied due to the failure of more than 40 and up to 60 credits and 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.

50. When considering classifications for a third class degree, an Examination Board may award special compensation for up to 60 credits at level 6 of a Bachelors degree programme for any failed unit, providing they meet the following criteria:

• Has passed at least 60 credits at the level of the award.

 Note: Faculty approved variances to the Degree Regulations will be described within the Programme Handbooks. Where they exist they will take precedence, for example, in order to comply with Professional, Statutory and Regulatory Bodies (PSRBs) or the Education and Skills Funding Agency (ESFA).

Where special compensation is given, this is for credit only and the original unit marks are recorded and used to calculate the degree classification.

52. Where up to 20 credits have been carried over from level 5 to level 6, this credit may be considered under the special compensation regulations providing the maximum allowable has not been exceeded. This also applies to credit carried over from level 6 to level 7 of an Integrated Masters (see section G).

53. Ordinary Degrees can be awarded at the end of a programme of study where a student has obtained 300 credits, 60 of which must be at the level of the qualification (FHEQ level 6). Special compensation does not apply to Ordinary degrees.

54. Integrated Masters students may request that their final year of study be disregarded in order to receive a Bachelors qualification, subject to there being no penalty applied due to academic misconduct in the final year. Such applications must be made in writing to the Chair of the Examination Board within 20 working days of the conferment of the higher award. This should be done in accordance with the University's Principles on Rescinding (see Appendix to the Guidance on Examination Boards).

K. Classification of Integrated Masters programmes

55. Integrated Masters classifications will be decided using weighted total points for four year degrees. Schools can choose to implement either of the following options: 1 to Y4 (L4 to L7 FHEQ) using weights of 0.0 (L4), 0.2 (L5), 0.4 (L6) and 0.4 (L7); or 1 to Y4 (L4 to L7 FHEQ) using weights of 0.06 (L4), 0.19 (L5), 0.375 (L6) and 0.375 (L7); unless there are alternative requirements for external accreditation, (see Appendix A for boundaries for classification and boundary zone demarcation).

56. Decisions with regards to 'borderline' classifications for individual students should be resolved using the mechanisms outlined in appendix A.

Classification in Bachelors programmes

57. To be considered for a Bachelors Degree a student must have achieved the requisite minimum credits listed in table 1 (see section A, page 2) in accordance with the unit marking scheme and grade descriptors. Students who have not achieved the minimum credit requirement for an Honours degree will be awarded an Ordinary degree in accordance with table 1.

58. Bachelors degree classification will be decided using weighted total points for three year degrees. Schools can choose to implement either of the following options: Y1 to Y3 (L4 to 6 FHEQ) using weights of 0.0 (L4), 0.33 (L5), and 0.67 (L6) or Y1 to Y3 (L4 to 6 FHEQ) using weights of 0.1 (L4), 0.3 (L5), and 0.6 (L6).

59. Four year Bachelors programmes, including a year studying abroad or in Industrial Placement will be classified using L58 as a guide. Programme Handbooks must specify how/ if the year abroad/ on placement is assessed and credit weighted.

60. Four year taught Bachelors programmes will be will be classified using L58 as a guide. Programme Handbooks must specify how the programme is weighted.

61. Decisions with regards to 'borderline' classifications for individual students should be resolved using the mechanisms outlined in appendix A.

Note: Faculty approved variances to the Degree Regulations will be described within the Programme Handbooks. Where they exist they will take precedence, for example, in order to comply with Professional, Statutory and Regulatory Bodies (PSRBs) or the Education and Skills Funding Agency (ESFA).

M. Posthumous and Aegrotat Degrees

62. An Undergraduate degree may be awarded in the event of the death of a candidate prior to the completion of their degree (posthumous degree). For more information about posthumous degrees and the options open to Examination Boards, please see: http://www.staffnet.manchester.ac.uk/tlso/policy-guidance/teaching-andlearning/teaching/posthumous-awards/.

