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The University of Manchester

School of Environment, Education and Development

Manchester Institute of Education

PGCE PRIMARY

2019-2020 Programme Handbook

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

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Welcome to the School of Environment, Education and Development

The School of Environment, Education and Development (SEED) was formed in August 2013 and forges an interdisciplinary partnership combining Geography and Planning and Environmental Management with the 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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Section 1: Guide to Programme

Welcome

On behalf of all the university tutors, teaching staff and school mentors we would like to welcome you to the University of Manchester Primary PGCE Programme. We are all committed to assisting you in becoming successful primary school teachers and we look forward to working with you in what will be a very intensive and challenging, but also a very rewarding and enjoyable, year.

In addition to working with university lecturers and tutors, you will also meet a number of school-based tutors during the university-based elements of the course, including visiting tutors who contribute to curriculum and professional studies sessions. During the school-based elements of the programme, you will be supported and guided by school-based tutors from our partnership schools, of which there are approximately 150 spread across Greater Manchester, Cheshire, Derbyshire and Lancashire local authorities.

The aim of this mini handbook is to introduce you to the broad structure and key requirements of the programme. It will provide you with essential information and regulations to guide and support you in completing your studies. It should be read in conjunction with the main PGCE programme handbook and the Manchester Institute of Education postgraduate taught handbook, which can be located in the PGCE blackboard space.

It is timely to remind you that your PGCE is just the first rung on the ladder of your life-long learning journey as a teacher. This year is the start of a journey that will see you recommended for 'Qualified Teacher Status', and inducted into the profession as a newly qualified teacher.

R Phillips *E. Birchinnall*

Rebecca Phillips & Liz Birchinnall
Co-directors: Primary PGCE Programme
The University of Manchester

Programme overview

The PGCE at the University of Manchester will prepare you to teach in the age range 5 to 11 years and will, upon successful completion, lead to the recommendation to the DfE for Qualified Teacher Status (QTS). There are two programmes running alongside each other: primary core and primary school direct. The core programme includes a combination of taught sessions based at university, school-based placements and some independent study days. The school direct programme includes some time being trained by your chosen alliance within their partnerships schools in addition to university training. Each school direct partner will provide trainees with details and an overview of the alliance-led training programme. School-based learning is central to both the core and school direct PGCE programmes and is taught in partnership with an established and committed group of local schools.

The following pages provide an outline of the timetable and course structure for the core PGCE programme. The information in this handbook will be supplemented by additional information provided by subject handbooks and the 'Teamup' calendar. Please always check the 'Teamup' calendar for the most up-to-date information relating to the timetable. You will find that some variations occur in the start and end times of sessions. Until you are notified otherwise, you should assume that on university-based days you will attend university from 9 am until 5 pm. We also offer optional twilight sessions which you can sign up for. These sessions will be advertised throughout the year.

As this is a postgraduate and professional education and training course, you are expected to show initiative in your use of time in the university and on school placements. Working with your tutors, you are expected to take responsibility for your own progress and to make best use of available time in a very busy year.

Roles and responsibilities

The role of the trainee

We have high expectations of our capable trainees and work with them to ensure they understand the privileged and highly influential role that they have with the children in their class and the responsibilities associated with working within a primary school team. They are briefed before placements and receive regular training and updates regarding safeguarding.

Trainees will be expected to:

- Be punctual, arriving at school no later than 8.00 am and not leaving before 4.30 pm, except in exceptional circumstances as negotiated with the mentor
- Set a good example to the pupils through their personal presentation and professional conduct and through the standard of their spoken and written English
- Carry out, in a professional manner, tasks required by the headteacher, co-ordinator, mentor and the university
- Maintain confidentiality exercising tact at all times and respecting the confidentiality of both children and teachers
- Establish professional and effective relationships with staff, parents, carers and pupils and other agencies responsible for the education and welfare of pupils
- Plan and prepare lessons and resources in advance, to a good standard and in close liaison with the mentor
- Mark work promptly in accordance with school policy
- Understand their pastoral responsibilities including the health and safety of pupils and dealing with bullying, safeguarding or equal opportunities issues as they arise
- Become involved in the general and corporate life of the school attending staff meetings and school events by invitation and, when so invited, normally attending NB: *Trainee teachers cannot legally take full responsibility for playground supervision but can, and is expected to, join a member of staff carrying out this duty during each professional placement. Trainees' involvement in extra-curricular activities is voluntary but such activity can be valuable and contribute to standards of professional values and practice*

- Establish and maintain a school experience file and have this available in school at all times
- Listen to constructive advice and act upon it to the best of their ability
- Take responsibility for their own professional development
- Seek to further their experiences, respond to professional targets and evaluate their own performance honestly
- Demonstrate, and collect evidence of, achievement of the standards for QTS by completing relevant sections of the Trainee Portfolio
- Return any resources or materials belonging to the school at the end of the professional placement
- Be aware of the wider context of education and that learning takes place both in and out of school.

For core trainees:

The role of the professional tutor:

During your studies you will be supported by a professional tutor. Professional tutors are the key link between the university and partnership schools in the cluster to which you belong. More specifically, your professional tutor will:

- Be accessible to you and contactable by email and phone at agreed times
- Meet with you as part of university-based and school-based periods to:
 - conduct professional development reviews
 - facilitate tutorial group seminars
 - facilitate your engagement with the programme
- Supervise you during your professional placements –visit you to observe your lessons, provide feedback and set targets up to three times on each placement
- Observe full English/ maths/ science (or other) lessons, complete lesson observations and give constructive written and verbal feedback in relation to strengths and areas for improvement and agree with you appropriate targets for development
- Conduct joint lesson observations on both placements with the mentor and on the last visit support the mentor, where necessary, in compiling a summative report relating to your teaching
- Conduct one joint moderation observation with another professional or core tutor
- Monitor your school experience files including planning, assessment and tasks

- Monitor your progress against the expectations set out in the Teachers' Standards on both placements, discuss with your mentor any serious causes for concern and, where necessary, embark upon warning notification procedure with programme directors
- Discuss your teaching with your mentor
- Write your reference, informed by your progress and attainment on the programme
- Monitor and assess the KS3 and Early Years Foundation Stage placement tasks as well as any tasks and activities relating to your professional development
- Monitor your attendance and advise if additional days need to be completed in order to complete a minimum of 120 days of school experience.

The role of the school-based mentor:

The mentor is the host class teacher during a school placement. They will be trained by the University of Manchester. The mentor will be expected to:

- Attend the training day for mentors
- Be familiar with the National Standards for school-based initial teacher training (ITT) mentors
- Monitor the trainee's attendance and advise the professional tutor or partnership lead of any matters of concern
- Ensure the trainee is familiar with, and adheres to, relevant school policies, including professionalism, safeguarding and assessment
- Work collaboratively with the trainee to coach and mentor their professional development during the placement
- Support and guide the trainee's planning and, in the early stages of the placement, check ALL planning
- Check trainee files and ensure that the trainee is on track to meet the expectations of the placement
- Ensure that the trainee has access to relevant resources for teaching all subjects and knows their purpose
- Engage in a regular professional dialogue with the trainee about strengths and emerging target areas across the placement and, if needed, create a support plan to help address any barriers to progress
- Observe the trainee teaching each week and provide subject and standards related oral and written feedback and targets
- Meet with the trainee each week to discuss progress since the last meeting, review previous targets and agree realistic targets for the next week
- Support the trainee to plan and assess the different needs and groups of learners within the classroom appropriately and with a clear understanding of the lesson focus

- Check the trainee monitors and marks work and gives appropriate feedback
- Check that the trainee makes use of assessment, is reflecting and can explain how this has influenced/changed their teaching
- Provide opportunities to observe and work with both the mentor and other school colleagues as a professional development opportunity
- Complete a summative report that is given to the trainee at the end of the professional placement
- Provide feedback to the university about the placement experience as an evaluative tool to inform improvements and changes to the course and future placements.

