

Politics MA

Course Unit Guide

Part 2

Policies, procedures and other useful information for all
Politics MA Course Units
2022-23

This MUST be read in conjunction with the course unit-specific guide for your particular Politics Course Unit.

This guide is available through your course unit Blackboard site and at:
<https://www.socialsciences.manchester.ac.uk/student-intranet/postgraduate/postgraduate-taught/>

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INTRODUCTION

Welcome from the MA Director

I would like to extend a warm welcome to all postgraduate students studying for MA degrees in the Politics Department or jointly run with other Discipline Areas/Schools – this includes MA Politics; MA Political Science (including the Political Theory and Philosophy pathway in partnership with Philosophy); MA Political Economy (in partnership with Philosophy); MA International Political Economy; MA Human Rights (including the Law pathway in partnership with Law); MA International Relations; and MA Peace and Conflict Studies.

A significant proportion of our postgraduate student cohort is represented by students undertaking joint MA degrees, such as Political Economy and Human Rights (Law). For these students, whilst their formal home might not be in Politics, we do want to ensure that they have a great experience and are clear about the specific rules and guidelines that they must follow when taking a Politics course. Rules and procedures vary across discipline areas, and that is why we have the Postgraduate Politics Part 2 guide which is specifically geared toward ensuring that all students are up to speed with what they need to know.

As a rule of thumb, whereas other documents that you have been given upon arrival (the MA Handbook, your Pathway structure, the course timetable) concern your MA as a whole – the difference between the standard and the research route, how to construct your study plan within your pathway, what the dissertation supervision involves, etc. – **this Part 2 Guide provides information which apply to each and every course module that you will take at Politics**. You should read it, therefore, as a “Part 2” to the module outline of every Politics course you take; whereas the module outline contains information specific about the course, this guide contains information that apply to all Politics courses. This involves, for instance, our policies on word limits; extensions; plagiarism; referencing; our assessment criteria; how to submit your assignments, and so on.

Please ensure that you take the time to read through this guide and keep hold of it for future reference. It will help make your studies run more smoothly and ensure that your time spent studying in the politics discipline area is enjoyable and rewarding.

*Richard Child
MA Director*

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Programme Administrator

Probably the most important person in the graduate team and someone who you will have a significant amount of day to day contact with is Amanda Bridgeman (Millie) – the Politics Programme Administrator. Her details are:

Amanda Bridgeman Room 3.05 Williamson Building

Tel: 0161 275 4885 Amanda.Bridgeman@manchester.ac.uk.

Office hours: Monday – Friday 8.30am-1pm and 1.30pm– 4.00pm

MA Teaching: What to expect

MA teaching in each module consists of **20 contact hours** – most modules, but not all, structure these in **10 weekly seminar meetings of two hours each throughout** each Semester (with a break for reading week in Semester 1).

These classes are often in smaller groups than you might be used at UG level, and will be highly interactive. Some Course Units might involve a moderate amount of lecturing (but never for the whole 2 hours), but many will not, and generally teaching will take the form of structured, facilitated discussion on the basis of some set reading rather than frontal material delivery: you should expect to participate actively in seminars every week. Within these general guidelines, you will find that courses will vary in teaching style. Some might involve a student presentation and then a facilitated discussion; others will involve, say, a facilitated discussion followed by a short overview lecture on the topic of the following week; others still will involve a mix of work in small group and whole class discussion, etc. These differences reflect both the academic judgement of your lecturer and the suitability of a certain teaching method to a given course and topic. By and large, however, you should expect a significantly higher level of active student engagement than at UG level.

The reading material might often be more demanding, and substantial, than what you might be used at UG level. Several, but not all, Course Units will involve individual or group students presentation, which may be assessed and be part of your overall cumulative mark. When this is the case, course convenors will provide specific information on what to expect from a presentation and how this will be assessed; presentations are often allocated during the first seminar meeting. Other activities might accompany the course – for instance forum and/or group discussions via Blackboard. These may or may not be assessed. Again, your course convenor will provide you specific information on this, both through the module outline and during the introductory meeting.

Class attendance is compulsory. If you must miss a class and have a good reason, please make sure to inform your course convenor in advance, unless this is impossible.

The University's Academic Standards Code of Practice specifies that 1 credit should represent about 10 hours of work by a student; hence a 5-credit course is expected to require about 50 hours' work by students, a 15-credit course 150 hours and a 60-credit course (e.g. the MA dissertation) 600 hours' work.

ASSESSMENT GUIDELINES AND ADVICE

The MA Assessment System: the Basics

Assessment tasks vary according to the teaching goals of each convenor, but in general we expect **one major essay along with one or two shorter pieces of work** – such as a short written paper, a reading log, a discussion group, a student presentation, or class participation, or a combination of two of the above. The shorter pieces of work are usually assessed, and you will usually (but not always) receive feedback before your essay is due.

The overall word counts of all your module assignment should be the **equivalent of 4,000 words**:

- this means that, for instance, if the assessment of a course has a 10% participation mark and a 15% presentation mark, your major essay will be 3,000 words
- or if it involves a 25% short essay and a 75% major essay, these will be, respectively, of a length of 1,000 and 3,000 words each.

You should consult each unit's course guide for complete assessment details.

Please note: courses taken outside of Politics are governed by the regulations of the discipline area that provides them. They may entail assessment by formal examination and may have different penalties for late submission, non-attendance and so on. If you take such a course you are obliged to make yourself aware of, and comply with, the rules of the discipline area offering it.

The Taught Degree Regulations Glossary of Terms^[1] states the following with regard to Compulsory Course units:

'Compulsory Course units: Course units which cannot be substituted and must be taken in order to meet the intended learning outcomes of the programme (see pre-requisites). Compulsory course units are not normally compensable.'

PGT Programmes in the School of Social Sciences have course units which are compulsory and may be termed as such. However, programmes in the School do allow compensation for compulsory course units in line with point 14 of the PGT regulations:

PGT programmes can be compensated up to 30 credits for PG Diploma/Masters and 15 credits for a PG Certificate. Please note that the total number of credits allowable for referral for a PG Diploma/Masters is 60, of which 30 can be compensated. For a PG Certificate, the total number of credits allowable for referral is 30 credits, of which 15 can be compensated.

MA Essay Submission Deadlines

Approximate Hand in dates below **unless otherwise stated** in the course guides.

Semester I	Final deadline – 3.00pm Monday 16 & Monday 23 January – unless otherwise stated
Semester II	Final deadline – 3.00pm Monday 15 & Monday 22 May – unless otherwise stated

All Assignments and Dissertations should be submitted via Turnitin

PLEASE REMEMBER THAT UNTIL THE PRELIMINARY EXAMINATION BOARD IN JUNE ALL MARKS ARE PROVISIONAL AND MAY STILL BE AMENDED UNTIL THE FINAL EXAMINATION BOARD IN NOVEMBER.

^[1] <http://documents.manchester.ac.uk/display.aspx?DocID=13146>

Alternative Assessment

Some students may experience difficulties with the University's normal assessment procedures through circumstances beyond their control. In order to overcome these difficulties, the normal place, time or form of assessment or re-assessment may need to be changed. Such changes yield an alternative assessment. Further information is available in the [Policy on Alternative Assessments](#).

Assessment for Students with Disabilities

The University has responsibilities under the Disability Discrimination Act to make reasonable adjustments to its provision, including methods of assessment, to ensure that students with disabilities are not disadvantaged for reasons relating to their disability.

Further information is available in the [Guidance](#) on Assessment for Students with Disabilities.

Assessment Requirements

The assessment requirements for each course unit (e.g. specific deadlines, whether there will be a presentation or not, whether you will have to come up with your own essay question etc.) are specified in the individual Course Guides: Please make sure that you **carefully** read the assessment-related part of your course unit guide.

What help can I expect?

Students will receive an appropriate level of guidance to help them draft their assignments. The type and level of guidance will vary according to the specific needs of the subject matter, but some general guidelines will apply across all degree courses.

- Students can discuss a plan of their assignment with the course convenor at an early stage. Approval of a plan, however, does not automatically translate into a good mark.
- Students can expect to discuss only one plan of each assignment.
- Course convenors are not expected to look over a draft of an assignment.
- Assignment feedback and provisional marks will usually be available in accordance with the University's feedback policy.

Essential Information:

- Length of Assignments - Course unit convenors will state the specific length limits for individual pieces of work. (Word counts may vary by + or – 10% from the prescribed word limit. Work that exceeds these bounds will be penalised. Word limits do not include bibliographies but do include footnotes and endnotes).
- Submissions - All assignments must be submitted to Turnitin via Blackboard by the deadline stated.
- Problems - If you are encountering any problems, please see either your course unit convenor or the Programme Director.
- Bibliography & Referencing – see below under Bibliography and Referencing.