63. An Undergraduate degree may be awarded should the candidate be prevented from completing their degree due to the diagnosis of a terminal or debilitating illness (aegrotat degree). The Examination Board may determine from evidence available to it that a candidate for an Honours degree who has been prevented by good cause from completing the final examination or assessment will be awarded a class of degree the Board judges to be suitable, as long as the candidate has gained over half the credits required for the award.

N. Examination Board Arrangements

64. There are normally three available assessment opportunities; January, May/ June and August/ September within each academic year. It is expected that all reassessment will take place in the academic year in which the assessment was first attempted.

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

66. Examination Boards will take place at the end of each academic year or at points in the calendar where decisions are required with regards to progression, overseen by an External Examiner.

Note: Faculty approved variances to the Degree Regulations will be described within the Programme Handbooks. Where they exist they will take precedence, for example, in order to comply with Professional, Statutory and Regulatory Bodies (PSRBs) or the Education and Skills Funding Agency (ESFA).

Appendix A   Undergraduate Degree Classification Scheme

This scheme should be used in conjunction with Table 1: Credit and Award Framework (see section A, page 2). Table 1 has been extracted from the Framework for Higher Education Qualifications, and students must meet the credit requirements of Table 1, prior to the classification being calculated, using the weightings, thresholds and boundaries below:

The Undergraduate Degree Classification Scheme is based upon weighted average using a 0-100 mark range calculated to one decimal place, where marks for individual course units are recorded as whole numbers.

Weightings

Bachelors degree classification will be decided using a weighted average for three year degrees (see L58). These weightings will also be used as a guide for four year Bachelors programmes and those which also include with a study abroad year or placement; unless there are alternative requirements for external accreditation by a PSRB.

Integrated Masters programmes will be classified using the weightings in K55; unless there are alternative requirements for external accreditation by a PSRB.

Stage 1: Classification Thresholds and Boundaries

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

The following boundaries inform classification when the weighted average falls below a classification threshold.

Table A1 Bachelors degree classification and boundary zone using weighted average with mark range 0-100:

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

Consideration of Bachelor Degree students within the boundary zone by mark distribution

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

- 2/3 of the credits1 taken in the awarding academic year are equal to/higher than the final award (for example if the student is in the boundary between a 2.1 and a first, 2/3 of the credits must be at 70% or higher to fulfill this criteria and award the students a first class degree). The 2/3 credit may include credit at level 5 or 6.

Integrated Masters Degree classification using 0-100 mark range and 120 credits

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

Table A2 Integrated Masters degree classification and boundary zone using weighted average with 0-100 mark range

Integrated Masters classification-based on 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
Fail	Below 49.9	

Consideration of Integrated Masters students within the boundary zone by mark distribution

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

• 75 credits out of 120 in the final year (level 7) are equal to/or higher than the final award (for example if the student is in the boundary between a 2.1 and a first, 75 out of 120 credits must be at 70% or higher to fulfill this criteria and award the student a first class degree).1

Stage 2: Classification Review

If a student is in the boundary zone and does not satisfy the additional criteria, Schools may apply a further stage of 'Classification Review', with decisions supported by an External Examiner. The process of 'Classification Review' should not change unit marks and can only influence the classification awarded.

Further guidance on Classification Review can be found in the Guide to the Taught Degree Regulations https://www.staffnet.manchester.ac.uk/tlso/policy-guidance/degree-regulations/supporting-documents/guide-to-degree-regs/

1 Excluding AP(E)L and non-numeric pass/fail units; where there are AP(E)L or non-numeric pass/fail courses, mark distribution should be calculated based on 2/3 of the remaining credits for Bachelors degrees and 75 out of 120 for Integrated Masters degrees.

Note: Faculty approved variances to the Degree Regulations will be described within the Programme Handbooks. Where they exist they will take precedence, for example, in order to comply with Professional, Statutory and Regulatory Bodies (PSRBs) or the Education and Skills Funding Agency (ESFA).