Primary PGCE timetable 2019-20

Rooms, groups and times of sessions will be communicated by course leaders throughout the year via the 'Teamup' calendar. Please contact the subject leaders if you have questions about the sessions

Timetable codes

Taught course		Placements		Number of days
ISD	Independent study day	ISBL	Initial school-based learning placement – core trainees only, school direct in alliance	4
EMS	English, maths and science	GPP	Guided professional placement	44
PS	Professional studies	KS3	Key stage 3 placement	5
DT	Design technology	EYFS/SEN	Early years foundation stage/ special educational needs placement	10
ML	Modern languages	EPP	Enquiry project placement (linked to assignments C and D)	10
EDU C	Assignment units	FPP	Final professional placement	48
C = Core trainees only in university sessions (SD in alliances, see separate timetable) C & SD = Core and school direct trainees in university sessions			Total number of days on placement	121

Timetable (C= core trainees, SD = school direct trainees)

w/b	Monday	Tuesday	Wednesday	Thursday	Friday
2/9	SD trainees in alliances	SD trainees in alliances	C&SD FIRST DAY	C PS	C&SD EMS
9/9	C&SD PS	C&SD EM & PS	C&SD PS	C&SD PS	C&SD EMS

w/b	Monday	Tuesday	Wednesday	Thursday	Friday
16/9	C&SD PS	C&SD EM & PS	C HUMs &PE 1	ISBL1 Safeguarding & Behaviour focus	C&SD EMS
23/9	C&SD EDUC unit elective s	C&SD EM+ computing	C HUMs & PE 1	ISBL2	C&SD EMS
30/9	C&SD PS	C&SD EMS	C Art, DT, Music, ML 1	ISBL3	C&SD EMS
7/10	C&SD PS	C&SD EMS	C Art, DT, Music, ML 1	ISBL4	C&SD Meet your mentor
14/10	T&O	T&O	T&O	T&O	T&O
21/10	GPP1 or ISD				
28/10	GPP1 or ISD				1 st Nov
4/11	GPP2				
11/11	GPP2				
18/11	GPP3				
25/11	GPP4				
2/12	GPP5				
9/12	GPP6				
16/12	Core & SD PS				Last day in school
23/12	Xmas hols				
30/12	Xmas hols				
6/1	KS3	KS3	KS3	KS3	KS3
13/1	C&SD PS science	ISD	ISD	C Hums 2, dance, science	C&SD Conference 17 th Jan

w/b	Monday	Tuesday	Wednesday	Thursday	Friday
20/1	C&SD PS	C&SD EMS	C&SD PS	C Hums 2, dance science	C&SD EMS
27/1	EYFS/S END	EYFS/SEND	EYFS/SEN D	EYFS/SEND	EYFS/SEN D
3/2	EYFS/S END	EYFS/SEND	EYFS/SEN D	EYFS/SEND	EYFS/SEN D
10/2	C&SD EDUC unit elective s	C&SD EMS	C Art, DT, Music, ML 2	C Art, DT, Music, ML 2	C&SD Cross- curricular day
17/2	C PS	C&SD EMS	ISD	ISD	ISD
24/2	EPP	EPP	EPP	EPP	EPP
2/3	EPP	EPP	EPP	EPP	EPP
9/3	C&SD PS	C&SD EM & computing 2	C&SD PS	C&SD EMS	C&SD Meet your mentor
16/3	T&O	T&O	T&O	T&O	T&O
23/3	FPP1				
30/3	FPP2/IS D				
6/4	Easter Holidays for e/o				Good Fri
20/4	Easter Monday	FPP3			PE 2/ Science (in school)
27/4	FPP4				PE 2/ Science (in school)
4/5	FPP5				Bank hol
11/5	FPP6				
18/5	FPP7				
25/5	ISD	ISD	ISD	ISD	Bank Hol
1/6	FPP8 Enrichment week				

w/b	Monday	Tuesday	Wednesday	Thursday	Friday
8/6	FPP9				
15/6	FPP10				C&SD Final day
22/6					
29/6					
6/7					
13/7					Last day Wig, Old
20/7	Last day Man, Sal, Bury, B/D	Last day Traff. Bol, Derb			
27/7	Last day Stock				

NB – important information regarding school holidays for core and school direct trainees

1. All trainees are in school for enrichment week (w/b 1.6.20), regardless whether your placement school takes two weeks for the May half term. Trainees will be placed in a different school for a week if their placement school is still on half term during this week.
2. Trainees will take the same October half term and Easter holiday days as their placement schools.
3. Do not book personal holidays during term time or during the university taught course
4. Check the dates of the October half term and Easter holidays for your placement schools on the school websites.

Professional placements

During your training, you will undertake extended and assessed professional placements in both key stage 1 (years 1 and 2) and key stage 2 (years 3 to 6). The first extended placement is a guided professional placement (GPP) in the autumn term and will be in either key stage 1 or 2. The final professional placement (FPP) will be in the other key stage in a different school and takes place in the spring/summer term. In addition, you will undertake a two-week enquiry project placement and a two week combined placement in the foundation stage (nursery and/or reception) and an SEND setting

in the spring/ summer term and a week in key stage 3 (years 7 to 9) in the first week of term following the Christmas break. **Core trainees:** The KS3 placement is to be arranged by you, in a school of your choice. It is advised that you look to secure a school for this placement as soon as possible after registration on the programme. **School direct trainees:** Please refer to your alliance lead for details of who will organise this.

At the beginning of the programme **core PGCE trainees** will be allocated to a tutor group. These groups are based upon geographic clusters of about 12 schools, and are led by our very experienced professional tutors. You will work regularly with your tutor group for tutorials and seminars during university-based elements of the course and on several occasions within the school or cluster setting during placements. As much as possible, you will remain within the same cluster of schools for all your placements. **School direct trainees** will have a designated school-based alliance lead who supports the requirements of the programme. Your alliance lead will be your main point of reference during the course. There is also a university-based school direct lead who will liaise with trainees and alliance leads.

The allocation of core trainees to tutor groups will, as much as possible, relate to where they live but, as communicated to you during the selection process, reasonable travel time is considered to be up to two hours each way to a placement school. Trainees are required to make their own travel arrangements to and from their placement schools.

For trainees on the core PGCE programme: whilst on school placements, you will be supervised jointly by your university-based professional tutor, a school-based mentor (class teacher) and, in some instances, a school ITE/ITT coordinator. Your school-based mentor or coordinator will give you verbal and written formative and summative feedback relating to your progress and attainment on teaching practice. University tutors will visit trainees on the core programme six times in total over the two main teaching placements.

For school direct trainees: your alliance lead and school mentors play a key role in organising, monitoring and assessing professional placements. Your school mentor will give you formative and summative verbal and written feedback relating to your progress and attainment on teaching practice. A representative from the alliance

will observe you at least once and provide any additional support during each main placement. A university tutor may visit you on practice for quality assurance purposes.

Further information about the requirements of school experience and teaching practice can be found in the professional placements handbooks.

Placements overview

Placement	Placement/Observation expectations
<p>Initial school-based learning Placement * (ISBL)</p> <p>*CORE trainees only</p>	<p>This placement is carried out in cluster schools and is an ‘introduction to teaching’ placement. You will be required to complete directed tasks during this placement and reflect on primary practice with your tutor group.</p> <p>This will be your first opportunity to present yourself as a professional in a partnership school.</p> <p>Trainees will be required to keep an attendance log, signed each day by a member of school staff. A paper copy of this must be submitted to your professional tutor and a scanned version must be uploaded to the VLE at the end of the placement.</p>
<p>Guided Professional Placement (GPP)</p>	<p>The first week of this placement is a task and observation week. You will begin formally teaching the class in week two. One lesson observation per week with written feedback from your mentor is expected.</p> <p>For core trainees: three visits by a university professional tutor during the placement.</p> <p>For school direct trainees: visits by your alliance lead and a possible QA visit from a university tutor.</p> <p>Trainees to keep daily attendance log, signed each week by the school mentor. A paper copy of this must be submitted to your professional tutor and a scanned version must be uploaded to the VLE at the end of the placement.</p> <p>Trainees to submit any required information about their progress to Andrew Fryers, PGCE data manager, when requested.</p> <p>A summative report relating to your practice will be written by your school mentor. Trainees unload this document to the VLE.</p> <p>All trainees to complete a post-GPP action plan identifying targets and actions for improvement during subsequent placements.</p>
<p>Key Stage 3</p>	<p>Trainees to organise their own KS3 placement in a school</p>

<p>Placement (KS3)</p>	<p>of their choice. School direct trainees are to liaise with their alliance lead about the organisation of this. A link will be sent to you by teachereducation@manchester.ac.uk to submit the school details.</p> <p>School Direct trainees to liaise with alliance leads for their KS3 placement.</p> <p>Trainees to complete set tasks during the placement. This is a pass/fail placement, demonstrated through your engagement with the placement tasks. Tutors to check tasks have been completed to a professional standard.</p> <p>Trainees to keep daily attendance log, signed each week by a school colleague. A paper copy of this must be submitted to your professional tutor and a scanned version must be uploaded to the VLE at the end of the placement.</p>
<p>Early Years Foundation Stage (EYFS)/SEND setting</p>	<p>This is a combined placement across two different settings: an early years class and an SEND setting, special school or pupil referral unit.</p> <p>Trainees are required to complete set tasks during the placement. This is a pass/fail placement, demonstrated through your engagement with the placement tasks.</p> <p>Tutors to check tasks have been completed to a professional standard.</p> <p>Trainees to keep daily attendance log, signed each week by a school colleague. A paper copy of this must be submitted to your professional tutor and a scanned version must be uploaded to the VLE at the end of the placement.</p>
<p>Enquiry Project Placement (EPP)</p>	<p>This is a two-week placement in KS1 or KS2 or a combination of both.</p> <p>A line of enquiry to be determined and investigated during placement as well as undertaking teaching opportunities.</p> <p>Trainees to keep daily attendance log, signed each week by a school colleague. A paper copy of this must be submitted to your professional tutor and a scanned version must be uploaded to the VLE at the end of the placement.</p>
<p>Final Professional Placement (FPP)</p>	<p>This placement is to be carried out in opposite key stage from GPP. The first week of this placement is a task and observation week. You will begin formally teaching the class in week one.</p> <p>For core trainees: three visits by a university professional tutor during the placement; for school direct trainees: you will be visited by your alliance lead and the university QA tutor.</p> <p>Trainees to keep daily attendance log, signed each week by the school mentor. A paper copy of this must be submitted to your professional tutor and a scanned version must be uploaded to the VLE at the end of the placement.</p>

