School of Environment, Education and Development

Manchester Institute of Education

PGCE SCITT

2019-2020 Programme Handbook

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

Welcome to the School of Environment, Education and Development

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

The **Global Development Institute (GDI)** is a culmination of an impressive history of development studies at The University of Manchester which has spanned more than 60 years and unites the strengths of the Institute for Development and Policy Management (IDPM) and the Brooks World Poverty Institute. IDPM was established in 1958 and became the UK's largest University-based International Development Studies centre, with over thirty Manchester-based academic and associated staff. Its objective is to promote social and economic development, particularly within lower-income countries and for disadvantaged groups, by enhancing the capabilities of individuals and organisations through education, training, consultancy, research and policy analysis. To build on this tradition, the University created in SEED the Brooks World Poverty Institute, a multidisciplinary centre of excellence researching poverty, poverty reduction, inequality and growth. In 2016, given the increasing global nature of addressing poverty and inequality, The University of Manchester united the strengths of the Institute for Development Policy and Management and the Brooks World Poverty Institute to create the Global Development Institute. GDI is the largest development focused teaching, with over 600 full-time postgraduate taught students, and research institute in Europe and emphasises the University's commitment to addressing global inequalities.

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

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

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

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

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

Professor Martin Evans

Head of the School of Environment, Education and Development

Statement on Dignity at Work and Study

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

More information can be found at:
http://www.staffnet.manchester.ac.uk/equality-and-diversity/policies-and-guidance/dignity-at-work-and-study/

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Manchester Institute of Education

Postgraduate Certificate in Education (SCITT)

2019-2020 Programme

Welcome to the master's level academic element of your Postgraduate Certificate in Education (School Centred Initial Teacher Training) - PGCE (SCITT).

During your studies you will work with tutors who are both research active and experienced in working with teachers in schools on PGCE and Masters' programmes. You will find a list of the University tutors and professional staff and their contact details in this handbook.

During this academic programme we will provide you with the opportunity to engage with a range of literature to help you reflect on your developing practice and to carry out systematic reflective enquiry. The programme seeks to help you develop critical thinking skills to help you deepen your understandings of teaching and learning. We hope this experience equips you with the skills needed to take on a journey of life-long learning as an enquiring and critically reflective teacher. It also provides a foundation on which you can build future professional development both in terms of your practice but also through further academic studies at master's level. Successful completion of this programme at master's level will count 60 credits towards such a master's level qualification.

We are continuously refining the programme and welcome your feedback as we endeavour to enhance your learning experiences.

The aim of this handbook is to provide you with key information about the programme, such as brief outlines of the four course units, the programme timetable, and details of University staff you will work with. It will also give essential information about regulations and facilities to guide and support you in successfully completing your studies. We hope you find this Programme Handbook useful in supporting you in your studies.

On behalf of all the University staff involved in the academic element of your PGCE SCITT we look forward to working with you on what we hope will be a challenging, stimulating and productive year.

Sue Goldrick

Programme Director

Academic Staff

Programme Director Sue Goldrick 0161 275 5794 sue.goldrick@manchester.ac.uk C3.7 Ellen Wilkinson Building	**Programme Tutor** Hannah Strickland hannah.strickland@manchester.ac.uk C3.24 Ellen Wilkinson Building
Programme Tutor and Chair of Examiners Ian Barker ian.barker@manchester.ac.uk	

Administrative Staff/Professional Support Services (PSS)

Programme Administration	
ITE Programmes Administrator Lisa Griffin 0161 275 8471 teachereducation@manchester.ac.uk BG.14 Ellen Wilkinson Building	**ITE Programmes Administrator (Assessment)** Natalie Rawding 0161 306 1762 teachereducation@manchester.ac.uk Room BG.14 Ellen Wilkinson Building
ITE Programmes Administrative Assistant Alex Duffy 0161 275 8474 teachereducation@manchester.ac.uk BG.14 Ellen Wilkinson Building	**ITE Programmes Support Manager** Catriona Fraser 0161 275 3461 catriona.fraser@manchester.ac.uk BG.4 Ellen Wilkinson Building

1.1 Overview of Academic Programme Aims

The University academic programme aims to complement and enhance your professional learning through your School Centred Initial Teacher Training (SCITT). To do this, you will successfully complete four academic course units.

The programme aims to enable you to:

- Enhance your knowledge and understandings of educational ideas through engagement with literature together with reflection on practice to encourage autonomy, innovation and critical thinking in practice;

- Become more aware of and equip yourself with the skills needed for the process of life-long learning and development, core to your teacher professionalism;

- Develop an attitude towards learning that empowers you to (1) have high expectations about your own learning, as well as your pupils' learning, and (2) to value diversity in and complexity of learning;

- Nurture your thirst and capacity to enquire, analyse and critically reflect on evidence from classroom experiences and relevant literature in order to inform both your principles, your values, and your practical actions.

1.2 Academic Programme Structure

The programme comprises four course units, and an ethical approval process in preparation for conducting an enquiry. All students **must** pass each of the four course units with at least 40% or above in order to pass the academic element of the PGCE (SCITT) qualification. Each course unit is worth 15 credits, giving a total of 60 credits at postgraduate Master's level. If you pass the assessed units at 50% or above you can use the credits gained as part of a future Master's degree. The course unit titles are as follows:

Course Unit	Code	Credits
Reflecting on Practice (SCITT) 2019-2020	EDUC64700	15 credits
Teaching, Learning and Assessment (SCITT) 2019-2020	EDUC64600	15 credits
Enquiry Based Practice 1 (SCITT) 2019-2020	EDUC64800	15 credits
Enquiry Based Practice 2 (SCITT) 2019-2020	EDUC64900	15 credits

1.2.1 Overview of Course Units

The next section gives a brief overview of each of the four course units. More detail will be given out as the course proceeds and you will be able to find more detail on Blackboard.

EDUC 64700 Reflecting on Practice (SCITT)	
Aims	• To enable you to critically reflect on and strengthen classroom practice through the development of an enquiry approach.
Unit Content	• Reflection on practice; • Critical thinking and argument; • Evaluation and use of literature; • Gathering and making sense of your empirical evidence; • Appropriate academic writing skills.
Intended Learning Outcomes	*Upon completion of the unit, students should be able to:* • Demonstrate effective evaluation of your practice using data gathering, critical thinking, engagement with relevant literature, analysis and reflection; • Demonstrate originality and self-direction in problem-solving, and act autonomously in planning and implementing tasks of a professional nature; • Critically evaluate your own professional learning .
Transferable Skills	• Demonstrate evaluative and problem-solving skills; • Demonstrate reflective practice.
Assessment	Write a critically reflective assignment on up to three interesting interactions/situations from your school placement that caused you to pause, and stimulated your thinking and professional learning. Support your analysis with evidence from your developing practice. Use the provided framework and other literature, to help you to develop this reflective practice. **Word length**: 3000 words maximum (+/- 10%) **Submission deadline:** Mon 28 October 2019 1.00pm
Guidance	1. Demonstrate your critical understanding of the nature of reflective practice, and the role of a 'critical' framework to guide your learning in this practice, through drawing from literature related to reflective practice; 2. Keep a reflective journal of interactions that have made you stop and think, in school to build a body of evidence. Note who was involved, when, where, and what happened. Then note your reflections on these incidents. Consider what factors may have influenced these situations, and what you might do differently if they arose again; 3. Bring examples from your journal to the second session for this course unit; 4. Select up to three of these incidents that have stimulated your thinking about teaching, learning and schooling, and justify your selection; 5. Use the provided critical framework to guide your reflections and critical analysis of these incidents and their contexts; 6. Demonstrate your ability to draw from relevant literature to deepen and widen your understandings of your chosen incidents; 7. Discuss how using the framework has helped your critically reflective thinking, and your professional learning in relation to each situation; 8. Explain how you think this reflective process will influence your future thinking about your practice, and your more general professional learning as a teacher; 9. Demonstrate academic writing skills. These include using an analytical style,

	critical thinking and reasoning, using literature to explore ideas, citing and referencing this literature within and at the end of your writing, being ethical by ensuring anonymity, and finally, taking account of your reader through clear organisation of ideas and development of your argument, signposting your ideas, and proof reading your writing.
Essential Generic Reading	• Brookfield, S. (2017). '*Becoming a Critically Reflective Teacher' (2nd edn)* San Francisco CA: Jossey-Bass Chapters 1 (5-9) and 4 (62-75) **(E-book).** • Durrant, J. & Holden, G. (2006).'*Teachers Leading Change: Doing Research for School Improvement'* London: Paul Chapman Publishing, 83-89. • Francis, D. (1997). 'Critical Incident Analysis: A Strategy for Developing Reflective Practice', *Teachers & Teaching: Theory & Practice* 3(2), 169-188. • Larrivee, B. (2008).'Development of a tool to assess teachers' level of reflective practice', *Reflective Practice* 9(3), 341-360. • Pollard, A. (2014). 'Ch 3 Reflection: How can we develop the quality of our teaching?' in *Reflective Teaching in Schools* (4thedn) London: Bloomsbury, 67-89 **(E-book).** • Hagger, H., Burn, K., Mutton, T. & Brindley, S. (2008). 'Practice makes perfect? Learning to learn as a teacher', *Oxford Review of Education* 34(2), 159-178.
Recommended Generic Reading	• Pollard, A. (ed) (2014). 'Ch 3: Reflection: How can we develop the quality of our teaching?' in *Readings for Reflective Teaching in Schools'*, (2nd edn) London: Bloomsbury, 75-85**.** • Schon, D.A. (1983). '*The Reflective Practitioner: How Professionals Think in Action'*. Aldershot: Ashgate, 49-69. • Tripp, D. (1994). 'Teachers lives, critical incidents and professional practice', *Qualitative Studies in Education*, 7(1), 65-76. • Wilson Mulnix, J. (2012). 'Thinking Critically about Critical Thinking', *Educational Philosophy and Theory* 44(5), 464-479.
Further Generic Reading	• Hobbs, V (2007). 'Faking it or Hating it: Can Reflective Practice be Forced?' *Reflective Practice* 8(3), 405–417. • Husu, J., Toom, A. & Patrikainen, P. (2008). 'Guided reflection as a means to demonstrate and develop student teachers' reflective competencies', *Reflective Practice: International & Multidisciplinary Perspectives*, 9(1), 37-51. • Smyth, J. (1989). 'A critical pedagogy of classroom practice *Journal of Curriculum Studies'*, 21(6) 483-502. • Watts, M., Alsop, S., Gould, G. & Walsh, A. (1997). 'Prompting teachers' constructive reflection: pupils' questions as critical incidents'*, International Journal of Science Education,* 19(9) 1025-1037. (1025) • Warwick, J. & Wolpert, M.A. (2014/2018). 'Unit 1.3: Making the Most of your Placements', in Cremin, T. & Arthur, J. (eds) *Learning to Teach in the Primary School* (3rd /4th edn), Routledge: Oxford 35-52 (E-book).
Citing and Referencing Guidance	• Bottomly, J., Pryjmachuk, S. & Waugh, D. (2018). *Academic Writing and Referencing for your Education Degree,* Critical Publishing. • University of Manchester Library (2016). Referencing guide at the UoM: Referencing Styles [Online] Available: http://subjects.library.manchester.ac.uk/referencing/referencing-harvard Select Referencing Styles/Harvard M'ster/then scroll down [Accessed 17/07/19] or

