

**School of Environment, Education and Development**

# **Planning and Environmental Management**

**Undergraduate Studies**

**2020 - 2021 Programme Handbook**



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## **COVID 19**

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

## **Welcome to the School of Environment, Education and Development**

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

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

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

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

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

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

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

**Professor Martin Evans**

**Head of the School of Environment, Education and Development**

## Welcome to Planning & Environmental Management (PEM)

Welcome to a new year at Manchester, we hope that you will have a very successful (and hardworking!) year.

Welcome also to this new format handbook, which is being given to first year students, and all returning second, third and fourth year students. We hope it will help to give you all the information you need to contact us, ask our advice and understand better whichever of the undergraduate programmes you are studying.

In the handbook amongst other things you have a list of staff with contact details (so you can easily link up with your Academic Advisor), information about feedback and marking, information about how your particular programme fits together academically, what learning resources are available to you both in the School and the University, and also information on your personal development outside of your programme. It's a lot to take in but please try to read what you can, and keep the handbook for future reference.

Planning and Environmental Management staff are based mainly in the Humanities Bridgeford Street Building (HBS) on the first floor. In HBS you'll find a café, computer suites, lecture theatres and the newly refurbished Planning design studio. The building also houses the Kantorowich Library, which is specifically for Planning and Environmental Management and Geography students, so you will probably spend quite a lot of your time in this building. The Arthur Lewis building opposite contains the Student Information Desk on the second floor.

We hope that you will very much enjoy your time with us and that you find studying with us both rewarding and stimulating. We wish you luck with your studies, and hope that you have a great time at the University and in Manchester.

**Mark Baker**

**Head of Planning &  
Environmental  
Management**



### **Statement on Dignity at Work and Study**

The University of Manchester is committed to creating a learning environment free of harassment, discrimination, and 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 the Programmes**

This section of the handbook is intended to help you get the most out of your degree programme. It explains what we expect you to achieve at the end of each year and at end of your whole degree. The aims and learning outcomes are progressive through the three or four years, so that the work you do, builds on ideas and understanding gained from the previous year. It also provides you with an explanation of the structure of our degree programme. In addition to the information provided here about your degree programme as a whole, there are sections relevant to your year of study.

### **What Each Year is Worth**

If you are on a three-year programme then your final degree mark is comprised of 33% of your second year mark and 67% of your third year mark.

If you are on the four-year MPlan or MPRE programme your final degree mark is comprised of 20% of your second year mark, 40% of your third year mark, and 40% of your fourth year mark.

If you are enrolled on a programme with a professional placement the year in practice is graded as pass/fail and does not impact upon the calculation of degree classification from the three of four-year programmes, as outlined above.

The first year does not count towards your final degree classification, but there are a number of ways in which it plays an important role in affecting your future prospects.

### **1.1 Registration & Induction**

#### **Registration**

Every academic year begins with Welcome Week, during which you are required to register with both the University (financial registration, fees etc.) and Planning (academic registration – choosing or confirming your units). Please be sure to check your emails for any registration-related information!

It is important that you register for the correct number of course units. You are expected to gain 120 credits in each academic year, and you will find all course units are worth 10 or 20 credits. By the end of your Programme you should have 360 credits if you are on a 3 year programme or 480 if you are on the 4 year Programme. Before you register for any Free Choice subjects, make sure you have checked how many credits they are worth, and whether there are any timetable clashes.

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

## University library cards

When you register with the University for the first time, you will be provided with a University identity swipe card. This card is also your library card and will allow you access into the library, to take out books and access resources. It also holds information such as your degree programme and length of study at the University and needs to be taken to all examinations.

## Induction

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

## First Year

Planning and Environmental Management (PEM) runs a formal induction programme for new intake students. During registration week, there will be many different kinds of activities organised by the University and Student's Union that will help you to get to know people. In PEM, we organise a number of lectures that will help you to settle into University study. Registration in PEM will take place from Tuesday 20 September onwards. Your first year adviser will meet with you at registration and guide you through the Welcome Week activities. These will include introductory lectures about studying in Manchester and the first semester course units. You will also meet your 'Academic Advisor' during the first two weeks of the semester, who will be responsible for your academic and pastoral care while you are at university. You will have an Academic Advisor for the duration of your time at Manchester.

You will gradually get to know Manchester and PEM throughout your first year. This will be helped by conducting fieldwork in the Manchester area for a number of your core courses. If, by the middle of the first semester, you still feel a bit lost, make sure that you speak to someone, initially your Academic Advisor or Peer Mentor. The University has many great support services and mechanisms to help with academic and personal difficulties, which you will find in the next section.

## Second, Third and Fourth Year

During registration week, you will be given welcome talks covering information to help you choose options, information on any changes to the programme, assessment for the year and information about employment and careers. These meetings also offer an opportunity to elect student reps for the year (see student reps **Section 3.6**).

## **1.2 Key Academic and Administrative Contacts**

### Head of Department

Professor Mark Baker

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Room: 1.48 Humanities Bridgeford Street

**Programme Director BSc Planning & Real Estate, Masters in Planning (MPlan), Masters in Real Estate & Planning (MPRE), BSc Planning & Real Estate with Professional Placement, Masters in Planning (MPlan) with Professional Placement and Masters in Real Estate & Planning (MPRE) with Professional Placement**

Dr Ian Mell

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### **Programme Director BSc Environment Management**

2019/20 academic year – covering maternity leave

Adam Barker

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2020/21 Academic year onwards

Dr Anna Gilchrist

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**Administrative Staff Contact Details**

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2<sup>nd</sup> floor Arthur Lewis Building

## **1.3 BSc (Hons) Environmental Management**

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

The **Aims** of our undergraduate degree programme in Environmental Management are:

- meet at minimum external standards at the relevant level set by the National Qualifications Framework and the Benchmark Statement for Environmental Studies
- provide students with a framework of knowledge, understanding and skills relating to the field of environmental management
- facilitate the development of individual students as learners by providing an intellectually challenging and stimulating learning environment
- promote in-depth specialist knowledge in an area of environmental management activity through research and enquiry
- provide a curriculum which covers the cultures, values and roles, and concerns of institutions, organisations and stakeholders involved with understanding, evaluating, planning and managing the environment at a variety of scales
- provide a programme that enables its graduates to operate in a future-oriented, problem-solving way, and which yields sustainable solutions to environmental management problems.

The **Intended Learning Outcomes** of the BA/BSc EM degree programme are listed below in terms of:

- A. **Knowledge & Understanding**
- B. **Intellectual Skills**
- C. **Practical Skills**
- D. **Transferable Skills and Personal Qualities**

#### **A. Knowledge & Understanding**

By the end of your degree programme, you should:

- demonstrate a practical understanding of the ways in which established techniques of research and enquiry are used to create and interpret knowledge in environmental management
- employ knowledge and understanding of academic ideas and concepts related to environmental management to inform a critical appraisal of emerging environmental issues
- demonstrate a systematic understanding of key aspects of environmental management, including acquisition of coherent and detailed knowledge, at least some of which, on completion of level 3, is at the forefront of defined aspects of the discipline
- show an ability for critical reflection on the theoretical foundations of environmental management
- undertake an independent dissertation in a self-directed way, building on knowledge and skills accumulated in the taught elements of the programme



## **Intellectual Skills**

By the end of your degree programme, you should:

- demonstrate the ability to manage your own learning, and to make use of scholarly reviews and primary sources in the field of environmental management
- show an ability to exercise critical evaluation of arguments, assumptions, abstract concepts and data; formulate judgements; and frame appropriate answers to achieve a solution or identify a range of solutions to a problem
- demonstrate an ability to devise and sustain arguments and solve problems using appropriate ideas and techniques, some of which are at the forefront of the discipline
- critically evaluate political, legal, institutional and administrative frameworks and procedures in environmental management, as well as arguments for environmental management as a form of action within processes of change
- show an understanding of the complexities of environmental planning issues and problems and critically evaluate potential solutions and policy responses
- show a comprehensive understanding of the techniques applicable to environmental management
- demonstrate an ability to draw upon detailed knowledge of particular aspects of current research and advanced scholarship and employ it in relation to major piece of research
- demonstrate critical insights into theory and comparative practice, and the connections between them

## **B. Practical Skills**

By the end of your degree programme, you should:

- apply methods and techniques to review, consolidate, extend and apply knowledge and understanding, and to initiate and undertake projects
- implement a range of different field skills relevant to the fields of ecology and environmental management
- formulate and propose policies, strategies and courses of action as responses to a variety of environmental management issues
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences
- understand and utilise a variety of practical and analytical skills and techniques relevant to environmental management at a variety of scales
- offer potential employers the type and quality of practical skills that might reasonably be expected for an entrant to the environmental management profession

## **C. Transferable Skills and Personal Qualities**

By the end of your degree programme, you should:

- demonstrate the qualities and transferable skills necessary for employment, and which require the exercise of initiative and personal responsibility

- employ decision-making in varying contexts, including the environmental management profession
- appreciate the role and value of life-long learning for environmental managers
- recognise and utilise skills of mediation, negotiation and team-working in the environmental management profession
- demonstrate the learning ability needed to undertake further training of an academic or professional nature, including additional specialist study at postgraduate Masters level
- the learning resources of Environmental Management and PEM, SEED and the University.

## Year 1 Course Units

On successful completion of their Introductory Year students will have:

- gained an initial understanding of Environmental Management and allied disciplines in PEM;
- developed a grounding in the learning techniques required for absorbing knowledge and skills in the Environmental Management and allied professional disciplines taught in PEM;
- an ability to begin to undertake self-directed learning on an individual and group basis, particularly through the use of projects;

In your first year, the credits attached to your course units total 120 credits. The majority of your course units (100 credits) are compulsory. However, in the second semester, you do have to choose an additional 20 credits of programme options from those offered within the School and some. Advice on the choice of second semester credits will be given during the induction period and the first semester. If you have any queries about this, please speak to your Academic Advisor or Programme Director. Throughout the year, you will also have a number of group or individual academic tutorial sessions with your designated Academic Advisor.

### Semester 1

Course Units	Credits
Designing Sustainable Futures (PLAN10031)	20
Introduction to Ecology and Conservation (PLAN10501)	20
Applied Environmental Science (PLAN10101)	10
Environmental Processes and Change (GEOG10401)	10

## Semester 2

Course Units	Credits
Applied Project (PLAN10092)	20
Introduction to Urban and Environmental Economics (PLAN10352)	20
Free Choice Option within SEED (1 x 20 credit OR 2 x 10 credit) – EART options, including EART10032 Global Climate Change, subject to Programme Director approval	20

## Year 2 course Units

On successful completion of Year 2 of the Environmental Management Programme students will have:

- absorbed sufficient knowledge to begin to understand the organisational and professional practices which contribute to overall environmental management in Britain;
- gained knowledge about the particular problems of rural management in the British context;
- begun to have developed personal communication skills and be able to demonstrate them in class;
- had the opportunity to widen their personal interests and education by taking a Free Choice option.

In your second year, you have 100 credits of compulsory course units, one of which includes a residential fieldtrip. You also get to choose an optional course unit in semester 1. Free Choice options can be chosen within PEM, the School, or within the University as a whole, subject to discussion with your Academic Advisor.

## Semester 1

Course Units	Credits
Environmental Policies & Designations (PLAN20401)	20
Bio-Geography (GEOG20291)	20
Free choice (University-wide), including PLAN20090 Environmental Management Professional Placement	20

## Semester 2

Course Units	Credits
Landscape Ecology (PLAN20062)	20
Sustainable Places Project (PLAN20072)	20
Environment and Development Fieldtrip (PLAN20172)	20

## Year 3 Course Units

On successful completion of Final Year of the Environmental Management Programme, students will have:

- developed a strategy for personal learning and skill development through their dissertation;
- a broad knowledge of a range of academic ideas, concepts and skills, within the field of Environmental Management;
- attained a high level of competence within a specialised area of Environmental Management;
- developed a range of skills relevant to Environmental Management professional practice, and which can be transferred across a wide range of employment destinations.

In year 3, all course units are compulsory, and total 80 credits. This year, you also write and submit your dissertation which is worth 40 credits (you'll receive a separate Dissertation Handbook for this and a dissertation advisor will be allocated during semester 1). Please speak to your Academic Advisor or Programme Director if you have any queries.

## Semester 1&2

Core Course Units	Credits
Dissertation (PLAN30000)	40

## Semester 1

Course Units	Credits
Environmental Planning and Protection (PLAN30731)	20
Professional Practice and Ethics (PLAN30221)	10

Course Units	Credits
Research Methods (PLAN30091)	10

## Semester 2

Course Units	Credits
Conservation Management Project (PLAN30402)	20
Green Infrastructure and Sustainable Cities (PLAN30852)	20

## 1.4 BSc (Hons) Planning and Real Estate; Master of Planning (MPLAN)

### Programme Aims and Learning Outcomes

The **Aims** of our undergraduate degree programme in Planning and Real Estate are:

- meet at minimum external standards at the relevant level set by the National Qualifications Framework and the Benchmark Statements for Planning and Real Estate [Masters, Bachelors]
- provide students with a framework of knowledge and understanding relating to the fields of urban and environmental planning [Masters, Bachelors]
- facilitate the development of individual students as learners by providing an intellectually challenging and stimulating learning environment [Masters, Bachelors]
- deliver an appropriate range of skills for the development and delivery of the emerging spatial planning system [Masters, Bachelors]
- meet the training guidelines set by the Royal Town Planning Institute (RTPI) and Royal Institution for Chartered Surveyors (RICS) in terms of core knowledge, competence/skills [Masters, Bachelors]
- meet the training guidelines set by the Royal Town Planning Institute in terms of specialised study that enables students subsequently to engage in professional practice with full accreditation [Masters].