	<p>Trainees to submit any required information about their progress to Andrew Fryers, PGCE data manager, when requested.</p> <p>A summative report relating to your practice will be written by your school mentor.</p>
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Placement holidays - please note: Trainees follow the term time pattern of their placement school for the October half term break and Easter holiday. All trainees placed in schools which have a two-week half term in May will spend one of these weeks as an enrichment week in an alternative setting. This is to ensure all trainees receive their entitlement of 120 days training on placement.

University-based training

The primary pgce programme includes taught course elements in the full range of the primary national curriculum subjects. In addition, the course has a professional studies element which encompasses general professional and pedagogic issues such as safeguarding, the PREVENT agenda, child protection, behaviour management, bullying, assessment for and of learning, communicating with parents and carers, working with other adults, inclusion and diversity and understanding special educational needs and disability (SEND). All sessions contribute to your understanding of the DfE Teachers' Standards and how you will implement these in the classroom. Professional studies sessions are delivered as classroom-based workshop-style taught sessions and tutorials.

For core PGCE trainees: professional studies and foundation subjects will be delivered by university staff and visiting tutors. **For school direct trainees:** foundation subjects and some professional studies elements of the programme will be delivered by staff in your alliances. Please refer to your alliance lead for details.

The content of the taught programme is delivered through a combination of face-to-face lectures, seminars and workshop sessions, on-line resources to support independent study and group tutorials (both university- and school- based). From the outset, there will be opportunities to collaborate and share ideas with your peers, both in face-to-face sessions and through online Blackboard discussion boards.

It is the aim of the tutors that university-taught content, concepts, issues and discussions are tightly linked to professional learning in the school-based elements of the course and to the DfE Teachers' Standards. Download the Teachers Standards here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf.

You will be given tasks to complete in the university-based core curriculum and professional studies sessions and will also submit for assessment four written assignments (EDUC units). Further information about assessment through assignments can be found in the main programme handbook and in the assignment handbook.

Course requirements

All trainees: 100% attendance is required on university-based days and school placements. This is a professional programme with expectations of excellent attendance in all aspects. Your attendance at university taught course sessions and attendance on placement is monitored through registers and daily electronic sign-in procedures.

All trainees are required to compile a professional development portfolio – called the 'Trainee Portfolio' - throughout the year. This is your record of professional development and will be used to demonstrate the manner in which you have met the Teachers' Standards. It includes guided tasks and reflection activities on all placements, lesson observation feedback and summative reports.

During the spring term, **all trainees** will undertake a small-scale enquiry in an aspect of primary education. This will be carried out during the Enquiry Project Placement (EPP). Further details can be found in the assignment handbook.

All trainees will have one week only of independent study during the school May half term holiday. If trainees are doing their final placement in a school which has two weeks holiday in May, they will be placed in an alternative setting for the second week of the holiday. This is to ensure that all trainees spend at least 120 days training in schools.

Attendance

The PGCE is a professional and academic course and as such **full attendance at all timetabled university-based sessions and school placement days is a requirement.** For safeguarding reasons, the university administrators need to know who is in attendance on campus each day. In order for the university to monitor your attendance, you will be required to sign-in at the PGCE Office on a daily basis during the taught course and registers will be taken in lectures, seminars and tutorials. Failure to attend university or school placement days may affect your training bursary, your progress towards achieving QTS and the award of the PGCE qualification.

To successfully complete the course and be recommended for Qualified Teacher Status (QTS), you must complete all days on the taught course and at least 120 days in school. You may be required to extend your placement if you have not completed the required number of placement days to successfully meet the Teachers' Standards and complete the course.

To ensure that you have completed the required number of days teaching and learning in school settings, you will be required to keep a handwritten attendance record of each placement. This is to be signed by your school mentor and submitted to your professional tutor on completion of each placement. You will also be required to upload a scanned copy of each placement attendance record to the university's VLE. You can find the attendance logs for each placement in the relevant placement handbook.

Requesting and reporting absences

Please complete the university online absence log for any periods of absence. The online absence log can be found on Blackboard under 'Reporting your absence.' In case of absences, these procedures must be followed:

Absence from university sessions

Accident/illness

1. Email the ITET Programmes Office and your professional tutor in the morning of the absence or as soon as is feasible.
2. Email/text the PGCE tutor responsible for the taught session.

3. Complete the online absence log.

Planned absence e.g. interview, unavoidable operation

1. Request permission from your professional tutor.
2. Request permission from the PGCE tutor responsible for the taught session you will miss.
3. Email the PGCE office and your professional tutor the morning of the absence to confirm.
4. Complete online absence log.

School direct – absence from alliance days

- 1. Email/call your alliance lead in the morning of absence or as soon as is feasible and, if known, email the session lead/school hosting for that day**
- 2. Email the university SD lead to inform of your absence**
- 3. Complete the log in the Trainee Portfolio to record your absence**

Absence from school placements

Accident/illness

1. Ring school/your school mentor as early as possible to apologise and notify them of your absence.
2. Text/email your professional tutor to apologise and notify them of your absence.
3. Complete the online absence log.
4. Complete handwritten attendance record which your school mentor signs at the end of the placement.
5. Email lesson plans to your mentor for that day.

Planned absence e.g. interview, unavoidable operation

1. Request permission from the head teacher and school mentor
2. Request permission from your professional tutor
3. Complete the online absence log.

School visits prior to interviews

Any school visits being made prior to application or interview for a teaching post **must be made after the end of the school day**. This is to ensure that you are maintaining consistency and a commitment to your placement school and to ensure that you don't miss any of the taught content of the programme.

Medical appointments

Unless there is a medical emergency, all appointments should be made outside of school hours. You may be asked to provide evidence for your appointment. This does not include university occupational health appointments, which trainees should attend even if this would mean missing taught sessions or time on placement.

Trainees can 'self-certify' an illness for 5 days, after which time, you will need to provide a doctor's note for any further period of absence. Occupational Health would then need to approve your return to placement or taught course (following a face-to-face appointment) and you would need to discuss the process for your return with your professional tutor or the programme directors. If you are short of the 120 day requirement to train on placement, then an extended period on placement in July may be necessary.

In the case of injury, a safeguarding meeting must be held with the placement school/ university to discuss your return. You would also be required to attend an appointment with occupational health to discuss fitness to return. The programme directors would then need to agree your return to placement/university.

Please note: If attendance becomes a cause for concern, trainees will be required to attend an attendance board with the programme directors.

Holidays

We strongly advise you that you do not make any holiday arrangements during the course, or immediately after the end date of the course. In some instances, extended placements beyond the final day may be necessary, especially if the trainee has not fulfilled the statutory requirement to train for 120 days on placement. There are two weeks of holiday/independent study time over the Christmas and new year period and up to two weeks holiday/independent study time over the Easter period. The dates of the Easter holiday will depend on which school you are placed in for your final placement and may differ between areas. You are expected to take the same Easter holiday days as your placement school. School half-term

holidays are part of the PGCE timetable and are not holiday weeks. Half term weeks are designated as independent study days (ISDs). During these days you should prioritise assignment writing, independent learning for subject knowledge enhancement and lesson preparation and planning.

Compliance

All trainees must be fully compliant with university requirements and must meet their conditions in order to be allowed to register on the programme and/or attend placement.

If you are still waiting for your overseas police check or other outstanding documents relating to compliance by the start of the course, please make it your priority to chase these up. You will receive reminders from the pgce professional support staff and it is important that you respond to ensure that you regularly update the university with your progress towards obtaining any missing documentation.

For non-compliance, individual situations will be assessed by the suitability committee and trainees may not be able to start placements in schools until all entry conditions have been met. You may also be required to attend a safeguarding panel to discuss any outstanding documentation. You will be informed by email if this is the case.

Please also be aware that you are required to inform the University immediately of any changes to your medical or personal information that could affect your fitness to practise, or safeguarding compliance. A school placement may be withheld if the necessary checks and documentation are not in place.