EDUC 64600 Teaching, Learning and Assessment (SCITT)	
Aims	To develop your understanding of a range of learning theories, and related teaching and assessment strategies which promote a positive impact on the learning outcomes for children and young people.
Unit Content	• The nature and competing purposes of learning and teaching in the 21st Century; • Learning theories and their application; • Key concepts of formative assessment; • Methods for the evaluation of your teaching; • Examining personal educational practices in depth; identifying significant areas of practice for consideration of positive impact and improvement.
Intended Learning Outcomes	*Upon completion of the unit, students should be able to:* • Demonstrate an understanding of and critical thinking about the changing socio-political and cultural contexts in which learning and related teaching in educational settings occur, drawing from theories of learning; • Demonstrate critical engagement with key concepts in assessment and the application and evaluation of formative assessment methods; • Demonstrate self-direction and originality in problem-solving in relation to the unit content, and act autonomously in planning and implementing change in your educational setting, taking account of current thinking and literature in related areas; • Apply a range of your teaching and assessment strategies, and critically evaluate their effectiveness in context, in relation to fostering pupils' learning processes and their related achievements.
Transferable Skills	• Demonstrate conceptual and analytical skills; • Demonstrate reflective practice.
Assessment	Critically reflect on an aspect of your classroom practice in relation to your pupils' learning and theories of learning within your placement context. Demonstrate how formative assessment can shed light on your pupils' learning and your related teaching **Word count:** 3000 words +/- 10% **Submission deadline:** Mon 6 Jan 2020 1.00pm
Guidance	1. Identify a concept or skill you have taught. Explain concisely why this area is significant to you in terms of your teaching, your teaching context, and your professional learning; 2. Read literature on a range of learning theories that helps to shed light on the ways learners might learn your chosen focus, and how related teaching interactions might support learners to learn this concept or skill; 3. Plan how you will adapt your teaching, informed by these ideas, and apply in your classroom; perhaps keep a reflective journal; AND/OR 4. Analyse and critically reflect on the extent to which your teaching interactions, in your chosen area, helped your learners to learn the target concept or skills in the way that you thought they would. Draw on evidence that you have of your and your learners' classroom experiences, and on your reading; 5. Analyse and critically reflect on the extent to which you knew how to respond to your pupils' learning needs, drawing from literature on formative

	assessment and related teaching strategies;
	6. Reflect on what you have learnt from this course unit about your teaching practice, in relation to your target area, and your context of teaching;
	7. Reason how your learning about theories of learning and formative assessment has informed your thinking about your practice and your more general professional learning as a teacher.
Essential Reading	• Black, P. & Wiliam, D. (1998). 'Inside the Black Box: Raising Standards through Classroom Assessment' *The Phi Delta Kappan* 80 (2) 139-144, 146-148.
	• Campbell, R., Robinson, W., Neelands, J., Hewston, R. & Mazzoli, L. (2007). 'Personalised learning: ambiguities in theory and practice', *British Journal of Educational Studies*, 55(2), 135-154.
	• Hemel-Jorgenson, A. (2015).' Working-class girls and child-centred pedagogy: what are the implications for developing socially just *pedagogy?' International Studies in Sociology of Education* 25(2) 132-149
	• Mackintosh, M. (2005). 'Children's Understandings of Rivers' *International Research in Geographical and Environmental Education* 14(4) 316-322
	• Mercer, N., Dawes, L., Wegerif, R. & Sams, C. (2004). 'Reasoning as a scientist: ways of helping children to use language to learn science', *British Educational Research Journal*, 30 (3) 359-377.
	• Thomson, P. & Hall, C. (2008). ''Opportunities missed and/or thwarted? 'Funds of knowledge' meet the English national curriculum', *The Curriculum Journal*, 19(2), 87-103.
	• Wray, D. (2018). 'Unit 2.2: Looking at Learning' in Cremin, T. & Arthur, J. (eds) *Learning to Teach in the Primary School*, (4th edn), Oxford: Routledge, 69-83. (Also in 3rd edn) (**ebooks**)
Recommended Reading	• Burton, D. (2016). 'Unit 5.1: Ways Pupils Learn' in Capel, S., Leask, M. & Turner, T. (eds), *Learning to Teach in the Secondary School*, (7th edn), Oxford: Routledge. (Also in 6th edn) (**ebook**)
	• Clarke, S. (2014). *Outstanding Formative Assessment: Culture and Practice*, London, Hodder Education. **[ebook]**
	• Harrison, C. (2015). 'Unit 6.1 Assessment for Learning: a formative approach' in Toplis R. *Learning to **Teach Science** in the Secondary School*, (4th edn) Oxford: Routledge, 266-275. **(ebook)**
	• Vygotsky, L. (1978). 'Interaction between learning and development' in Gauvain, M. & Cole, M.(eds) (1997). *Readings on the Development of Children* Cambridge, 2nd edn, MA. Harvard University Press, 79-91.
	• Wiliam, D. (2011). 'What is assessment for learning?' *Studies in Education Evaluation* 27, 3-14.
	• Wray, D. (2018). 'Unit 2.3: From Learning to Teaching', in Cremin, T. & Arthur, J. (eds) *Learning to Teach in the Primary School*, (4th edn), Oxford: Routledge, 84-97. (Also in 3rd edn) (**ebooks**)
Further Reading	• Baines, E., Rubie-Davies, C. & Blatchford, P. (2009). 'Improving pupil group work interaction and dialogue in primary classrooms: results from a year-long intervention study', *Cambridge Journal of Education*, 39(1), 95-117.
	• Boaler, J., Wiliam, D. & Brown, M. (2000). 'Students' Experiences of Ability Grouping – disaffection, polarization and the construction of failure' *British Educational Research Journal,* 26(5) 631-648.
	• Claxton, G. (2007) 'Expanding young people's capacity to learn' *British Journal of Educational Studies*, 55(2) 115-134
	• Hargreaves, E., Gipps, C. & Pickering, A. (2018). 'Unit 5.1: Assessment for

Learning: formative approaches', in Cremin, T. & Arthur, J. (eds) *Learning to Teach in the Primary School (*4th edn), Oxford: Routledge, 313-323. (Also in 3rd edn) (**ebook)**

- Hargreaves, E. (2014). 'The practice of promoting primary pupils' autonomy: examples of teacher feedback', *Educational Research*, 56(3), 295-309.
- Haydn, T. (2016). 'Unit 6.1 ''First do no harm': assessment, pupil motivation and learning' in Capel, S., Leask, M. & Turner, T. (eds) *Learning to Teach in the Secondary School*, (7th edn), Oxford: Routledge. (Also in 6th edn) (**ebook)**
- Jones, S. & Myhill, D. (2004) ''Troublesome boys' and 'compliant girls': gender identity and perceptions of achievement and underachievement', *British Journal of Sociology of Education*, 25(5), 547-561
- Lowe, M. (2016). 'Unit 5.2: Active Learning' in Capel, S., Leask, M. & Turner, T. (eds) *Learning to Teach in the Secondary School*, (7th edn), Oxford: Routledge. (Also in 6th edn) (**ebooks)**
- Read, A. & Hurford, D. (2010). ''I know how to read longer novels' – developing pupils' success criteria in the classroom', *Education 3-13*, 38(1), 87-100.
- Siraj-Blatchford, I. & Manni, L. (2008). ''Would you like to tidy up now?' An analysis of adult questioning in the English Foundation Stage', *Early Years*, 28:1, 5-22.
- Torrance, H. (2012). 'Formative assessment at the crossroads: conformative, deformative and transformative assessment', *Oxford Review of Education*, 38(3), 323-342.
- Wiliam, D. & Bartholomew, H. (2004). 'It's not which school but which set you're in that matters: the influence of ability grouping practices on student progress in mathematics' *British Educational Research Journal*, 30(2) 279-293.

EDUC 64800 Enquiry Based Practice 1 (SCITT) (Planning a small scale enquiry in an ethical manner)	
Aims	• To examine the role of practitioner enquiry in teaching and learning, as a form of educational research; • To critically review literature to inform your understandings of your practice and your classroom context; • To conduct practitioner enquiry in an ethical and reflective manner.
Unit Content	• Overview of the nature of practitioner enquiry as an approach to educational research; • Searching for, reviewing and writing a literature review to foreground your enquiry; • Ethical considerations and issues of trustworthiness in practitioner research; • Enquiry methods of data collection and analysis.
Intended Learning Outcomes	**Part 1** ***Overview of practitioner enquiry and carrying out a literature search and review*** 1. Determine the nature and purpose of practitioner enquiry as an approach to education research; 2. Identify the difference between high and poor quality research, and search for high quality literature that informs and frames your enquiry; 3. Critically read educational research studies and other relevant literature in order to inform your own critical thinking about your study and your practice; 4. Use writing skills to express and support individual viewpoints, and synthesise different viewpoints, in order to create coherent argument that frames your proposed enquiry. **Part 2**

	Planning a practitioner enquiry • Devise a research question, taking into account its role as the origin of a research study; • Design a quality school based research enquiry; • Construct and justify appropriate research methods for your study; • Apply appropriate ethical considerations effectively to your enquiry plan and ethics application.
Transferable Skills	• Use effective critical reading and thinking skills to learn from external ideas and research; • Discuss with an open mind, differing views on your enquiry focus; • Write, following academic and ethical protocols, and construct reasoned arguments.
Assessment	**Part 1: Assignment - Literature Review** • Draw from academic and professional literature to deepen your understandings of, and to provide an argument for, your proposed practitioner enquiry focus; • Your writing will foreground and frame your proposed enquiry, which clearly relates to your classroom practice. **Word length:** 2000 words (+/- 10%) **Submission deadline:** Monday 24 February 2020 1.00pm **Part 2: Enquiry Plan and Ethics Application** • Present your enquiry plan/design within a template provided by the University; • Complete sections in the template: rationale, research question(s), data collection and data analysis methods, and ethical considerations; • Complete ethical declaration form; • Send draft of plan to tutor <u>well before</u> submission date so that you can respond to feedback from tutor and edit your writing before submission date; • You will probably need to do more than one draft; • The ethics team must approve your application before you can start enquiry. **Word length:** about 1000 words **Submission deadline:** Thurs 23 April 2020 11.59pm
Guidance	**Part 1 Assignment: Literature search and review** 1. Explore different areas of your practice and your teaching context, which you would like to explore in more depth using processes of enquiry; 2. Identify a specific area to focus on; 3. Provide a concise rationale and context for your literature review. Explain concisely why this area is significant to you in terms of your teaching, your teaching context and your professional learning; 4. Search for and read quality academic and professional literature relevant to your literature review focus, to deepen and broaden your existing understanding of this area. This may involve bringing in related ideas which impact on your focus; 5. Synthesise your findings from the literature, and use this to help you develop a critical and reasoned understanding of the key ideas; 6. Integrate alternative viewpoints to your argument to give a critical edge; 7. Provide an organised and coherent argument that leads to a reasoned conclusion; 8. Link your literature review argument to your practice; 9. Explain how this review of the literature might help you to identify more specifically what it is you want to investigate further in your practice; 10. Create a title (maximum 15 words) for the area of your practice that you want to investigate. This may alter so firm this title up later.