Politics Essay Advice

The following are intended to be broad, but helpful, guidelines on how to write a Politics essay. Understandably, given the range of different areas taught within Politics at Manchester – from Comparative Politics, to International Politics, and Political Theory – and the different approaches to research – both quantitative and qualitative – a definitive guide is both impracticable and undesirable. For this reason you are advised to seek course specific guidance from course convenors and tutors when undertaking a particular essay in a particular module. That said, the following will provide some basic insight into the criteria used to assess your essay.

Choosing a topic and assembling the materials

Essay questions are listed in course guides or published early in the course, so you know what the questions are before you've learnt much about the subject. Keep the questions in mind as you listen to lectures and prepare for tutorials so that you can start to think about how the material relates to different questions.

Reading and planning

It's very important to approach the task of reading in the right way. Before you read anything, think about what issues and arguments are relevant to the question, and (perhaps provisionally) what conclusions you want to draw.

Remember, you are supposed to *analyse* and *argue* in your essay – not merely report who said what. Think of the essay as a dialogue between yourself and the authors whose work you are reading. So, find reading that you find provocative and/or stimulating, and respond to it by challenging its assumptions and arguments, thinking up objections, replying to objections that are made to your own view, and so on. Maintain a thoughtful and critical attitude the whole time.

Some common pitfalls

➤ *Reading too much or too little*

There is a fine line between reading too much and reading too little. Having a large number of references in the bibliography will not, in and of itself, guarantee you a good mark. On the other hand, if you only have one or two references in the bibliography you are almost guaranteed of a relatively low mark. The key is the depth of engagement with the texts. That is, can you show the marker that you have read, critically thought about, and use the texts well in developing your own argument in the essay.

➤ *Being too deferential*

Don't be afraid to adopt a critical attitude towards the authors you read – it may just be that you are right and they are wrong. And even if not, arguing with them is the best way to demonstrate your knowledge and understanding of the subject.

➤ *Being too dismissive*

On the other hand, you must remember that the authors you study are not stupid. Treat the texts you read – and their authors – with respect.

➤ *Regurgitating your lecture notes (and not reading anything at all)*

Lectures are intended as a way of informing and guiding your thoughts so that you can make the most of your own reading and thinking. They should never be thought of as a substitute for reading and thinking on your own. The person marking your essays knows full well what she told you in the lecture; handing it back to her in your essay is hardly likely to impress her.

Planning the essay

By the time that you get to the planning stage you should have:

- ✓ Read and understood a variety of authors, all of whom engage with the essay question but some of whom disagree with each other about what the right answer to it is.

- ✓ Formed an opinion – the beginning of an argument – about the subject and the question you will answer (and who or what is right or wrong).

These two essentials will form the basis of the structure and argument of the essay.

Think of the essay as your opportunity to present arguments for a certain view. The key to a good argument is therefore **analysis**. Students often wonder though what is meant by the term. Essentially, analysis means breaking something down into its component parts, before you piece it together again in the conclusion. To develop a coherent argument, you must do both in a systematically structured fashion. **In other words, whatever the topic you are writing about, you are expected at least to attempt to do the following:**

- Identify the underlying analytical, theoretical or intellectual problem faced by those trying to analyse and interpret the topic or question.
- Know at least the main outlines of the principal **alternative lines of argument** out there (sometimes called paradigms) on the subject in question, as set out in debates amongst academics in books, academic journals, etc. (Often these are competing ways of **explaining** the phenomenon in question).
- Often – though not always – this will include identifying what, from your reading and thinking, you perceive to be the key pieces of **empirical evidence** which in your view are crucial for attempting to navigate through these debates and arguments and to **understand** the phenomenon in question.
- Structure** the essay (i) to substantiate one of the principal lines of argument taken from the authors you have read or (ii) to develop a line of argument of your own. *It is also the key to being seen to answer the question! You cannot answer the question properly except with a coherent, systematically structured argument.*

The key is plausibility, and **good logic is as important as key facts**. At the same time, you are *not* merely being asked to express your *opinion*. Your opinion is one key element, but what is most important is how you attempt to **justify** your opinion through empirical facts or examples, on the one hand, and/or logical argument, on the other.

Structure

Most good essays have the same very basic structure. Write down a rough outline or diagram of the structure as your essay plan. Once you've got that right, all you have to do is fill in the gaps.

➤ **Introduction**

The introduction should do three things: (i) introduce the question and subject, (ii) outline your own answer, and (iii) give the reader a sense of the structure of the essay.

Your essay is not a mystery story: no purpose is served by not letting on what your eventual conclusion will be until the very last moment. Essays that do this are very hard to follow. *Be explicit about what you're going to do and your argument.*

➤ **The main body**

This is where the content comes in. Make sure you organise that content well. Be methodical. Tell the reader what you are doing as you go along (this is called 'signposting') by saying things like 'I have just argued that..... I shall now argue that...'. Make a point at a time and link it to your overall argument.

➤ **The conclusion**

A common error is to think that the point of the main body of the essay is to be purely expository – to describe two opposing views, for example – and that the point of the conclusion is to "say what you think". This is not true. You should have already presented your argument in the bulk of the essay. So, by the time you get to the end of the main body, you should already have reached a conclusion. As such, there may be no need to provide a summary at the end. On the other hand, make sure that the essay doesn't stop abruptly or fizzle out.

Writing the essay

➤ **Style**

Adopt a formal, precise tone. Use short direct sentences. These are often clearer and easier to read. Be wary of using too much jargon. Ensure that you understand what you write yourself. See Strunk's classic book on *The Elements of Style*.

There is a fine line between assuming that the marker knows everything – in which case you don't need to explain concepts etc. that you use – or that they know nothing – in which case you have to explain even the minutest details. Put simply, without wasting too much time (or words) show the marker that you have understood the material/concepts etc. A good rule of thumb is to assume that your target audience is someone who can follow an argument and understand complex ideas *so long as those arguments and ideas are expressed clearly and simply*. You should also think of your target audience as someone who needs to be *persuaded* of your position – and to do this, you need to argue for it. Bear in mind that course convenors differ in what they are looking for from student essays – if you are in any doubt as to what the convenor of a particular module places particular value on when it comes to assessing essays (including what assumptions they would prefer you make about the target audience), then *just ask!*

➤ **Answering the question**

While you should regard any essay question as an opportunity to put forward and argue for your own view (in a way that is appropriately evidenced and argued for!), it is vitally important that the view you defend is one that counts as an answer to the question – and that the material you discuss is relevant to that answer. Small differences in the words used in the question can make a very big difference to what counts as an *answer* to the question.

Other Forms of Assessment

Whilst essays are the main approaches used to assess students, we do employ a range of additional assessment methods for shorter pieces of work. Your Course Convenor will provide you with clear guidelines on how these forms of assessment will be graded in terms of the degree classifications and about specific expectations concerning these assignments, both in the module outline of each course you take and, in most courses, in dedicated time slots during the course itself. Particular criteria for nonstandard forms of assessment will also be set out in the relevant module guides and/or on Blackboard.

The following will give you a general overview of what is expected for these additional assessment methods. Please note this is only a guide and you should consult the course guide and module blackboard site for specific requirements. Also, please note that this list of assignment is **not exhaustive**: some courses may envisage forms of assignment not listed here (again, your Course Convenor will provide specific information regarding those, too)

Article Analysis

The article analysis is a sustained reflection on the detractions, merits, and implications of one article chosen from the reading list.

The assignment should:

- State clearly whether you agree or disagree with the article chosen for the analysis, justifying your position.
- Critically interrogate the assumptions and commitments of the article chosen.
- You should critically explore the claims being put forward, the assumptions (explicit or implicit) that underwrite these claims, and the implications for theory and/or practice that emerge from the article(s).

The purpose of the Article Analysis is to demonstrate your ability to critically analyse an author's argument. You must demonstrate then that you can accurately summarise the argument of the author and offer some critical reflections on that argument.

To help you complete this task you may want to think about the following questions:

- Why did you choose this article: what is important about it to you?
- What is the central argument that the author makes?
- What evidence and/or reasoning does the author provide in support of his/her key arguments?
- Is there anything in the article that you find questionable or that you might challenge? Why?
- What difference did reading this article make to you with regard to what you think about the topic?

Book Review

A book review should contain a balance between description and critical evaluation. One approach is to use the first half of the review to tell readers what the book is about, such as its fundamental argument, its approach, the topics, countries or cases the author analyses, and what kind of readers the book is aimed at. Then you can use the second half of the review to give an assessment of how well it succeeds. Does the author succeed in his/her goals? Is the book innovative or noteworthy in theory, method or empirical work? Are there gaps or anomalies in its coverage? How plausible are the author's arguments? Is the book well written?

Learning Logs & Portfolios

These are collections of work that document your learning experience and development throughout the course.

They are intended to provide you not only with a record of what you have done, but also allow you to track the development of your thinking across the subject matter and enable you to raise pertinent questions relating to the literature you have read, the research you have undertaken, and the seminar-based activities in which you have participated.