For further information relating to compliance and safeguarding, please refer to the safeguarding handbook. This can be downloaded from Blackboard.

Submission deadlines

Attendance log submission dates

Placement log proformas can be found in each placement handbook and can also be downloaded from Blackboard. All attendance logs are submitted to turnitin dropboxes. Information about how to do this will be sent to you throughout the year by Natalie Rawding. Please contact teachereducation@manchester.ac.uk if you are unsure how to submit a document to the VLE or if you have problems uploading it.

Initial school-based learning log	17.10.19
GPP attendance log	20.12.19
KS3 attendance log	17.02.20
EYFS/SEND placement log	14.02.20
EPP placement log	13.03.20
FPP placement log	18.06.20

Summative report submission dates

Please refer to the placement handbooks for details of **interim assessment reports** and when to submit these to your professional tutor during GPP and FPP. Your mentor will write a summative report about your teaching and your progress towards meeting the Teachers' Standards at the end of GPP and FPP.

GPP summative report and assessment information	20.12.19
FPP summative report and assessment information	18.06.20

Progress of teaching on placement information

You may be required to submit information about your progress on placement to a university link each week.. Details for this will be communicated via your professional tutor and/or course leaders.

Assessment: written assignments

There are four core assignments to be submitted to the university via the turnitin facility on Blackboard during the year. These contribute to 15 Masters credits each and must be passed in order for completion of the course and to gain a PGCE and recommendation for QTS. These assignments will be marked by university staff. Further guidance, support and examples will be given through university sessions and through the online learning support units on Blackboard. You should refer to the main PGCE handbook and the assignment handbook for assignment titles, deadlines and more detailed information on writing and submitting assignments. Please contact teachereducation@manchester.ac.uk for all queries regarding turnitin submissions.

Written assignment submission requirements

Submission deadlines for all written assignments can be found in the assignment handbook. Please refer to the assignment handbook and the main PGCE handbook for more details regarding examination regulations and mitigating circumstances.

Grades

All written assignment grades are provisional and are subject to moderation, ratified at the end of the programme by the exam board.

Publication of Results

Once the Board of Examiners and School Committees have approved the final results for all written assignments and teaching practice, a confirmation letter will be sent to each trainee. In the event of failure to meet the requirements of the Teachers' Standards for school-based teaching practice, you cannot be recommended for Qualified Teacher Status. If a trainee fails to meet the Teachers' Standards by the end of a placement, a resit of the placement may be considered by the Examination Board. Any such placement could take place during the following academic year.

For all assignment information (such as formatting, style, referencing, avoiding plagiarism, submissions...etc...) please refer to the main PGCE handbook and the assignment handbook.

Assessment on placement: trainee portfolio

What is the trainee portfolio?

The trainee portfolio is a document which trainees compile with a collection of their evidence to demonstrate how they have met the Teachers' Standards during the course. During each teaching placement, trainees will gradually build up the amount of teaching they do and evidence their progress and achievements through the trainee portfolio. Trainees will be given a copy of the portfolio by their tutor at the start of the course. The tutorials with tutors will include regular portfolio discussions, updates and reflections.

What are the Teachers' Standards?

The Teachers' Standards are DfE designated standards for trainee teachers, newly qualified teachers (NQT) and main scale teachers in state schools. Evidence of meeting each one of these standards in both key stages is required for trainees to be recommended for qualified teacher status (QTS) at the end of the course. Additionally, to meet the requirements for QTS status, there is also a requirement that trainee teachers complete a minimum of 120 days in school alongside completing a taught ITT course that meets the ITT core curriculum content. Evidence of each of these aspects, plus completion of four academic assignments, is essential in informing the exam board of a successful completion of the PGCE with QTS recommendation.

What does the portfolio include?

There are many opportunities for trainees to gather the evidence required to demonstrate their attainment and competence against each of the Teacher Standards. It is also key that they log their time in schools and attendance on the taught course. The trainee portfolio will provide one central place for trainees to record and store a bank of evidence of progress, attainment and development during their professional learning journey.

Evidence that will contribute to the portfolio will include:

- Logs of attendance in both schools and during university sessions (and in alliance led days for School Direct trainees)
- Logs of evidence against the Teachers' Standards during each of the two main placements (GPP and FPP)
- Logs of National Curriculum subjects taught and actions to improve their own teaching skills
- Logs of targets being agreed, set and addressed to a competent standard over time
- Records of GPP/FPP professional tasks to support their attainment of the standards, professional development and understanding of the broad role of a teacher
- Assessment reports from school mentors as a record of their progress and attainment over time in each key stage
- Reflections and action planning to build stronger evidence of the Teachers' Standards
- A log of transition from a trainee into the NQT year

Tutors will guide trainees during the year about specific evidence that is required within the portfolio. However, this is an essential document that trainees are responsible for completing to a professional standard, updating regularly and making it available to tutors and mentors. The portfolio will be used as a method of informing the support trainees may need, identifying their emerging strengths and will support the final course outcomes at examination board. Tutors will look at this portfolio at regular points throughout the year, but especially during placements. Any issues will be raised quickly with trainees so they ensure the portfolio is fully completed and presented in a professional way.

Quality assurance and external examination

Our school-based training is subjected to rigorous moderation and inspection. Around 25% of trainees will be involved in internal or external quality assurance procedures during the year. Trainees may be visited by a university tutor other than their own professional tutor as part of the internal quality assurance process. They may also be visited by a subject specialist tutor, an external examiner from another university or an Ofsted inspector. The external examiners will see a sample of candidates chosen to be representative of a range of teaching styles and standards. Please note that assessment of individuals, as agreed by the internal examiners, cannot be

changed as the result of a single lesson observation by an external examiner.

Code of Professional Conduct

The code of professional conduct is linked to part two of the Teachers' Standards.

1. It is expected that all trainees who are on a programme leading to a recommendation of Qualified Teacher Status (QTS) at the University of Manchester conduct themselves in a professional manner. This code of professional conduct is additional and complementary to the University of Manchester Student Regulations and the policies and practices of schools hosting trainees for professional placements.
2. This code of conduct is informed by the Teachers' Standards (2012), the current Initial Teacher Training Criteria, the Disclosure and Barring Services legislation and Keeping Children Safe in Education documentation. It reflects the reasonable behaviour expected of a trainee teacher as a professional.
3. Knowledge of and adherence to this code of professional conduct are key responsibilities of a trainee teacher on the ITT Programmes at the University of Manchester. This code sets out the expectations of you as you engage with a professional programme.

It is expected that you will:

- Show respect for others including all university and school staff, other trainees, children and parents
- Read and follow all relevant school policies, procedures and codes of practice and conduct, including safeguarding pupils' well-being, in accordance with statutory provision and school policies
- Take responsibility for your own learning and listen to and act on advice from others. This includes engaging in university sessions, completing tasks, attending tutorials and taking responsibility for addressing areas of improvement by discussing concerns with university tutors and school mentors
- Take responsibility for looking after your personal well-being and actively seek relevant support where necessary

- Attend and be punctual for lectures and tutorials at university, and in accordance with placement expectations while on professional placements
- Ensure a professional approach to all communications, including e-communications and use of social media
- Maintain an appropriate standard of professional appearance, especially whilst on professional placements and adhere to school policies and practice in relation to dress code
- Respect the confidentiality of school resources, staff and children
- Follow relevant procedures as outlined in programme and placement handbooks to raise any issues/concerns you may have with your training.

A breach of one or more terms of the Code of Professional Conduct may have implications for your continued professional development and award of Qualified Teacher Status. Please refer to the warnings section of this handbook.

Avoiding problems

Sometimes things go wrong and it is important that, if this happens, you take responsibility for your actions. It is also important that if things do go wrong, you ask for help and support from your tutors and mentors. Often problems can appear insurmountable when, in reality, they are not. You can, however, avoid creating problems by recognising that you are working in both an academic and professional environment which has high expectations at all times. Expectations for **personal and professional conduct** are identified in the Teachers' Standards part two, which you will be assessed against and expected to adhere to. The following guidance will help to maintain the professional standards expected of all trainees at university and on placement:

- Do not disclose or share confidential information about pupils, colleagues or schools with third parties who are not associated with the setting
- Use social media and networks carefully and professionally and manage your privacy settings accordingly
- Avoid using social networks to make critical comments in relation to your academic and professional development. There

are appropriate mechanisms for any concerns you have which you should use if you wish to raise concerns

- Do not take non-school related, inappropriate materials (e.g. on a laptop, smartphone) or substances into school and do not access non-school related or inappropriate materials whilst in school
- Accepting feedback is sometimes difficult regardless how effectively it is delivered. Please remember to be courteous and understand that our shared aim is to make you the best possible teacher you can be
- Finally, choosing the right person to speak to and take advice from is important and most of the time this will be your professional tutor or school mentor.