	Literature reviews often explore some, but not necessarily all, of the following depending on your focus and approach: • definitions and terminology related to your focus; • historical context of your focus if its history is important; • opposing/varied viewpoints related to your focus; • theories related to your enquiry focus and your context; • research evidence related to your focus area; • how ideas from the literature deepen your understanding of your practice; • how this process of reviewing literature has helped you to fine-tune the nature of your focus, and what it is you want to explore in more detail. **Part 2: Planning your practitioner enquiry** 11. Set the scene for your enquiry; 12. Devise and present your enquiry question(s) that drives your practitioner enquiry; 13. Design a small-scale classroom based enquiry and provide a rationale for this. 14. Detail the methods you intend to use for your data collection and data analysis, taking into account your classroom context; 15. Take into account ethical considerations and issues of trustworthiness that will inform your enquiry design, and explain how you have taken these into account within your design; 16. Design and present your enquiry 'tools'. For example, these may include your carefully planned interview questions, focus group prompts, observation template, and/or questionnaire. These need to demonstrate the quality of your enquiry plan, and how you have taken into account ethical considerations and trustworthiness.
Further Reading	• Bell, J., & Waters, S. (2014). *Doing Your Research Project a Guide For First-Time Researchers.* (6th edn), Maidenhead: McGraw-Hill Education. **(ebook)** • Cohen, L., Manion, L. & Morrison, K. (2013). *Research methods in education* (7th edn), Hoboken: Taylor and Francis. **(ebook)** • Hall, E. (2009). 'Engaging in and engaging with research: teacher inquiry and development', *Teachers and Teaching* 15(6) 669-681. • Hopkins, D. (2014). *A teacher's guide to classroom research*, (5th edn), Maidenhead: Open University Press. • Maxwell, J. (2012). *Qualitative research design: An interactive approach* (3rd edn), (Applied social research methods series 41), London: Sage. • Robson, C. (2011). *Real world research: A resource for users of social research methods in applied settings* (3rd edn.). Chichester: Wiley. • The University of Manchester Library (2016). Dissertations: The A-Z of literature reviews https://www.escholar.manchester.ac.uk/learning-objects/mle/lit-review/story_html5.html. [accessed 18/07/19]

Enquiry Based Practice 2 (SCITT) (Conducting and reporting on a small scale enquiry)	
Aims	• To deepen understandings of your practice through conducting your enquiry, which informs your decision-making about your practice and learning; • To write a coherent report on your practitioner enquiry, in a critically reflective manner.
Unit Content	Having designed your enquiry for 'Enquiry Based Practice 1' course unit, and having received ethical approval for your enquiry plan, you will carry out your enquiry in an ethical manner. You will then write a reflective report of your enquiry, linking theory and practice.
Intended Learning Outcomes	*Upon completion of the unit, students should be able to:* • Conduct an enquiry in a reflexive manner using appropriate methods and adopting an ethical stance; • Structure and organise findings clearly and concisely; • Critically engage with relevant literature and integrate this into your report to inform your emerging understandings gained from your enquiry; • Critically evaluate your enquiry process and your findings; • Draw out reasoned conclusions about and implications for your practice and professional learning.
Transferable Skills	• Critical thinking; • Analysis and reflection; • Problem-solving; • Contribution to future professional learning; • Write, following academic and ethical protocols. Pay particular attention to ethical protocols relating to anonymity.
Assessment	Write a coherent report on your small scale practitioner enquiry in a critically reflective and analytical manner. **Word length: 3000 words (+/- 10%)** **Submission deadline:** Mon 8 June 2020 1.00pm
Guidance	1. Conduct a small scale, low risk practitioner enquiry in a reflexive manner, using appropriate methods and adopting an ethical stance; 2. Provide a concise rationale for your enquiry related to your practice and classroom context, to set the scene for your enquiry report; 3. State your enquiry question(s) and relate it to your rationale; 4. Explain how you went about gathering your data and include any difficulties and/or surprises that came out of this process; 5. Present illustrative examples of your data in an accessible, organised and convincing manner; 6. Anaylse your data and explain how you did this to inform your findings. Provide illustrative examples; 7. Critically reflect on how the way you conducted your enquiry may have impacted on your findings; 8. Integrate ideas from academic and professional literature to shed light on and deepen your new critical understandings and interpretations gained from your enquiry; 9. Draw out reasoned conclusions from doing your enquiry, and what this means for your practice and professional learning.
Further Reading	• Bell, J., & Waters, S. (2014). *Doing Your Research Project a Guide For First-Time Researchers.* (6th edn), Maidenhead: McGraw-Hill Education. **(ebook)** • Cohen, L., Manion, L. & Morrison, K. (2013). *Research methods in education* (7th edn), Hoboken: Taylor and Francis. **(ebook)**

	• Hall, E. (2009). 'Engaging in and engaging with research: teacher inquiry and development', *Teachers and Teaching* 15(6) 669-681.
	• Hopkins, D. (2014). *A teacher's guide to classroom research*, (5th edn), Maidenhead: Open University Press.
	• Maxwell, J. (2012). *Qualitative research design: An interactive approach* (3rd edn), (Applied social research methods series 41), London: Sage.
	• Robson, C. (2011). *Real world research: A resource for users of social research methods in applied settings* (3rd edn.). Chichester: Wiley

1.2.2 Reading List for Useful Textbooks

The following textbooks will be useful to dip into throughout your programme of study.
They will also be useful in helping you find readings related to the areas you choose to focus on for your assignments, and that relate to your individual teaching practice contexts. The books often recommend quality up-to-date readings for students to read. Even if these readings are not exactly what you are looking for, they may lead you to more relevant readings.

These books are mostly available as hardcopies and/or ebooks in the University of Manchester Library, accessible once you have registered at the University of Manchester as a student.
Hard copies may only be in earlier editions – please check.

Generic textbooks by School Phase
• Cremin, T. & Arthur, J. (eds) (2014). *Learning to Teach in the Primary School*, (3rd edn), London: Routledge **(hardcopy & ebook)**
• Cremin, T. & Burnett, C. (eds) (2018). *Learning to Teach in the Primary School*, (4th edn), London: Routledge **(ebook)**
• Capel, S., Leask, M. & Turner, T. (eds) (2013). *Learning to Teach in the Secondary School*, (6th edn), London: Routledge (**hardcopy & ebook**)
• Capel, S., Leask, M. & Younie, S. (eds) (2016). *Learning to Teach in the Secondary School*, (7th edn), London: Routledge (8th edn due out 2019). (**hardcopy & ebook**)

Subject specific books for Secondary School Teaching
• Addison, N. & Burgess, L. (eds.) (2014). *Learning to Teach **Art and Design** in the Secondary School*, (3rd edn), London: Routledge. **(ebook)**
• Barnes, LP.(eds) (2018). *Learning to Teach **Religious Education** in the Secondary School*, (3rd edn), London: Routledge. **(hardcopy – arrange to borrow from Sue)**
• Biddulph, M., Lambert, D. & Balderstone, D. (2015). *Learning to Teach **Geography** in the Secondary School*, (3rd edn), London: Routledge. **(ebook)**
• Capel, S. & Whitehead, M. (2015). *Learning to Teach **Physical Education** in the Secondary School*, (4th edn), London: Routledge. **(hardcopy & ebook)**
• Cooke, C., Evans, K., Philpott, C. & Spruce, G.(2016) *Learning to Teach **Music** in the Secondary School, (*3rd edn), London: Routledge **(ebook)**

• Davison, J. & Daly, C. (2014). *Learning to Teach **English** in the Secondary School, (*4th edn), London: Routledge. **(hardcopy & ebook) (**5th edn due out 2019)
• Gearon, L. (ed) (2014). *Learning to Teach **Citizenship** in the Secondary School, (3rd edn)* London: Routledge. **(on order)**
• Haydn, T., Stephen, A., Arthur, J. & Hunt, M. (eds) (2015). *Learning to Teach **History** in the Secondary School, (*4th edn), London: Routledge. **(hardcopy & ebook)**

- Johnston-Wilder, S., Pimm, D. & Lee, C.S. (eds) (2017*). Learning to Teach **Mathematics** in the Secondary School*, (4th edn), London: Routledge. (**hardcopy & ebook**)
- Owen-Jackson, G. (ed) (2015). *Learning to Teach **Design and Technology** in the Secondary School, (3rd edn),* London: Routledge. **(ebook)**
- Pachler, N., Evans, M., Redondo, A. & Fisher, L. (2014). *Learning to Teach **Modern Foreign Languages** in the Secondary School, (*4th edn), London: Routledge. **(hardcopy & ebook)**
- Toplis, R. (ed) (2015). *Learning to Teach **Science** in the Secondary School, (*4th edn)*,* London: Routledge. **(hardcopy & ebook)**