We look for two things in particular from the learning logs/portfolios. First, we seek signs that you have thought about and reflected on the readings and the tutorial discussion. What most impressed or surprised you at the tutorial? Which reading did you find most interesting? Try to avoid simply rehashing the readings or the contents of the lecture. We are interested here in your own knowledgeable, engaged, reasoned views and impressions. Secondly, we will reward writing that is clear and concise.

These are normally only short pieces of work and in general, one can only make two or three points in them, so consider how you can best convey these points. How are you using paragraphs to organise your ideas? Do your sentences follow on logically one from the other? Please avoid bullet points and try to express your ideas in prose.

Participation

This is not a mark for attendance – attendance is compulsory.

You are expected to attend seminars prepared and to have read assigned readings. Seminars are an opportunity for students to engage critically with the material covered in the course. The expectation is that students arrive in class prepared to discuss the assigned reading in a collegial and constructive environment. This means that you must read *before* you arrive in class. While this may seem obvious students often confuse participation with physical presence. Participation means substantive engagement with the material (in other words, quality not quantity), this requires that you participate in the class including group activities, evidence of preparation and reading, insightful comments and collegial behaviour.

Keep in mind that you and your colleagues all have the same apprehension about speaking up in class. Considering that open discussion is critical to learning, it matters that you learn to participate constructively in the early stages of your academic career.

Remember, these are your classes so they can only be as good as you make them.

Presentations

These can be individual or based on group work, poster-based or orally delivered.

Presentations should

- Answer the presentation question (if there is one – this will be made clear to you in class).
- Show teamwork with your co-presenter(s)
- Have a seminar handout and make sure there are enough copies for the class
- Be clearly delivered and practiced.

Tips about group poster presentations in particular - In a group you will produce a visual representation of the specific area of politics you are studying. Each group will produce a poster and present it to the class in a short oral presentation. This assignment is intended to prompt students to engage more deeply and creatively with the material covered and questions asked in lectures and seminars.

Groups are encouraged to work together to think about what will inform their visual presentation, and work together to collect images, text, news articles, and produce a visual story that can include text alongside the images. Groups may be encouraged to 'theme' their poster presentations since they are not intended to be exhaustive. Alongside this you may also need to put together a narrative for the poster that you will present to the class. (Particular guidance will be given by the module leader for each module). All members of the group should participate in this part as well so the burden is equally shared and the pressure lessened.

Assessment Criteria

Politics students' work is assessed into different class categories by using the following criteria:

High Distinction (80+)

This is outstanding work in every respect. It reaches all the standards of Distinction work and, additionally, reveals extensive knowledge of the topic along and makes a highly original argument that is excellent in both rigour and organisation. It is very well-written. It demonstrates clear potential for the student to make an original contribution to knowledge at PhD level.

Distinction (70-79)

This is excellent work, showing evidence of comprehensiveness and focus, with critical depth and insight evident in a sustained, coherent and plausible argument. It covers a wide range of the relevant scholarly literature, which is synthesized into a high quality analysis. It may include methodologically comprehensive analysis and/or theoretical sophistication. It endeavours to develop an original position on the question. There are few weaknesses.

Merit (60-69)

Work in this range answers the question well and develops a coherent and sustained argument. It is clearly competent and presented well, with work in the upper end of the range demonstrating the capacity to undertake further postgraduate research. The analysis is critical and comprehensive in its coverage and has a degree of depth and imagination in the presentation and consideration of the material. There may be some weaknesses in argumentation and some key concepts may be omitted from consideration.

Pass (50-59)

This represents the minimum performance required on a Masters course. It should be structured well, presented well, demonstrate an awareness of relevant literature and consistently evidence its argument by reference to relevant literature/research. Work should provide a competent discussion of relevant material and, although primarily descriptive, it should show some effort towards critical and analytical thought.

Note: What distinguishes a Merit from a Pass is greater extent of understanding of material and clarity of analysis and argument, as well as at least some selective knowledge of the relevant literature, not mere awareness of its existence.

Fail (40-49) (compensable)

Does not reach the level required for a Masters course. It discusses relevant material, although it is descriptive and lacks analytical depth. There are some errors of fact and/or inconsistencies in the argumentation. It may be well-presented and demonstrate an awareness of relevant literature, but fails to effectively answer the question.

Fail (0-39)

Work in this range does not reach postgraduate standard. The work does not constitute a sufficient answer to the question. It is poorly organised and exhibits numerous errors of fact and major inconsistencies in the argumentation. It does not cover enough scholarly literature to demonstrate knowledge of the field.

Presentation Marking Criteria

Presentation	
70-90%	Excellent presentation: excellent delivery, thorough preparation, deep understanding, well timed.
60-69%	Very good presentation: clear delivery, well prepared, sound understanding, well timed.
50-59%	Good presentation: comprehensible delivery, preparation and understanding, satisfactory timing.

40-49%	Passable presentation: acceptable delivery, some preparation evident, understanding but patchy, tries to respect timing limits.
0-39%	Either no presentation provided, or a very poor presentation with no evidence of adequate preparation, deep lack of understanding, and much too short or long.

Participation Marking Criteria

Participation	
70-100%	Consistent quality participation based on thorough preparation. Always displays analytical skills and a clear understanding of the issues. Able to cross relate issues and develop intelligent/reflective answers. Consistent quality contribution to discussions.
60-69%	Quality participation based on good preparation. Usually displays analytical skills and understanding of the issues. Evidence of capacity to cross relate issues and develop sound answers. Contributes positively to discussions
50-59%	Good preparation demonstrated. Either a lot of participation of variable quality, or less participation but of good quality. Demonstrates reasonable comprehension of the issues. Able to clarify responses and contribute to discussions.
40-49%	Little evidence of participation when present. Misses obvious issues; answers are unclear and disjointed. Contributes very little or nothing to discussions.
0-39%	Participation and contribution virtually non-existent or unhelpful. No preparation apparent. Unable to answer questions or to clarify vague and ambiguous answers. Apparent lack of commitment to study in the course.

The Role of External Examiners

Statement outlining the role of 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.

Statement about External Examiners' reports

External Examiners' reports relating to this programme will be shared with student representatives at the Staff Student Liaison Committee (SSLC), 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."

External Examiners for Politics

The External Examiners for our programmes are:

- Dr Joseph Hoover from Queen Mary University of London where he is a Senior Lecturer in Political Theory
- Dr Sam Knafo from University of Sussex where he is a Lecturer in International Relations.
- Dr Roberta Guerrina from University of Bristol where she is a Professor in EU Gender Politics and Policies.
- Dr Meryl Kenny from University of Edinburgh where she is Senior Lecturer in Gender and Politics
- Dr Tim Aistrop from University of Kent where he is a Lecturer in International Relations

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 for students. If students have any queries concerning this, they should contact their Programme Office (or equivalent).

How to Improve your Marks

This guide is designed to help you to get better marks in your assignments. It is not meant to replicate the existing guidance on essay writing. Please note that this is *informal* guidance. It does not replace the formal marking criteria. It should be used with common sense and following these steps will not *guarantee* that your mark will improve—the guidance is not exhaustive. Also note that the guidance focuses on essays, but the advice may apply to dissertations, exams, and other formats of assessment as well.

“How do I get a merit/over 60?”

- One of the clearest differences between work that attracts lower than 60 and work that gets 60 and above is the presence of a clear, overall argument. The essay needs to do more than simply *describe* the existing literature on the topic. It needs to critically analyse the issues and questions, and present a clear overall answer to the question that is set out in the introduction and that drives the whole essay. Each section of the essay should be relevant to this argument. The argument should provide a clear response to the essay question. Avoid the ‘flip-flop’ model, whereby you simply describe one side of the argument, then describe the other, and in the conclusion present your own view. Instead, you should develop what you think is the most persuasive answer to the question and then explain (with reference to the existing literature) in detail why you think your argument is convincing. The overall argument needs to run throughout the whole essay. Once you have worked out your argument redraft the essay to ensure you are consistent.
- Ensure that the argument and essay more generally is clearly expressed. Read through it several times and redraft it.
- Ensure that your overall argument is consistent and plausible. Although the marker need not necessarily agree personally with your position, it needs to be reasonable and coherent. An incoherent or implausible argument often demonstrates a lack of thought about the response to the essay question. It follows that you need to think through carefully your overall argument and the specific claims that you make in your essay.
- The essay should be organised in a logical and clear manner. The overall structure of the essay should be dictated by your overall argument. The structure of the essay should be clearly outlined in the introduction. In addition, ensure that the particular points that you raise are organised clearly. Don’t simply drift from point to point – have a clear purpose. Also, do not consider several points in one paragraph. Use a paragraph for each point and carefully link each point to your overall argument. An essay that has a poor overall argument or that does not organise its particular claims clearly and logically will often struggle to get 60 or above.
- Signpost the essay. This means that you need to make it clear to the reader at various points how what you are doing relates to the rest of the essay. This is particularly the case when you move to consider another major point or issue. (So, for instance, say: “We have seen that X. The essay will now argue Y...”). Where appropriate, summarise complex arguments at the end of sections.
- Adopt a rigorous, analytical approach. Ensure that your claims are well supported with evidence, where appropriate. Also ensure that you consider potential responses to your point of view and how you would respond to these.