Please refer to the code of professional conduct section in this booklet.

Concerns and warnings

Persistent absences, failure to meet professional standards, or demonstration of unprofessional personal conduct will trigger concerns and possibly **warning letters**. During teaching placements, an inability to meet targets or inability to demonstrate practice which meets the Teachers' Standards to an acceptable level will trigger concerns and usually a warning letter. Should this occur, there are three stages of concern to be addressed through a warning letter system. Trainees who do not address the concerns raised in warning letters in a timely manner may reach a final fourth stage. If a fourth stage is reached, the trainee will be required to attend a MIE panel which will determine any consequences and course of action for trainees (please refer to the PGCE and MIE handbook for further details).

A concern can be raised by university staff, school-based staff (including those who teach on the course, head teachers or mentors) at any point on the programme. If concerns are raised, a warning letter will be sent and the need for a personal action plan with clear targets will be discussed. A minority of trainees will only reach stage one, and most of these will not progress to stage two or beyond.

Whilst one or more of the three stages of the warning system may be appropriate in the majority of cases, if there has been a serious breach of professional conduct or a safeguarding issue, head teachers have the right to terminate a placement (ISBL, GPP, KS3, EYFS/SEND, Enquiry or FPP placements). A head teacher may raise concerns and request the removal of a trainee from a placement school for a number of reasons. These could include safeguarding, failure of a trainee to consistently meet the Teachers' Standards to an adequate level, attendance and punctuality issues, unprofessional behaviour relating to Teachers' Standards part 2, failure to address or meet targets, failure to engage with the training provided by the mentors, university professional tutor or other members of the school staff, negative effects on pupil progress due to a trainee's teaching etc.

Where a student has been asked to leave two different schools, or where there has been an allegation pertaining to serious professional misconduct, trainees will automatically be referred to the MIE Panel. This flow chart illustrates the warning system. **School direct trainees will follow the same stages, which may also involve the alliance lead and the school direct university lead.**

Concern identified

- Concern identified
- Tutor addresses concern directly with student
- Student acts on advice and no further action is needed

Stage 1 concern

- Concerns persist (or further concerns are raised) and Programme Director(s) informed
- Meeting with Programme Director(s)
- Stage 1 Warning Letter issued, setting targets linked to Teachers' Standards, with appropriate deadlines
- Progress reviewed by tutor

Stage 2 concern

- Concerns persist (student fails to meet targets set in Stage 1 warning letter or further related concerns are raised) and Programme Director informed
- Meeting and consultation between Programme Director, tutor and student to discuss continuing concerns
- Student's progress is identified as a "cause for concern"
- Stage 2 warning letter issued, setting targets linked to Teachers' Standards, with appropriate deadlines
- Progress reviewed by tutor

Stage 3 concern

- Concerns persist (student fails to meet targets set in Stage 2 warning letter or further related concerns are raised) and Programme Director informed
- Meeting and consultation between Programme Director, tutor and student to discuss continuing concerns
- Stage 3 warning letter issued, setting final targets linked to Teachers' Standards, with appropriate deadlines
- Progress reviewed by tutor

Fitness to Practise

- Concern persists (student fails to meet targets set in Stage 3 warning letter or further related concerns are raised)
- The student will be required to attend an MIE Panel

Safeguarding statement

The University of Manchester is committed to safeguarding and promoting the welfare and safety of children by:

- Adhering to University procedures to recruit staff and select students
- Carrying out appropriate DBS checks as necessary
- Ensuring that staff and students are aware of the University of Manchester Child Protection Policy and related procedures, and that appropriate staff and students are provided with a copy of the PGCE safeguarding handbook
- Providing information to all interested parties regarding the University of Manchester child protection policy and procedures for working with children
- Providing information to teachers, group leaders, service providers and any other interested parties regarding the University of Manchester's expectations regarding child protection responsibilities when visiting the University and when our staff and students are involved in activities on premises external to the University
- Working closely with other organisations to safeguard children
- Having procedures for dealing with allegations of abuse.

The Primary and Secondary PGCE teams consider **safeguarding** to be a fundamental component of the programmes. Safeguarding is considered from the following perspectives:

- Ensuring children are protected
- Ensuring children are empowered to protect themselves
- Ensuring students are protected
- Ensuring students are empowered to protect themselves.

Please refer to the professional studies area of Blackboard and the safeguarding handbook for further safeguarding information.

Student representation

The Manchester Institute of Education is very committed to providing opportunities for the student voice to be fully represented at all levels. The primary PGCE programme embraces this notion and structures have been provided through which trainees are consulted about matters relating to the primary programme and about matters of wider concern within the Manchester Institute of Education. Trainees will be asked to complete regular feedback and evaluation forms, distributed by the taught course leaders and by the wider university (linked to the EDUC units). Trainees on the primary PGCE programme are encouraged to participate in shaping the future of the programme through student representation on the following committees:

Student rep committee

The primary PGCE student rep committee includes student representation from each of the partnership cluster tutor groups, school direct and from the team of core tutors. It meets officially at various strategically appointed times during the PGCE year in order to review and evaluate the programme. It will also, we hope, take a proactive role in planning and organising social functions including an end of year celebration event. The primary PGCE student committee will also provide student representation, as required, at university and stakeholder meetings and briefings.

Top ten tips

This list of top 10 tips represents advice from previous student committees on how to get the most from your PGCE.

1. Stay positive with pupils. Encourage them to do their best and give them confidence. Always go into the classroom with a positive mindset and 'can-do' attitude
2. Be organised. Buy a diary, fill it and use it. Master your time management - work a little bit at a time. Get things done early. Do not procrastinate, ever!
3. Don't fall behind in your lesson evaluations and record keeping. Stay on top of this from the beginning!
4. Don't put too much pressure on yourself. The year will go so much quicker if you don't stress over things. You have been good enough to

- get onto the course and tutors have seen the potential in you. Keep calm and don't panic. Keep smiling!
5. Be as creative as possible. Do exciting things in your lessons. Try different things to engage the pupils. This is your year to be as adventurous as you can be. If your ideas work, great, you can share them with your course mates and use them in future lessons. If they don't, at least you can say you tried – and you know what not to do next time. Be prepared for every lesson. Don't try to 'wing it'; the children and your mentor will know and won't thank you for it!
 6. Share resources with your course mates. Share resources that have been used and worked well. You may be given a topic you have no idea about, but there will be one person who has taught it and can give you advice/resources!
 7. Get involved in your school. Join/run lunchtime activities, this will make you seem more 'human' to the pupils as well as giving a good impression to your placement school and mentor
 8. Support each other in your placements. Your peers and tutors are there to help – keep in regular contact with them throughout placements, especially if you feel as if you are struggling
 9. Use the expertise of your tutors and mentors as much as possible. Don't be afraid to ask for help
 10. The hard work **WILL** be worth it at the end of the year! You will have made lifelong friends and been given the opportunity to teach children and make a difference to both their lives and yours.

Looking after your health and well being

The **university counselling service** offers face-to-face sessions and online therapeutic resources, free to students and staff. These can be accessed via the [counselling website:](http://www.counsellingservice.manchester.ac.uk/get-help/) <http://www.counsellingservice.manchester.ac.uk/get-help/> or by phoning 0161 275 2864 to make an appointment. There are also a number of workshops and sessions throughout the year held in the wellbeing rooms in the Simon building. Details can be found on the counselling website:

<https://www.counsellingservice.manchester.ac.uk/workshopsfurtherinformation/>

The Disability and Advisory Support Service (DASS) supports a variety of different people, whether students or supporters. We want you to succeed in your studies and the rest of your University experiences. Please refer to the DASS website to find out about our services, who is eligible for support and how to access support: <http://www.dso.manchester.ac.uk/>

The university also has a range of **sports and health facilities**, including gyms, swimming pools and wellbeing rooms. Details can be found at: <http://www.sport.manchester.ac.uk/facilities/>

Your first teaching post

The university will support you in applying for your first teaching post in a number of ways. Firstly, there will be a tutorial about first appointment applications and interviews. Secondly, your professional tutor will, if you wish, advise you on your letters of application and writing a personal statement.

University contact details for job application:

Your professional tutor

Primary PGCE Programme

The University of Manchester

Ellen Wilkinson

Oxford Road,

Manchester, M13 9PL

Email: teachereducation@manchester.ac.uk

Tel: 0161 306 1762

Where possible, all references should be requested to the University via email. Your professional tutor, informed by reports from your guided professional placement, will be responsible for writing and updating your reference. You may be asked to provide the details of two different referees. It is your choice who you select as your second referee.

Teacher reference numbers (TRN): your teacher reference number will be issued to you by the PGCE Office during the autumn term.