The **Intended Learning Outcomes** of the BSc/ MPlan degree programme are listed below in terms of:

- A. Knowledge & Understanding**
- B. Intellectual Skills**
- C. Practical Skills**
- D. Transferable Skills and Personal Qualities**

## **A. Knowledge & Understanding**

At the end of the programme, students should be able to:

- demonstrate a practical understanding of the ways in which established techniques of research and enquiry are used to create and interpret knowledge in town and country planning [Masters, Bachelors]
- employ knowledge and understanding of academic ideas and concepts related to town and country planning to inform a critical appraisal of the emerging spatial planning system [Masters, Bachelors]
- demonstrate a systematic understanding of key aspects of town and country planning, including acquisition of coherent and detailed knowledge, at least some of which, on completion of level 3, is at the forefront of defined aspects of the discipline [Masters, Bachelors]
- show an ability for critical reflection on the theoretical foundations of town and country planning [Masters, Bachelors]
- undertake an independent dissertation or design study in a self-directed way, building on knowledge and skills accumulated in the taught elements of the programme [Masters, Bachelors]
- demonstrate an understanding of professionalism in town and country planning, and how it operates within the context of political, legal, institutional and administrative frameworks [Masters]
- meet the training guidelines set by the Royal Town Planning Institute in terms of core knowledge, competence/skills that enables students subsequently to begin to engage in professional practice [Masters]
- meet the training guidelines set by the RTPI and RICS in terms of specialised study that enables students to engage in theoretical and practical debate at the forefront of the area of specialism, and subsequently to engage in professional practice with full accreditation [Masters]

## **B. Intellectual Skills**

At the end of the programme, students should be able to demonstrate:

- demonstrate the ability to manage your own learning, and to make use of scholarly reviews and primary sources in the field of town and country planning [Masters, Bachelors]
- show an ability to exercise critical evaluation of arguments, assumptions, abstract concepts and data; formulate judgements; and frame appropriate answers to achieve a solution or identify a range of solutions to a problem [Masters, Bachelors]

- demonstrate an ability to devise and sustain arguments and solve problems using appropriate ideas and techniques, some of which are at the forefront of the discipline [Masters, Bachelors]
- critically evaluate political, legal, institutional and administrative frameworks and procedures in planning, as well as arguments for planning as a form of action within processes of change [Masters, Bachelors]
- show an understanding of the complexities of planning issues and problems and critically evaluate potential solutions and policy responses [Masters, Bachelors]
- show a comprehensive understanding of the techniques applicable to town and country planning [Masters, Bachelors]
- demonstrate an ability to draw upon detailed knowledge of particular aspects of current research and advanced scholarship and employ it in relation to major piece of research [Bachelors, Masters]
- demonstrate critical insights into theory and comparative practice, the connections between theory and practice, and the role of values and ethics in the profession and practice of planning [Masters]

### **C. Practical Skills**

At the end of the programme, students should be able to demonstrate:

- apply methods and techniques to review, consolidate, extend and apply knowledge and understanding, and to initiate and undertake projects [Masters, Bachelors]
- formulate and propose policies, strategies and courses of action as responses to a variety of town and country planning issues [Masters, Bachelors]
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences [Masters, Bachelors]
- understand and utilise a variety of practical and analytical skills and techniques relevant to town and country planning at a variety of scales [Masters, Bachelors]
- reflect the changing demands and agendas of the town and country planning and real estate discipline and the RTPI and RICS [Bachelors RTPI/RICS; Masters RTPI]
- offer potential employers the type and quality of practical skills that might reasonably be expected for an entrant to the town and country planning profession [Masters]

### **D. Transferable Skills and Personal Qualities**

At the end of the programme, students should be able to demonstrate:

- demonstrate the qualities and transferable skills necessary for employment, and which require the exercise of initiative and personal responsibility [Masters, Bachelors]
- employ decision-making in varying environments, including the town and country planning profession [Masters, Bachelors]
- appreciate the role and meaning of professionalism, including the value of life-long learning for town and country planners [Masters, Bachelors]
- recognise and utilise skills of mediation, negotiation and team-working in the town and country planning profession [Masters]

- demonstrate the learning ability needed to undertake further training of an academic or professional nature, including additional specialist study at postgraduate Masters level accredited by the Royal Town Planning Institute [Masters]

## Year 1 Course Units

On successful completion of first year students will have:

- gained an initial understanding of the two complementary professions and disciplines of Environmental Management and Planning and Real Estate;
- developed a grounding in the learning techniques required for absorbing knowledge and skills in the environmental and professional disciplines taught in PEM;
- an ability to begin to undertake self-directed learning on an individual and group basis, particularly through the use of projects;
- the skills to utilise effectively the learning resources of PEM and the University.

## Course Units and Tutorials Year 1

In your first year, the credits attached to your course units total 120 credits. The majority of your course units (100 credits) are compulsory. However, in the second semester, you can also choose up to 20 credits of programme options. Advice on the choice of second semester credits will be given during the induction period and the first semester. If you have any queries about this, please speak to your Academic Advisor or Programme Director. Throughout the year, you will also have a number of group or individual academic tutorial sessions with your designated Academic Advisor.

### Semester 1

Course Units	Credits
Introduction to Planning and Development (PLAN10041)	20
Designing Sustainable Futures (PLAN10031)	20
Introduction to Real Estate (PLAN10201)	20

### Semester 2

Course Units	Credits
Applied Project (PLAN10092)	20
Introduction to Urban and Environmental Economics (PLAN10352)	20



Course Units	Credits
<b>Then choose TWO from:</b>	
Rural Planning (PLAN10362)	10
Leasing and Letting (PLAN10382)	10
Free Choice within SEED	10

## Year 2 Course Units

On successful completion of Year Two of the Planning and Real Estate Programme, you will have:

- absorbed sufficient knowledge to understand the practices, interpretations and intellectual grounding of professionals and academics operating within Planning and Real Estate in Britain;
- gained knowledge about the particular problems associated with rural planning in the British context;
- developed personal communication skills, and be able to demonstrate them in class;
- gained an understanding of the linkages between landscape planning and mainstream Planning and Real Estate;
- had the opportunity to widen their personal interests and education through the taking of Free Choice studies.

In your second year, you can choose up to 20 credits of free choice options either from within SEED, or elsewhere in the University (subject to Programme Director's approval), and have options to focus on environmental or urban policy or under a placement.

## Semester 1

Course Units	Credits
Plan Making and the Development Process (PLAN20181)	20
<b>Then choose TWO from:</b>	
Environmental Policies and Designations (PLAN20401)	20
Policy for Cities and Regions (PLAN20381)	20

Course Units	Credits
Professional Placement (PLAN20090)	20
Free Choice Option	20

## Semester 2

Course Units	Credits
Sustainable Development Project (PLAN20072)	20
Environment and Development Fieldtrip (PLAN20172)	20
Valuation and Appraisal (PLAN21012)	20

## Year 3 Course Units

On successful completion of Year 3 of the Master of Planning or Planning and Real Estate Programme students will have:

- developed an aptitude for personal learning and skills development through their dissertation, self-learnt problem-solving
- a broad knowledge of a range of academic ideas, concepts and skills, with a special emphasis on urban planning;
- absorbed the rudiments of professionalism in planning, and how this operates through legal and political controls over the planning process;
- developed a range of skills relevant to planning practice, and which can be transferred across a wide range of employment destinations.

In your third year, you have 80 credits of Compulsory Course Units. This year you also write and submit your dissertation which is worth 40 credits (you'll receive a separate Dissertation Handbook for this and a dissertation advisor will be allocated during semester 1). Please speak to your Academic Advisor or Year Three Organiser if you have any queries.

## Semester 1&2

Core Course Units	Credits
Dissertation (PLAN30000)	40

### Semester 1

Course Units	Credits
Urban Theory, Planning Ethics (PLAN30081)	20
Professional Practice and Ethics (PLAN30221)	10
Research Methods (PLAN30091)	10

### Semester 2

Course Units	Credits
Housing, Planning and Development (PLAN30512)	20
Planning and Property Law (PLAN30072)	20

### Year 4 Course Units (MPLAN Only)

On successful completion of the Final Year of the Master of Planning programme students will have:

- the knowledge and skills to be an effective member of the RTPI and RICS;
- a full understanding of professional planning practice in a variety of contexts;
- an effective knowledge of the professional standards and managerial requirements of the discipline.
- acquired to their full potential a variety of professional and employment-related skills on an individual and group basis.

In your fourth year, you move from 20 credit to 15 credit course units (as you are now at postgraduate level). You will study core units, alongside your choice of several optional units which can be used to build up your specialism in planning. Speak to your Academic Advisor or Programme Director if you have any queries.

### Semester 1

Compulsory Course Units	Credits
Applied Spatial Analysis (PLAN40761)	15

Then choose **THREE** additional units from those below, including at least one from within a chosen Specialism (all 15 credits each):

**Environmental Planning Specialism:**

Environmental Impact Assessment (PLAN40321)

Design for Healthy Places (PLAN44021)

Environmental Impact Assessment Project (PLAN40332)

**International Planning Specialism:**

International Planning: Systems and Frameworks (PLAN40861)

Urban Development Planning in Cities of the South (PLAN40771)#

**Real Estate Specialism:**

Property Valuation (PLAN41031)

Real Estate Investment and Finance (PLAN41191)

**Additional Options (for any specialism):**

Professional Practice Placement (PLAN40470)

Future Cities (PLAN44011)

#Any other available first semester course unit – to be agreed in advance with the programme director.

**Semester 2**

Compulsory Course Units	Credits
Land and Development (PLAN40662)	15
Neighbourhood Planning (PLAN40812)	15
<b>OR</b>	
Infrastructure Planning (PLAN42002)	

Then choose **TWO** from below, with at least one from within your chosen specialism (15 credits each)

**Environmental Planning Specialism:**

Strategic Environmental Assessment (PLAN40342)

Green Infrastructure and Sustainable Cities (PLAN40852)

Planning for Environmental Change (PLAN40392)

**International Planning Specialism:**

Best Practice Case Studies in Urban Development Planning (PLAN40972)#  
International Fieldwork (PLAN40712)

**Real Estate Specialism:**

Real Estate Law in Practice (PLAN41002)  
Real Estate Appraisal (PLAN41342)

**Urban Regeneration Specialism:**

Urban Regeneration (PLAN41022)

**Additional Options for any specialism:**

International Fieldwork (PLAN40712)  
Decision Support Systems in Planning (PLAN44032)  
Professional Practice Placement (PLAN40470)

# Requires completion of first semester prerequisite (asterisked)

**NB: ALL COURSE STRUCTURES ARE SUBJECT TO CHANGE**

## **1.5 Master of Planning and Real Estate (MPRE)**

This section of the handbook is intended to help you get the most out of your degree programme. It explains what we expect you to achieve at the end of each year and at end of your whole degree. The aims and learning outcomes are progressive through the four years, so that the work that you do builds on ideas and understanding gained from the previous year. It also provides you with an explanation of the structure of our degree programme. In addition to the information provided here about your degree programme as a whole, there are sections relevant to your year of study.

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

**The aims of our undergraduate integrated Masters degree programme in Planning and Real Estate (MPRE) are:**

- to provide students with a framework of knowledge, understanding and skills to enable graduates to take a leading role in the fields of urban planning and real estate.
- deliver an appropriate range of skills for the development and delivery of the emerging spatial planning system and for financial appraisal and valuation to develop students' capacity for critical thinking and ability to present sound, well-justified arguments and solutions to complex problems, recognising the interconnected nature of planning and real estate practice
- to draw on the world-class research and practical experience of the School of Environment, Education and Development, together with our excellent links with

business and the public sector, to enable students to explore new insights into the areas of sustainable development and management of the built environment

- to facilitate student learning by providing an intellectually challenging and stimulating learning environment, involving both independent and collaborative project work
- to be highly relevant to future employment in the urban planning and real estate fields and to produce graduates who have a wider understanding of their responsibilities as global citizens and are commercially aware.
- meet the training guidelines set by the Royal Town Planning Institute in terms of core knowledge, competence and skills plus specialised study that enables students subsequently to engage in professional practice with full accreditation
- as an RICS accredited degree, to enable graduates to embark on the Assessment of Professional Competence which leads, after successful completion of a two year period of practical experience, to membership of the Royal Institution of Chartered Surveyors

The **Intended Learning Outcomes** of the MPRE degree programme are listed below in terms of:

- A. **Knowledge & Understanding**
- B. **Intellectual Skills**
- C. **Practical Skills**
- D. **Transferable Skills and Personal Qualities**

**On successful completion of this programme, students should be able to:**

**A. Knowledge & Understanding**

- demonstrate a systematic understanding of key aspects of planning and real estate, including acquisition of coherent and detailed knowledge, at least some of which, by the end of the programme, is at the forefront of defined aspects of the discipline
- demonstrate an understanding of professional norms, standards and values in urban planning and real estate practice and how these operate within the context of international political, legal, institutional, administrative and organisational frameworks
- demonstrate practical understanding of the ways in which established techniques of research and enquiry are used to create and interpret knowledge in urban planning and real estate practice
- show a comprehensive understanding of the techniques applicable to urban planning and real estate practice
- meet the training guidelines set by the Royal Town Planning Institute and the Royal Institution of Chartered Surveyors in terms of core knowledge, competence/skills that enables students subsequently to begin to engage in professional practice
- meet the training guidelines set by the RTPI and RICS in terms of specialised study that enables students to engage in theoretical and practical debate at the forefront of the area of specialism, and subsequently to engage in professional practice with full accreditation

## **B. Intellectual Skills**

- show the ability to critically evaluate arguments, assumptions, abstract concepts and data; make considered judgements; and frame appropriate answers to achieve a solution, or identify a range of possible solutions, to a problem
- employ knowledge and understanding of academic ideas and concepts related to urban planning and real estate to inform a critical appraisal of the emerging spatial planning system and current real estate practice
- demonstrate the ability to devise and sustain arguments and solve problems using appropriate ideas and techniques, some of which are at the forefront of the discipline
- critically evaluate political, legal, institutional and administrative frameworks and procedures in planning and real estate, as well as arguments for planning as a form of action within processes of change
- demonstrate critical insights into theory and comparative practice, the connections between theory and practice, and the role of values and ethics in planning and real estate professional practice
- demonstrate understanding of the complexities of planning and real estate issues and problems and show an ability to produce innovation and credible solutions and arguments which recognise these interrelationships.
- demonstrate the ability to draw upon detailed knowledge of particular aspects of current research and advanced scholarship and employ it in relation to a major piece of research
- demonstrate the ability to define and solve a problem in a self-directed way, building on knowledge and skills accumulated in the taught elements of the programme, through the dissertation

## **C. Practical Skills**

- discover and exploit sources of information to collect appropriate evidence and analyse accurately, using a variety of practical and analytical skills and techniques relevant to the context, recognising the importance of validity and bias
- demonstrate the type and quality of practical skills that might reasonably be expected of an entrant to the urban planning and real estate professions, reflecting the changing demands and agendas of the disciplines and professional bodies
- demonstrate effective IT skills, using typical word processing, spreadsheet, presentation and graphic packages and some degree of skill in applying techniques such as GIS and visualization and CAD software, depending on option choices.
- effectively communicate information, ideas, problems and solutions to both specialist and non-specialist audiences using a variety of media

## **D. Transferable Skills and Personal Qualities**

- demonstrate the qualities and transferable skills necessary for employment, and which require the exercise of initiative and personal responsibility.
- recognise and utilise skills of mediation, negotiation, decision-making, project management and team-working in the planning and real estate professions enhanced through active participation in workshops, seminars and assessed course work
- demonstrate the ability for self-management and critical reflection
- appreciate the role and meaning of professionalism, including the value of life-long learning, for urban planners and real estate practitioners

## Year 1 Course Units

On successful completion of their Introductory Year, students will have:

- gained an initial understanding of the professions and disciplines of Environmental Management and Planning and Real Estate;
- developed a grounding in the learning techniques required for absorbing knowledge and skills in these professional disciplines;
- an ability to begin to undertake self-directed learning on an individual and group basis, particularly through the use of projects;
- the skills to utilise effectively the learning resources of the Planning & Environmental Management academic team and the University.