“I constantly get marks in the high 60s. How do I get a distinction/70?”

Getting a Distinction is not easy. It is reserved for very high-quality essays and typically only a small percentage (e.g., 5-15%) of students get a Distinction. However, it is achievable and the following provides some tips and guidance. There is, however, no formula to guarantee a Distinction class grade.

- The essay needs to be very tightly argued. What this means is that you need to ensure that all the sections of your essay are strictly relevant to the overall argument. There should not be any extraneous material. So, when you read through your essay, ask yourself “why am I saying this?” If it is not obvious to you, it won’t be obvious to be marker. Every word matters in a distinction-class essay. Material that is only *desirable* to have in your essay—and not *necessary*—should be deleted and replaced by more in-depth argumentation.
- Ensure that your voice comes through. What this means is that your own argument—and potentially original contribution—needs to be clearly highlighted. The critical analysis that you present needs to give the impression of going simply beyond a restatement of the standard objections and arguments in the literature (that is, by others). Instead, you need to show that in presenting your *own* objections and arguments, they are your own, even if they have been (heavily) influenced by others. So, for instance, make it clear what you are doing differently to (some) others. This might include discussion of a relevant but under-discussed case study, philosophical line of argument, or a body of secondary literature. If the essay does have some original elements (which is not necessary for a Distinction), establish why these are original. Overall, the essay needs

to demonstrate a degree of intellectual confidence.

- Ensure that you have read and understood the central readings for the topic and, in particular, those on the reading list. A Distinction will typically have a deep understanding of the sources for the topic from the reading list. Sometimes particularly impressive essays will cite the very latest literature on a topic, which has only just been published (after the reading list has been put together). To find this, you can use the 'since 2013' function on Google Scholar (ensure that you are using *articles* and *books*, and not the working papers and theses sometimes picked up by Google Scholar).
- Try to have something interesting to say. When presenting your overall argument, try to think about adding potential nuances or further implications. This adds greater sophistication to an essay.
- Try not to cover too much. Although a typical worry of students is that they will be marked down for not covering all areas in response to a set question, essays that focus on specific issues within a question, and consider these in detail, typically attract better marks than those that adopt a more broad-brush approach. So, for instance, consider limiting the number of points that the essay makes to only a handful. Ensure that these are considered in detail, with potential counterarguments responded to effectively. At the start of the essay, you can make it clear that you intend to focus on a specific area or issue and, importantly, both justify this and acknowledge that there are other issues that you won't consider (e.g., "Although the area of A raises issues of B, C, and D, I will focus in detail on the issue of E. This is because...")
- The essay should also have a suitable style and flow. A Distinction-class essay will be fluent, clear, and easy to read. Redraft the essay several times to ensure that it reads well. Use short, direct sentences. These can help with the readability of the essay.
- Ensure that the presentation of the essay gives the impression that the essay merits a Distinction. There should be very few, if any, typographical, spelling, or grammar errors. The referencing should be precise and follow very close the set guidelines. In short, ensure that it looks as if you have put a lot of time into the essay. Although the substance of the essay is what matters and a poorly presented essay can sometimes receive top marks, this is quite rare. To ensure excellent presentation of an essay, you need to proofread it several times. The proofreading process also helps to spot any errors in argument and substance, which goes some way to explain the correlation between a well-presented essay and those with good marks.

Further reading

- There is a much more detailed guide on improving marks, produced by the University of Bradford available at: <http://www.bradford.ac.uk/academic-skills/media/academicsskillsadvice/documents/academicsskillsresources/feedback/Teach-yourself-using-feedback-to-improve-results.pdf>
- You can also try drinking more water: <http://www.bbc.co.uk/news/education-17741653>

REFERENCING AND BIBLIOGRAPHY

Referencing Guidelines

All essays **must** be properly referenced. This means indicating the source of any quotation, any data, and/or for any view or interpretation which you summarise from another source or author. Failure to attribute ideas to the source from which they have been taken constitutes **plagiarism** and is a serious academic offence.

As well as acknowledging the source of particular ideas or information contained in your essay, the purpose of referencing is to enable a reader to find the source that you have used. It is this principle that guides what is to be included when you reference.

There are two alternative systems of referencing used in the social sciences, the '**Harvard system**' (sometimes called the 'author-date system') and the '**Chicago system**' (which uses footnotes). The Harvard system is recommended (since it is easier to master), but you may use either system. Whichever system you choose you must use it consistently and you must only use one system.

In both systems of referencing you must include a list of **references** at the end of your essay, which gives the full bibliographical details for all the sources that you have cited, listed in alphabetical order of author surname. This is sometimes also referred to as a **bibliography**. The final list of references should only include sources which you have referred to in your essay. **Do not** include sources you have read but not actually cited.

The guidance below gives some general rules and examples of how to reference the most common types of source. For more detailed guidance on referencing look at one of the following websites:

Harvard: <http://libweb.anglia.ac.uk/referencing/harvard.htm>

Chicago: <https://student.unsw.edu.au/footnote-bibliography-or-oxford-referencing-system>

The formatting conventions about the order in which the various details should be given differ slightly between the Chicago and Harvard systems. Don't worry too much about these details, as long as you adopt a **consistent system** and include **all the necessary information**.

The Harvard system

In the Harvard system, the author and date of the source to which you are referring appears in brackets in the text of the essay/article.

Paraphrasing:

- If the author is directly discussed in the text, the brackets appear after their name. For example:

McMahan (2009) rejects many of the claims of traditional Just War Theory.

- If the author is not directly discussed in the sentence, the brackets appear after their name. For example:

Humanitarian intervention is clearly part of the responsibility to protect doctrine (Hehir 2012).

Quoting:

-The brackets appear after quote.

- If you have not mentioned the author's name in the sentence already, this should be included too. If you have, do not include it. For example:

Mandelson invites critics of New Labour to "judge us after ten years of success in office" (1997, p. 7).

The Draft Convention uses the vague term "waging war and/or combat operations" (White 2011, pp. 137–40).

Page numbers:

- Quotes should always include the page(s) from which the quotation has been taken.

- When paraphrasing, pages should also be provided when you are drawing on a specific part of the author's text. If the source is a single page in a text then this is indicated by 'p. x'; if you are referring to something which appears over a number of pages in the original source, you should give the page range as 'pp. x-y'.

Multiple authors:

- Where there are two authors for a source, you should give both names. For example: (Clarke and Churchill 2009).
- For publications with three or more authors, you should give the first author's surname followed by 'et al'. For example: (Clarke *et al* 2007). When you list this source in the References at the end of the essay, you should give all the authors' names (without 'et al'). For example: Clarke, K., Churchill, H. and Jones, P.

The full publication details for each source referred to is listed in the References section at the end of the essay.

The Chicago system

In the Chicago system, each citation is indicated by a numbered note in the text.

- A footnote at the bottom of the page gives the full bibliographical details for the source the first time it occurs. For example:

Robert Putnam argues that there has been a significant decrease in social cohesion in the United States over the past three decades, as measured by a variety of indicators.¹

- An abbreviated version of the bibliographical details is used for subsequent citations of the same source. This should include the author's last name, a short title of their publication, and the page numbers.

For example:

In his proposals for how this problem should be addressed, he suggests reform of both public and private civic institutions to "invite more active participation".²

- The references must all be listed in full in alphabetical order of author in a final References section.
- Page numbers should be included as per the Harvard system.

References

The following details need to be included in the References section (for both Harvard and Chicago systems) and in the footnotes (if you are using the Chicago system):

1. Book:

Author surname, initials/first name (year of publication). *Book Title* (Place of Publication: Publisher).
Northedge, Andrew (2005). *The Good Study Guide* (Milton Keynes: Open University).

2. Chapter in edited book:

Author surname, initial (year of publication). "Chapter Title", in initial and surname(s) of book editor(s), *Book Title*. (Place of publication: publisher), page range of chapter.

Wulf, H. (2006). "Reconstructing the Public Monopoly of Legitimate Force", in A. Bryden and M. Caparini (eds), *Private Actors and Security Governance* (Berlin: LIT Verlag), pp. 87–106.

3. Journal article:

Author surname, initials (year of publication). "Article Title", *Journal Title*, volume number (part number), page range for article.

Gamble, Andrew (2010). "The Political Consequences of the Crash", *Political Studies Review*, 8 (1), pp. 3-14.

4. Newspaper article:

Author surname, initials (year of publication). "Article Title", *Newspaper Title*, date of publication, page number.
Monbiot, George (2010). "General Election 2010: Grasp the Opportunity for Reform", *The Guardian*, 8 May 2010, p. 17.

¹ Robert D. Putnam (2000), *Bowling Alone: The Collapse and Revival of American Community* (London: Simon and Schuster), pp. 410-20.