Version amendment history: Undergraduate Degree Regulations		
Version	Date	Reason for change
2.0	September 2012	Creation of 'New Degree Regulations'.
2.1		• Confirmation that referral marks will be capped at the lowest compensatable level unless the previous mark was within the compensation zone, in which case the original mark will stand. • Clarification that students can progress onto an Ordinary degree on the basis of decisions made by a School or Faculty misconduct committee/discipline panel or equivalent.
2.2	February 2013	Minor updates for clarification and grammar changes
2.3	April 2014	• An additional section (section M) has been added regarding the use of aegrotat degrees. • Clarification provided regarding the treatment of students within the boundary zone for Bachelor and Integrated Masters students using mark distribution. The original wording stated that students whose "weighted average at the first assessment is within the boundary zone specified…must be considered for the higher award" now amended to state that students must be "awarded the higher degree classification" as long as the specified requirements are satisfied. • Amendment made to the number of a paragraph referenced in paragraph J 43. Instead of the reference being to paragraph F 32, it now reads 'F 28'

2.4	September 2016	•Paragraph F29: clarification that marks would be capped at the pass mark in cases where students are required to be reassessed in some units in the final year in order to achieve higher marks required by a relevant professional, statutory or regulatory body. • Addition of the Graduate Diploma and Graduate Certificate in Table 1: Credit and Award Framework. • Confirmation that students cannot progress onto an Ordinary degree, unless it is as a result of a decision made by a School or Faculty misconduct committee/discipline panel. • The changing of the term 'mark review' to 'classification review' throughout, for clarity.
2.5	September 2018	•Refusing assessment/referred assessment, paragraphs D13 and F23: clarification that Examination Boards can refuse assessment, as well as referred assessment, on the grounds of a student's work and attendance. • Rescinding Degrees, paragraph J54: a new paragraph was added to confirm that Integrated Masters students may request that their final year of study be disregarded in order to receive a Bachelors qualification, subject to certain conditions. • Section M on Aegrotat Degrees updated to reference both 'Aegrotat' and 'posthumous' degrees. • An amendment was made to Appendix A: Consideration of Bachelor Degree students within the boundary zone by mark distribution regarding the criterion for increasing classifications in the boundary. This now clarifies that units at level 5 and 6 can be used within the 2/3 credit calculation, to increase classification within the boundary.
2.6	February 2020	• Updates to paragraphs F30 and J45 in relation to the treatment of marks where reassessment is permitted in final year/year 6 or 7 as a requirement of PRSBs. • Paragraphs J48 and J49 have had the word "across" added to confirm that special compensation may be awarded for up to 40 credits (J48) or 60 credits (J49) across levels 6 or 7 of an Integrated Masters, and not 40 credits at both levels. • Confirmation that, when considering students within the boundary zone by mark distribution, AP(E)L and non-numeric pass/fail units should not be included in the 2/3 of the remaining credits for Bachelors degrees or the 75 credits out of 120 in

		final year/Level 7 of an Integrated Masters programme.
		• References to Viva Voce have been removed as vivas should now no longer be a standard part of assessment and most areas of the University have moved away from using them.
		• An addition was made to the disclaimer printed in the footnote of all pages to state that Degree Regulations variances may be in place in order to comply with the Education and Skills Funding Agency (ESFA), in cases relating to Degree Apprenticeships (in addition to PSRBs).
		• June 2020 – updated link to General Regulation in paragraph B4.

Note: Faculty approved variances to the Degree Regulations will be described within the Programme Handbooks. Where they exist they will take precedence, for example, in order to comply with Professional, Statutory and Regulatory Bodies (PSRBs) or the Education and Skills Funding Agency (ESFA).

Document control box	
Policy / Procedure title:	Undergraduate Degree Regulations
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Approving body:	Senate
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Related Statutes, Ordinances, General Regulations / Policies	https://www.staffnet.manchester.ac.uk/tlso/policy-guidance/degree-regulations/
Related Procedures and Guidance:	http://documents.manchester.ac.uk/display.aspx?DocID=13146
Policy owner:	Louise Walmsley, Director of Division of Teaching, Learning and Student Development (TLSD)
Lead contact:	Emma Hilton Wood, Head of Academic Policy Development (TLSD)

Note: Faculty approved variances to the Degree Regulations will be described within the Programme Handbooks. Where they exist they will take precedence, for example, in order to comply with Professional, Statutory and Regulatory Bodies (PSRBs) or the Education and Skills Funding Agency (ESFA).