'Debates in' Series
- Addison, N., & Burgess, Lesley, (eds) (2013). *Debates in **Art and Design** Education* Abingdon, Oxon: Routledge. (**ebook**)
- Arthur, J. & Cremin, H. (eds) (2011). *Debates in **Citizenship** Education,* Hoboken: Taylor and Francis. **(on order)**
- Barnes, L.P. (ed) (2012). *Debates in Religious Education* Abingdon, Oxon: Routledge. **(hardcopy – arrange to borrow from Sue)**
- Capel, S. & Whitehead, M. (2013).*Debates in **Physical Education** teaching* Oxon: Routledge. **(ebook)**
- Davies, I. (2017). *Debates in History Teaching, (*2[nd]edn) Oxon: Routledge. (**hardcopy & ebook**)
  Davison, J., Daly, C. & Moss, J. (2011) *Debates in **English** teaching* Abingdon, Oxon: Routledge. **(ebook)**
- Driscoll, P., Macaro, E. & Swarbrick, A. (2014). *Debates in **Modern Languages education*** Oxon: Routledge. **(hardcopy & ebook)**
- Jones, M. & Lambert, D. (2018). *Debates in **Geography** Education* (2[nd]edn) Oxon: Routledge. **(ebook)**
- Leslie, D. & Mendick, H. (2013). *Debates in **Mathematics** education* Oxon: Routledge.**(hardcopy & ebook)**
- Owen-Jackson, G. (2013). *Debates in Design and Technology Education.* Hoboken: Taylor and Francis.**(ebook)**
- Philpott, C. & Spruce, G. (2012). *Debates in **Music** teaching* Oxon: Routledge. **(hardcopy & ebook)**
- Watts, M. (2014) *Debates in **Science** Education* Oxon: Routledge. **(ebook)**

Creative Teaching Series
- Briggs, M., & Davis, S. (2015). *Creative teaching: Mathematics in the primary classroom* (2[nd]edn) New York: Routledge.
- Cremin, T. (2015). *Teaching **English** Creatively,* (2[nd]edn) London: Routledge. (**hardcopy & ebook**)
- Turner-Bisset, R. (2012). Creative teaching **History** in the Primary School. (**ebook**)
- Pound, L. & Lee, T. (2015). *Teaching **Mathematics** creatively*, London: Routledge. (**ebook**)

1.2.3 Ethical Approval

As part of completing the course unit Enquiry Based Practice 1, all students **must** apply for and receive ethical approval from the University Ethics Committee before they can proceed to the course unit Enquiry Based Practice 2, when they conduct their enquiry. More information about the ethical approval process is given later in this handbook and will be given during the programme.

1.3 Teaching, Learning and Assessment

This programme will be provided through face to face and online learning support. There will be face to face introductory and follow up sessions for each of the four course units. These sessions will be given at the University. You will also have the opportunity for tutorials with your tutor.

1.3.1 Timetable

- Please always check Blackboard and your University email for the most up-to-date information about the timetable. There may be room changes or time changes.
- Tutorial times may alter according to how these are arranged between you and your tutor
- *A map of the University Campus is in your Blackboard 'My Communities' Space under PGCE SCITT*

Event	Date	Time	Venue
Launch & Intro EDUC 64700 Reflecting on Practice	Fri 6 Sept 2019	9.30-4.30 Full day	EW** C3.30
Follow up: EDUC 64700 Reflecting on Practice	Fri 4 Oct 2019	Full day	C3.19/20
Student representative meeting	Fri 4 Oct 2019	afternoon	TBC
Half Term 21-25 Oct 2019			
Submission EDUC 64700 Reflecting on Practice	Mon 28 Oct 2019	1.00pm	
Intro EDUC 64600 Teaching, Learning and Assessment	Fri 1 Nov 2019	Full day	CG.49
Follow up EDUC 64600 Teaching, Learning and Assessment	Fri 15 Nov 2019	Full day	AG.3/4
Christmas / Winter break 21 Dec 2018 – 3 Jan 2020			
Submission: EDUC 64600 Teaching, Learning and Assessment (SCITT)	Mon 6 Jan 2019	1.00pm	
Intro EDUC 64800 Enquiry Based Practice 1 (Part 1: Lit. Review)	Fri 10 Jan 2020	Full day	C3.19/20
Student representative meeting	Fri 10 Jan 2020	1.00-2.00pm	TBC
Inspiration& Inclusion day (optional)	Weds 17 Jan 2020	Full day	TBC
Half term 17-21 Feb 2020			
Submission: EDUC 64800 Enquiry Based Practice 1 (Part 1: Lit. Review)	Mon 24 Feb 2020	1.00pm	
Follow up EDUC 64800 Enquiry Based Practice 1 (Part 2: Enquiry Plan & Ethics)	Fri 6 Mar 2020	Full day	C3.30
Easter / Spring Break 6-17 April 2020			
Submission: Enquiry Based Practice 1 (Part 2: Research Plan & *Ethics)*	Thurs 23 April 2020	11.59pm	
Intro EDUC 64900 Enquiry Based Practice 2 (Report on enquiry)	Fri 26 April 2020	Full day	AG.3/4
Follow up EDUC 64900 Enquiry Based Practice 2	Fri 22 May 2020	Full day	AG.3/4
Student representative meeting	Fri 22 May 2020	1.00-2.00pm	TBC
Half Term 25-29 May/5 June 2020			
Submission: EDUC 64900 Enquiry Based Practice 2	Mon 8 June 2019	1.00pm	
Final student representative meeting	tbc		
Final Exam Board Meeting to award PGCE SCITT	w/c 6/13 July 2020		

**Key: EW: All sessions will be in Ellen Wilkinson Building

1.3.2 Studying and workload

The blended learning approach aims to give you flexibility in where and when you study. The online element will be made accessible via Blackboard Virtual Learning Environment (VLE). Learning resources on Blackboard, will include course content, reading lists, links to the University Library, PowerPoint slides and instructions about assignments. In Blackboard you will find the PGCE SCITT Community Space where general information is kept, and four Course Unit Spaces for each of the academic master's level course unit materials. Check Blackboard regularly for updates.

Academic Study Skill support is also available from Learning Essentials from the Library. http://www.library.manchester.ac.uk/services-and-support/students/support-for-your-studies/my-learning-essentials/ Select and work through some of the online tutorials in Learning Essentials. Pay attention to what is seen as good academic practice. Also check how the University responds to poor academic practice and plagiarism. See the relevant section later in this handbook for more detail. Make sure you use the '**Harvard Style for References**' when citing other people's work. See the appendices in this handbook and the Library Learning Essentials for more detail on this. To contact the University Library go to http://www.library.manchester.ac.uk/contact/

As a postgraduate student training to be a teacher you are expected to show responsibility for planning your study time carefully during a very busy year. You will need to provide time for reading, reflecting, discussing, drafting, collecting and analysing data, and for interacting with your tutor. When you choose to carry out these activities is entirely up to you. The only fixed dates are the introductory and follow up sessions for each course unit and the assignment submission date and time.

1.3.3 Student support

Follow up support will be provided by a University tutor. This support will be given either via face to face meetings, telephone, email and/or other online channels of communication, such as Skype, or 'GoToMeetings'.

1.3.4 Contacting you

We will use your University email address to contact you. This will probably end in @postgrad.manchester.ac.uk. We ask you to check this email address regularly i.e. every couple of days. Blackboard and other general University announcements will only use University email addresses.

There is a way you can set up your University and home email addresses so that your University emails are automatically forwarded to your home email address. The admin staff will send you instructions for how to do this. However, it is up to you to set this up.

1.3.5 Blackboard and other IT support

If you have any technical difficulties then please contact the elearning team on elearning@manchester.ac.uk and/or telephone IT services on 0161 306 65544. Telephone support is available 24 hours a day, seven days a week. Go to http://www.itservices.manchester.ac.uk for more information.

1.3.6 Assessment and assignment submission dates

The programme learning outcomes and assessment framework are specified but you decide the specific focus of each assignment in discussion with your tutors so that you can personalise each assignment in relation to your practice and your classroom and school context.

All assignment submissions and feedback will be given via Turnitin Grademark accessed via Blackboard. They are assessed by University tutors. The step marking criteria can be found as **Appendix 1**. Qualitative feedback is given within the assignment, and as a summary comment at the end. A percentage score is also given.   The scripts are also automatically checked for originality using Turnitin and an originality report is created for each one. You do not see these, but your tutors check this for each assignment.

Students who achieve a minimum of 68%, and 3 x 72% across the four assignments will be awarded The University of Manchester Wither's Memorial Prize for Excellence in Teacher Training.

Assignment submission deadlines:

Assignment	Submission deadline	Feedback available
Reflecting on Practice	Mon 28 Oct 2019 1.00pm	Mon 18 Nov 2019 5.00pm
Teaching, Learning and Assessment	Mon 6 Jan 2020 1.00pm	Mon 27 Jan 2020 5.00pm
Enquiry Based Practice 1: Part 1 Lit Review for Enquiry	Mon 24 Feb 2020 1.00pm	Mon 16 Mar 2020 5.00pm
Enquiry Based Practice 1: Part 2 Enquiry Plan and Ethics Application	Thurs 23 April 2020 11.59pm	Date of approval depends on when the enquiry plan and ethics are assessed as ready. This may be much earlier than 23 April.
Enquiry Based Practice 2	Mon 8 June 2020 1.00pm	Mon 29 Jun 2020 5.00pm

Late submission:

Please note: the submission deadline is not flexible. Penalties will be incurred one second past the submission deadline on each of these dates. See the sections in this handbook relating to Mitigating Circumstances, Coursework and Penalties for Late Submission for more information about this.

1.4 Qualification

The qualification for the PGCE SCITT is made up of two distinct elements:

1. Your professional training as student teachers, successful completion of which will lead to Qualified Teacher Status (QTS) by the SCITT provider;
2. Your academic programme of four postgraduate course units assessed by the University of Manchester.

When both the recommendation for QTS and successful completion of the academic unit are combined, this represents the PGCE (SCITT) award.

Students who do not meet the Standards set out by the SCITT provider but pass all the academic course units with at least 40% will be eligible to be considered for the award of Postgraduate Certificate (PGCert) in Education Studies.

Section 2: General Information

2.1 Administrative/Academic Team

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

Administrative Team

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

Academic Team

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

2.2 Contacting the Administrative Team

Contacting Administrative Staff

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

Alternatively you can visit our administrative office as follows:

ITET Programmes Office, BG.14 – located on the ground floor of B wing and open 08:30-17:00 Monday-Friday.

2.3 Information Points

School of Environment, Education and Development Student Intranet

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

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

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

My Manchester

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

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

2.4 Communication

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

Email

All of the information sent out by administrators and academic staff comes via your *University of Manchester* email address which you are allocated upon arrival. This can be accessed via the internet. **It is your responsibility to ensure that you regularly check your email account.** If you

believe that you are not receiving all relevant emails, you must inform your Programme Administrator *immediately*.