Ofsted inspections

Ofsted inspections can take place for either your school or the PGCE programme at very short notice (up to 48 hours). Your placement school will instruct you in relation to school inspections. However, for PGCE inspections, a selection of trainees will be observed teaching lessons and given the short notice it is important that all trainees are available, proactive and prepared. If you are naturally organised and well prepared then an inspection will be good practice for something that will occur during your

career. Some trainees may also be invited to take part in a focus group to discuss their experiences on the programme.

Inspectors will expect trainees to have the following **up-to-date** documentation with them in their school:

- Teaching files containing lesson plans, schemes of work, teaching resources and assessment as outlined in the Professional Placement Handbook.
- Evidence of self-evaluation and reflection.
- Professional development records
- Subject knowledge audits and records.
- Placement tasks
- Mentor/tutor lesson observation and feedback sheets

Good practice includes:

- Promoting and managing good behaviour
- Using systematic synthetic phonics as a strategy for teaching early reading
- The development of literacy & numeracy in all subjects
- Understanding national curriculum requirements and age-related expectations for all KS1 and KS2 pupils
- Supporting underperforming groups of pupils
- Meeting the needs of learners with SEND and EAL
- Safeguarding - in particular in relation to e-safety, the PREVENT duty and the risks that some young people face, such as female genital mutilation, forced marriage, child sexual exploitation and falling prey to radicalisation.
- Promoting equality and diversity, and eliminating discrimination e.g. issues relating to pupil premium, bullying and homophobia
- Promoting fundamental British values
- An understanding of transition between all age phases, in particular transition between the EYFS and Year 1 and associated curriculum and teaching expectations.

Communication

The primary programme is intensive and demanding, and the timetable is extremely complex, so effective channels of communication within the programme are absolutely vital for its smooth operation. It is the responsibility of individual trainees to ensure that they are aware of developments regarding the course including any new arrangements and/or changes to the timetable. Trainees are expected to keep up-to-date with events and this will involve regularly checking emails, calendars and the VLE.

University staff will normally respond to emails **within four working days**, however, any communication relating to safeguarding issues will be addressed as a priority. If the situation is urgent, then a phone call to the relevant person may be more appropriate than an email.

Please ensure that all emails sent to professional support services (PSS) staff, university tutors and school staff are professionally written and polite in tone. Please read through an email before sending it, as offence can sometimes be accidentally caused by the tone of an email. Think about how you are presenting yourself as a professional through the written and verbal communication you engage with.

The primary VLE (Blackboard) will offer a forum for communication but also for learning. Trainees will be encouraged to participate in on-line professionally focused discussion forums through Blackboard. The themes for the discussions will be varied and may include 'reflections on placement', 'lessons that have worked for me', 'behaviour management strategies that have worked for me' and assignment help.

You should always remember that the discussion forum is a showcase for not only internal but also external visitors, so avoid discourteous and unprofessional remarks (please be aware that all postings on the university VLE and other social media platforms will be traceable and inappropriate contributions would be considered evidence of unprofessional behaviour which could result in a warning).

Contact details

Tutor	Role	Contact	Room
Liz Birchinall	Co-director Primary PGCE, Science, Humanities Course Leader	elizabeth.birchinall@manchester.ac.uk	A2.20
Don Case	Professional Tutor	donald.case@manchester.ac.uk	A2.8
Conrad Chapman	Widening Participation Lead Tutor	conrad.chapman-2@manchester.ac.uk	A2.8
Jayne Dickinson	Professional Tutor	jayne.dickenson@manchester.ac.uk	A2.8
Freda Goddard	Professional Tutor	freda.goddard@manchester.ac.uk	A2.8
Rosemary Garratt	Professional Tutor	rosemary.garratt@manchester.ac.uk	A2.8
Laurence Hicks	Mathematics Course Leader, Student Support Tutor	laurence.hicks@manchester.ac.uk Tel: 275 3408	A2.14
Janet Hand	Professional Tutor	janet.hand@manchester.ac.uk	A2.8
Lise Hopwood	English Course Leader, Chair of Examiners, Assignment lead,	lise.hopwood@manchester.ac.uk Tel: 275 8470	A2.13
David James	Professional Tutor		A2.8
Martin Kelly	Admissions Tutor, Professional Studies Course Leader, Safeguarding Officer, Professional Tutor.	martin.kelly@manchester.ac.uk Tel: 275 3467	A2.15
Karen Kilkenny	Partnership Lead, Primary School Direct Lead	karen.kilkenny@manchester.ac.uk Tel: 275 4967	A2.12
Lisa Murtagh	Director of ITE, Director of Development and Teacher Enquiry	lisa.murtagh@manchester.ac.uk	A2.18
Rebecca Phillips	Co-director Primary PGCE, Foundation Subjects Lead	rebecca.phillips-2@manchester.ac.uk Tel: 306 6884	A2.20
Rebecca Simpson-Hargreaves	Professional Studies Tutor, English Tutor	rebecca.simpson-hargreaves@pgcemanchester.co.uk	A2.9
Tina Tomlinson	Professional Tutor	christina.tomlinson@manchester.ac.uk	A2.8
PROGRAMME ADMINISTRATIVE STAFF AND SUPPORT SERVICES			
Carole Burton	PGCE Partnership Administrator	teachereducation@manchester.ac.uk Tel: 275 8472	BG.14
Catriona Fraser	ITET Support Services Manager	catriona.fraser@manchester.ac.uk Tel: 275 3461	BG.4
Natalie Rawding	ITET Programmes Administrator	teachereducation@manchester.ac.uk Tel: 306 1762	BG.14
Andrew Fryers	Student Data & Compliance Manager	andrew.fryers@manchester.ac.uk Tel: 275 3524	C3.10
Programme Support		teachereducation@manchester.ac.uk	
Admissions Support		pgce@manchester.ac.uk	
Student Services Centre		Burlington Street Tel: 275 5000 (ssc@manchester.ac.uk)	
Occupational Health Service	B22 The Mill, Sackville Street, Manchester, M13 9PL (Sat Nav: M1 3BB)	The Mill Tel: 0161 306 5806 millocchealth@manchester.ac.uk http://www.occhealth.manchester.ac.uk/contact-us/	
Disability Advisory Support Service (DASS)		University Place Tel: 306 7976 dass@manchester.ac.uk	
Counselling Service		Crawford House Tel: 275 2281 counselling.service@manchester.ac.uk	
IT Services		Tel: 306 5544 http://www.itservices.manchester.ac.uk/	

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 PGT Programmes team is managed by Michael Cheslett, the Senior Programmes Officer.

Academic Team

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

2.2 Contacting the Administrative/Academic Team

Contacting Administrative Staff

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

Alternatively you can visit the ITET Programmes Office:

BG.14, Ellen Wilkinson Building

The ITET Programmes Office is located on the ground floor of B block and is open from 8.30am – 5pm Monday-Friday during University-based days. When trainees are on placement, our opening hours are 9am – 5pm 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.

E-mail

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

Contact Details

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

Social Media

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

GDI:

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

Geography:

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

Planning and Environmental Management:

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

MIE:

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

2.5 Monitoring Attendance and Wellbeing of Students

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

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

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

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

2.6 International Students with a Tier 4 Visa

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

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

In the 2018-2019 academic year, the attendance monitoring census points for full-time postgraduate students will be during the following periods:

Census Point	Dates
October 2018	24 September – 05 October 2018
January 2019	14 – 25 January 2019
May 2019	15 May – 05 June 2019
July 2019	15 – 26 July 2019

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

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

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

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

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

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

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

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

Further information

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

<https://www.manchester.ac.uk/study/international/why-manchester/student-support/immigration/>

For more information on Tier 4 visas:

<https://www.ukcisa.org.uk/Information--Advice/Visas-and-Immigration/Protecting-your-Tier-4-status>

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

2.7 Academic Timetable

Semester dates/academic year/exam dates

Registration/Induction Week	17–21 September 2018
Start of Semester 1 teaching	24 September 2018
Semester 1 Reading Week	29 October – 02 November 2018
End of Semester 1 teaching	14 December 2018
Christmas break	17 December 2018 – 11 January 2019
Semester 1 examinations	14 -25 January 2019
Start of Semester 2 teaching	28 January 2019
Easter Break	08 April – 26 April 2019
End of Semester 2 teaching	10 May 2019
Semester 2 examinations	15 May – 05 June 2019
Re-examinations period	19 August – 30 August 2019
Submission of Dissertations/	27 August 2019

2.8 Teaching & Learning Facilities

Library

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

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

GDI Library	Muriel Stott Graduate Research Centre, Kantorowich Library, Ground Floor, Bridgeford Street Building .
Geography/Planning Library (Kantorowich)	Ground Floor, Bridgeford Street Building

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

The University Of Manchester Library

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

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

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

Facilities

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

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

Get Started: Find Your Resources

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

- <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](https://twitter.com/UoMLibrary).