Appendix 3 – Harvard Style Guide for References

https://subjects.library.manchester.ac.uk/referencing/styles

Where published work is being cited or quoted from in **any** kind of student submission, the Manchester Institute of Education requires you to use a standard and full method of citation. The required conventions are as follows:

In your text, references **must** take the following forms:

For single authored work	either Smith (1990) or (Smith, 1990)
With two authors:	either Smith and Jones (1990) or (Smith and Jones, 1990)
With more than two authors:	either Smith *et al* (1990) or (Smith *et al*, 1990)
Where one author quotes another:	Smith in Jones (1990)

Page numbers **must** be shown with the date (e.g. [Smith, 1990, 25-6]) if you are giving a direct quotation from a text, or you wish to direct your reader to a particular part of the cited text for reference.

Less than full and proper referencing in all submitted student work will be penalised when the work is assessed, and especially in dissertation work

Please note that wherever possible *italics* and not <u>underline</u> should be used. All the IT printers in Planning can print *italics*. Use <u>underline</u> only when *italics* are not available, or in hand-written work.

At the end of the text, in the bibliography/reference section, the full reference takes a slightly different form depending on the type of publication. Please remember that all works cited anywhere in your text **must** have an appropriate entry in your bibliography.

Referencing for a book

Black, A.B., White, C.D. and Green, E. (1992), *Planning by Colour*, Blueburry, Erehwon, 36-42.

(i.e. published by Blueburry which is based in Erehwon)

ⓘ Page numbers are only needed for books if it is a particular section which is relevant, or to give the page numbers of a specific chapter, if multi-authored, or for a quotation or diagram you are copying

Referencing for a journal article

Bass, F.G. (1986), 'The public house in the community', *Town Planning Viewpoint*, 63(6), 456-504

(i.e. Volume 63, Number 6, pages 456 to 504)

ⓘ Page numbers are **always** given, though they may apply only to part of the article, or a single quote, figure or table.

Referencing for an article from an edited book

Walker, H. (1988),'The pedestrian environment', in *The Down Trodden Modes* (edited by Dawes, I.J. and Boot, K.), Bipress, Utopia, 345-388

(similar in style and reasons to a journal article reference)

ⓘ **Always** give page numbers.

Referencing for an on-line article

Williams, B. (2000), 'Review of planning policies', www.rgs.org.uk/articles/reviews.html) - accessed 1 Dec .02

Are references important?

If you quote or make use of another writer's work, you must ensure that it is properly referenced. This is a standard academic practice intended to make sure that intellectual debts are duly acknowledged and to enable a reader to trace your sources. Any other items used for background reading but not referred to in the text should be given at the end in the bibliography.

In short, references are used to:

- Avoid plagiarism by acknowledging the source of an argument or idea

- Help support your arguments and provide your essay/thesis with credibility

- Enable the reader to locate the sources used

- Show the full scope of your research.

In Education we use the 'Harvard' system of referencing. Please see Library webpage

https://www.library.manchester.ac.uk/using-the-library/specialist-library-support/referencing-support/

Referencing is a vital part of the academic writing process as it allows you to:

- Acknowledge the contribution that other authors have made to the development of your arguments and concepts

- Inform your readers of the sources of quotations, theories, datasets etc that you have referred to and enable them to find the sources quickly and easily themselves

- Demonstrate that you have understood particular concepts put forward by other writers while developing your own ideas

- Provide evidence of the depth and breadth of your own reading on a subject

- Avoid charges of plagiarism see https://www.escholar.manchester.ac.uk/learning-objects/mle/avoiding-plagiarism/story_html5.html

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Further details are here:

https://www.library.manchester.ac.uk/using-the-library/specialist-library-support/referencing-support/

Appendix 4 – SEED Word Count Policy

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

The word count includes:
- chapter footnotes and endnotes
- quotations
- tables, etc.

It does <u>not</u> include:
- bibliography
- appendices (which should be for supporting, illustrative material only and may not be used to elaborate or extend the argument)

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

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

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