² Putnam, *Bowling Alone*, p. 413.

5. Internet source:

The same general rules apply to internet sources. You should try to give the author, year of publication, title of the publication, the web address, the date that you accessed the website (because web addresses change, so the link may not work at later date).

Liberal Democrats (2010). *Liberal Democrat Manifesto 2010*. Available at http://www.politicsresources.net/area/uk/ge10/man/parties/libdem_manifesto_2010.pdf

6. Government publications:

Government department (year of publication). *Title*, Command number (for White or Green papers). Place of publication: publisher.

Department for Work and Pensions (2002). *Pathways to Work: Helping People into Employment*. Cm5690, London: HMSO.

Referring to sources you have not read yourself:

If you want to refer to a source but have not read the original, but only a summary written by another author (such as Weber's ideas on democracy as summarised by Giddens), you should do it as follows:

Weber believed that the increasing democracy inevitably involved an expansion of bureaucracy (in Giddens 1993, p. 334).

Your list of references should include Giddens (1993) *Sociology* (which you have read), but not Weber (1978) *Economy and Society* (which you have not read yourself).

Common errors

- Do not divide the reference list by types of source. All sources should be in the same list ordered alphabetically.
- Do not italicise quotes (unless the original is italicised).
- Quotes over 50 words long should be indented on a new line.
- Do not number the list of references or use bullet points.
- Reference everything meticulously and ensure that you reference both empirical facts (such as statistics) and arguments.

Useful Links

Referencing

http://www.humanities.manchester.ac.uk/studyskills/develop_learner/research_skills/referencing.html

Penalties

Marks of up to 10 percentage points may be deducted for inadequate scholarly apparatus.

Referencing (0-5 points)

- i. 1-2 point deduction:
 - inconsistent style of referencing (Harvard and footnotes combined, different styles in footnotes)
 - occasional failure to acknowledge sources
 - frequent omission of details in citations
- ii. 3-5 point deduction:
 - occasional failure to provide a reference for quotations
 - frequent failure to acknowledge sources
 - citing incorrect sources

Bibliography (0-5 points)

- iii. 1-2 point deduction:
 - frequent errors in alphabetical ordering
 - frequent omission of minor publication details (e.g., place of publication, author's initial, date of access to online article)
 - occasional omission of major publication details (e.g. author, title, publisher, date, page numbers)

- frequent failure to distinguish aspects of the reference, e.g., putting book/journal titles in non-italics and chapter/paper titles in italics; failing to distinguish edited works from sole-authored works
 - inclusion of irrelevant sources not cited in the text
- iv. 3-5 point deduction:
- systematic omission of publication details
 - systematic errors in publication details (incorrect author, title, etc.)
 - systematically inconsistent style of referencing
 - frequent omission of sources cited in the text.

Guidance To Students On Plagiarism And Other Forms Of Academic Malpractice

Plagiarism is presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement. It also includes 'self-plagiarism' (which occurs where, for example, you submit work that you have presented for assessment on a previous occasion), and the submission of material from 'essay banks' (even if the authors of such material appear to be giving you permission to use it in this way). Obviously, the most blatant example of plagiarism would be to copy another student's work. Hence it is essential to make clear in your assignments the distinction between the ideas and work of other people that you may have quite legitimately exploited and developed, and the ideas or material that you have personally contributed. For help and advice on plagiarism and related matters, potential sources of assistance are: your academic advisor; your course tutors; the Student Guidance Service; and Paul Smith, the School's Student Support Officer. See:

http://www.humanities.manchester.ac.uk/studyskills/essentials/writing/avoiding_plagiarism.html

Please note that the School reserves the right to request electronic copies of course work assessments. These may be used to investigate suspected cases of academic malpractice.

FEEDBACK

Receiving feedback is an integral part of your learning process. You should be aware that feedback will come in a number of different forms, most of which require your active participation.

Coursework Feedback – Our Promise

Politics staff will provide feedback on written work within 15 working days of submission.

Students should be aware that all marks are provisional until confirmed by the external examiner and the final examinations boards in June.

For semester two modules that do not have examination components the marks and feedback for the final assessed component **are not** subject to the 15 working day rule and will be released with the examination results. You will receive feedback on assessed essays in a standard format. This will rate your essay in terms of various aspects of the argument that you have presented your use of sources and the quality of the style and presentation of the essay. The general assessment criteria against which your work will be judged are outlined on page 12. If you have any queries about the feedback that you have received you should make an appointment to see your tutor.

How much feedback should I expect?

Our feedback norms are as follows:

- essays of 1,500 words will have commentaries from roughly in the region of 70-100 words
- essays of 2,000 words will have commentaries from roughly in the region of 80-120 words
- essays of 3,000 words will have commentaries from roughly in the region of 100-150 words

These norms have been set in order to give you about the right amount of feedback to explain your mark and offer suggestions for improvement, without overwhelming you with too many comments.

Please note: course convenors may choose to record oral feedback on Turnitin instead.

How to Access Feedback and Marks

On assessments submitted through Turnitin you will receive feedback via Blackboard. This will include suggestions about ways in which you could improve your work in future. You will also receive feedback on non-assessed coursework, whether this is individual or group work. This may be of a more informal kind and may include feedback from peers as well as academic staff. In dissertation courses you are likely to obtain continuous oral and/or written feedback from your supervisor.

Accessing Marks and Feedback through Blackboard/Turnitin Please see “A Student Guide to Downloading Feedback from Turnitin” at: <http://documents.manchester.ac.uk/display.aspx?DocID=13011>

Accessing Marks through the Student Self Service Centre

As your essay is marked via Turnitin you will receive your provisional mark on the Blackboard page for relevant course. For other forms of assessments your mark and feedback will be available through the Student self Service System.

Please Note: The mark displayed on the student system is the correct mark as this will include any late deductions if you submitted your essay after the 2pm deadline. If you notice that your mark is different to the one displayed through Turnitin please look under the ‘Instructor Comments’ section to see if you have incurred a late penalty.

Log into your Student Service Centre through My Manchester: <https://login.manchester.ac.uk>

To view your marks:

- Go to your Student Service Centre
- Using the drop down list on the left select Assignments.
- Click on the arrows next to it.
- Click on the correct academic year.

This takes you to a list of your modules.

Click on the link for the module required to bring up the marks page.

Click on **Instructor Comments** at the bottom of the screen to view essay comments and marks.

If you have a negative service indicator on your account, indicating a debt to the University, you will not be able to access your grades. If this is the case you will need to contact Student Services at ssc@manchester.ac.uk or +44(0)161 275 5000.

Face to Face

You will receive feedback on your learning process whenever you go prepared to a seminar, as you will realise whether your understanding of the material is correct or not.

Assessment and Feedback Advice Hours

All academic staff have specific office hours when they are available to students. Your course Convenor has a dedicated timeslot each week when you can meet with her/him to discuss course unit specific problems and questions.

In conjunction with the School of Social Science Feedback Policy, Politics will ensure that:

- ✓ Where there is further assessment to be completed for the unit, feedback should be provided no later than 3 weeks from the submission date and before completion of the next assessment.

- ✓ Where there is no further assessment for a unit, students must have the opportunity to receive feedback as appropriate and in time to be able to improve performance in further programme assessments.

Making the most of your assessment and feedback

What will the feedback do?

The purpose of written feedback is twofold: (i) to explain why the mark was awarded and (ii) to help you improve marks in the future.

- The feedback will refer to the marking criteria to explain why the particular mark was awarded.
- In almost all cases, the comments will be *both* positive and negative. Accordingly, expect *some* constructive criticism of your work.
- Do not focus, however, unduly on the negative comments. It is important also to reflect on what you are doing well.
- Any negative comments will be linked to recommendations and suggestions on how to improve the piece of work. These are the most important part of the feedback process. Take the time to consider these in detail.
- Although the comments may seem to relate only to the particular assignment, the general underlying points will also typically be important for other assignments.

Using feedback

- Read the feedback, even if you get a mark that you are dissatisfied with or if you have finished the module. It will help you to improve more generally.
- When you receive feedback, read it through once. Then come back to it in a couple of days and consider it in much more detail. This enables you to consider the comments and suggestions more dispassionately and reflect on what you could improve on in the future.
- If you do not understand the feedback, or want some more help on how to improve your work, arrange to see your seminar tutor in their office hour. Indeed, this is one of the central purposes of office hours.
- Once you've digested the feedback, make *your own* list of all the *good* points of the essay and of how you can improve it in the future (do not list the negatives). You may have some thoughts, in addition to those of the marker. This list will be very useful when it comes to your next assignment.
- If there are some key recurrent themes in the feedback that you receive from a variety of assignments (e.g., you need to improve the structure of the essay), arrange to see your Academic Adviser. They will be able to help.
- You may also find it very helpful to share experiences with your fellow students.