### Semester 1

Course Units	Credits
Introduction to Planning and Development (PLAN10041)	20
Designing Sustainable Futures (PLAN10031)	20
Introduction to Real Estate (PLAN10201)	20

### Semester 2

Course Units	Credits
Applied Project (PLAN10092)	20
Introduction to Urban and Environmental Economics (PLAN10352)	20
<b>Then choose TWO from:</b>	
Rural Planning (PLAN10362)	10
Leasing and Letting (PLAN10382)	10
Free Choice within SEED	10



## Year 2 Course Units

On successful completion of Year Two of the Planning and Real Estate Programme, you will have:

- absorbed sufficient knowledge to understand the practices, interpretations and intellectual grounding of professionals and academics operating within urban and regional planning and property development in Britain;
- gained an understanding of the linkages between real estate, environmental management and urban and regional planning;
- developed personal communication skills, and be able to demonstrate them in class;
- had the opportunity to widen their personal interests and education through the taking of Free Choice studies.

In your second year, you can choose up to 20 credits of free choice options either from within SEED, or elsewhere in the University (subject to Programme Director's approval), and have options to focus on environmental or urban policy or under a placement.

### Semester 1

Course Units	Credits
Plan Making and the Development Process (PLAN20181)	20
<b>Then choose TWO from:</b>	
Environmental Policies and Designations (PLAN20401)	20
Policy for Cities and Regions (PLAN20381)	20
Professional Placement (PLAN20090)	20
Free Choice Option	20

### Semester 2

Course Units	Credits
Sustainable Places Project (PLAN20072)	20
Environment and Development Fieldtrip (PLAN20172)	20
Valuation and Appraisal (PLAN21012)	20

## Year 3 Course Units

On successful completion of Year 3 of the Planning and Real Estate Programme, students will have:

- developed an aptitude for personal learning and skills development through their dissertation and self-learnt problem-solving
- a broad knowledge of a range of academic ideas, concepts and skills, with a special emphasis on urban planning;
- absorbed the rudiments of professionalism in planning, and how this operates through legal and political controls over the planning process;
- developed a range of skills relevant to planning and real estate practice, and which can be transferred across a wide range of employment destinations.

In your third year, you have 80 credits of Compulsory Course Units. This year, you also write and submit your dissertation which is worth 40 credits (you'll receive a separate Dissertation Handbook for this and a dissertation advisor will be allocated during semester 1). Please speak to your Academic Advisor or Programme Director if you have any queries

### Semester 1&2

Core Course Units	Credits
Dissertation (PLAN30000)	40

### Semester 1

Course Units	Credits
Urban Theory, Planning Ethics (PLAN30081)	20
Professional Practice and Ethics (PLAN30221)	10
Research Methods (PLAN30091)	10

### Semester 2

Course Units	Credits
Housing, Planning and Development (PLAN30512)	20
Planning and Property Law (PLAN30072)	20

## Year 4 Course Units

On successful completion of the Final Year of the Master of Planning and Real Estate (MPRE) Programme, students will have:

- the knowledge and skills to be an effective member of the RTPI and RICS;
- a full understanding of professional planning and real estate development practice in a variety of contexts
- an effective knowledge of the professional standards and managerial requirements of the disciplines;
- acquired, to their full potential, a variety of professional and employment-related skills on an individual and group basis.

### Course Units Year 4

In your fourth year, you move from 20 credit to 15 credit units (as you are now at postgraduate level). You still require 120 credits in total for the year. Please speak to your Academic Advisor or Programme Director if you have any queries.

#### Semester 1

Compulsory Course Units	Credits
Strategic Asset Management (PLAN41051)	15
Property Valuation (PLAN41031)	15

#### Then choose TWO from

Environmental Impact Assessment (PLAN40321) Environmental Impact Assessment Project (PLAN40331) Planning for Healthy Places (PLAN44021) International Planning: Systems and Frameworks (PLAN40861) Urban Development Planning in Cities of the South (PLAN40771)# Real Estate Investment and Finance (PLAN41191) Future Cities (PLAN44011) Professional Practice Placement (PLAN40470)	15
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#### Semester 2

Compulsory Course Units	Credits
Land and Development (PLAN40662)	15

Compulsory Course Units	Credits
Real Estate Law in Practice (PLAN41002)	15

**Then choose TWO from**

Planning for Environmental Change (PLAN40392) Green Infrastructure and Sustainable Cities (PLAN40852) Best Practice Case Studies in Urban Development Planning (PLAN40972)# Neighbourhood Planning (PLAN40812) Infrastructure Planning (PLAN42002) Real Estate Appraisal (PLAN41342) Professional Practice Placement (PLAN40470)	15
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**NB: ALL COURSE STRUCTURES ARE SUBJECT TO CHANGE**

## **1.6 Professional Placements**

From 2019/2020 onwards, all of our undergraduate programmes can be taken with a Professional Placement year integrated into the structure. Students wishing to go out on placement would be required to achieve an average mark of 60% in both Year 1 and Year 2 (with no resits/fails unless they have mitigating circumstances). A course unit coordinator will liaise with students throughout the placement year ensuring that (a) contact is made between the student and UoM and (b) that the student is engaging with the academic/practitioner based reflection outlined in the assessment. The course unit coordinator/tutors will engage with the student via one face-to-face visit and through Skype to assess progress and engage in pastoral care. They will also arrange pre and post-placement briefing sessions.

The Placement year will always be in year three, and will be a pass/fail component. From 2019/20 onwards, students admitted on the non-placement versions of all of our programmes can request to undertake a placement, provided they meet the criteria mentioned above.

## **1.7 Professional Bodies (RTPI and RICS)**

Both the MPLAN and the MPRE programme are fully-accredited by both the Royal Town Planning Institute (RTPI) and the Royal Institution of Chartered Surveyors (RICS). Both professional bodies require a minimum of two years of relevant work experience, together with successful completion of an accredited degree programme, in order to become a Chartered Town Planner or Chartered Surveyor. Some people may aim to achieve both qualifications.

The three-year BSc in Planning & Real Estate provides partial accreditation by both the Royal Town Planning Institute (RTPI) and the Royal Institution of Chartered Surveyors (RICS).

There are some differences between the two Assessments of Professional Competence (APC) but both are designed to ensure that aspiring members have reached an appropriate level of professional competency and are becoming reflective practitioners. Both APCs require a candidate to:

- maintain a record of practical experience
- demonstrate competence against a set of criteria
- prepare a personal strategy for, and engage in, continuing professional development

The *Professional Practice and Ethics* course unit assists you in preparing for this next step in your career. Further information is available from:

RTPI:

<http://www.rtpi.org.uk/membership/become-an-rtpi-member/assessment-of-professional-competence/>

RICS:

<http://www.rics.org/uk/apc/apc-uk/about-apc/>

The RICS APC process applies globally but further information is available for the various world regions. Just change the country (on the top left of the above webpage).

## **1.8 Study Abroad Opportunities**

### **Introduction to Study Abroad**

In the second year of your studies in Manchester there are opportunities for you to Study Abroad. There are two possible exchange programmes, the Erasmus programme within Europe, or the Worldwide exchange outside of Europe. You may meet incoming Erasmus and Study Abroad students from our partner Universities. If you are interested in studying abroad, you should discuss your options with the External Student Affairs Co-ordinator (see contact details below). You can study abroad in the second semester of your second year, but the paperwork has to be done in the first year.

You must have a mean mark of 55% or above to be eligible for either scheme. The Worldwide scheme is very competitive, and several of the institutions require a mean mark of 60% or above. Because places are in some instances limited, selection may have to take place on the basis of merit or language ability. For those institutions where the main teaching language is other than English, evidence of linguistic ability is required, although there is some potential for students to receive language training whilst at the University and on the Erasmus exchange

there are usually options for an intensive residential language course before the period of study.

For more information about either of these exchange programmes, contact our External Student Affairs Co-ordinator, Nuno Pinto ([nuno.pinto@manchester.ac.uk](mailto:nuno.pinto@manchester.ac.uk)) and the University Study Abroad Unit ([goabroad@manchester.ac.uk](mailto:goabroad@manchester.ac.uk) or [erasmus@manchester.ac.uk](mailto:erasmus@manchester.ac.uk).)

On either scheme, you must maintain contact with your Academic Advisor and the External Student Affairs Co-ordinator in Manchester. Read your student email frequently as important information may be sent to you by this means. This will help you to make the most of your year abroad while also ensuring that you are prepared when you return to Manchester.

### **European (ERASMUS+ / Socrates) Exchanges**

You can apply for an Erasmus student mobility grant to enable you to spend one Semester at a European University. We currently have links with departments in Uppsala (Sweden), Vienna (Austria), Dresden (Germany) and Ankara (Turkey). Most teaching is in the local language, except in Ankara, where all teaching is in English. In Sweden it may be possible to take sufficient courses taught in English if you do not speak the local language. In Vienna it may be possible to take some courses in environmental management in English. The course offerings change and availability of courses taught in English has to be checked each year. You will need to attend a briefing session run by the Study Abroad Unit, and you will be asked to finalise your choice in the second semester of the first year.

### **Worldwide Exchanges**

The University also has formal links with a number of partner universities in countries outside of the UK, including Australia, Canada, the USA, Singapore and Hong Kong. This Worldwide Exchange Programme is administered by the Study Abroad Unit.

We regularly send students to all these destinations. Tuition is in English in these institutions (there are some institutions on the Worldwide Exchange that teach in Spanish, but we have not had links with them in the past). On the Worldwide exchange you will not be supported by a student mobility grant. Again make sure you discuss your options with the External Student Affairs Co-ordinator and with the Study Abroad Unit. There are information briefings in semester one, and it is essential that you attend one of these. The forms have to be in at the start of December, and this requires coordination within the discipline before the forms can be submitted.

## **1.9 Planning and Environmental Management Fieldwork**

Fieldwork is a key element in your degree programme through both day field courses, which complement key course units, and extended residential fieldtrips. All students attend the second year field course (last year it was in Portugal), and year 4 MPlan/MPRE students are given the option to attend one of the overseas fieldwork trips alongside the postgraduates (in the past locations have included Barcelona, Berlin and Seattle<sup>1</sup>).

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<sup>1</sup> Additional costs to students are associated with Year 4 field courses.

## **Day Field courses**

Fieldwork related to specific course units will take place across all years. You will be provided with objectives, instructions and important health and safety guidance during lectures and / or seminars by academic staff leading the field course and it's important that you pay careful attention to this information.

## **Year 2 Field course**

A Year 2 residential field course is a key element of the second year of your programme. The field course takes place in the second semester, normally to a destination within the EU or the UK. For example, in 2018/19, students travelled to Portugal for the second year field course.

The destination and exact dates for 2020 will be confirmed early in semester 1 but are normally either the week before or the week after the Easter vacation. The second year field course is compulsory and all students are expected to attend. Students are also required to attend all preparatory lectures and/or seminars.

Lectures will include information on the academic programme of the field course, administrative information including travel and accommodation arrangements and health and safety briefings. You can also expect to be contacted by the fieldwork programme administrator to provide you with important information and to request information from you, so it is very important that you monitor your email regularly.

The School of Environment, Education and Development covers the full cost of the field course. This includes travel, accommodation and meals.

## **1.10 Employability and Personal Development**

Studying Planning or Environmental Management at Manchester will prepare students to be able to undertake whatever career path they choose after graduation, and our graduates have an excellent track record of securing employment. Employability and personal development are embedded across the curriculum in a number of ways, but you can also work independently on gaining further knowledge and experience by accessing opportunities outside of your programme.

## **Volunteering in the Community**

Consider volunteering to develop your skills outside of your studies. It's generally an unpaid activity with a charity or not-for-profit organisation that makes a difference to the wider community. It involves doing something that improves the environment or helps members of that community. Volunteering is a great way to enhance your University experience. The University supports volunteering through the Volunteering and Community Engagement Team. [www.careers.manchester.ac.uk/students/employable/volunteering/](http://www.careers.manchester.ac.uk/students/employable/volunteering/)

## **University Mentor Scheme**

The University runs Manchester Gold, a scheme, which matches you up with employers who act as mentors. It takes place over an academic year and they expect a time commitment from participants of approximately 20 hours between November and April. You need to apply for this early on in the academic year, so visit the following page for more information,

## **Manchester Leadership Programme**

The Manchester Leadership Programme, is a University level course unit that is open to second year students. It is a combination of academic studies and volunteering.

MLP students:

- Learn the importance of leadership that promotes social, economic and environmental sustainability
- Gain an insight into some of the key challenges facing 21st-century society.
- Develop skills that employers like to see on CVs such as:
  - team working
  - debating and influencing skills
  - project management
- Increase confidence in written communication and analytical thinking skills

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

## **Careers Guidance**

The University has a dedicated Careers Service, which can support you in various ways such as

- Exploring your career options and ideas.
- Looking for part-time or vacation work.
- Finding out about specific jobs and sectors.
- Starting your own business.
- Developing and improving skills employers look for.
- Finding graduate jobs, internships or postgraduate study.
- Applications and interviews.

They have face-to-face and online advice and services, visit

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

In addition to the general support provided by the University Careers Service, there will be some events designed specifically for planning, environmental management and real estate students. In Semester One, a Careers Workshop will focus on your own personal career strategy and identifying the next steps whilst a Careers Conference in Semester Two will include a range of guest speakers and activities.



If you are studying on one of our professionally-accredited programmes, we strongly recommend that you take advantage of FREE student membership of the Royal Town Planning Institute (RTPI) and/or the Royal Institution of Chartered Surveyors (RICS).

Both of the MPlan and MPRE programmes are fully-accredited by both the Royal Town Planning Institute (RTPI) and the Royal Institution of Chartered Surveyors (RICS) whilst the BSc PRE is partially accredited by the RTPI and RICS.