Contact Details

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

Social Media

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

MIE:

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

2.5 Monitoring Attendance and Wellbeing of Students

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

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

If your attendance is being affected by health or personal reasons please see **Section 4.7** for further information.

Full information on the School of Environment, Education and Development's attendance monitoring policies is available to read at:

☝https://www.seed.manchester.ac.uk/student-intranet/postgraduate/postgraduate-taught/attendance-requirements/

2.6 International Students with a Tier 4 Visa

Up to date information regarding Tier 4 Visa's can be found on Blackboard.

2.7 Academic Timetable

Semester dates/academic year/exam dates

The below dates reflect the standard University of Manchester academic timetable. Please refer to Section 1 of this handbook for your specific programme timetable.

Registration/Induction Week	16 September 2019
Start of Semester 1 teaching	23 September 2019
Semester 1 Reading Week	28 October – 03 November 2019
Christmas break	16 December 2019 – 13 January 2020
Semester 1 examinations	13 -24 January 2020
Start of Semester 2 teaching	27 January 2020
Easter Break	30 March – 19 April 2020
End of Semester 2 teaching	8 May 2020
Semester 2 examinations	11 May – 05 June 2020
Re-examinations period	17 August – 28 August 2020

2.8 Teaching & Learning Facilities

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

The University Of Manchester Library

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

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

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

Facilities

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

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

Get Started: Find Your Resources

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

- 🖰 http://www.library.manchester.ac.uk/get-started/

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

Training and Research Support

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

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

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

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

Library News and Updates

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

Alan Gilbert Learning Commons

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

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

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

     o   Weekends: 9am - 5pm

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

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

Blackwell's

The campus bookshop is Blackwell's, and they are situated next to the Arthur Lewis Building (no.36 on the Campus Map).

Blackwell's stock all your recommended texts, and with their 'Student Price Match Guarantee', should be competitive with Amazon.

They also have a Starbucks Cafe, and also sell general books, stationery, technology, cards, gifts, university merchandise.
Follow them on Twitter:

 [@BlackwellsMcr](https://twitter.com/BlackwellsMcr)

🖰 https://blackwells.co.uk/bookshop/shops/

Blackboard: courses and enrolments

The teaching and learning activities within your courses are enhanced and supported by the use of Blackboard. All of your courses/spaces are listed in: 🖰http://my.manchester.ac.uk/ under the 'Blackboard' tab. Within this tab you will find:

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

You can also access Blackboard on your smartphone using the Blackboard Mobile Learn app. For guidance, see: 🖰www.blackboard.com/resources/mobile/mobile_learn_splash/desktop/

Courses become available to students one week before the start of teaching. For most courses in 2018/19 this is:

- All-year courses: 6 September 2019

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

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

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

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

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

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

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

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

If your tutor delivers feedback on your coursework online you can also look up the Guidance on how to access your feedback and 'Downloading Feedback from Turnitin' at:

http://documents.manchester.ac.uk/display.aspx?DocID=13011

For general information on Blackboard and access to support information, please visit: my.manchester.ac.uk/portlet/user-guide.

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

Arthur Lewis Student Common Room

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

Technical/IT Support

Students at the University of Manchester enjoy access to a wide range of high quality IT services provided across campus. Within Humanities itself there are in excess of 500 computers located within Faculty buildings available for student use complementing the 1000+ seats provided by the University in public clusters – including a public cluster at Owens Park.

All cluster computers are configured in the same way and provide access to services offered by schools, faculties and central service providers such as IT Services http://www.itservices.manchester.ac.uk/help/ and the University Library

⊖http://www.library.manchester.ac.uk/. These include printing, scanning and copying and access to a wide range of general use and course specific software on the Windows 7 operating system.

A list of open access clusters can be found at ⊖http://www.itservices.manchester.ac.uk/students/pc-on-campus/

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

Help and advice is available from our Service Desk which can be contacted by phone, email or in person. It is also available online ⊖http://www.itservices.manchester.ac.uk/help/

Walk-up help and support is available at the Kilburn Building from 9am-5pm Monday to Friday. Help and support is also available at Joule Library, Main Library or Alan Gilbert Learning Commons. Details of opening hours and other contact details can be found at:

⊖http://www.itservices.manchester.ac.uk/help/

Telephone support is available 24 hours a day throughout the year.

Technical Resources

The Media Stores in Media Services are able to loan students a range of audio-visual equipment for learning, teaching and research. Training is provided on the use of the equipment and guidance given on getting the best out of the facilities for your learning or event activities. Further information can be found on their website: http://www.mediaservices.manchester.ac.uk/ourservices/mediastores/

Other design/technical services

Other design/technical services are also available in the University's *Media Centre* based on the second floor of the Humanities Bridgeford Street Building which provides: black and white photocopies, colour photocopies, colour / black and white printing, scanning, and binding and laminating facilities. The Media Centre can also lend laptops to students for up to a week, in the event of a personal laptop having been stolen or sent for repair. Opening times are Monday–Friday 09.00–17.00 (closed 13.00-14.00) or visit the website on:

⊖http://www.mediaservices.manchester.ac.uk/

Computing Facilities (including wireless)

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

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

Printing/Scanning Facilities

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

For more information visit:

⌐ http://www.itservices.manchester.ac.uk/students/printing/payment/

Print Pull System

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

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

Further University Computing Services

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

⌐ http://www.itservices.manchester.ac.uk/students/pc-on-campus/

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

⌐http://www.itservices.manchester.ac.uk/ourservices/popular/purchasing/

Podcasting

The University has introduced podcasting (sometimes known as lecture capture) into many lecture theatres and teaching spaces across campus. This system has been set up to help students replay, revisit and revise from past lectures.

No video cameras are used in the teaching environment, instead podcasting records the output from the projector, which includes: PowerPoints, web browsers, video, or software from a PC, laptop or iPad etc, and the lecturer's voice from microphones at the front of the teaching space.

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

Instructions on how to access podcasts for your classes can be found here:

https://www.mypodcasts.manchester.ac.uk/student-faqs/

Section 3: Student Experience

3.1 Student Charter

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

3.2 Student Development

Study Skills

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

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

Research Training

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

My Learning Essentials Training Courses

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

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

Exam Extra Sessions

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

Careers

The University has a customer-focused career service open to all students.

From the moment you arrive at University, there are a wealth of opportunities on offer to help you gain experience and find the job that you love.

The Careers Service is not just for undergraduates. They are here to support Diploma, Masters and PhD students, too.

Whether you are just starting out, are an experienced professional or a career changer they have the resources and people to help you manage and develop your career.

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

Your Careers Service doesn't just talk about life after graduation, they are also there to help you navigate and explore the variety of opportunities open to you during your studies in order to enhance your experience and build your upon your existing CV.

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

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

Make the most of your time at Manchester and get involved from the start of your degree.

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

(http://documents.manchester.ac.uk/display.aspx?DocID=6507) Building number 37.

tel: 0161 275 2829

email: careers@manchester.ac.uk

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

The University Language Centre

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

Language courses

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

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

English Language Programmes and Advice

If English is not your native language, you may wish to enquire about the wide range of credit bearing and non-credit bearing English courses available through the University Language Centre.

International students who would like advice on how they can improve their academic writing are encouraged to make use of the one-to-one writing consultation service. Around 500 individual sessions are held per year and these are free of charge.

Timetabled in-sessional courses for international students, covering areas such as academic writing, academic speaking, pronunciation and grammar are also available at no cost to students. Writing is delivered on a broad disciplinary specific basis: Engineering and Physical Sciences, Life Sciences, Medical and Human Sciences, Business-related departments, Humanities.

Please refer to the Our Courses section of the ULC webpage via the link given below.

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

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

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

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

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

Extra Curricular Activities

The Student Union

The Student Union organises many different student activities including student societies and volunteering opportunities. For details please contact the Student Union.

☎ 0161 275 2930

☝ http://manchesterstudentsunion.com/

The International Society

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

☎ **0161 275 4959**
☝ www.internationalsociety.org.uk

Campus Sports

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

Social Responsibility and life in the School of Environment, Education and Development

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

As the University's third goal, Social Responsibility describes the way we are making a difference to the social and economic well-being of our communities through our teaching, research, and public events and activities. Our web page ᗗ http://www.seed.manchester.ac.uk/connect/making-a-difference/ provides a flavour of our social responsibility work and throughout the year, Jen O'Brien, SEED's Director of Social Responsibility will share news of other activities and events. You might like to volunteer, for example. On the University's volunteering website ᗗ www.volunteers.manchester.ac.uk/ you can learn more about the hundreds of opportunities available to you and how to get started. We are regularly looking for people to assist with community engagement and outreach – in Summer 2017 we had a team at both the University's Community Festival and Bluedot and we regularly have Widening Participation activities with Schools. There are annual funding competitions such as the SEED Big Block of Cheese and SR Research Stimulation Award. We are also keen to help promote your work, perhaps you are already part of community engagement and would like to encourage others or would like to be nominated for a Making a Difference Award, for example.

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

3.3 Student Support

Student Services Centre

The Student Services Centre is a central point for information and advice on all non-academic University-related services such as examinations, registration, graduation, finance (including Manchester Hardship Fund advice), immigration, certificates and transcripts.

☎ 0161 275 5000

Email: ssc@manchester.ac.uk

ᗗhttp://www.manchester.ac.uk/study/international/why-manchester/student-support/student-services-centre/

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

University Student Support and Advice Team

The University Student Support and Advice Team, based in the Atrium of University Place, can offer general advice on issues affecting your student life, with signposting to more specialist services. They also have information and resources on their website covering topics such as money, health and wellbeing.
☎ 0161 275 3033/3871
Email: studentsupport@manchester.ac.uk

⍝http://www.studentsupport.manchester.ac.uk/

Academic Support

If you are encountering problems with your academic work then you should seek help and advice from your Academic Adviser (also known as Personal Tutor), or your Programme Director. Alternatively the University offers impartial information and advice on academic matters via the Student Support and Advice Team in University Place. If the problems you are encountering are linked to health or personal problems please also see **Section 4.6 Mitigating Circumstances**.

Pastoral Support

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

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

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

School Student Support and Guidance Team

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

Stress and Ill Health

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

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

If you are unwell for up to one week, you can complete a "Self-Certification" form which can be found on the Student Intranet at:

📌https://www.seed.manchester.ac.uk/student-intranet/postgraduate/postgraduate-taught/mitigating-circumstances/. If you are using this form as supporting evidence for a mitigating circumstances application, the certificate will need to be signed by your GP.