ASSESSMENT SUPPORT ACROSS THE UNIVERSITY

Library and Computer Facilities

Students must allow themselves plenty of time to use library and computer resources. Although, many sources included on reading lists have multiple copies available from the Short Loan Collection (SLC) of the University Library, there is no guarantee these will be obtainable when a student wants them. To ensure they get access to all the books and articles needed for an essay or tutorial, students must begin reading well in advance of the essay submission date. Students should also allocate sufficient time for the typing up of their work. If relying on University computer facilities students need to bear in mind that these will be particularly busy as essay deadlines draw near.



**PLEASE ENSURE THAT YOU HAVE BACKED UP YOUR WORK TO
YOUR P DRIVE.**

Failure, loss or theft of a computer or other equipment, including inability to upload work for whatever reason is NOT grounds for an extension.

My Learning Essentials

My Learning Essential is the Library's award-winning skills programme

It 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.

You can access these resources at <http://www.manchester.ac.uk/my-learning-essentials>

University Centre for Academic English (UCAE)

The University Centre for Academic English (UCAE) provides courses and language learning resources for students from a wide variety of disciplines wishing to include a modern languages element within their studies.

Offered as part of the UCAE's Language Experience for All 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 2022/23:

• Arabic	• Korean
• BSL	• Persian
• Chinese	• Polish
• French	• Russian
• German	• Spanish
• Hebrew	• Turkish
• Japanese	• 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.

[Courses for all - School of Arts, Languages and Cultures - The University of Manchester](#)

How to enrol

Enrolment to LEAP courses will start sometime at the end of July. There is more information on how the courses work and how to enrol at [Application information - School of Arts, Languages and Cultures - The University of Manchester](#).

*Students who wish to take a non-credit course unit will be required to pay a fee, please see the following web page for further information <https://www.alc.manchester.ac.uk/study/university-language-centre-leap-courses/apply-for-a-course/course-fees/>

POLICIES AND PROCEDURES

Essay and Coursework Submission

Politics now uses electronic submission **only** for all assessed work and the deadline is **3pm unless otherwise stated in the course guide.**

When submitting to Turnitin for the 'Submission Title' please ONLY enter your 7 or 8 digit ID number. DO NOT enter anything else in this box. If we are unable to identify your work by ID number you may be counted as not having submitted.

You will receive an email, a week before the coursework is due to remind you of the submission guidelines. You can submit the essay from the day you receive this email **even if** this is prior to the deadline.

You should also consult your course Blackboard site for the submission deadline dates and submission details.

How to submit your work:

1. Log into Blackboard via My Manchester at: <https://login.manchester.ac.uk> and go to the course unit site.
2. Click on the 'Assessment' folder from the menu on the left hand side.
3. You will then see a folder named 'Coursework Submission'. Click on this and you will be taken to the coursework folder which contains full instructions for online submission.
4. Click on 'Submit your POLIXXXXX Assessed Coursework here'.

Before Submitting Remember:

- When submitting online please ensure you submit the correct version of your work.
- Essays must be double-spaced and 12 point type.
- Ensure pages are numbered and that your University ID number (seven/eight digit library card number) and the relevant course code (POLI----) appear on each page.
- The total number of words (excluding the bibliography/final list of references, but including any footnotes) must be printed at the end of the essay.
- Even though your name is automatically entered when submitting your coursework (step 1 of 2), assignments are marked anonymously so your name will not be visible to the marker.

For further information please see "A Student Guide to Submitting an Assignment via Turnitin"
<http://documents.manchester.ac.uk/display.aspx?DocID=13010>

Late Submission

If you submit your course work late there will be a penalty of 10 marks per day (sliding scale) applied until the assignment is submitted or no marks remain. So, for example, if you submit your course 2 days late, 20 marks will be deducted after examination. A day includes weekends and weekdays.

More information on the Policy on Submission of Work for Summative Assessment on Taught Programmes can be found on the Teaching and Learning Support Office website at:

<http://www.tlso.manchester.ac.uk/map/teachinglearningassessment/assessment/sectionb-thepracticeofassessment/policyonsubmissionofworkforsummativeassessment/>

Extensions to the submission deadline can be granted to students where there are exceptional mitigating circumstances (e.g. compelling medical reasons, see more below). **It is vital that you provide documentary evidence to support your application.** The application must be submitted before the due date of your work. You are advised to refer to <http://www.socialsciences.manchester.ac.uk/student-intranet/postgraduate/postgraduate-taught/ma-msc-diploma-proformas-and-guidance/> for further guidance.

Important:

Submitted work counting for less than 15% of the overall mark will get a mark of 0 if it is submitted late. Please note that mitigating circumstances procedures would still apply and that these rules do not apply for marks given for participation and attendance.

A note about coursework extensions: You must contact your Programme Administrator in your home school to request an extension on your Politics assessed work.

Word limits

For all assessed work, it is important to comply with the word limit given in the course guide. You may be penalised up to 5 points if your essay is significantly longer or shorter than specified. The acceptable variation is **10 percent above or below the word limit**.

You must indicate the word count at the end of your essay. **Failure to do so may result in a deduction of up to 2 marks**

The bibliography/final list of references that is required for both the Harvard and Chicago referencing styles does **not** count towards the word limit of an essay/extended essay/dissertation. All footnotes relating to the Chicago style, all references in the text relating to the Harvard style (e.g. Russell, 2012: 3), as well as all other footnote material and quotes, instead, **do** count toward the word limit. If appendixes are used (sometimes the case with dissertations, rarely with essays), these are not counted in the final word count. Appendixes should be used sparingly and with good reason, and should not be used to “fit in” extra essay material without increasing to word count – always check with your supervisor or course convener whether an appendix is appropriate in your case.

Mitigating Circumstances and extension requests

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 your assignment/dissertation by the deadline, you may submit a [Mitigating Circumstances request form](#), with relevant supporting documentation, for consideration by the Mitigating Circumstances Committee and Board of Examiners.

The nature of the supporting documentation required will vary according to the nature of the circumstances, but it must be sufficiently independent and robust to confirm the veracity of the case you are making. Please note that it is your responsibility as the student to submit a request for consideration of mitigating circumstances by the published deadlines. You should not wait until your results are issued or the deadline for the submission of your work to have passed to apply for mitigating circumstances as cases will not be accepted retrospectively.

Grounds for Mitigation

Students should be aware that grounds for mitigation are ‘unforeseeable or unpreventable circumstances that could have a significant adverse effect on your academic performance’. Please see below for examples of possible mitigating circumstances as well as circumstances which will not be considered as grounds for mitigation.

Examples of possible mitigating circumstances:

- significant illness or injury;
- the death or critical/significant illness of a close family member/dependant;
- family crises or major financial problems leading to acute stress;
- absence for jury service or maternity, paternity or adoption leave.

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

- Holidays and events which were planned or could reasonably have been expected
- Assessments which are scheduled closely together
- Misreading the timetable or misunderstanding the requirements for assessment
- Inadequate planning and time management
- Failure, loss or theft of a computer or printer that prevents submission of work on time: students should back up work regularly and not leave completion and printing so late that they cannot find another computer or printer

- Consequences of paid employment
- Exam stress or panic attacks not diagnosed as illness.

Assignment Extension Policy

Please note that this policy also applies to the Dissertation. To apply for an extension:

- Extension applications should be made on the '[Applying for mitigating circumstances](http://www.socialsciences.manchester.ac.uk/student-intranet/postgraduate/postgraduate-taught/ma-msc-diploma-proformas-and-guidance/)' online form available from the School website at:
<http://www.socialsciences.manchester.ac.uk/student-intranet/postgraduate/postgraduate-taught/ma-msc-diploma-proformas-and-guidance/>

<https://apps.mhs.manchester.ac.uk/surveys/TakeSurvey.aspx?SurveyID=86KJl651H>
- Where relevant applications must be accompanied by documentary evidence e.g. certification by a qualified doctor specifying nature of illness, duration and impact on ability to study, letter from qualified counsellor, copy police incident report etc.
- Applications must be submitted to your programme administrator
- Applications for extension to the submission date must be made in advance of the published submission date. Applications received after the submission date will not be accepted.
- Your application will then be considered by the Programme Administrator within your Department.
- When the extension request is approved or rejected, the student will be formally notified by the School office by email.

Final Note on Marks and Fees

The marks for January examinations, as issued to graduate students by the Postgraduate Office, are **provisional** marks and are provided for information only. **Provisional** marks for assessed essays submitted in Semester 2 may be given to students. **Confirmed** marks for examination papers will not be made available to students until after the June meeting of the School Postgraduate Committee. Students are advised that:

- once marks have been agreed by the internal examiners and issued to students, they can only be changed via the external examiners.
- questions of compensation will be dealt with in the June Examinations Board, when the full range of results is available.
- marks are never confirmed until the meetings of the School Postgraduate Taught Programmes Examinations Board.
- the University does not allow student appeals against the academic judgements of Examiners.

The pass mark on all our taught Masters programmes is 50%. The pass mark on the Postgraduate Diploma is 40%.