This allows any student enrolled on these programmes to apply for student membership of the relevant professional body whilst at the University of Manchester. This will give you access to useful documents, research and other information to help you with your studies and keep you up to date with industry developments. Student membership is particularly helpful if you are considering becoming a Chartered Town Planner or Chartered Surveyor after graduation. For further information, click on the web links below:

RTPI: <http://www.rtpi.org.uk/membership/membership-classes/student/>

RICS: <http://www.rics.org/uk/join/student/from-student-to-surveyor/accredited-degree-student/>

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

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

#### ***Academic Team***

Academically your programme is overseen by the Programme Director, who is ultimately responsible for the management of the Programme. They work closely with the administration

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

## **2.2 Contacting the Administrative/Academic Team**

### ***Contacting Administrative Staff***

#### **Programme Administration team**

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

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

#### **Online support**

For everyone's safety and to ensure social distancing we ask that you use our online support services in preference to coming onto campus.

Staff are available to provide support, help and guidance from 9am – 5pm (UK time), Monday to Friday. You can get in touch via Instant Chat Support

<https://www.seed.manchester.ac.uk/student-intranet/support/>, or by email [Studentsupport-SEED@manchester.ac.uk](mailto:Studentsupport-SEED@manchester.ac.uk). Rachid and Rebecca, SEED's Student Support and Engagement Officers, are available for 1:1 appointments via Zoom, Monday to Friday, 2-4pm (UK time) to discuss any academic or wellbeing concerns. For a link to the drop-in, email [rachid.mrabty@manchester.ac.uk](mailto:rachid.mrabty@manchester.ac.uk) or [rebecca.moynihan@manchester.ac.uk](mailto:rebecca.moynihan@manchester.ac.uk).

#### **Student support on campus**

If you do need to come and see us on campus, make your way to the reception desk in the Arthur Lewis Building, second floor. The Student Experience team are available from 10am – 4pm, Monday to Friday to answer your queries and direct you to support services.

All reception areas have signage and floor markings to indicate the appropriate waiting areas and the one-way systems in place. Please observe a 2 metre social distance at all times and remember to wear a face mask when you're in University buildings.

## 2.3 Information Points

### ***School of Environment, Education and Development Student Intranet***

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

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

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

### ***My Manchester***

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

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

## 2.4 Communication

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

### ***E-mail***

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

### ***Contact Details***

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

### ***Social Media***

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

GDI:

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

Geography:

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

Planning and Environmental Management:

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

MIE:

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

SEED Student Support & Guidance team:

- Facebook Student Support: <https://www.facebook.com/SEEDUoM/>

## 2.5 Monitoring Attendance and Wellbeing of Students

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

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

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

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

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

<http://www.seed.manchester.ac.uk/studentintranet/undergraduate/attendance-requirements/>

## 2.6 Undergraduate Students Abroad

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

## **Use of My Placement<sup>2</sup>**

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

- Required contact points with students will be partially automated within the system using simple questionnaires. The questionnaires will be 'activated' at key points during the period abroad;
- Students must respond to the questionnaires and will receive an initial notification/reminder at the relevant stage of the placement, followed by daily or weekly automated reminders), until the requested action has been completed;
- The questionnaires will incorporate reminders of key actions that students need to take, for example, updating their contact details or registering for Foreign and Commonwealth Office travel advice updates.

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

### **For all placements:**

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

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

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

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

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

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

## **2.7 International Students with a Tier 4 Visa**

You will be asked to attend an International Student Census at various points during your course. The Census takes place in October, January and May for all undergraduate and postgraduate taught students with an additional census point in July for postgraduate

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<sup>2</sup> My Placement is a web-based software system that is used for managing placement activity for the University of Manchester students.

students undertaking research (including Masters students undertaking a dissertation). The University operates these attendance monitoring census points in order to confirm the attendance of students holding a Tier 4 Student Visa. This is to ensure the University meets the Home Office statutory requirements as a sponsor of Tier 4 students and its responsibilities in accordance with its Highly Trusted Sponsor status.

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

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

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

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

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

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

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

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

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

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

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

### ***Further information***

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

<http://www.studentsupport.manchester.ac.uk/immigration-and-visas/during-your-studies/attendance/>For more information on Tier 4 visas:

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

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

## **2.8 Academic Timetable**

### ***Semester dates/academic year/exam dates***

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

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

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

## **2.9 Teaching & Learning Facilities**

### ***The University Of Manchester Library***

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

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

### ***Covid 19 - Service availability***

As lockdown restrictions ease, work is ongoing to safely reopen all Library sites and deliver in-person services. In the meantime, digital services are all still available. Please check webpage for new information on phased reopening of buildings.

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



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

### **Facilities**

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

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

### **Get Started: Find Your Resources**

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

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

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

### **Training and Research Support**

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

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

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

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

### **Library News and Updates**

Keep up to date with the latest library developments via Facebook

<https://www.facebook.com/uomlibrary/> or Twitter [@UoMLibrary](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.

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

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

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

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

### ***Blackwells***

Blackwells stock all your recommended texts, and with their 'Student Price Match Guarantee', should be competitive with Amazon. They also have a Cafe, and sell general books, stationery, technology, cards, gifts, university merchandise.

Follow them on Twitter [@BlackwellsMcr](https://twitter.com/BlackwellsMcr)

📄 <http://bookshop.blackwell.co.uk/stores/blackwell-university-manchester/>

### ***Blackboard: Course units and enrolments***

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



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

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

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

You can find guidance on the various Bb tools as well as other eLearning tools we use at Manchester e.g. Turnitin, accessing the Manchester video portal or other in this page:

<https://sites.manchester.ac.uk/humteachlearn/student-support>

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

### ***When can I access the Blackboard sites for the units I am studying?***

Courses become available to students one week before the start of teaching. For *most* courses in 2020/21 this is:

- Semester 1 and all-year courses: 21<sup>st</sup> September 2020
- Semester 2 courses: 1<sup>st</sup> February 2021

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

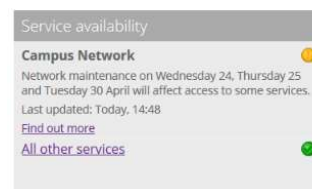
### ***What can I do if I cannot find in Bb a course(s) I am enrolled on?***

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

- contact your School Administrator to check that you are fully enrolled;
- check with your tutor that the Bb site has been activated (made available to students);

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

More broadly, if during the duration of your studies you experience interruptions in IT or eLearning services such as Blackboard, Turnitin, Video Portal or other please check the Service Availability information on IT services homepage:



<http://www.itservices.manchester.ac.uk/> The Service Availability portlet will display whether there is any known disruption and flag issues with a red or an orange circle (see image). If you experience an issue that is not notified in the [Service Availability portal](#) please contact your eLearning team via the Support Portal <https://www.itservices.manchester.ac.uk/help/elearning/>

## ***Technical/IT Support***

### ***The facilities***

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

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

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

- [PC clusters on campus](#)

## ***Keeping you safe***

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

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

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

- [Remote access to PC clusters](#)

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

- [eduroam](#)

## **Software**

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

- [Microsoft Office 365](#)

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

- [Applications](#)

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

- [IT help and support](#)

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

### ***Technical Resources***

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

<http://www.mediaservices.manchester.ac.uk/ourservices/mediastores/>

### ***Other design/technical services***

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

In light of the current situation with coronavirus (COVID-19) some facilities, services and opening times may vary. Please check for further information on their website:

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

### ***Printing/Scanning Facilities***

All scanning/printing is paid for in advance through your printing account. In order to add money to this account you can use the Online ePayments System or the Central 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.

### ***Podcasting***

The University has introduced podcasting (sometimes known as lecture capture) into many lecture theatres and teaching spaces across campus. This system has been set up to help students replay, revisit and revise from past lectures. Please note that each lecturer has the right to decide whether podcasting is suitable for their course unit.

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

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

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

## **Section 3: Student Experience**

### **3.1 Student Charter**

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

### **3.2 Student Development**

#### ***Study Skills***

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

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

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

#### ***Research Training***

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

#### ***My Learning Essentials Training Courses***

The Library offers a range of skills sessions throughout the academic year to help you with your research and designed to equip you with the solid base of skills that you will need for academic success. Courses cover study strategies, academic writing, proofreading, literature

searching, subject databases, citation and referencing, avoiding plagiarism and a range of workshops on specialist resources and research information skills. Full details of online training sessions, workshops and skills clinics are available on the Library website:

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

### ***Exam Extra Sessions***

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

## **Careers**

### ***Your Future and your Careers Service***

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

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

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

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

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

### ***Volunteering Hub***

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

🔗 <http://www.volunteers.manchester.ac.uk/>

## **The University Language Centre**

The University Language Centre provides courses and language learning resources for students from a wide variety of disciplines wishing to include a modern languages element

within their studies. It also offers a wide range of courses and services for international students for whom English is not a first language.

### **Language courses**

Offered as part of the University Language Centre's institution-wide language programme (LEAP), these courses are available to students from across the University and may be studied on a credit or on a non-credit basis to complement your degree. The following languages are being offered in 2020/21:

- Arabic
- Chinese
- French
- German
- Hebrew
- Polish
- Spanish
- Turkish
- Urdu

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

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

### **Academic Success Programme: English Language Support**

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

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

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

### **Open Learning Facilities**

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

- A well stocked library of materials in text, audio, DVD and CD-ROM formats
- Materials in more than 80 languages
- Two suites of dedicated multimedia PCs for computer aided language learning, DVD playback and access to TVoverIP (for viewing live satellite channels via the University network)



- Booths with LCD screens for group viewing of DVDs
- A conversation room for group work and voice recordings
- Short-term loan of digital recorders, cameras, webcams, etc
- Support and advice for learners from expert staff and through on-line resources
- Access to the Face-to-Face scheme: This is a reciprocal language learning scheme, in which students can meet with native speakers of the language they are learning. International students find that this is a good way to meet home students and to become more integrated into the University. Home students can prepare themselves for study abroad by finding out about their partners' home universities and cultures. Students can arrange the face-to-face meetings online.

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

### ***Extra Curricular Activities***

#### ***The Student Union***

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

☎ 0161 275 2930

🌐 <http://manchesterstudentsunion.com/>

#### ***The International Society***

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

Due to the Covid-19 pandemic, some activities have had to be postponed to adhere to social distancing guidelines. We hope to be up and running as usual soon but until then, please do keep up to date on our upcoming activities via our social media.

🌐 [www.internationalsociety.org.uk](http://www.internationalsociety.org.uk)

<https://www.facebook.com/theinternationalsociety/>

#### ***Campus Sports***

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

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

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

As the University's third goal, Social Responsibility describes the way we are making a difference to the social and economic well-being of our communities through our teaching, research, and public events and activities. Our web page <http://www.seed.manchester.ac.uk/connect/making-a-difference/> provides a flavour of our social responsibility work and throughout the year, Dr Jen O'Brien, SEED's Director of Social Responsibility will share news of other activities and events. You might like to volunteer, for example. On the University's volunteering website [www.volunteers.manchester.ac.uk/](http://www.volunteers.manchester.ac.uk/) you can learn more about the hundreds of opportunities available to you and how to get started. We are regularly looking for people to assist with community engagement and outreach – in Summer 2019 we had a team at both the University's Community Festival and Blue dot and we regularly have Widening Participation activities with Schools. There are annual funding competitions such as the SEED Big Block of Cheese and SR Research Stimulation Award. We are also keen to help promote your work, perhaps you are already part of community engagement and would like to encourage others or would like to be nominated for a Making a Difference Award, for example.

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

### ***Stellify***

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

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

## **3.3 Student Support**

### ***Student Services Centre***

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

☎ 0161 275 5000

Email: [ssc@manchester.ac.uk](mailto:ssc@manchester.ac.uk)

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

Opening Hours: Monday to Friday 09.00-17.00

### ***How to contact support services in the current situation due to Covid 19***

Please see below for details of how to support students to access University services while we are working remotely. Please note that University Campus Security is continuing to

operate and can be contacted on 0161 306 9966 (the number is also on the back of your University ID card).

📞 <https://www.staffnet.manchester.ac.uk/supporting-students/>

### ***University Student Support***

You can access information and resources covering topics such as money, health and wellbeing on the following website:-

📞 <http://www.studentsupport.manchester.ac.uk/>

### ***Academic Support***

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

### ***Pastoral Support***

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

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

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

### ***School Student Support and Guidance Team***

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

### ***Peer Mentoring***

Peer mentoring focusses on a number of areas throughout the academic year and is intended to aid orientation and the transition into Higher Education. Higher year students provide support to lower year students through a range of activities and events which can be either social or academically focussed. Support is provided from pre-arrival through to the end of the

academic year. If you are a second or third year student, you can apply to become a peer mentor. You will be provided with plenty of training beforehand. This training is co-delivered by the Sabbatical Interns and existing Student Coordinators who are able to share their valuable experiences during group feedback. The training is heavily based around group work and discussion and, because the training is not discipline specific, participants gain experiences from a range of mentoring schemes during their training.

By the second year you will have settled in to university life and your department, and it can be a good time to take stock of where you are at in terms of personal development. You might want to develop your extra-curricular activities and volunteer to become a peer mentor. Think about where the gaps are on your CV and try to secure work experience or internships for the vacations.

### ***Stress and Ill Health***

You **must register** with a local doctor (GP) when you arrive in Manchester to receive NHS treatment whilst you are resident in Manchester. The University does not have its own medical service. Registering with a doctor enables international students, their spouse and children to receive free medical care, providing they are in the UK for 6 months or longer. You can find a doctor online by visiting the NHS website at

🔗 <http://www.nhs.uk/Pages/HomePage.aspx>

and using your term-time postcode to search. Information on accessing different kinds of healthcare in the UK can be found here:

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

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

🔗 <http://www.seed.manchester.ac.uk/studentintranet/pgt/mitigatingcircumstances/>. If you are using this form as supporting evidence for a mitigating circumstances application, the certificate will need to be signed by your GP.