For illnesses that last longer than one week you will need to obtain a doctor's note. This is especially important if you feel that health or personal issues are affecting your academic work and may impact on your ability to meet assessment deadlines. Please refer to **Section 4.6 Mitigating Circumstances.**

If you start to experience longer-term health issues you may wish to consider taking a break from your studies, a period of 'interruption. Please refer to **Section 3.8 Interruptions.**

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

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

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

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

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

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

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

Student Occupational Health Service
This service offers confidential care and support on health and safety issues and offers emergency care if you are taken ill on campus. They will also advise the School on whether a student is 'fit to

study' or 'fit to travel' on fieldwork in cases of illness. Please note that this service is not a doctor's surgery, and you should register with a GP when you arrive in Manchester.

☎ 0161 306 5806

Opening Hours: Monday–Friday 09.00-16.00

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

Counselling Service

The Counselling Service is a free service available to all students. Professional counsellors provide confidential one-to-one counselling for anyone seeking help with personal problems affecting their work or well-being. The Counselling Service also run a range of group support workshops on issues such as managing anxiety; exam stress; procrastination; assertiveness; confidence and self-esteem; low mood; and speaking out in groups. They also have a comprehensive range of self-help resources available to students on their website.
Location: 5th Floor, Crawford House, Precinct Centre

☎ 0161 275 2864
Email: counselling.service@manchester.ac.uk

🖰http://www.counsellingservice.manchester.ac.uk/ Opening Hours: 09.00–16.00 Monday to Friday, term-time and vacation (except for UK public holidays and the University Christmas closure period).

Student Union Advice Centre

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

Location: Ground floor, Student Union Building, Oxford Road

☎ 0161 275 2952

Email: advice.su@manchester.ac.uk

🖰 https://manchesterstudentsunion.com/top-navigation/advice-service/

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

Disability Advisory and Support Service (DASS)

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

Therefore, "disability" can include students who have

- A sensory (visual/hearing) impairment

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

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

Location: 2nd Floor, University Place

☎ 0161 275 7512

Email: dass@manchester.ac.uk

Opening Hours: Monday to Friday 10.00 to 16.00

🖱http://www.dso.manchester.ac.uk/

Whenever possible, please telephone or email for an appointment.

Legal Support

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

Location: Room 4.062, Crawford House
☎ 0161 275 7976

Email: free.legal@manchester.ac.uk

🖱http://www.law.manchester.ac.uk/legal-advice-centre/

Mediation Service

The Mediation Service provides an alternative, informal method of dispute resolution to students who are experiencing a disagreement or conflict, or who feel that they are being harassed, discriminated against or bullied. They can offer advice to students on ways to approach a difficult situation.

☎ 0161 306 5874

Email: mediation@manchester.ac.uk

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

Accommodation

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

☎ 0161 275 2888

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

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

☎ 0161 275 7680 / 7681

Email: manchesterstudenthomes@manchester.ac.uk
🖰 http://www.manchesterstudenthomes.com/Accommodation

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

Finance (Debt)

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

🖰 http://documents.manchester.ac.uk/display.aspx?DocID=25964

Finance Advice

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

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

If you are experiencing serious financial difficulties which are causing stress and are affecting your academic work then please refer to **Section 4.6 Mitigating Circumstances.**

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

Mature Students' Support

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

☎0161 274 3100

Email: burlington.manchester.ac.uk

✍www.burlington.manchester.ac.uk

Student Parents

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

✍ http://www.staffnet.manchester.ac.uk/supporting-students/student-parents/

3.4 Health & Safety (Including Risk Assessments)

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

Online Health and Safety Course

All new students are required to complete a **compulsory** eLearning module in health and safety at the University. You will be automatically enrolled on the course and it will appear in your class list in Blackboard. You will be expected to complete this in the first few weeks of the new academic year.

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

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

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

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

Accidents and First Aid

There are several first aiders located in both buildings and their names and extension numbers are on the First Aid notices which are located throughout the buildings. In the event of an emergency, if you can't immediately locate a notice, call Security on 69966 (internal telephone) or 0161 306 9966 (external telephone).
First aid kits are located in all oasis areas and at the ground floor at reception in the Arthur Lewis Building, and in the administration offices and staff room in Humanities Bridgeford Street Building.

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

Children

Children are only permitted on the premises in exceptional circumstances.
Fire / Evacuation

If it is necessary to evacuate the building, an alarm will sound continuously. Please leave the building by the nearest exit and make your way to the nearest Fire Assembly Point.

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

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

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

Testing of the fire alarms is carried out on Monday at 1.30pm in the Arthur Lewis Building, Wednesday at 11.30am in Ellen Wilkinson Building and on Friday at 11.00am in Humanities Bridgeford Street Building.

If you discover a fire, you should:
- sound the alarm by breaking the glass at the nearest call point,
- call the Fire Brigade by dialling 9-999 from any internal telephone,
- evacuate the building by the nearest available exit,

- use the refuge areas if you are unable to use the stairs,
- close all doors behind you and report to the Assembly Point,
- do not collect personal belongings,
- do not use the lifts,
- do not run,
- do not re-enter the building until authorised to do so.

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

Security

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

Food

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

Toilets

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

Out of Hours Working

To ensure your safety in Arthur Lewis, Ellen Wilkinson and Humanities Bridgeford Street Buildings during all periods of `out of hours' access, we ask you to observe the following if you are working in the building before 8.00am or after 6.00pm on weekdays, or during weekends and public holidays / University closure periods. It is in your own personal interest to follow these guidelines.
- Ensure the building entrance is locked i.e. the door closes, after you have gained access. In particular ensure that no one follows you into the building without presenting their University ID card to you. If this happens politely request that they present their ID and if this is not done, then please inform Security at the earliest opportunity by telephoning 69966 (internal telephone) or 0161 306 9966 (external telephone).
- If you follow someone into the building, as a courtesy and to avoid Security being contacted, please present your Student ID card without this being requested.
- Sign in (and out when exiting) using the out of hours register – registers are located at the ground floor reception desk of the Arthur Lewis, Ellen Wilkinson and the Humanities Bridgeford Street Buildings.
- Inform someone else of your location and expected time of return (this is in case you are injured e.g. slip on the stairs).
- If possible keep a mobile phone with you at all times.
- The use of the laboratories during 'out of hours' periods is not permitted except by permission of Senior Research Technician for specified 'low risk' approved procedures.

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

Risk Assessments

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

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

These Risk Assessments are available to view on the School's intranet:

 (⇱https://www.seed.manchester.ac.uk/student-intranet/support/health-and-safety/)

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

- Visiting countries to which the United Kingdom Foreign and Commonwealth Office (FCO) has recommended against travel
- Visiting countries outside the European Union[1]
- Visiting recognised hazardous areas, for example factories, quarries, mountains & cliffs, glaciers, caves & mines, high crime neighbourhoods, regions of known political instability and warfare, regions identified by the FCO as carrying a high risk of terrorism and regions affected by disease prevalence or outbreak as identified by the World Health Organisation (WHO), including malaria, dengue fever, avian 'flu, swine 'flu etc.
- Visiting hostile environments, e.g. large rivers, lakes, the sea or areas at high risk from natural disasters such as earthquake, hurricane or typhoon
- Visiting areas which are more than 12 hours from medical facilities
- Working with chemical, biological or allergenic hazards
- Research with children, animals, illegal substances or illegal activities or where there are ethical considerations

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

The following steps should be taken when preparing a full risk assessment:
1. Identify all reasonably foreseeable hazards, even those where you think the risk is low. Make sure all areas and activities are included and record findings on the University's risk assessment form,
2. For each hazard firstly consider whether it can be removed completely or replaced by a less hazardous alternative,
3. If not, write down any existing controls which you know are in place already.

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

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

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

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

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

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

You should also review the University's risk assessment guidance at:
http://documents.manchester.ac.uk/display.aspx?DocID=10128 and the University's guidance on Health & Safety in Fieldwork at
http://documents.manchester.ac.uk/display.aspx?DocID=15496

3.5 Student Representation

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

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

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

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

Committees

Programmes Committee

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

Department Teaching & Learning Committee

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

The School Student Support Forum

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

The School Board

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

The School Health and Safety Committee

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

Faculty Staff/Student Committee

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

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

Election to the Role of Student Representative

Student Representatives should be appointed as soon as possible after the start of a new academic year, and no later than 14 October 2019. Training for new student representatives will be provided by the [University Student Union](). Dates of training sessions will be notified to new student representatives at the start of the academic year once they have been confirmed.

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

Further information on the role of the student representative, training available for new student reps, and the remit of the various School committees can be found on the student intranet at

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

3.6 Student Complaints

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

Informal Stage

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

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

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

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

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

Formal Stage

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

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

(a) appeals against decisions of an Examination Board (or equivalent body) where a student is seeking an academic remedy (Regulation XIX, Academic Appeals Procedure:
http://documents.manchester.ac.uk/display.aspx?DocID=1872) ;
(b) complaints involving an allegation of misconduct by a student (Regulation XVII, Conduct and Discipline of Students:
http://documents.manchester.ac.uk/display.aspx?DocID=6530) ;
(c) complaints involving an allegation of harassment, discrimination, victimisation and/or bullying by a student or member of staff (Dignity at Work and Study Policy and Procedure:
http://www.staffnet.manchester.ac.uk/equality-and-diversity/policies-and-guidance/dignity-at-work-and-study/);
(d) complaints against the Students' Union (Code of Practice on the Students' Union:
http://documents.manchester.ac.uk/display.aspx?DocID=12019), other than through requesting a review of the outcome of any complaint against the Students' Union having exhausted the Students' Union complaints procedure. (e) If a student wishes to complain about specific accommodation issues, then complaints in this regard can be submitted directly to the Division of Residential and Sports Services as detailed on the following website:
http://www.accommodation.manchester.ac.uk/hall-life/complaintsprocedure/

3.7 Dignity at Work & Study

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

For further information on the Dignity at Work and Study policy, see:

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

3.8 Registration and Progression

Registration

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

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

⌕ http://www.welcome.manchester.ac.uk/new-students/get-ready/

Academic and Financial Registration must be completed by the 30 September 2019. Late registration after 30 September will incur a £200 charge.

Course Unit Selection can be completed up to the end of the second week of teaching. It is important that your Programme Administrator and Programme Director meet with you to advise you **before** you select your course units.

If you have not completed your registration nor paid your tuition fees by 30 October 2019 the School will withdraw you from the programme.