Please note, if you have a hold or a restriction on your account, this means you have an outstanding debt to the University. If this is the case, you must contact the Student Credit Office, based in the John Owens Building room G10 (tel: 0161 275 8130/email: self.funding@manchester.ac.uk) to sort this matter out. In the meantime, you will be able to view your results by accessing Self Service>Enrolment>View My Assignments>Assignment Categories.

In Case of Ill Health

<http://www.studentsupport.manchester.ac.uk/taking-care/support-services/accessing-healthcare/>

- a. It is a requirement of your registration with the University of Manchester that you register with a local general practitioner. A list of GP practices can be obtained from the Student Health Centre, any University hall of residence or a local Pharmacy. According to guidance issued by the General Medical Council it would not be regarded as good practice for a family member to be the registered GP or to offer treatment except in the case of an emergency.
- b. **You should always consult your GP (or for emergencies the Accident and Emergency Department of a hospital) if your illness is severe, if it persists or if you are in any doubt about your health.** You should

also consult your GP if illness keeps you absent from the University for more than 7 days including weekends. If you do consult a GP and they consider that you are not fit for attendance at the University, then you should obtain a note from the doctor to that effect or ask them to complete Part III of the University form 'Certification of Student Ill Health' copies of which are available at local GP surgeries. You should hand this certificate to your programme director, tutor, undergraduate office or degree programme office as appropriate at the earliest opportunity.

- c. If your condition is not sufficiently serious to cause you to seek medical help, then the University will not require you to supply a doctor's medical certificate unless you are absent from the University due to illness for more than 7 days (in which case see b. above). You **must** however contact your degree programme as soon as possible and self-certify your illness (that is complete and sign the "Certification of Student Ill Health" form to state that you have been ill) as soon as you are able to attend your department. You should do this if your illness means you are absent from the University for any period up to 7 days (see d.i) or if you are able to attend the University but your illness is affecting your studies (see d. ii and iii).
- d. The following sub-paragraphs explain what you should do if your illness affects your attendance at compulsory classes or if you consider that your performance in your studies/examinations has been impaired.
 - i. If you are unwell and feel unable to attend the University to take a compulsory class, assessment or examination then you **must** seek advice by contacting your degree programme immediately, in person, through a friend or family member, by telephone or by email. This is to ensure that you understand the implications of being absent and the consequences for your academic progress, which might be quite serious. **You must do this as soon as possible so that all options can be considered and certainly no later than the day of your compulsory class, assessment or examination.** If you do not do this then you will normally be considered have been absent from the class without good reason, or to have taken the assessment or examination in which case you will be given a mark of zero. You **must** also complete and hand in a "Certification of Student Ill Health" form on your return.
 - ii. You may be unwell but are able to proceed with an assessment or examination and yet you feel that your performance will have been impaired. If you wish this to be taken into account as an extenuating circumstance, you **must** inform your degree programme about this on the day of the assessment or examination and hand in to your degree programme a completed "Certification of Student Ill Health" form. If you leave this until later it will not normally be possible to take your illness into account when assessing your performance.
 - iii. You may be under occasional and ongoing medical attention which affects your studies. If so, you should obtain a letter from your physician which should be given to your degree programme before the end of the January, May/June or August/September examination period, as appropriate, if you wish your condition to be taken into account as an extenuating circumstance.
- e. Politics employs 2 criteria when deciding whether to alter the mark of a student who has been ill or suffered other external interference: *a.* evidence of such illness or external interference and *b.* evidence that the student would have performed better in the absence of such external interference.

Notes:

- i. Certification of Student Ill Health forms are available in all undergraduate offices and halls of residence.
- ii. Your degree programme will give you guidance on the effect of any absence from your studies or if you consider your illness has affected your studies. If you have repeated episodes of ill health which is affecting your studies, your degree programme may refer you to the Student Health Centre.

- iii. If you are found to have been deceitful or dishonest in completing the Certification of Student Ill Health form you could be liable to disciplinary action under the University's General Regulation XX: Conduct and Discipline of Students.
- iv. The use of the "Certification of Student Ill Health" forms by GPs as described above has been agreed by the Manchester Local Medical Committee. A GP may make a charge for completing the form.

Policy on Religious Observance and guidance for students

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

The University will make every effort to avoid timetabling assessments on religious days or festivals for those students whose commitment to the observance to their faith would otherwise cause them to miss the assessment. We will not take any notice of casual preferences or social or domestic reasons.

1. The University will make every effort to avoid timetabling assessments or other compulsory activities on religious days or festivals for those students whose commitment to the observance of their faith would otherwise cause them to miss the assessment or other activity. However, we are able to accommodate the needs of students only if their requirement for particular religious observance is strict. We will not take any notice of casual preferences or of social or domestic reasons.

2. The University's policy covers only aspects of religious observance that occur at times known in advance. Other aspects that are unforeseeable or unpreventable (such as the death of a close relative when specified forms of mourning are required) should be handled under the arrangements for considering mitigating circumstances.

3. If religious observance affects your attendance at normal teaching and learning activities in ways that will cause problems, you should discuss the issue with your School. The School will give sympathetic consideration to your problems and will try to make reasonable adjustments. However, adjustments can only be made provided they maintain the standard of your degree (e.g. you will not simply be excused from parts of the programme affected by your religious observance or from satisfying overall attendance requirements). You should also understand that adjustments may not always be possible (e.g. a programme that runs at weekends specifically for part-time students who work on weekdays cannot be changed to accommodate the needs of students committed to religious observance at weekends or the needs of students who work at weekends).

4. If religious observance means that you miss a lecture or other class, the lecturer will provide you with a copy of any handouts issued. However, if you want notes from the lecture you must make your own arrangements to copy them from another student.

5. Similar principles apply if religious observance affects your attendance at assessments organized by your School (e.g. presentations or practical tests). You should discuss the issue with your School well before the assessment date, and the School will use its best efforts to reschedule the assessment to accommodate your needs (e.g. by changing your scheduled slot in a programme of assessed presentations). Because assessments for the semester are often scheduled in advance at the beginning, you should notify the School of your requirements for religious observance by the Thursday before the start of teaching.

6. Deadlines for handing in assessed work will not normally be extended to allow for religious observance, and you must therefore schedule your work accordingly.

7. If you have strict religious requirements that may affect your attendance at examinations arranged centrally, you must complete the Examination and Religious Observance form obtainable from the Student Services Centre in person or online. (Note that the major Christian festivals occur during vacations)

and hence are avoided automatically by examination periods.) You should then return the form to the Student Services Centre by dates that are published annually for each examination period. If you fail to submit a completed form to the Student Services Centre by the published date, we cannot accept responsibility if you are timetabled for an examination at a time when your religious requirements make it impossible for you to be present. The information about your faith is not given to anyone else, or used for any other purpose, or stored on computer.

8. Every effort will be made to accommodate your legitimate religious requirements, including discussing with your School whether it could make an alternative arrangement for the examination if you give adequate notice. However, if no reasonable alternative can be found, the University reserves the right to hold examinations on any days and times during examination periods. If that means you have to miss the examination, you will be required to take it when it is next held. This may involve an interruption of your programme and an extension to your period of study.

Requirements

If you have strict religious requirements that may affect your attendance at examinations arranged centrally, you must complete the Religious Observance Form:

<http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=2013>

(Major Christian festivals occur during vacations and hence are avoided automatically by examination periods.)

You should return this form to the Student Services Centre by dates that are published annually for each examination period at:

Student Services Centre
Burlington Street
Manchester
M13 9PL

The information about your faith is not given to anyone else, or used for any other purpose, or stored on computer.

Every effort will be made to accommodate your legitimate religious requirements, including discussing with your School whether it could make an alternative arrangement for the examination if you give adequate notice.

However, if no reasonable alternative can be found, the University reserves the right to hold examinations on any days and times during examination periods.

If that means you have to miss the examination, you will be required to take it when it is next held. This may involve an interruption of your programme and an extension to your period of study.

ADDITIONAL SUPPORTING INFORMATION

Academic Appeals

The purpose of this regulation is to safeguard the interests of students and may only be used when there are adequate grounds for doing so which are outlined in the regulations. It may not be used simply because you are dissatisfied with the outcome of your assessment or other decision concerning your academic progress. <http://documents.manchester.ac.uk/display.aspx?DocID=23874>

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

Complaints

If you have a complaint it 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 University will not normally consider complaints made after this period, unless there is good reason for the delay. <http://documents.manchester.ac.uk/display.aspx?DocID=23875>

Dignity at Work and Study

The University of Manchester does not tolerate any form of harassment, discrimination or bullying. If you believe that you are being bullied or harassed, you can contact a Harassment Advisor. Harassment Advisors provide confidential support and information to students and staff on the University's policy and will be able to explain the options available to you. <http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=22734>

Student Representation

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

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

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:

- i. 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;
- ii. 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;
- iii. proofreading undertaken by a third party must not change the content or meaning of the work in any way.