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

### **4.7 Mitigating Circumstances.**

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

### ***University Policy on ‘Supporting Health, Fitness and Return to Study’***

The University is committed to supporting students and recognises the 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 275 2858

Opening Hours: Monday–Friday 09.00-16.00

🖱 <http://www.occhealth.manchester.ac.uk/>

### ***Counselling Service***

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

Location: 5<sup>th</sup> Floor, Crawford House, Precinct Centre

☎ 0161 275 2864

Email: [counselling.service@manchester.ac.uk](mailto:counselling.service@manchester.ac.uk)

Due to Covid 19 this service is operating remotely, offering same-day appointments. Please visit website for information

🖱 <http://www.counsellingservice.manchester.ac.uk/>

### ***Student Union Advice Centre***

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

Location: First floor, Student Union Building, Oxford Road

☎ 0161 275 2952

Email: [advice.su@manchester.ac.uk](mailto:advice.su@manchester.ac.uk)

🌐 <https://manchesterstudentsunion.com/advice>

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

### ***Disability Advisory and Support Service (DASS)***

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

Therefore, “disability” can include students who have

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

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

Location: 2<sup>nd</sup> Floor, University Place

☎ 0161 275 7512

Email: [dass@manchester.ac.uk](mailto:dass@manchester.ac.uk)

Opening Hours: Monday to Friday 10.00 to 16.00

🌐 <http://www.dso.manchester.ac.uk/>

**Whenever possible, please telephone or email for an appointment.**

### ***Legal Support***

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

Location: 188 Waterloo Place, Oxford Road

☎ 0161 275 7976

Email: [free.legal@manchester.ac.uk](mailto: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](mailto: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](mailto: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](mailto:manchesterstudenthomes@manchester.ac.uk)

🌐 <http://www.manchesterstudenthomes.com/Accommodation>

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

### ***Finance (Debt)***

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

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

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

### ***Finance Advice***

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

🔗 <http://www.studentsupport.manchester.ac.uk/finances/money-matters/money-skills/>

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

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

### **Mature Students' Support**

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

Email: [Burlington.society@manchester.ac.uk](mailto:Burlington.society@manchester.ac.uk)

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

🔗 <https://www.facebook.com/groups/burlington.society>

### **Student Parents**

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

🔗 <https://manchesterstudentsunion.com/studentparents>

## **3.4 Fieldwork**

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

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

### **Attendance**

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

### **Assessment**

You should refer to the information provided in the course structure section of this handbook for information on whether fieldwork is assessed in your programme and if so, the nature of that assessment. Where fieldcourses are not formally assessed, students are encouraged to



keep a field diary during the trip and will be expected to critically relate their fieldwork findings to the frames of analysis introduced during taught courses.

### ***Travel Documents and Entry Visas***

Students should ensure that they arrive in Manchester with their full passport and, for international students who require one, a UK visa. Many destinations will require that passports and visas are valid for a full 6 months after the date of return from an overseas trip. Students should ensure that their passport and UK visa have the appropriate validity when they arrive in Manchester. If passport or visa renewals or extensions are needed and action is not taken immediately, students may not be able to attend their fieldcourse. For advice on UK visa extensions or renewals, students should contact the Student Immigration Team in the Student Services Centre for assistance. They can be emailed at [visa@manchester.ac.uk](mailto: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/az/banking/banking-made-easy/>

### ***Vaccinations***

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

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

### ***Costs***

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

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

### ***Timing***

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

### ***Code of Conduct***

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

### ***Fieldcourse Handbook***

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

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

## **3.5 Health & Safety (Including Risk Assessments)**

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

### ***Online Health and Safety Course***

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

The purpose of the eLearning course is to:

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

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

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

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

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

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

### ***Accidents and First Aid***

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

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

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

### ***Children***

Children are only permitted on the premises in exceptional circumstances.

### ***Fire / Evacuation***

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

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

Students who have mobility difficulties should wait in a refuge area. These are located on the 1st, 2nd, 3rd and 4th floor stairwells on the North and South side of the Arthur Lewis Building, along with an Evacuation Chair on the 4th floor. Refuge areas in the Humanities Bridgeford Street Building are located on the stair landings outside rooms 1.70, 1.72 and 1.75 and there are a further three refuge points on the second floor on the stair landings outside rooms 2.13, 2.14 and 2.85. . Refuge areas in the Ellen Wilkinson Building are located on each stair landing. Emergency blankets and an intercom system are located on the 3<sup>rd</sup>, 5<sup>th</sup> and 6<sup>th</sup> Floor, A Block and Evacuation Chairs are located on the 4<sup>th</sup> and 5<sup>th</sup> 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. In case of an emergency, call Security, who can be contacted by telephoning 69966 (internal telephone) or 0161 306 9966 (external telephone).

### ***Food***

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

### ***Toilets***

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

### ***Out of Hours Working***

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

- Ensure the building entrance is locked i.e. the door closes, after you have gained access. In particular ensure that no one follows you into the building without presenting their University ID card to you. If this happens politely request that they present their ID and if this is not done, then please inform Security at the earliest opportunity by telephoning 69966 (internal telephone) or 0161 306 9966 (external telephone).
- If you follow someone into the building, as a courtesy and to avoid Security being contacted, please present your Student ID card without this being requested.

- Sign in (and out when exiting) using the out of hours register – registers are located at the ground floor reception desk of the Arthur Lewis and the Humanities Bridgeford Street Buildings.
- Inform someone else of your location and expected time of return (this is in case you are injured e.g. slip on the stairs).
- If possible keep a mobile phone with you at all times.
- The use of the laboratories during ‘out of hours’ periods is not permitted except by permission of Senior Research Technician for specified ‘low risk’ approved procedures.


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

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

### ***Risk Assessments***

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

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

These Risk Assessments are available to view on the School’s intranet ( [www.intranet.seed.manchester.ac.uk/students/](http://www.intranet.seed.manchester.ac.uk/students/).)

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

- Visiting countries to which the United Kingdom Foreign and Commonwealth Office (FCO) has recommended against travel
- Visiting countries outside the European Union<sup>3</sup>
- 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

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<sup>3</sup> 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.

***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 <http://www.fco.gov.uk/en/travel-and-living-abroad/travel-advice-by-country/> and the website of the World Health Organization (WHO) at <http://www.who.int/en/>.

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

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

### ***The School Board***

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

### ***The School Health and Safety Committee***

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

### ***Faculty Staff/Student Committee***

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

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

### ***Election to the Role of Student Representative***

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

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

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

### ***National Student Survey***

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



## 3.7 Student Complaints

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

### **Informal Stage**

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

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


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

If you wish to make an informal complaint, you should outline your concerns in a letter or email, providing all relevant evidence to back up any claims you are making, and send this to the Head of Department, with a copy to the Student Support Team ([studentsupportseed@manchester.ac.uk](mailto:studentsupportseed@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](mailto:humsacm@manchester.ac.uk)).

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

(a) appeals against decisions of an Examination Board (or equivalent body) where a student is seeking an academic remedy (Regulation XIX, Academic Appeals Procedure:

<http://documents.manchester.ac.uk/display.aspx?DocID=1872>) ;

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

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

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

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

### **3.8 Dignity at Work & Study**


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

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

### **3.9 Registration and Progression**

#### **Registration**

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

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

Academic and Financial Registration must be completed by the 30 September 2020. Late registration after 30 September will incur a £200 charge.

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

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

### ***Late Registration***

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

### ***Course Unit Changes***

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

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

### ***Withdrawal***

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

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

### ***Interruption***

It is the expectation of the University that you will complete your programme in one continuous period of uninterrupted study. It is understood, however, that you may

encounter personal difficulties or situations which may seriously disrupt your studies. In such instances, you may be granted a temporary interruption to your studies.

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

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

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

If you decide, after discussing with your Academic Adviser, to take a break (interruption) from your studies for whatever reason, please speak to your Programme Director. Interrupting your studies will need approval and the implications of any interruption (including financial) need to be carefully thought through. If you are an overseas student, an interruption may also affect your visa and so advice should be sought on this from the Student Immigration Team in the Student Services Centre.

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

If you are in receipt of a Student Loan, you should also check the implications with the Funding Team. Further information on the financial implications of interrupting can be found here: <http://www.studentsupport.manchester.ac.uk/finances/tuition-fees/payments/interruptions-and-withdrawals/>

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

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

See also **Section 4.7 Mitigating Circumstances**.

## **3.10 Graduation**

### ***Graduation***

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

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

### ***Debts***

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

## **3.11 The University of Manchester Alumni Association**

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

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

Some alumni also support the University financially, enabling researchers and graduates to contribute towards a more progressive, responsible world, and help us offer Access Scholarships to high-achieving undergraduate students who come to us from backgrounds that are 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](http://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](https://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 Rep to raise the issues at your Programme Committee.

### 4.3 University Ordinances and Regulations for Undergraduate Degrees

The University Ordinances and Regulations for Undergraduate Degrees can be found in this handbook in Appendix 2. These rules govern the award of your degree and it is your responsibility to ensure that you are fully aware of the regulations. If you are unclear

regarding any aspect of the regulations then seek advice from your Programme Administrator, Programme Director or the Student Support Team.

## **4.4 Coursework**

### ***Submission dates for assessed coursework***

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

### ***How to submit your assessed Coursework - Turnitin***

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

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

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

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

### ***How to submit your assessed Coursework – Hard copy***

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

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

### ***Presentation of Assessed Work***

Each piece of assessed coursework should be word-processed and submitted with a word count on the front page. Text should be at least font size 12, with line spacing of at least 1.5 and double sided in most cases. As we operate an anonymous marking system, you should not



put your name on the assessed work, and instead ensure that your student registration number is presented as a header/footer throughout the piece of assessed work.

### ***University Proofreading Statement***

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

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

### ***Word Count Policy***

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

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

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

### ***Penalties for Late Submission***

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

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

- A deduction of 10% of the available mark every 24 hours until the assignment is submitted or no marks remain e.g any work submitted between 24 and 48 hours late will receive a deduction of 20%
- A 'day' is 24 hours, i.e. the clock starts ticking as soon as the submission deadline has passed; (Note that a penalty of 10% would apply, regardless of whether a piece of work is 1 minute or 23 hours late).
- Weekends, bank holidays and University closure days are included as part of the 24hours/calendar days in this policy.

- Submission dates and times are in UK local time and is the responsibility of the student to check the relevant time zone.
- The use of online submission via Turnitin allows us to see when a submission is made after the deadline;
- Where paper copies of assessment work are submitted, students will receive a receipt which indicates the date and time of submission;

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

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

### ***Marking***

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

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

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

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

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

 <http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=6518>

## 4.5 Examinations

### *Timing*

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

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

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

### *Exams Timetable*

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

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

### *Fees for Exam Resits*

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

### *Resits abroad*

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


## 4.6 Dissertations

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

## 4.7 Mitigating Circumstances

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

### **Forms**

The online form is available on the student intranet at: 

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

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

### **Evidence**

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

### **Late Submission**

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

### **Timescale for Decisions**

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

### **Possible Outcomes**

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

### **Grounds for Mitigation**

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

*Examples of possible mitigating circumstances:*

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

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

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

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

### **Mitigating Circumstances and Disability Support**

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

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

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

### ***Mitigating Circumstances and the Dissertation***

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

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

### ***Interruptions***

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

### ***Mitigating Circumstances and Academic Appeals***

Please note that retrospective applications for mitigating circumstances will not be considered after the last day of the exams period in each semester, or after marks have been published for coursework. Students wishing to apply for mitigating circumstances after the end of the exams period will have to go through the academic appeal route <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 40 credits and still meet the standard required for an Undergraduate Honours Degree providing that the marks in the failed courses are between 30-39%. Please refer to the Examination Regulations (Section E, paragraphs 17-21) for full details regarding compensation.

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

Students who fail more than 80 credits at Undergraduate level will not be permitted to resit for an Honours degree.

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

## 4.9 Plagiarism and other forms of Academic Malpractice

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

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

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

### ***Introduction***

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

assignment. This may come about because students have been used to different conventions in their prior educational experience or through general ignorance of what is expected of them.

- B. This guidance is designed to help you understand what we regard as academic malpractice and hence to help you to avoid committing it. You should read it carefully, because academic malpractice is regarded as a serious offence and students found to have committed it will be penalized. *At the very least* there could be a reduction in marks for the piece of work in question, but it could be worse; you could be awarded zero (with or without loss of credits), fail the whole unit, be demoted to a lower class of degree, or be excluded from the programme.
- C. Academic malpractice includes **plagiarism, collusion, fabrication or falsification** of results and anything else intended by those committing it to achieve credit that they do not properly deserve. In addition to the advice that follows, your School will give you advice on how to avoid academic malpractice in the context of your discipline. It will also design assessments so as to help you avoid the temptation to commit academic malpractice. Finally, you should take note that work you submit will be screened electronically to check against other material on the web and in other submitted work.

### **Plagiarism**

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

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

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

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

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

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

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



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

- **Do** attribute all ideas to their original authors. Written ‘ideas’ are the product that authors produce. You would not appreciate it if other people passed off your ideas as their own, and that is what plagiarism rules are intended to prevent. A good rule of thumb is that each idea or statement that you write should be attributed to a source *unless* it is your personal idea *or* it is common knowledge. (If you are unsure if something is common knowledge, ask other students: if they don’t know what you are talking about, then it is not common knowledge!)
- F. As you can see, it is most important that you understand what is expected of you when you prepare and produce assignments and that you always observe proper academic conventions for referencing and acknowledgement, whether working by yourself or as part of a team. In practice, there are a number of acceptable styles of referencing depending, for example, on the particular discipline you are studying, so if you are not certain what is appropriate, *ask your Programme Director or the Course Unit Convenor for advice!* This should ensure that you do not lay yourself open to a charge of plagiarism inadvertently, or through ignorance of what is expected. It is also important to remember that you do not absolve yourself from a charge of plagiarism simply by including a reference to a source in a bibliography that you have included with your assignment; you should always be scrupulous about indicating precisely *where* and *to what extent* you have made use of such a source.
- G. So far, plagiarism has been described as using the words or work of someone else (without proper attribution), but **it could also include a close paraphrase of their words**, or a minimally adapted version of a computer program, a diagram, a graph, an illustration, etc taken from a variety of sources without proper acknowledgement. These could be lectures, printed material, the Internet or other electronic/AV sources.
- H. **Remember:** no matter what pressure you may be under to complete an assignment, you should *never* succumb to the temptation to take a ‘short cut’ and use someone else’s material inappropriately. No amount of mitigating circumstances will get you off the hook, and if you persuade other students to let you copy their work, they risk being disciplined as well (see below).

### **Collusion**

- I. **Collusion** is any agreement to hide someone else’s individual input to collaborative work with the intention of securing a mark higher than either you or another student might deserve. Where proved, it will be subject to penalties similar to those for plagiarism.

Similarly, it is also collusion to allow someone to copy your work when you know that they intend to submit it as though it were their own and that will lay both you and the other student open to a charge of academic malpractice.