Alan Gilbert Learning Commons

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

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

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

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

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

Blackwells

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

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

They also have a Starbucks Cafe, and 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:

- Semester 1 and all-year courses: 17 September 2018
- Semester 2 courses: 21 January 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 on-line

<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 e-mail and posted on social media whenever possible.

My Learning Essentials Training Courses

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

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

Exam Extra Sessions

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

Careers

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

 www.careers.manchester.ac.uk

Volunteering Hub

The University has an online Volunteering Hub where you will find details of opportunities to get involved in a range of 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-session 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 on-line 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 <http://www.seed.manchester.ac.uk/connect/making-a-difference/> provides a flavour of our social responsibility work and throughout the year, Terry Hanley, SEED's Director of Social Responsibility will share news of other activities and events. You might like to volunteer, for example. On the University's volunteering website www.volunteers.manchester.ac.uk/ you can learn more about the hundreds of opportunities available to you and how to get started. We are regularly looking for people to assist with community engagement and outreach – in Summer 2018 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 Terry if you have Social Responsibility ideas that you would like to discuss, or be promoted : Terry.hanley@manchester.ac.uk.

3.3 Student Support

Student Services Centre

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

☎ 0161 275 5000

Email: ssc@manchester.ac.uk

🌐 <http://www.manchester.ac.uk/study/international/why-manchester/student-support/student-services-centre/>

Opening Hours: Monday to Friday 09.00-17.00 (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 4.7 Mitigating Circumstances**.

Pastoral Support

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

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

Students can request a change of Academic Adviser if the relationship becomes difficult for any reason and should contact their Programme Director to discuss the reasons why a change is requested. Any students whose Academic Adviser is also the Programme Director, can approach the Student Support 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 <https://www.nhs.uk/pages/home.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 4.7 Mitigating Circumstances**.

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

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

The University is committed to supporting students and recognises the 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 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 4.7 Mitigating Circumstances**.

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

Mature Students' Support

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

☎ 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 Fieldwork

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

fieldcourse is also a practical exercise in research methods and the gathering and analysis of information in the field.

Attendance

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

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

Assessment

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

Travel Documents and Entry Visas

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

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

Vaccinations

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

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

Costs

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

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

Timing

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

Code of Conduct

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

Fieldcourse Handbook

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

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

3.5 Health & Safety (Including Risk Assessments)

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

Online Health and Safety Course

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

The purpose of the eLearning course is to:

- provide you with appropriate information on the health & safety policies and procedures in place;
- encourage good practice and set a high standard of health and safety at all times;
- ensure you are aware of and understand health & safety procedures and information;

- enable you to take care of your health and safety and that of others who may be affected by your actions.

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

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

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

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

Accidents and First Aid

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

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

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

Children

Children are only permitted on the premises in exceptional circumstances.

Fire / Evacuation

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

If you are registered with the Disability Advisory and Support Service (DASS) and have an impairment which affects your ability to exit a building in an emergency

situation, the DASS will be in contact with you to arrange emergency evacuation (egress) procedures.

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

Testing of the fire alarms is carried out on Monday at 1.30pm in the Arthur Lewis Building, Wednesday at 11.30am in 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 1st and 5th floor A Block.

Out of Hours Working

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

- Ensure the building entrance is locked i.e. the door closes, after you have gained access. In particular ensure that no one follows you into the building without presenting their University ID card to you. If this happens politely request that they present their ID and if this is not done, then please inform Security at the earliest opportunity by telephoning 69966 (internal telephone) or 0161 306 9966 (external telephone).
- If you follow someone into the building, as a courtesy and to avoid Security being contacted, please present your Student ID card without this being requested.
- Sign in (and out when exiting) using the out of hours register – registers are located at the ground floor reception desk of the Arthur Lewis, 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 dissertations should complete the relevant Risk Assessment in joint discussion with their supervisor and staff. All 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 Union¹

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.

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

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

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

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

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

- Travel from home location to fieldwork location,
- 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/>.

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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>

3.6 Student Representation

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

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

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

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

Committees

Programmes Committee

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

Department Teaching & Learning Committee

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

The School 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 15 October 2018. 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/>

3.7 Student Complaints

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

Informal Stage

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

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

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

If you wish to make an informal complaint, you should outline your concerns in 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 Complaints Form available from the University website at: <http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=1894>. The completed forms and any enquiries should be sent to the Malpractice, Complaints and Appeals

Co-ordinator in the Faculty of Humanities Office (telephone: 0161 306 1119, email: humsacm@manchester.ac.uk).

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

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

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

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

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

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

3.8 Dignity at Work & Study

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

For further information on the Dignity at Work and Study policy, see  <http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=22733>

3.9 Registration and Progression

Registration

Registration for both full-time and new part-time students is undertaken on-line. On arrival at the University, you will be provided with a University Student ID card which

is also your Library Card and holds information about your programme, length of stay and eligibility to use University facilities.se

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 2018. 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 2018 the School will withdraw you from the programme.

Part-Time Re-Registration

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

Late Registration

You should arrive in Manchester no later than the Sunday prior to the first day of Welcome Week. **If you cannot arrive in Manchester until after the Monday of Welcome Week, for example due to issues with a visa application, you must contact your Admissions contact at the earliest opportunity.** After this date, you will be considered a late arrival and will be required to provide evidence to support the reason for your lateness. The final deadline date for late arrival is the **01 October 2018**. Your Programme Administrator and Programme Director will then consider whether it is appropriate to approve your late arrival. Unapproved late arrivals will be deferred to the next academic year and you will be withdrawn from the programme. Note that late arrival cannot be used as part of any mitigating circumstances case and students must ensure that they are aware in full of issues discussed during the induction process (especially with regard to plagiarism).

Transfer between Programmes

Transfer between programmes may be allowed before the 01 October 2018 under *exceptional circumstances*. Students who wish to be considered for transfer must complete a *Programme Transfer* form available from the School's student intranet, and submitted to the Student Information Desk. This form will then be sent to the Programme Directors involved for approval or rejection.

Course Unit Changes

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

Semester 1 deadline for course unit changes	05 October 2018
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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 4.7 Mitigating Circumstances**.

3.10 Graduation

Graduation

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

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

Debts

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

3.11 The University of Manchester Alumni Association

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

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

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

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

Lord Terence Burns
Chairman, Santander UK

Professor Brian Cox OBE
Physicist and Science Communicator

Jane Cocking
Humanitarian Director, Oxfam

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

Benedict Cumberbatch CBE
Actor

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

Sir Peter Maxwell Davies
Composer and Conductor

Lord Norman Foster
Architect and Designer

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

Sophie Raworth
Presenter BBC News

Teo Chee Hean
Deputy Prime Minister of Singapore

Parineeti Chopra
Actor

Toby Jones
Actor

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

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

Frances O'Grady
First female General Secretary of the TUC

You automatically become a member of our alumni community on graduation, but to get the full benefit you should register at your.manchester.ac.uk during your final year. You can also follow us on Twitter at [@alumniUoM](https://twitter.com/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 Masters Degrees

The University Ordinances and Regulations for Masters Degrees can be found in this handbook in Appendix 2. These rules govern the award of your degree

and it is your responsibility to ensure that you are fully aware of the regulations. If you are unclear regarding any aspect of the regulations then seek advice from your Programme Administrator, Programme Director or the Student Support 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 it is only by a minute, and a late penalty will be applied.

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

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

How to submit your assessed Coursework – Hard copy

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

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

Presentation of Assessed Work

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

University Proofreading Statement

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

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

Word Count Policy

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

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

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

Penalties for Late Submission

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

The penalty for late submission at postgraduate level is 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 June during the exam board period when grades are confirmed, and once all mitigating circumstances cases have been considered. Students should therefore note that when grades and feedback are initially released, they will not include any late penalties.

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

Marking

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

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

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

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

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

4.5 Examinations

Timing

Should your course unit be assessed by a set examination this will be undertaken at the end of the semester in which the course unit is taught. Examinations are held in

January for first semester course units, and in May/June for second semester course units. Resit exams take place during the last two weeks of August. Examination timetables are produced centrally by the University Examinations Team in the Student Services Centre. **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 Dissertations

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

Final dissertation results are normally issued to students in November following the Board of Examiners' meeting. Provisional results may be issued before the Board has taken place. Students should not make arrangements for Graduation until final confirmation of results has been received. If a dissertation resubmission is required, students are given 6 months to resubmit.

4.7 Mitigating Circumstances

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

Forms

The online form is available on the student intranet at: 

<https://www.seed.manchester.ac.uk/student-intranet/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. Applications must be submitted before a course unit submission deadline has passed and applications will not be considered once results have been issued.