Interruption

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

It is important to realise that we may not be able to provide an identical teaching, supervision and assessment experience on your return as would otherwise have been available. Programmes of study and regulations change to reflect developments in the subject, requirements of external bodies and the resources available to the University. While we will try to make reasonable provision for you following your interruption you need to realise that permission for an interruption is a privilege and not a right.

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

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

Mitigating Circumstances You may suffer from some unforeseen or unexpected personal or medical circumstances that adversely affects your performance and/or prevents you from completing an assessment; these are referred to as mitigating circumstances (or special circumstances).

Requests for mitigation (or special circumstances) submitted after the published date for the beginning of an examination period (except as a result of circumstances that have arisen during the course of that assessment period) will not be considered without a credible and compelling explanation as to why the circumstances were not known or could not have been shown beforehand.

Students funded by a UK Research Council (e.g. ESRC, AHRC) **must** obtain permission by completing the relevant form as explained above. Applications must be accompanied by full supporting evidence (supervisors statement of support, medical note etc.). The School will then apply directly to Faculty for approval and the Research Council will be contacted accordingly.

Withdrawing from a Programme

If, after consultation with your supervisor, you decide, for whatever reason, to withdraw from a programme of study you must inform the Postgraduate Office by completing the relevant form. The Postgraduate Office will then update your Student Record, which will prompt the Fees Office to contact you regarding any refund due.

Withdrawal applications should be made on the 'Application for Withdrawal from Programme' form available from the School website at: <http://www.socialsciences.manchester.ac.uk/student-intranet/postgraduate/postgraduate-taught/>

Academic Success Programme: English Language Support

The University Centre for Academic English (UCAE) provides academic support workshops and resources for student across the University from a range of disciplines.

At the UCAE, we believe clear academic English is key to your success. Our Academic Success Programme enhances your academic writing to help you to reach your study goals. We offer a blended programme of workshops and online support, and our experienced tutors will help you get the most out of your studies by exploring the key features of written academic 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.

Please visit our website to find out more and to register for workshops
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.

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>

Research Abroad/Conference Funding for Self-funded Postgraduate Taught (PGT) Students in the Faculty of Humanities - <http://www.humanities.manchester.ac.uk/humnet/our-services/teaching-and-learning/policy/awards/>

Student Services Centre

The Student Services Centre can offer all sorts of help and advice about tuition fee assessments or payments, Council Tax, examinations, graduation ceremonies etc.

The Centre is located on Burlington Street (campus map reference 57) and is open Monday to Friday, 10am to 4pm.

Or in Staff House, Sackville Street (campus map reference 13) which is open Monday to Thursday, 10am to 4pm.

Tel: +44(0)161 275 5000 or email ssc@manchester.ac.uk

Additional Links

[Careers Service \(http://www.careers.manchester.ac.uk/\)](http://www.careers.manchester.ac.uk/)

[Crucial guide for UG and PG students](http://www.studentnet.manchester.ac.uk/crucial-guide/) - an online guide with essential advice, information and guidance for students at The University of Manchester(<http://www.studentnet.manchester.ac.uk/crucial-guide/>)

[Students' Union \(https://manchesterstudentsunion.com/\)](https://manchesterstudentsunion.com/)

[Counselling Service \(http://www.counsellingservice.manchester.ac.uk/\)](http://www.counsellingservice.manchester.ac.uk/)

[Disability Advisory and Support Service \(http://www.dso.manchester.ac.uk/\)](http://www.dso.manchester.ac.uk/)

[Mature Students Handbook \(https://www.manchester.ac.uk/study/undergraduate/mature-students/\)](https://www.manchester.ac.uk/study/undergraduate/mature-students/)

Opportunities for Further Study – A PhD?

The School welcomes enquiries and applications for research programmes throughout the year.

The School's current 'Research Route' courses are:

Political Science (Research Route)	MA
International Political Economy (Research Route)	MA
International Relations (Research Route)	MA

Human Rights (Research Route)	MA
Political Economy (Research Route)	MA
Economics	MSc
Economics and Econometrics	MSc
Econometrics	MSc
Sociological Research	MSc
Anthropological Research	MA
Philosophy	MA
Social Research Methods & Stats.	MSc PG Diploma

For details of academic requirements, please go to

<https://www.socialsciences.manchester.ac.uk/study/postgraduate-research/programmes/>

The University normally holds a Postgraduate Open Day in November and further details will be available via

<http://www.manchester.ac.uk/postgraduate/opendays/>

Information on all School funding opportunities, including details on the deadlines will be advertised via

<http://www.socialsciences.manchester.ac.uk/study-with-us/fees-and-funding/postgraduate-taught-funding/>

Competition for funding is very strong and we therefore advise that you consult with a prospective supervisor regarding your research proposal before submitting a full application. Applications must be submitted via the on-line application service at <http://www.socialsciences.manchester.ac.uk/study-with-us/how-to-apply/>

If you have any further queries please email pg-soss@manchester.ac.uk

APPENDIX

WELCOME TO THE FACULTY OF HUMANITIES

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

This rich mix of opportunities makes study at The University of Manchester an exciting and stimulating experience, where you will benefit from the experience of leading scholars in your field and from being part of a large, diverse and international student community. The city has an international sporting pedigree and one of the richest and most influential arts and music scenes, with a lively, culturally diverse city centre that's easy to enjoy on a student budget.

As the world recovers from the coronavirus pandemic, we have enjoyed welcoming students back to campus where they can benefit from the diversity our student experience offers. Being at university is not all about what you will learn in the classroom and you will have access to a diverse range of activities to stretch and develop your knowledge, thinking and skills. From field trips and study abroad to volunteering, industrial placements and hundreds of societies. There is also Stellify, a package of some of our most transformative student experiences that enables students to develop beyond their chosen subject. These experiences are why we are the university most targeted by employers.

Within the Faculty we are committed to providing a student experience of the highest standard and making sure you have the support you need along the way.

This handbook will give you information to help you make the most of your time with us. I look forward to seeing you all thrive whilst you are here.

Keith Brown

Vice-President and Dean, Faculty of Humanities

September 2022

The Faculty of Humanities

The Faculty of Humanities encompasses academic areas as diverse as Arts, Education, Law, Social Sciences and Business & Management and is the largest Faculty in the University. With nearly 17,000 students and almost 2000 academic and professional service staff, it is the largest Faculty of the Humanities in the UK and is equivalent to a medium-sized university.

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

The Faculty is the interface between the discipline-based Schools and the University and is headed by a Dean who is supported by a team of Vice-Deans.

Our students are at the heart of this Faculty, and we explore every opportunity to enhance the opportunities for you. With a focus on teaching that is innovative and high quality, we equip our graduates with the skills to thrive in the working world, while also enabling you to understand that world, your place in it, and to contribute in the widest possible sense to addressing and meeting the societal challenges that you will encounter.

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

The Faculty is committed to gathering student views on the provision of teaching and learning and centrally operated areas of the University (such as Library; Estates; IT; Careers; eLearning) and as a student you can feed into this process via managed workshops, consultation groups etc.

The focus of your involvement as a student is likely, however, to be the disciplinary grouping, i.e. the School within which your studies are based. Or, in the case of students on interdisciplinary programmes: the office which is responsible for administering your programme.

You may have contact with the Faculty if you have a problem that cannot be resolved at a local level within the School or Programme Office. For example: appeals or disciplinary matters. Otherwise, it is entirely possible to complete a course of study without ever interacting directly with the Faculty.

The University of Manchester Alumni Community

We're proud to have the largest global alumni community of any campus-based University in the UK, with half a million graduates around the world.

We are here to help graduates maintain a lifelong connection with us, Manchester and each other; to continue friendships, share experiences and inspire students.

Many of our alumni are helping the next generation of graduates by volunteering their time and expertise. Our alumni volunteers will be here to mentor you, give you careers advice at events, provide internships and placements, and act as hosts for our Global Graduates programme. This will give you the high-quality experience and transferable skills that are vital in ensuring a return on investment into a degree. Use the careers service to make the most out of The University of Manchester's alumni community.

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

You can also find graduates holding senior positions in business, academia, politics, industry and the media, including:

- *Professor Brian Cox OBE: Physicist and Science Communicator*
- *Frances O'Grady: General Secretary of the TUC*
- *Jesse Armstrong and Sam Bain: Writers of television comedies – Peep Show and Fresh Meat. Jesse Armstrong more recently writer of Succession*
- *Benedict Cumberbatch CBE: Actor*
- *Gareth Williams and Bonamy Grimes MBE: Skyscanner co-founders*
- *Parineeti Chopra: Actor*
- *Sophie Raworth: Presenter BBC News*
- *Toby Jones: Actor*
- *Orlando von Einsiedel: Award-winning film director*
- *Professor Danielle George MBE: Radio frequency engineer*
- *Tom Bloxham MBE: Founder of Urban Splash and former Chancellor of the University*
- *Vincent Kompany: Professional football manager and former player*
- *Joe Lycett: Comedian and television presenter*
- *Jessica Knappett: Comedian, actress and writer*