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

### ***Fabrication or falsification of results***

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

### ***Finally...***

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

### ***TurnitinUK***

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

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

### ***Viva Voce for Suspected Cases of Academic Malpractice***

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

## **4.10 Student Academic Appeals**

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

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

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

- (a) That there exists or existed circumstances affecting the student's performance of which, for a credible and compelling reason, the Examination Board or equivalent body may not have been made aware when the decision was taken and which might have had a material effect on the decision. **[Note: If students wish to appeal on such grounds, they must give credible and compelling reasons, with supporting documentation, explaining why this information was not made available prior to the decision being made.]**
- (b) That there had been a material administrative error or procedural irregularity in the assessment process or in putting into effect the regulations for the programme of study of such a nature as to cause significant doubt whether the decision might have been different if the error or irregularity had not occurred.
- (c) That there is evidence of prejudice or bias or lack of proper assessment on the part of one or more of the examiners;
- (d) That the supervision or training of the student in respect of research for a dissertation or thesis or equivalent work was unsatisfactory to the point that his or her performance was seriously affected. **[Note: If students wish to appeal on such grounds, but the supervisory concerns arose significantly before the assessment result against which they are appealing, and without it having been raised in writing with the School**

**before the appeal, the student must provide credible and compelling reasons for only raising these concerns at appeal.]**

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

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

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

### ***Informal Stage***

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

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

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

## **4.11 External Examiners**

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

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

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

## **Section 5: Research Integrity and Ethics**

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

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

We adhere to the University's [Code of Good Research Conduct](#):

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

### **5.1 What research does it cover?**

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

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

**Please note:**

- 1. You 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: Undergraduate Assessment Criteria Planning & Environmental Management

#### UNIVERSITY OF MANCHESTER

#### Undergraduate Assessment Criteria

#### Essays, Exams and Project Work for Years 1-3

The four main categories of criteria are:

1. Breadth and depth of knowledge and understanding
2. Synthesis and critical analysis
3. Structure, style and argumentation
4. Transferable skills

Please note that the overall mark is **NOT** derived from a notional average of the levels achieved for each of the criteria.

		Class	Mark
90-100	<b>Exceptional First class</b> <b>Exceptional work of the highest quality attaining all learning outcomes of the unit, all criteria of assessment and displaying significant originality and/or deep insight.</b> <ol style="list-style-type: none"> <li>Outstanding answer with no significant omissions. Excellent breadth and depth of understanding of context for the question and addresses wider issues and interrelationships. Shows significant innovation and/or originality.</li> <li>Identifies and uses a range of materials (academic and policy) to very good effect showing very advanced knowledge and are highly relevant to the question, very substantial and of excellent quality, from extensive sources covering principles, techniques, evidence and theories beyond the module lectures/core textbooks, with outstanding critical analysis and insight and very effective integration with own ideas.</li> <li>Excellent structure/organisation expressing clarity and originality. Highly relevant, logical and well-focussed progression of argument. Situates analysis very effectively within current academic and/or policy debates.</li> <li>Excellent writing style and accurate grammar and spelling. Accurately and clearly communicates key points very effectively with no significant errors. Consistently references sources in line with your student handbook. Excellent presentation skills including use of IT databases and other resources.</li> </ol>	Upper-range first	100
		Upper-range first	95
		Upper-range first	92
80-89	<b>Outstanding First class</b> <b>Outstanding work of the highest quality, demonstrating comprehensive knowledge, excellent critical analysis and/or originality, high level of accuracy, relevance, presentation and appropriate skills.</b> <ol style="list-style-type: none"> <li>Excellent answer with no significant omissions. Excellent breadth and depth of understanding of context for the question, key issues and interrelationships. Shows some ambitious and perceptive use of innovation in methods and thinking.</li> <li>Identifies and uses a range of materials (academic and policy) to very good effect and are highly relevant to the question, substantial and of very good quality data and/or literature, from a wide range of sources beyond the module lectures/core textbooks, with excellent critical analysis and very good integration with own ideas.</li> <li>Very high level structure/organisation. Very well focussed/relevant, logical, coherent and convincing argument throughout. Situates analysis effectively within current academic and/or policy debates.</li> <li>Excellent writing style and accurate grammar and spelling. Accurately and clearly communicates key points very effectively with no significant errors. Consistently references sources in line with your student handbook. Excellent presentation skills including use of IT databases and other resources.</li> </ol>	Mid-range first	88
		Mid-range first	85
		Mid-range first	82

70-79	<b>First class</b> <b>Excellent work of high quality, demonstrating extensive knowledge, very good critical analysis, high level of accuracy, relevance, presentation and appropriate skills.</b> 1. Very good answer with no significant omissions. Very good understanding of context for the question, key issues and interrelationships. Shows good independent thinking or use of very good methods. 2. Identifies and uses a range of materials (academic and policy) which are highly relevant to the question, substantial and of good quality, from a range of reading beyond the module lectures/core textbooks, with good critical analysis and integration with original thought. Further and wide ranging evidence could have been incorporated. 3. Very good structure and argumentation. Well focused showing considerable analytical skills, relevant and coherent argument throughout. Very good awareness of relevant academic and/or policy debates but opportunities to improve the balance of the arguments presented. 4. Very good writing style and accurate grammar and spelling. Accurately and clearly communicates key points very effectively with no significant errors. Consistently references sources in line with your student handbook. Excellent presentation skills including use of IT databases and other resources.	Lower-range first	78
		Lower-range first	75
			Lower-range first
60-69	<b>Upper Second class</b> <b>High quality work, demonstrating very good knowledge and understanding, good critical analysis, accuracy, relevance, presentation and understanding.</b> 1. Good coverage of question and sound demonstration of the topic, but may have some omissions. Broad understanding of context for the question, key issues and interrelationships. Shows some independent thinking and an appreciation of application of methods. 2. Identifies and uses a range of materials (academic and policy) which are generally of good quality, perhaps with some reading from beyond the module lectures/core textbooks, with some critical analysis and integration with own ideas. Further and wide ranging evidence could have been incorporated 3. Comprehensive structure, organisation and argumentation skills. Generally focused/relevant and coherent argument in most sections. Good awareness of relevant academic and/or policy debates but greater depth of analysis could have been included. 4. Good writing style and accurate grammar and spelling. Accurately and clearly communicates key points very effectively with no significant errors. Consistently references sources in line with your student handbook. Good presentation skills including use of IT databases and other resources.	2.1	68
		2.1	65
			2.1
<b>Essays that do not engage with material beyond that in module lectures / workshops / fieldtrips / key texts and do not follow referencing guidelines outlined in the student handbook can only get a maximum 59%.</b>			
50-59	<b>Lower Second class</b> <b>Competent/good and generally accurate work, demonstrating some relevant knowledge and breadth, and sound understanding though undeveloped with limited critical reasoning.</b> 1. Fair answer to question, with some omissions. Shows reasonable understanding of the issues, principles, theories, evidence and techniques, perhaps with some confusion/inaccuracies. Mainly derivative from module material, lacks evidence of independent thought/research. 2. Identifies and uses a range of materials (academic and policy), but not substantial or restricted to module lectures/core textbooks or of poor quality, with some critical analysis, but mainly descriptive and lacks analytical depth. 3. Fair structure and coherent argumentation, but argument may lack focus/depth in some sections. Reasonable awareness of relevant academic and/or policy debates, but with some gaps or minor inaccuracies. Further critical analysis and evidence of independent reading and thought could be incorporated. 4. Reasonable writing style and accurate grammar and spelling. Accurately and clearly communicates key points very effectively with no significant errors. Consistently references sources in line with your student handbook. Fair presentation skills including use of IT databases and other resources.	2.2	58
		2.2	55
			2.2
40-49	<b>Third Class</b>	3	48



	<b>Work of sufficient though limited quality, demonstrating some relevant knowledge and fair understanding with possible errors and omissions.</b> 1. Basic or simple answer to question lacking detail, depth and with significant omissions. Superficial understanding of the issues and some confusion/inaccuracies. Regurgitates taught or given material with no evidence of independent thought/research. 2. Range and use of material (academic and policy) is lacking or not relevant to the question or of poor quality. Mostly descriptive with lack of a substantive critical analysis. 3. Weak structure and argumentation. Argument may lack focus/relevance, evidence and coherence in many sections. Limited engagement with relevant academic and/or policy debates, either dated, with gaps, or too many inaccuracies with a lack of balance discussion. 4. Writing style and grammar and spelling may be poor, with frequent errors. Inconsistently and/or incompletely references sources, not in line with your student handbook. May use some inappropriate presentation skills including the poor use of IT databases and other resources.	3	45
		3	42
Pass mark			
30-39	<b>Compensatory Fail</b> <b>Work below the standard required for an honours degree. There may be some evidence of basic understanding and/or achievement but is insufficient with errors or other inadequacies.</b> 1. Partial answer to question, with major omissions. Weak understanding of the issues, theories, principles, techniques and evidence, and considerable confusion/inaccuracies. Regurgitates taught or given material with no evidence of independent thought/research. 2. Range and use of material (academic and policy) are lacking or not relevant to the question or of very poor quality. Uncritical and descriptive, with some sections being derivative of other sources lacking in originality or critical analysis. 3. Minimal understanding of structure and argumentation. Argument is poorly focused/irrelevant and/or incoherent/confused in many sections including unsubstantiated arguments/evidence. 4. Shows problems in writing style and grammar and spelling may be poor, with frequent errors. Inconsistently and/or incompletely references sources, not in line with your student handbook. Uses inappropriate presentation skills including the poor use of IT databases and other resources.	F	38
		F	35
		F	32
16-29	<b>Fail</b> <b>Poor work that does not demonstrate even basic awareness of the subject and deficient in understanding or relevance, weak execution and/or presentation.</b> 1. Incomplete or largely irrelevant answer to question and does not demonstrate even basic awareness of the subject and. Very little understanding and considerable confusion/inaccuracies, although some attempt made. Little relevance to taught material or discussion of key theories, principles, techniques or evidence. 2. Range and use of material (academic and policy) are lacking or not relevant to the question and/or of very poor quality. Uncritical and descriptive, with some sections being highly derivative. 3. Poor structure and argumentation. Argument is poorly focused/irrelevant and/or incoherent throughout lacking independent thought, originality and includes unsubstantiated arguments. Shows substantial problems in writing style, grammar and spelling, with many errors. Referencing lacking or inadequate, not in line with your student handbook. Uses inappropriate presentation skills including the poor use of IT databases and other resources.	F	28
		F	25
		F	22
1-15	<b>Poor Fail</b> <b>Poor work that is profoundly inadequate in quantity.</b> 1. Incomplete, brief and wholly irrelevant answer to question/task. No understanding of the issues and little attempt made to address them. No relevance to taught material, principles, theories, techniques or evidence. 2. Literature/data/evidence are highly irrelevant to the task/question or of extremely poor quality. No critical analysis, although may regurgitate material that lacks relevance. 3. Very poor structure/organisation. Lacks any argument, use of evidence or clear focus and misrepresentative of the evidence illustrating a failure to demonstrate understanding of material. 4. Shows substantial problems in writing style, grammar and spelling, with many errors. Referencing lacking or inadequate, not in line with your student handbook. Uses inappropriate presentation skills that are incoherent including the mis-use of IT databases and other resources.	F	15
		F	5

0	<b>Zero</b> Absent, work not submitted <b>or</b> unacceptable performance, work of no merit.	F	0
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# UNIVERSITY OF MANCHESTER

## Undergraduate Assessment Criteria

### Essays, Exams and Project Work for Year 4 MPLAN/MPRE only

The four main categories of criteria are:

1. Breadth and depth of knowledge and understanding
2. Synthesis and critical analysis
3. Structure, style and argumentation
4. Transferable skills

Please note that the overall mark is **NOT** derived from a notional average of the levels achieved for each of the criteria.

		Class	Mark
90-100	<b>Exceptional First class</b> <b>Exceptional work of the highest quality attaining all learning outcomes of the unit, all criteria of assessment and displaying significant originality and/or deep insight.</b> <ul style="list-style-type: none"> <li>Outstanding answer with no significant omissions. Excellent breadth and depth of understanding of context for the question and addresses wider issues and interrelationships. Shows significant innovation and/or originality.</li> <li>Identifies and uses a range of materials (academic and policy) to very good effect showing very advanced knowledge and are highly relevant to the question, very substantial and of excellent quality, from extensive sources covering principles, techniques, evidence and theories beyond the module lectures/core textbooks, with outstanding critical analysis and insight and very effective integration with own ideas.</li> <li>Excellent structure/organisation expressing clarity and originality. Highly relevant, logical and well-focussed progression of argument. Situates analysis very effectively within current academic and/or policy debates.</li> <li>Excellent writing style and accurate grammar and spelling. Accurately and clearly communicates key points very effectively with no significant errors. Consistently references sources in line with your student handbook. Excellent presentation skills including use of IT databases and other resources.</li> </ul>	Upper-range first	100
		Upper-range first	95
		Upper-range first	92
80-89	<b>Outstanding First class</b> <b>Outstanding work of the highest quality, demonstrating comprehensive knowledge, excellent critical analysis and/or originality, high level of accuracy, relevance, presentation and appropriate skills.</b> <p>Excellent answer with no significant omissions. Excellent breadth and depth of understanding of context for the question, key issues and interrelationships. Shows some ambitious and perceptive use of innovation in methods and thinking.</p> <p>Identifies and uses a range of materials (academic and policy) to very good effect and are highly relevant to the question, substantial and of very good quality data and/or literature, from a wide range of sources beyond the module lectures/core textbooks, with excellent critical analysis and very good integration with own ideas.</p> <p>Very high level structure/organisation. Very well focussed/relevant, logical, coherent and convincing argument throughout. Situates analysis effectively within current academic and/or policy debates.</p> <p>Excellent writing style and accurate grammar and spelling. Accurately and clearly communicates key points very effectively with no significant errors. Consistently references sources in line with your student handbook. Excellent presentation skills including use of IT databases and other resources.</p>	Mid-range first	88
		Mid-range first	85
		Mid-range first	82
70-79	<b>First class</b> <b>Excellent work of high quality, demonstrating extensive knowledge, very good critical analysis, high level of accuracy, relevance, presentation and appropriate skills.</b>	Lower-range first	78