Part-Time Re-Registration

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

Late Registration

You should arrive in Manchester no later than the Sunday prior to the first day of Welcome Week. **If you cannot arrive in Manchester until after the Monday of Welcome Week, for example due to issues with a visa application, you must contact your Admissions contact at the earliest opportunity.** After this date, you will be considered a late arrival and will be required to provide evidence to support the reason for your lateness. The final deadline dates for late arrival are:

- PGCE Primary and Primary School Direct: 4 September 2019
- PGCE Secondary and Secondary School Direct: 9 September 2019

Your Programme Administrator and Programme Director will then consider whether it is appropriate to approve your late arrival. Unapproved late arrivals will be deferred to the next academic year and you will be withdrawn from the programme. Note that late arrival cannot be used as part of any mitigating circumstances case and students must ensure that they are aware in full of issues discussed during the induction process (especially with regard to plagiarism).

Withdrawal

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

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

Interruption

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

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

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

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

If you decide, after discussing with your Academic Adviser, to take a break (interruption) from your studies for whatever reason, please speak to your Programme Director. Interrupting your studies will need approval and the implications of any interruption (including financial) need to be carefully

thought through. If you are an overseas student, an interruption may also affect your visa and so advice should be sought on this from the Student Immigration Team in the Student Services Centre

 http://www.studentsupport.manchester.ac.uk/immigration-and-visas/changes-during-your-studies/.

If you are in receipt of a PGT Student Loan, you should also check the implications with the Funding Team. Further information on the financial implications of interrupting can be found here:

http://www.studentsupport.manchester.ac.uk/finances/tuition-fees/payments/interruptions-and-withdrawals/

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

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

See also **Section 4.6 Mitigating Circumstances.**

3.9 Graduation

Graduation

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

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

Debts

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

3.10 The University of Manchester Alumni Association

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

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

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

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

Lord Terence Burns, *Chairman, Santander UK*

Professor Brian Cox OBE, *Physicist and Science Communicator*

Jane Cocking, *Humanitarian Director, Oxfam*

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

Benedict Cumberbatch CBE, *Actor*

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

Sir Peter Maxwell Davies, *Composer and Conductor*

Lord Norman Foster, *Architect and Designer*

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

Sophie Raworth, *Presenter BBC News*

Teo Chee Hean, *Deputy Prime Minister of Singapore*

Parineeti Chopra, *Actor*

Toby Jones, *Actor*

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

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

Frances O'Grady, *First female General Secretary of the TUC*

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

Section 4: Assessment, Examination and Feedback

4.1 Types of Assessment

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

4.2 Feedback

Feedback on academic work

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

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

Feedback from you about your course unit

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

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

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

4.3 University Ordinances and Regulations for Postgraduate Taught Degrees

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

4.4 Coursework

Submission dates for assessed coursework

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

How to submit your assessed Coursework - Turnitin

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

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

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

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

How to submit your assessed Coursework – Hard copy

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

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

Presentation of Assessed Work

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

University Proofreading Statement

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

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

Word Count Policy

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

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

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

Penalties for Late Submission

Please note that in accordance with University policy, any student who submits a piece of assessed coursework after the submission deadline will receive a penalty, unless they are subsequently able to prove Mitigating Circumstances (See Section 4.6).

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

- A loss of 10 marks per day (sliding scale) for up to 5 days after which a mark of zero will be awarded;
- A 'day' is 24 hours, i.e. the clock starts ticking as soon as the submission deadline has passed; (Note that a penalty of 10 marks would apply, regardless of whether a piece of work is 1 minute or 23 hours late).
- The use of online submission via Turnitin allows us to see when a submission is made after the deadline;
- Where paper copies of assessment work are submitted, students will receive a receipt which indicates the date and time of submission;

Late penalties will be applied in summer 2020 during the exam board period when grades are confirmed, and once all mitigating circumstances cases have been considered. Students should therefore note that when grades and feedback are initially released, they will not include any late penalties.

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

Marking

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

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

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

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

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

4.5 Examinations

Timing

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

Exams Timetable

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

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

Fees for Exam Resits

It should be noted that a fee of £75 is charged by the University for any resit examinations which you are required to take (this is a one-of fee of £75 regardless of the number of resit examinations to be taken). The fee is payable directly to the Student Services Centre, and can be made via the online store:

https://estore.manchester.ac.uk/product-catalogue/student-services-centre/exam-resit-fees

Resits abroad

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

4.6 Mitigating Circumstances

It is essential that if your work is being affected by personal or medical circumstances you seek advice from your Academic Adviser, your Programme Administrator or the School's Student Support Team (studentsupport-seed@manchester.ac.uk). They will be able to talk you through the process of 'Mitigating Circumstances'. The University defines Mitigating Circumstances as 'unforeseeable or unpreventable circumstances that could have, or did have, a significant adverse effect on the

academic performance of a student'. If you think that your performance or academic progress is likely to be affected by your circumstances or that you may not be able to hand in an assignment by the deadline, you may submit an online Mitigating Circumstances form, with relevant supporting documentation, for consideration by the Mitigating Circumstances Panel and Board of Examiners. Your Programme Administrator will also be able to advise on the deadlines for the submission of forms and documentation, and the type of documentary evidence required.

Forms

The online form is available on the student intranet at:

🖑https://www.seed.manchester.ac.uk/student-intranet/postgraduate/postgraduate-taught/mitigating-circumstances/

Please note that it is the sole responsibility of the student to submit a request for consideration of mitigating circumstances by the published deadlines. Students should not wait until their results are issued to apply for mitigating circumstances.

Evidence

The nature of the supporting documentation required will vary according to the nature of the circumstances, but it must be sufficiently independent and robust to confirm the veracity of the case you are making. If supporting evidence is not in English, a translation should be supplied.

Late Submission

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

Timescale for Decisions

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

Possible Outcomes

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

Grounds for Mitigation

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

Examples of possible mitigating circumstances:

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

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

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

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

A total of two weeks paternity leave may be taken at any time during a partner's pregnancy or within three months following birth. You must request the permission of the School for this absence.

Mitigating Circumstances and Disability Support

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

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

Interruptions

If you are experiencing circumstances which are likely to affect your studies or prevent you from studying over a longer time period, then you may wish to consider the option of an interruption. **See section 3.8 Interruptions** for further details.

Mitigating Circumstances and Academic Appeals

Please note that retrospective applications for mitigating circumstances will not be considered after the last day of the exams period in each semester, or after marks have been published for coursework. Students wishing to apply for mitigating circumstances after the end of the exams period will have to go through the academic appeal route:

 (⤻http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=1872)

once results have been published, and be able to provide a compelling and credible explanation as to why the application was not made at the appropriate time. See also **Section 4.9** on Academic Appeals.

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

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

4.7 Failure and Reassessment

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

It is possible for a student to fail 15 credits and still meet the standard required for the Masters providing that the marks in the failed courses are between 30-39%. Please refer to the Examination Regulations (Section E, paragraphs14-19) for full details regarding compensation.

Students are permitted to resit up to 30 credits. Please refer to the Examination Regulations (Section F, paragraphs 20-29) for full details regarding reassessment.

Students who fail more than 30 credits of their Postgraduate Certificate but have completed their Teaching and Learning in Schools and/or Colleges, may be considered to be recommended for QTS only. Students who pass 60 credits but fail their Teaching and Learning in Schools and/or Colleges, may be considered for the award of Postgraduate Certificate in Education Studies.

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

4.8 Plagiarism and other forms of Academic Malpractice

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

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

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

Introduction

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

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

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

Plagiarism

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

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

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

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

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

F. As you can see, it is most important that you understand what is expected of you when you prepare and produce assignments and that you always observe proper academic conventions for referencing and acknowledgement, whether working by yourself or as part of a team. In practice, there are a number of acceptable styles of referencing depending, for example, on the particular department in which you are studying, so if you are not certain what is appropriate, *ask your Programme Director or the Course Unit Convenor for advice!* This should ensure that you do not lay yourself open to a charge of plagiarism inadvertently, or through

ignorance of what is expected. It is also important to remember that you do not absolve yourself from a charge of plagiarism simply by including a reference to a source in a bibliography that you have included with your assignment; you should always be scrupulous about indicating precisely *where* and *to what extent* you have made use of such a source.

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

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

Collusion

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

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

Fabrication or falsification of results

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

documented as part of your practical learning experience. Otherwise, you lay yourself open to the charge of **fabrication** or **falsification** of results.

Finally…

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

TurnitinUK

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

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

Viva Voce for Suspected Cases of Academic Malpractice

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

4.9 Student Academic Appeals

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

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

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

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

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

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

(d)   That the supervision or training of the student in respect of research for a dissertation or thesis or equivalent work was unsatisfactory to the point that his or her performance was seriously affected. **[Note: If students wish to appeal on such grounds, but the supervisory concerns arose significantly before the assessment result against which they are appealing, and without it having been raised in writing with the School before the appeal, the student must provide credible and compelling reasons for only raising these concerns at appeal.]**

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

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

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

Informal Stage

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

If you wish to submit an informal appeal against your results, you should outline your grounds for appeal in a letter or email, providing relevant evidence to back up any claims you are making, and send this **within 20 working days of publication of the results**, marked for the attention of the Chair of the Board of Examiners in your department, with a copy to the Student Support Team (studentsupport-seed@manchester.ac.uk).

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

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

Formal Stage

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

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

4.10 External Examiners

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

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

The External Examiner for this programme is:

Name: Brynach Heffernan

Position: BA Leadership and Management Programme Coordinator

Institution: University of Wales Trinity Saint David

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

Section 5: Research Integrity and Ethics

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

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

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

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

5.1 What research does it cover?

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

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

Please note:

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

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

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

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

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

Section 6: Appendices

Appendix 1 – Manchester Institute of Education Marking Criteria

ITET Assessment Criteria will be available on Blackboard.

Appendix 2 - Examination Regulations

Postgraduate Degree Regulations

VERSION: 3.5, September 2018 - for all Postgraduate Taught students registered from 2016 onwards

CONTENTS:

Postgraduate Taught Regulations

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

Appendix A – Postgraduate Degree Classification Scheme

REGULATIONS

A. Credit and Award Framework

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

Table 1: Credit and Postgraduate Award framework:

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

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

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

2. All students who exit prior to completion of the programme on which they registered will receive an exit award if they have achieved the appropriate amount of credit in accordance with that award, as specified in table 1, within 5 years of their initial registration.

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

B. Title of Taught Awards

4. Titles of degrees can be found in the University's General Regulations: *Regulation XI Titles of Degrees and other Distinctions*.