Evidence

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

Late Submission

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

Timescale for Decisions

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

Possible Outcomes

In accordance with the Mitigating Circumstances Policy, mitigation will not result in the changing of any marks, except for cases where a penalty for late submission is waived. Instead, mitigation may result in a further attempt at assessment being made available, a reassessment attempt being made available as a first sit rather than

resit, a mark being disregarded, or a student may be given a mark for a whole course unit based on their performance in the part of the assessment which was not adversely affected. The course unit may also be flagged for further consideration by the Exam Board in case the overall degree result is borderline between two classifications.

Grounds for Mitigation

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

Examples of possible mitigating circumstances:

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

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

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

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

Mitigating Circumstances and Disability Support

The mitigating circumstances policy works in conjunction with disability support. Some students who have disability support via the University Disability Advisory and Support Service (DASS) will have a support plan which includes 'one week automatic extensions' and if this is the case, students do not need to apply for Mitigating

Circumstances unless more than a week is required. Further guidance for DASS-registered students on 'automatic extensions' can be found on the University website: <http://documents.manchester.ac.uk/display.aspx?DocID=37272>. Students with disability support may also submit a mitigating circumstances application if, for example, there are further complicating factors not relating to their disability.

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

Mitigating Circumstances and the Dissertation

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

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

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

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

Interruptions

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

Mitigating Circumstances and Academic Appeals

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

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

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

4.8 Failure and Reassessment

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

It is possible for a student to fail 30 credits and still meet the standard required for the Postgraduate Certificate providing that the marks in the failed courses are between 30-39%. Please refer to the Examination Regulations (Section E, paragraphs 14-19) 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 at Certificate level will not be permitted to resit for a Postgraduate Certificate.

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

4.9 Plagiarism and other forms of Academic Malpractice

The University deems plagiarism to be a serious academic offence and if proven it constitutes a breach of Regulation XVII Conduct and Discipline of Students. For 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).

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

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

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

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

- **Do** get lots of background information on subjects you are writing about to help you form your own view of the subject. The information could be

from electronic journals, technical reports, unpublished dissertations, etc. Make a note of the source of every piece of information at the time you record it, even if it is just one sentence.

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

- F. As you can see, it is most important that you understand what is expected of you when you prepare and produce assignments and that you always observe proper academic conventions for referencing and acknowledgement, whether working by yourself or as part of a team. In practice, there are a number of acceptable styles of referencing depending, for example, on the particular 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.

4.10 Student Academic Appeals

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

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

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

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

cause significant doubt whether the decision might have been different if the error or irregularity had not occurred.

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

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

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

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

Informal Stage

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

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

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

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

Formal Stage

If you are not satisfied with the response from the School, then the formal appeals procedure may be invoked by completing an Appeal Form available from the University website at: 

<http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=1878>. The completed forms and any queries relating to the formal appeals process should be sent to: the Malpractice, Complaints and Appeals Co-ordinator in the Faculty of Humanities Office (telephone: 0161 306 1119, email: humsacm@manchester.ac.uk). Formal appeals should be submitted **within 20 working days** of notification of the outcome of the informal appeal.

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

4.11 External Examiners

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

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

The External Examiners for this programme are:

Name: Dr Deborah Roberts
Position: Senior Teaching Fellow
Institution: Warwick University

Name: Miss Clare Tope
Position: Programme Director
Institution: University of Winchester

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

These notes apply to all 'taught masters' (by course-work and dissertation) and postgraduate diploma, postgraduate certificate courses in the Manchester Institute of Education

All written work submitted for examination purposes are marked in accordance with the grades and other criteria set out overleaf.

These guidelines and criteria are issued to assist Internal and External Examiners in the task of awarding grades and to ensure consistency and fairness in the process. These are also issued to students, as examination candidates, in the interests of transparency – so the basis of the grades and the marking is clear to all.

Assessment criteria Each course unit of study and each dissertation (by Mode A or Mode B) is examined and assessed separately.

A pass at Masters level is 50% and at Postgraduate Certificate and Diploma level is 40% at first attempt (see below for referred/compensated assignments). Students can be compensated and/or referred in up to half of the taught credits; students may also resubmit the dissertation.

Table A) illustrates the number of credits that can be compensated and referred based on the number of credits taken. Granted AP(E)L will reduce this number accordingly.

Award	Compensatable		Non-compensatable
	Compensated Credits	Referred Credits	Referred Credits
PGCert	15	15	30
PGDip	30	30	60
MA/MEd/MSc	30	30	60

Table B) represents the failing mark and its potential outcome, compensation is subject to your Programme and/or Course Unit.

Award	Compensation* Zone	Referral
PGCert	30-39%	0-29%
PGDip	30-39%	0-29%
MA/MEd/MSc	40-49%	0-39%

Reassessment arrangements Students who fail to satisfy 50%/40% and can't be compensated (see table above) will receive an official referral letter. They will normally have up to one month from the date of the letter and before the end of August of the same academic year. Postgraduate students are allowed one attempt, per course unit, at reassessment.

This reassessment can be by writing another essay or submitting an alternative assignment, which must be agreed by the Exam Board or course unit tutor.

Any referral that is passed will be capped either at 40R/30R** or if the first attempt failed within the compensation zone capped at the first attempt mark e.g. 45R/35R. This will be the mark reported on a student's transcript of results. If a student fails there reassessment then the first mark stands and they will not gain the credits for this unit. Consideration of an exit award will be put to the Examination Board in such cases.

**subject to School or Professional, Statutory and Regulatory Bodies.

Table C) represents the failing mark and its referred grade if passed at second attempt.

Award	Failed within Compensation* Zone but referred.	Capped dependant on original grade	Failed	Capped at minimum compensation zone
PGCert	30-39%	30-39R	0-29%	30R
PGDip	30-39%	30-39R	0-29%	30R
MA/MEd/ MSc	40-49%	40-49R	0-39%	40R

Presentation

Presentation will be taken into account by the Examiners. Assignments must be typed and available for submission via Blackboard. Dissertations must be type-written or word-processed and presented in line with the Guidance on Presentation of Dissertation document.

Plagiarism

All students are advised that plagiarism (the unattributed use of other people's work) leads to automatic failure. All words, concepts, arguments and data borrowed from other sources must be clearly acknowledged and fully referenced, with a complete and accurate bibliography at the end of the text. Further guidance on this is available in the Postgraduate Student Handbook.

Criteria and recommended mark scheme for examined course-work and dissertations:

Mark (Class) descriptor	Mark Range (whole numbers)	Equivalent Grade	%
Distinction	70 to 100	A+	90
Merit	60 to 69	A	80
Pass	50 to 59	A-	72
Compensatable fail	40-49	B+	68
Non-compensatable fail	Less than 39	B	65
		B-	62
		C+	58
		C	55
		C-	52
		D+	48
		D	45
		D-	42
		E+	30
		E	25
		E-	22

Grading Range

Excellent (70% or more)

- Analytical in style and approach, with critical understanding and interpretation
- Highly judicious in use of evidence and sources, with good references
- Comprehensive in scope and coverage; and entirely relevant to the topic addressed
- Exceptionally clear and attainable objectives, and success in meeting them
- Integrates details into a totally coherent whole, with clear and well-argued conclusions
- Entirely appropriate and accurate use of language.

Good (60-69%)

- Explanatory in style and approach, with some critical interpretation
- Good range of sources and data, and judicious in use of evidence
- Fairly comprehensive in scope, and largely relevant to the topic and issues
- Clear, attainable and relevant objectives
- Integrates detail into a coherent whole and guides reader to a reasoned conclusion
- Appropriate and accurate language, with very few errors

Competent (50-59%)

- Competent grasp of evidence and issues, little superfluous or irrelevant content
- More descriptive or prescriptive than analytical
- Reasonable range and use of source material
- Attempts to create a coherent whole with clear conclusions
- Only rare instances of inappropriate or inaccurate language

Deficient (40-49%)

- Limited grasp of facts and issues with some irrelevant content
- Inadequate reading and references, and little originality

- Insufficient in quantity or quality at Master's degree level
- Attainable but somewhat limited objectives
- Links parts together but does not create a coherent whole with clear conclusions
- Weakened in places by inappropriate or inaccurate language

Inadequate (less than 40%)

- Poor in quality, with weak grasp of facts and issues and much irrelevance
- Inadequate reading and thinking, with insufficient sources and references
- Inappropriate and/or unattainable objectives, and/or failure to achieve them
- Fails to link parts to each other and to reach a justifiable conclusion
- Weakened throughout by inappropriate or inaccurate language.

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 level of the qualification in accordance with table 1. However, (subject to the programme requirements) students can take credit at a higher or lower level in order to achieve the minimum credit for the award.

B. Title of Taught Awards

4. Titles of degrees can be found in the University's 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:
 - 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 Table 1, prior to the classification being calculated, using the thresholds and boundaries below:

Weightings

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

Stage 1: Classification Thresholds and Boundaries

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

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

PG Degree classification- Masters based on 180 credits	Classification thresholds: average mark (mark range 0 to 100)	Boundary zone average	Boundary Zone 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.