	<p>Very good answer with no significant omissions. Very good understanding of context for the question, key issues and interrelationships. Shows good independent thinking or use of very good methods.</p> <p>Identifies and uses a range of materials (academic and policy) which are highly relevant to the question, substantial and of good quality, from a range of reading beyond the module lectures/core textbooks, with good critical analysis and integration with original thought. Further and wide ranging evidence could have been incorporated.</p> <p>Very good structure and argumentation. Well focused showing considerable analytical skills, relevant and coherent argument throughout. Very good awareness of relevant academic and/or policy debates but opportunities to improve the balance of the arguments presented.</p> <p>Very good writing style and accurate grammar and spelling. Accurately and clearly communicates key points very effectively with no significant errors. Consistently references sources in line with your student handbook. Excellent presentation skills including use of IT databases and other resources.</p>	Lower-range first	75
		Lower-range first	72
60-69	<p><b>Upper Second class</b>  <b>High quality work, demonstrating very good knowledge and understanding, good critical analysis, accuracy, relevance, presentation and understanding.</b></p> <p>Good coverage of question and sound demonstration of the topic, but may have some omissions. Broad understanding of context for the question, key issues and interrelationships. Shows some independent thinking and an appreciation of application of methods.</p> <p>Identifies and uses a range of materials (academic and policy) which are generally of good quality, perhaps with some reading from beyond the module lectures/core textbooks, with some critical analysis and integration with own ideas. Further and wide ranging evidence could have been incorporated</p> <p>Comprehensive structure, organisation and argumentation skills. Generally focused/relevant and coherent argument in most sections. Good awareness of relevant academic and/or policy debates but greater depth of analysis could have been included.</p> <p>Good writing style and accurate grammar and spelling. Accurately and clearly communicates key points very effectively with no significant errors. Consistently references sources in line with your student handbook. Good presentation skills including use of IT databases and other resources.</p>	2.1	68
		2.1	65
		2.1	62
59% ceiling	<p><b>Essays</b> that do not engage with material beyond that in module lectures / workshops / fieldtrips / key texts and do not follow referencing guidelines outlined in the student handbook can only get a maximum 59%.</p>		
50-59	<p><b>Lower Second class</b>  <b>Competent/good and generally accurate work, demonstrating some relevant knowledge and breadth, and sound understanding though undeveloped with limited critical reasoning.</b></p> <p>Fair answer to question, with some omissions. Shows reasonable understanding of the issues, principles, theories, evidence and techniques, perhaps with some confusion/inaccuracies. Mainly derivative from module material, lacks evidence of independent thought/research.</p> <p>Identifies and uses a range of materials (academic and policy), but not substantial or restricted to module lectures/core textbooks or of poor quality, with some critical analysis, but mainly descriptive and lacks analytical depth.</p> <p>Fair structure and coherent argumentation, but argument may lack focus/depth in some sections. Reasonable awareness of relevant academic and/or policy debates, but with some gaps or minor inaccuracies. Further critical analysis and evidence of independent reading and thought could be incorporated.</p> <p>Reasonable writing style and accurate grammar and spelling. Accurately and clearly communicates key points very effectively with no significant errors. Consistently references sources in line with your student handbook. Fair presentation skills including use of IT databases and other resources.</p>	2.2	58
		2.2	55
		2.2	52
50%	<p><b>To be awarded the MTCP degree students must have a 3<sup>rd</sup> and 4<sup>th</sup> year combined average of at least 50%</b></p>		

40-49	<b>Third Class - Compensatory Fail</b> <b>Work of sufficient though limited quality, demonstrating some relevant knowledge and fair understanding with possible errors and omissions.</b> <ul style="list-style-type: none"> <li>Basic or simple answer to question lacking detail, depth and with significant omissions. Superficial understanding of the issues and some confusion/inaccuracies. Regurgitates taught or given material with no evidence of independent thought/research.</li> </ul> Range and use of material (academic and policy) is lacking or not relevant to the question or of poor quality. Mostly descriptive with lack of a substantive critical analysis. Weak structure and argumentation. Argument may lack focus/relevance, evidence and coherence in many sections. Limited engagement with relevant academic and/or policy debates, either dated, with gaps, or too many inaccuracies with a lack of balance discussion. Writing style and grammar and spelling may be poor, with frequent errors. Inconsistently and/or incompletely references sources, not in line with your student handbook. May use some inappropriate presentation skills including the poor use of IT databases and other resources.	3	48
		3	45
		3	42
40%	<b>BTCP Pass mark</b>		
30-39	<b>Compensatory Fail</b> <b>Work below the standard required for an honours degree. There is insufficient evidence of basic understanding and/or achievement but is insufficient with errors or other inadequacies.</b> <p>Partial answer to question, with major omissions. Weak understanding of the issues, theories, principles, techniques and evidence, and considerable confusion/inaccuracies. Regurgitates taught or given material with no evidence of independent thought/research.</p> Range and use of material (academic and policy) are lacking or not relevant to the question or of very poor quality. Uncritical and descriptive, with some sections being derivative of other sources lacking in originality or critical analysis. Minimal understanding of structure and argumentation. Argument is poorly focused/irrelevant and/or incoherent/confused in many sections including unsubstantiated arguments/evidence. Shows problems in writing style and grammar and spelling may be poor, with frequent errors. Inconsistently and/or incompletely references sources, not in line with your student handbook. Uses inappropriate presentation skills including the poor use of IT databases and other resources.	F	38
		F	35
		F	32
16-29	<b>Fail</b> <b>Poor work that is inadequate and does not demonstrate even basic awareness of the subject and deficient in understanding or relevance, weak execution and/or presentation.</b> <p>Incomplete or largely irrelevant answer to question and does not demonstrate even basic awareness of the subject and. Very little understanding and considerable confusion/inaccuracies, although some attempt made. Little relevance to taught material or discussion of key theories, principles, techniques or evidence.</p> Range and use of material (academic and policy) are lacking or not relevant to the question and/or of very poor quality. Uncritical and descriptive, with some sections being highly derivative. Poor structure and argumentation. Argument is poorly focused/irrelevant and/or incoherent throughout lacking independent thought, originality and includes unsubstantiated arguments. Shows substantial problems in writing style, grammar and spelling, with many errors. Referencing lacking or inadequate, not in line with your student handbook. Uses inappropriate presentation skills including the poor use of IT databases and other resources.	F	28
		F	25
		F	22
1-15	<b>Poor Fail</b> <b>Poor work that is profoundly inadequate in quantity.</b>	F	15

	<p>Incomplete, brief and wholly irrelevant answer to question/task. No understanding of the issues and little attempt made to address them. No relevance to taught material, principles, theories, techniques or evidence.</p> <p>Literature/data/evidence are highly irrelevant to the task/question or of extremely poor quality. No critical analysis, although may regurgitate material that lacks relevance.</p> <p>Very poor structure/organisation. Lacks any argument, use of evidence or clear focus and misrepresentative of the evidence illustrating a failure to demonstrate understanding of material.</p> <p>Shows substantial problems in writing style, grammar and spelling, with many errors. Referencing lacking or inadequate, not in line with your student handbook. Uses inappropriate presentation skills that are incoherent including the mis-use of IT databases and other resources.</p>	F	5
<b>Zero</b> ○	Absent, work not submitted <b>or</b> unacceptable performance, work of no merit.	F	0

## UNIVERSITY OF MANCHESTER

### Assessment Criteria for Undergraduate Dissertations

The four main categories of criteria are:

1. Breadth and depth of knowledge and understanding
2. Synthesis and critical analysis
3. Structure, style and argumentation
4. Transferable skills

Please note that the overall mark is **NOT** derived from a notional average of the levels achieved for each of the criteria.

		Class	Mark
90-100	<b>Exceptional First class</b> <b>Exceptional work of the highest quality attaining all learning outcomes of the assessment displaying significant originality and/or deep insight.</b> <ol style="list-style-type: none"> <li>1. Exceptional dissertation. Asks excellent research questions. Demonstrates in-depth and very advanced understanding of project context, and addresses wider issues and interrelationships. Shows significant originality in thought. Literature is drawn from extensive sources.</li> <li>2. Outstanding critical analysis of literature including theories, principles, techniques and evidence, and integrates reference to this very effectively with own ideas. Excellent critical evaluation and justification of the research approach adopted, with excellent comparison with data/arguments of others. Identifies and uses a range of materials (academic and policy) to very good effect, from extensive sources, with outstanding critical analysis and insight and very effective integration with own ideas. Makes a clear distinction between facts and interpretation through its clarity, presentation and originality of analysis. Exercises extensive personal initiative and responsibility. Displays a convincing grasp of complex academic concepts and terminology.</li> <li>3. Identifies the characteristics of complex problems and uses highly appropriate and innovative methods. Situates analysis very effectively within current academic and/or policy debates. Excellent writing style and accurate grammar and spelling, which clearly communicates key points with no significant errors. Consistently references sources in line with student handbook guidelines.</li> <li>4. Shows advanced level understanding of the use of methods. Demonstrates sensitivity to and awareness of any key ethical dilemmas. Uses appropriate ICTs and a highly appropriate format/style. Identifies highly appropriate approaches to reflection, and thoroughly and critically evaluates own performance and personal development.</li> </ol>	Upper-range first	100
		Upper-range first	95
		Upper-range first	92
80-89	<b>Outstanding First class</b> <b>Outstanding work of the highest quality, demonstrating comprehensive knowledge, excellent critical analysis and/or originality, high level of accuracy, relevance, presentation and appropriate skills.</b> <ol style="list-style-type: none"> <li>1. Outstanding dissertation. Asks excellent research questions. Demonstrates in-depth understanding of project context, and addresses key issues and interrelationships. Shows some ambition and perceptive originality in thought. Literature is drawn from a wide range of sources.</li> <li>2. Excellent critical analysis of literature and integrates reference to this very effectively with own ideas. Excellent critical evaluation and justification of the research approach adopted, with excellent comparison with data/arguments of others. Identifies and uses a range of materials (academic and policy) to very good effect, from an extensive range of data and/or literature sources, with impressive critical analysis and insight and very effective integration with own ideas. Makes a clear distinction between facts and interpretation. Exercises extensive personal initiative and responsibility. Displays a convincing grasp of complex academic concepts and terminology.</li> <li>3. Identifies the characteristics of complex problems and uses appropriate, logical and original methods. Situates analysis effectively within a coherent and convincing discussion of current academic and/or policy debates. Very good writing style and accurate grammar and spelling,</li> </ol>	Mid-range first	88
		Mid-range first	85
		Mid-range first	82

	<p>which clearly communicates key points with few errors. Consistently references sources in line with student handbook guidelines.</p> <p>4. Shows high level understanding of the use of methods. Demonstrates sensitivity to and awareness of any key ethical dilemmas. Uses appropriate ICTs and a highly appropriate format/style. Identifies highly appropriate approaches to reflection, and thoroughly and critically evaluates own performance and personal development</p>		
70-79	<p><b>First class</b>  <b>Excellent work of high quality, demonstrating extensive knowledge, very good critical analysis, high level of accuracy, relevance, presentation and appropriate skills.</b></p> <p>1. Thorough dissertation. Asks very good research questions. Demonstrates in-depth understanding of project context, and addresses key issues and interrelationships. Shows independent and critical thought. Literature is drawn from a range of sources.</p>	Lower-range first	78
	<p>2. Very good critical analysis of literature and integrates reference to this very effectively with own ideas. Excellent critical evaluation and justification of the research approach adopted, with excellent comparison to data/arguments of others. Identifies and uses a range of materials (academic and policy) to very good effect, from a range of sources, with thorough critical analysis and insight and very effective integration with own ideas. Makes a clear distinction between facts and interpretation. Exercises extensive personal initiative and responsibility. Displays a convincing grasp of complex academic concepts and terminology but could have shown greater balance in the presentation of academic/analytical information.</p>	Lower-range first	75
	<p>3. Identifies the main characteristics of complex problems and uses appropriate methods. Shows considerable awareness of current analytical, academic and/or policy debates. Good writing style and accurate grammar and spelling, accurately and clearly communicating key points and containing few errors. Consistently references sources in line with student handbook guidelines.</p> <p>4. Shows good understanding of methods. Demonstrates sensitivity to and awareness of any key ethical dilemmas. Uses appropriate ICTs and a highly appropriate format/style. Identifies highly appropriate approaches to reflection, and thoroughly and critically evaluates own performance and personal development.</p>	Lower-range first	72
60-69	<p><b>Upper Second class</b>  <b>High quality work, demonstrating very good knowledge and understanding, good critical analysis, accuracy, relevance, presentation and understanding.</b></p> <p>1. Good dissertation. Asks good research questions. Demonstrates sound demonstration of project context, and of key issues and interrelationships. Shows some independent thought. Literature is relevant and generally of good quality.</p>	2.1	68
	<p>2. Contains some critical analysis of literature and integrates reference to this very effectively with own ideas. Shows good critical evaluation and justification of the research approach adopted, with good comparison to data/arguments of others. Identifies and uses a range of materials (academic and policy) to good effect, from extensive sources, with good critical analysis and insight and effective integration with own ideas. Further analysis of the literature could have been included to provide a more critical analysis. Makes a clear distinction between facts and interpretation. Exercises some personal initiative and responsibility. Displays a good grasp of complex academic concepts and terminology.</p>	2.1	65
	<p>3. Identifies some key characteristics of complex problems and uses appropriate methods. Comprehensive writing style and accurate grammar and spelling, accurately and clearly communicating key points, with few errors. Mostly references sources in line with student handbook guidelines.</p> <p>4. Uses appropriate academic concepts and terminology. Uses appropriate ICT and an appropriate format/style. Identifies approaches to reflection, evaluates own performance and personal development.</p>	2.1	62