C. **Accreditation of Prior Learning - AP(E)L / Rescinding Awards**

5. A maximum time limit of 5 years should apply between award and consideration of AP(E)L.

6. Where the Postgraduate Certificate is a standalone programme, AP(E)L will be permitted up to a maximum of 15 credits. Where the Postgraduate Diploma is a standalone programme, AP(E)L will be permitted for up to a maximum of 45 credits. For a Masters award, the maximum amount of credits which can be permitted for AP(E)L is 60.

7. Students exiting with a Postgraduate Diploma (or Postgraduate Certificate) may be permitted to rescind this award and 'upgrade' to a Masters (or Postgraduate Diploma) by successfully completing the appropriate further component of the programme providing the following conditions are met:

   - The rescinding occurs within five years of the award, subject to the programme still being available.
   - An overall pass, at the appropriate standard to assure admission to a Masters programme, was obtained for the Postgraduate Diploma (or Postgraduate Certificate) including any capped or compensated grades.

For further guidance on rescinding awards, please see the the University's *Principles on Rescinding* (see Appendix to the *Guidance on Examination Boards*).

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

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

D. **Assessment and Credit Accumulation**

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

11. If an Examination Board has documented evidence that, (a) a student's work, attendance or engagement has been unsatisfactory, and (b) the student has been formally warned of the unsatisfactory work, attendance or engagement but has not shown significant improvement acceptable to the Board, then the Board has the right to refuse assessment. See *Regulation XX – Monitoring Attendance and Wellbeing of Students* and the *Policy on Recording and*

Monitoring Attendance (http://www.staffnet.manchester.ac.uk/tlso/policy-guidance/student-support-development/recording-attendance/).

12. Where a student has failed on the first attempt or fails to qualify for a final award after compensation, referrals or the consideration of mitigation, the Examination Board has the following option at its discretion:

   o Award Exit Award if criteria are met in accordance with table 1 (see section A, page 2).

13. Schools may have alternative assessment regulations where these are required by Professional, Statutory and Regulatory Bodies (PSRBs).

E. Compensation

14. The compensation zone is defined by the Unit Marking Scheme for Postgraduate Taught students, found in the *Guide to the Taught Degree Regulations* (http://www.staffnet.manchester.ac.uk/tlso/policy-guidance/degree-regulations/supporting-documents/guide-to-degree-regs/).

15. PGT programmes can be compensated up to 40 credits for PG Diploma/Masters and 20 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 40 can be compensated. For a PG Certificate, the total number of credits allowable for referral is 30 credits, of which 20 can be compensated.

16. Compensation can only be applied up to the maximum amount specified in E15. Beyond this maximum threshold, the Examination Board will make a decision on which reassessment can be taken.

17. Schools can specify when a unit is not compensatable or when PSRB rules take precedence.

18. Compensated credit retains the original failed mark and this is used in the weighted average for the calculation of the final classification/ award.

19. Referral marks are compensatable.

F. Reassessment

20. Where the overall unit mark is below the compensation zone or the number of compensatable fails has been exceeded, reassessment may be taken, within the credit

limitations set out in F24. Reassessment as a result of a fail is known as a 'Referral'. Subsequent attempts as a result of approved and verified mitigating circumstances are known as 'Deferrals'.

21. The reassessment must be designed to assess the achievement of the same intended learning outcomes but need not be of the same form as that originally used. The reassessment will normally take place in the same academic year as the original assessment to enable the students to progress as originally intended.

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

23. An Examination Board may allow a student one attempt, per unit, at reassessment (two attempts in total). This principle does not apply to attempts with approved and verified mitigating circumstances.

24. Postgraduate programmes can be referred in up to half of the taught credits; this includes credits on a PG Certificate or PG Diploma award. Students may also resubmit the dissertation (or equivalent, see F 25) on one occasion, subject to the mark restrictions set out in F26. The number of credits referred and those compensated cannot exceed half the taught credits in total.

25. When the referred assessment for a postgraduate student includes independent work such as a dissertation or project resubmission, they should be permitted a reasonable amount of time within a maximum of 6 calendar months from the date of the Examination Board. This reassessment of a research/dissertation element does not contribute to the credit limitations set out in F24.

26. Students achieving a mark of less than 30 for their dissertation or project submission are not permitted to resubmit and will be given an exit award in accordance with table 1 (see section A, page 2).

27. Referral pass marks will be capped at the lowest compensatable mark for Postgraduate Taught students, unless the previous mark was within the compensation zone, in which case the original mark will stand. This mark is used in the weighted average mark for the final award. The capped mark is applied to the unit level mark, not the failed element.

28. When a student is referred and fails a unit, the first mark stands.

29. Students may, in exceptional circumstances, at the discretion of the Examination Board, be allowed to repeat whole units or the entire programme, subject to teaching capacity not being exceeded.

G. Exit Awards

30. Once a student has exhausted all the opportunities to retrieve referred assessment they will be given an exit award in accordance with table 1 (see section A, page 2) and as defined in the Programme Specification.

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

H. Classification of postgraduate taught programmes

Note: H35 should be agreed and applied consistently across a School. Approval should be sought at School and Faculty level and carefully articulated to the students within that School. For joint programmes, the 'Lead School's' model will apply.

32. For the award of pass a student must satisfy the minimum credit requirements specified in Table1 ("Credit and Postgraduate Award framework", found within paragraph 1 of Section A, Credit and Award Framework, of these Postgraduate Taught Regulations – page 2**)**.

33. Classifications for merit and distinction will be calculated on the basis of an average mark, based on the weighted programme as a whole (See Appendix A, Table A1 – page 7).

34. In order to achieve the award of pass, merit or distinction, a student must have passed the requisite minimum credits listed in Table 1 (see section A, page 2) in accordance with the unit marking scheme and mark descriptors.

35. In addition, Schools may decide to add a further requirement to gain the award of Distinction. Students must achieve an average, of 70% or above in both the taught element and the dissertation.

36. Students with credit awarded as a result of a referral or compensated mark will not be eligible for the award of distinction, only a merit or a pass.

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

I. Posthumous and Aegrotat Degrees

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

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

J. Examination Board Arrangements

40. There are normally three available assessment opportunities; January, May/ June and Aug/September within each academic year. It is expected that all reassessment will take place in the academic year in which the assessment was first attempted, exceptions can be made for programmes with 'non-standard' admissions cycles.

41. There must be an opportunity at the end of every unit of assessment, for a chaired forum to make decisions regarding student's attainment on completed units.

42. Examination Boards, to agree student minimum requirement for the achievement of an award, will take place at appropriate points in each academic year, overseen by an External Examiner. Exceptions can be made for programmes with 'non-standard' assessment cycles.

Appendix A   Postgraduate Degree Classification Scheme

This scheme should be used in conjunction with 'Table 1 of the Postgraduate Taught Degree Regulations' (see section A, page 2). This table has been extracted from the Framework for Higher Education Qualifications, and students must meet the credit requirements of Table1, prior to the classification being calculated, using the thresholds and boundaries below:

Weightings

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

Stage 1: Classification Thresholds and Boundaries

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

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

PG Degree classification-Masters based on 180 credits	Classification thresholds: average mark (mark range 0 to 100)	Boundary zone average	Boundary Zone H34 (separating the average for taught and research elements)
Distinction	70.0	68.0 to 69.9	Either taught or research is 70.0 or above, while the other is between 68.0 to 69.9
Merit	60.0	58.0 to 59.9	NA
Pass	59.9 or less providing the credit requirements of Table 1 in the 'Credit and Award Framework' have been met.	NA	NA

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

The following process applies to reach decisions on borderline cases:

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

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

Where Schools have decided to implement H35, after allowances have been made for mitigating circumstances, decisions at the boundary of a 'Distinction', should be made as long as all the following criteria are satisfied (see also notes on AP(E)L, section C):

- For consideration of a student in the boundary zone for the award of distinction, the student should have passed either the 'taught' **or** 'research' element at the level of a 'distinction' and the other element must be in the boundary zone, as defined in table A1 (see page 8, Stage 1: Classification Thresholds and Boundaries).
- All course units must have been passed at the first attempt without any compensation.
- Either the overall average is equal to or above 70.0; or 120 out of 180 credits are equal to or above 70.0.

Stage 2: Classification Review

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

* Examination Boards may use Classification Review to consider a programme average which is higher than the boundary average, but where the student has not met the requirements for classification outlined in section H of the Regulations.

Further guidance on Classification Review can be found in the *[Guide to the Taught Degree Regulations](#)*.

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

Award of Postgraduate Diploma and Postgraduate certificate degree is based upon credit accumulation using a pass mark of 40% (see table 1 for credit requirements – section A, page 2) for which there is no classification other than pass/fail.

Document control box	
Policy / Procedure title:	Postgraduate Taught Degree Regulations
Date approved:	June 2018
Approving body:	Senate
Implementation date:	September 2018
Version:	3.5, September 2018
Supersedes:	Version 3.4, September 2016
Previous review dates:	08/2006, 06/2007, 06/2009, 06/2010, 05/2012, 02/2013, 04/2014
Next review date:	2022
Related Statutes, Ordinances, General Regulations / Policies	Undergraduate Taught Regulations
Related Procedures and Guidance:	Guide to Taught Degree Regulations and Taught Degree Regulations Glossary of Terms
Policy owner:	Louise Walmsley, Director of Teaching and Learning Support
Lead contact:	Emma Hilton Wood, Head of Academic Policy

Appendix 3 – Harvard Style Guide for References

All information regarding the Harvard style can be found at this online guide, provided by The University of Manchester:

http://subjects.library.manchester.ac.uk/referencing-harvard

Appendix 4 – SEED Word Count Policy

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

The word count includes:

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

It does not include:

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

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

What are the penalties for exceeding the word count?

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

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

School of Environment, Education and Development

Postgraduate Plagiarism Declaration Form

ITET students should sign this document by hand, and then scan and upload to Blackboard by no later than **Friday, 04 October 2019**. If you have problems uploading this document to Blackboard please email teachereducation@manchester.ac.uk.

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

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

Name: _____

Student Number: _____

Programme: _____

Signature: _____

Date: _____

Please complete and upload to Blackboard

BY NO LATER THAN FRIDAY 04 OCTOBER 2019.

To be kept in Student File

School of Environment, Education and Development

Postgraduate Taught Programmes

Confirmation Of Receipt Of Programme Handbook Form

ITET students should sign this document by hand, and then scan and upload to Blackboard by no later than **Friday, 04 October 2019**. If you have problems uploading this document to Blackboard please email teachereducation@manchester.ac.uk.

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

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

Name: _____

Student Number: _____

Programme: _____

Signature: _____

Date: _____

Please complete and upload to Blackboard

BY NO LATER THAN FRIDAY 04 OCTOBER 2019.

To be kept in Student File