50-59	<b>Lower Second class</b> <b>Competent/good and generally accurate work, demonstrating some relevant breadth, knowledge and sound understanding though undeveloped with limited critical reasoning.</b> 1. Adequate dissertation. Asks relevant research questions. Shows a reasonable understanding of the issues, principles, theories, techniques and evidence perhaps with some confusion/inaccuracies. Limited evidence of independent thought. Literature may be relevant, but scope may be limited and references may be of poor quality. 2. Contains adequate critical analysis of literature and integrates reference to this very routinely with own ideas. Shows basic critical evaluation and justification of the research approach adopted, with basic comparison to data/arguments of others. Identifies and uses a range of materials (academic and policy) to fairly good effect, but is mainly descriptive rather than offering critical analysis and insight. Further evidence of critical analysis of the literature could have been included. Makes an adequate distinction between facts and interpretation. Exercises some basic personal initiative and responsibility. Displays adequate grasp of complex academic concepts and terminology. 3. Identifies some characteristics of problems and uses appropriate methods. Adequate writing style and accurate grammar and spelling, accurately and coherently communicating key points, with few errors. Mostly references sources in line with student handbook guidelines. 4. Uses adequate academic concepts and terminology. Uses adequate ICT and an appropriate format/style. Identifies approaches to reflection, evaluates own performance and personal development.	2.2	58
		2.2	55
		2.2	52
40-49	<b>Third Class</b> <b>Work of sufficient though limited quality, demonstrating some relevant knowledge and fair understanding with possible errors and omissions.</b> 1. Basic or simplistic dissertation lacking in detail, depth and analysis. Research questions may be weak. Shows superficial understanding of the issues, lacks substantive analysis and shows some confusion. Very limited evidence of independent thought. Literature reviewed is lacking or not relevant or of poor quality. 2. Basic critical analysis of literature and integrates reference to this very routinely with own ideas. Basic critical evaluation and justification of the research approach adopted, with only basic comparison to data/arguments/evidence of others. Identifies and uses a range of materials (academic and policy) which have some relevance to the research, but in a mainly descriptive way which lacks critical analysis and insight. Further evidence of critical analysis of the literature could have been included to provide greater academic balance to the discussion. Makes some distinction between facts and interpretation. Exercises some basic personal initiative and responsibility. Displays a weak grasp of complex academic concepts and terminology. 3. Identifies some characteristics of problems and uses appropriate methods. Adequate writing style and accurate grammar and spelling, accurately and clearly communicating key points, with some errors. Mostly references sources in line with student handbook guidelines. 4. Uses some academic concepts and terminology at an adequate level. Uses some ICT and a basic format/style. Little attempt at reflection, uncritical of own performance and personal development.	3	48
		3	45
		3	42
40%		Pass mark	
30-39	<b>Compensatory Fail</b> <b>Work below the standard required for an honours degree. There may be insufficient evidence of basic understanding and/or achievement but with errors or other inadequacies.</b> 1. Partial dissertation. Research questions are weak. Shows weak understanding of the issues, theories, principles, techniques and evidence and considerable confusion. No evidence of independent thought. Literature reviewed is lacking or not relevant or of very poor quality. 2. Limited description of results with little analysis of data; no comparison with data/arguments of others. Argument is poorly focused/irrelevant and/or incoherent and is not supported by evidence. Exercises very limited personal initiative and responsibility, and lacks originality/independent thought.	F	38
		F	35

	<p>3. May fail to identify characteristics of straightforward problems and may use inappropriate methods. Minimal understanding of structure, writing style and accuracy of grammar and spelling, with frequent errors. Incompletely and/or inconsistently references sources in line with student handbook guidelines.</p> <p>4. Uses inappropriate terminology. Uses inappropriate ICT and an inappropriate format/style. Little to no reflection and uncritical of own performance and personal development.</p>	F	32
16-29	<p><b>Fail</b>  <b>Poor work that is inadequate in understanding or relevance, weak execution and/or presentation.</b></p> <p>1. Incomplete dissertation that does not demonstrate even the basic requirements of structure, argument or evidence collection and critical analysis. Research questions are very weak or lacking. Shows little understanding and considerable confusion of theories, principles, techniques and evidence, although some attempt made. Literature is lacking or not relevant and/or of very poor quality.</p> <p>2. Inadequate description of results with little or no analysis of data; no comparison with data/arguments of others. Argument is poorly focused/irrelevant and/or incoherent leading to unsubstantiated arguments and is not supported by evidence. Exercises very little or no personal initiative and responsibility, and lacks originality/independent thought.</p> <p>3. Fails to identify key characteristics of straightforward problems and uses inappropriate methods. Shows substantial problems with writing style and accuracy of grammar and spelling, with many errors. Referencing lacking or fails to adhere to student handbook guidelines.</p> <p>4. Uses inappropriate terminology. Uses inappropriate ICT and a highly inappropriate format/style. Little to no reflection and uncritical of own performance and personal development.</p>	F	28
		F	25
		F	22
1-15	<p><b>Poor Fail</b>  <b>Poor work that is also profoundly inadequate in quantity.</b></p> <p>1. Incomplete, brief dissertation that does not demonstrate even the basic requirements of structure, argument or evidence collection and critical analysis. Research questions are lacking. Shows no understanding of the issues, theories, principles, techniques or evidence and little attempt made to address them. No relevance to taught material. Literature is highly irrelevant or of extremely poor quality and shows a failure to demonstrate understanding.</p> <p>2. No description of results, with no analysis of data; no comparison with data/arguments of others. Lacks any argument or clear focus with no supporting evidence, and misrepresentation of evidence. Exercises no personal initiative, responsibility or originality.</p> <p>3. Fails to identify any key characteristics of straightforward problems and uses inappropriate methods. Shows substantial problems with writing style, coherence and accuracy of grammar and spelling, with many errors. Referencing lacking or fails to adhere to student handbook guidelines.</p> <p>4. Uses inappropriate terminology. Uses inappropriate ICT and a highly inappropriate format/style. No reflection and uncritical of own performance and personal development.</p>	F	15
		F	5
0	<p><b>Zero</b>  Absent, work not submitted <b>or</b> unacceptable performance, work of no merit.</p>	F	0

## **Appendix 2 - Examination Regulations**

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

### **Undergraduate Degree Regulations**

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

#### **CONTENTS:**

Undergraduate Degree Regulations (including Integrated Masters)

- A. Credit and Award Framework
- B. Title of Taught Awards
- C. Accreditation of Prior and Experiential Learning (AP(E)L)
- D. Assessment and Progression
- E. Compensation
- F. Reassessment
- G. Carrying forward failed credit on Undergraduate programmes
- H. Repeating the Level (120 credits)
- I. Exit Awards
- J. Final Year of an Undergraduate (including Integrated Masters) programme
- K. Classification of Integrated Masters Programmes
- L. Classification in Bachelors Programmes
- M. Posthumous and Aegrotat Degrees
- N. Examination Board Arrangements

Appendix A – Undergraduate Classification Scheme

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

## REGULATIONS

### A. Credit and Award Framework

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

Table 1: Credit and Award framework:

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

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

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

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

Note: Faculty approved variances to the Degree Regulations will be described within the Programme Handbooks. Where they exist they will take precedence, for example, in order to

comply with Professional, Statutory and Regulatory Bodies (PSRBs) or the Education and Skills Funding Agency (ESFA).

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

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

#### B. Title of Taught Awards

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

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

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

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

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

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

#### D. Assessment and Progression

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

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

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

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

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

Consider reassessment, where there is approved and verified mitigation.

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

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

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

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

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

#### E. Compensation

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

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

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

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

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

#### F. Reassessment

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

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

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

24. The Examination Board must specify the minimum circumstances to enable the student to progress and any remedial action required by the student, subject to teaching capacity not being exceeded (i.e. taking into account the number of students on a specific programme at one time). The Examination Board will decide which referred assessment should be taken, to achieve the credit to enable the student to progress.

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

26. When a student fails to achieve the required credit after referred assessment, the Examination Board may decide to allow them to take the whole course unit again, on one

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

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

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

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

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

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

#### Carrying forward failed credit on Undergraduate programmes

31. An Examination Board may exceptionally permit an undergraduate student to carry forward up to 20 failed credits. This decision will be based on a student's academic standing. The student should resit, in attendance, at the next available opportunity subject to teaching capacity not being exceeded. There may be restrictions imposed on programmes which have PSRB accreditation.

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

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



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

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

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

#### Repeating the Level (120 credits)

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

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

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

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

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

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

#### Exit Awards

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

43. All programmes must have approved exit awards.

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

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

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

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

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

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

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

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

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

- Has passed at least 60 credits at the level of the award. However, there is a penalty applied due to the failure of more than 40 and up to 60 credits and the student will have the classification reduced to the classification below that which would have been awarded on the basis of the weighted average for the programme.

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

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

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

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

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

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

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

#### K. Classification of Integrated Masters programmes

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

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

#### Classification in Bachelors programmes

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

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

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

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

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

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

#### M. Posthumous and Aegrotat Degrees

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

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

#### N. Examination Board Arrangements

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

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

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

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

#### Appendix A Undergraduate Degree Classification Scheme

This scheme should be used in conjunction with Table 1: Credit and Award Framework (see section A, page 2). Table 1 has been extracted from the Framework for Higher Education

Qualifications, and students must meet the credit requirements of Table 1, prior to the classification being calculated, using the weightings, thresholds and boundaries below:

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

### Weightings

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

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

### Stage 1: Classification Thresholds and Boundaries

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

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

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

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

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

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

- 2/3 of the credits<sup>1</sup> taken in the awarding academic year are equal to/higher than the final award (for example if the student is in the boundary between a 2.1 and a first, 2/3 of the credits must be at 70% or higher to fulfill this criteria and award the students a first class degree). The 2/3 credit may include credit at level 5 or 6.

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

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

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

Integrated Masters classification-based on 120 credits	Classification thresholds: weighted average (0 to 100 mark range)	Boundary zone weighted average
First class	70.0	68.0 to 69.9
Upper Second class	60.0	58.0 to 59.9
Lower Second class	50.0	48.0 to 49.9
Fail	Below 49.9	

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

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

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

#### **Stage 2: Classification Review**

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

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

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

Note: Faculty approved variances to the Degree Regulations will be described within the Programme Handbooks. Where they exist they will take precedence, for example, in order to

comply with Professional, Statutory and Regulatory Bodies (PSRBs) or the Education and Skills Funding Agency (ESFA).

<b>Version amendment history: Undergraduate Degree Regulations</b>		
Version	Date	Reason for change
2.0	September 2012	Creation of 'New Degree Regulations'.
2.1		<ul style="list-style-type: none"> <li>• Confirmation that referral marks will be capped at the lowest compensatable level unless the previous mark was within the compensation zone, in which case the original mark will stand.</li> <li>• Clarification that students can progress onto an Ordinary degree on the basis of decisions made by a School or Faculty misconduct committee/discipline panel or equivalent.</li> </ul>
2.2	February 2013	Minor updates for clarification and grammar changes
2.3	April 2014	<ul style="list-style-type: none"> <li>• An additional section (section M) has been added regarding the use of aegrotat degrees.</li> <li>• Clarification provided regarding the treatment of students within the boundary zone for Bachelor and Integrated Masters students using mark distribution. The original wording stated that students whose "weighted average at the first assessment is within the boundary zone specified...must be considered for the higher award" now amended to state that students must be "awarded the higher degree classification" as long as the specified requirements are satisfied.</li> <li>• Amendment made to the number of a paragraph referenced in paragraph J 43. Instead of the reference being to paragraph F 32, it now reads 'F 28'</li> </ul>
2.4	September 2016	<ul style="list-style-type: none"> <li>• Paragraph F29: clarification that marks would be capped at the pass mark in cases where students are required to be reassessed in some units in the final year in order to achieve higher marks required by a relevant professional, statutory or regulatory body.</li> <li>• Addition of the Graduate Diploma and Graduate Certificate in Table 1: Credit and Award Framework.</li> <li>• Confirmation that students cannot progress onto an Ordinary degree, unless it is as a result of a decision made by a School or Faculty misconduct committee/discipline panel.</li> <li>• The changing of the term 'mark review' to 'classification review' throughout, for clarity.</li> </ul>
2.5	September 2018	<ul style="list-style-type: none"> <li>• Refusing assessment/referred assessment, paragraphs D13 and F23: clarification that Examination Boards can refuse assessment, as well</li> </ul>



		<p>as referred assessment, on the grounds of a student's work and attendance.</p> <ul style="list-style-type: none"> <li>• Rescinding Degrees, paragraph J54: a new paragraph was added to confirm that Integrated Masters students may request that their final year of study be disregarded in order to receive a Bachelors qualification, subject to certain conditions.</li> <li>• Section M on Aegrotat Degrees updated to reference both 'Aegrotat' and 'posthumous' degrees.</li> <li>• An amendment was made to Appendix A: Consideration of Bachelor Degree students within the boundary zone by mark distribution regarding the criterion for increasing classifications in the boundary. This now clarifies that units at level 5 and 6 can be used within the 2/3 credit calculation, to increase classification within the boundary.</li> </ul>
2.6	February 2020	<ul style="list-style-type: none"> <li>• Updates to paragraphs F30 and J45 in relation to the treatment of marks where reassessment is permitted in final year/year 6 or 7 as a requirement of PRSBs.</li> <li>• Paragraphs J48 and J49 have had the word "across" added to confirm that special compensation may be awarded for up to 40 credits (J48) or 60 credits (J49) across levels 6 or 7 of an Integrated Masters, and not 40 credits at both levels.</li> <li>• Confirmation that, when considering students within the boundary zone by mark distribution, AP(E)L and non-numeric pass/fail units should not be included in the 2/3 of the remaining credits for Bachelors degrees or the 75 credits out of 120 in final year/Level 7 of an Integrated Masters programme.</li> <li>• References to Viva Voce have been removed as vivas should now no longer be a standard part of assessment and most areas of the University have moved away from using them.</li> <li>• An addition was made to the disclaimer printed in the footnote of all pages to state that Degree Regulations variances may be in place in order to comply with the Education and Skills Funding Agency (ESFA), in cases relating to Degree Apprenticeships (in addition to PSRBs).</li> <li>• June 2020 – updated link to General Regulation in paragraph B4.</li> </ul>

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

Document control box	
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Related Procedures and Guidance:	<a href="http://documents.manchester.ac.uk/display.aspx?DocID=13146">http://documents.manchester.ac.uk/display.aspx?DocID=13146</a>
Policy owner:	Louise Walmsley, Director of Division of Teaching, Learning and Student Development (TLSD)
Lead contact:	Emma Hilton Wood, Head of Academic Policy Development (TLSD)

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

## Appendix 3 – Harvard Style Guide for References

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

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

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

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

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

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

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

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

### Referencing for a book

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

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

① Page numbers are only needed for books if it is a particular section which is relevant, or to give the page numbers of a specific chapter, if multi-authored, or for a quotation or diagram you are copying

### Referencing for a journal article

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

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

① Page numbers are **always** given, though they may apply only to part of the article, or a single quote, figure or table.

### Referencing for an article from an edited book

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

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

① **Always** give page numbers.

### Referencing for an on-line article

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

### Are references important?

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

In short, references are used to:

- Avoid plagiarism by acknowledging the source of an argument or idea
- Help support your arguments and provide your essay/thesis with credibility
- Enable the reader to locate the sources used
- Show the full scope of your research.

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

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

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

- Acknowledge the contribution that other authors have made to the development of your arguments and concepts
- Inform your readers of the sources of quotations, theories, datasets etc that you have referred to and enable them to find the sources quickly and easily themselves
- Demonstrate that you have understood particular concepts put forward by other writers while developing your own ideas
- Provide evidence of the depth and breadth of your own reading on a subject
- Avoid charges of plagiarism see  
[https://www.escholar.manchester.ac.uk/learning-objects/mle/avoiding-plagiarism/story\\_html5.html](https://www.escholar.manchester.ac.uk/learning-objects/mle/avoiding-plagiarism/story_html5.html)
- 

Further details are here:

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

## **Appendix 4 – SEED Word Count Policy**

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

### **The word count includes:**

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

### **It does 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.