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The University of Manchester

**School of Environment, Education and Development**

# **Geography**

**Undergraduate Studies**

**Programme Handbook 2022-2023**

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

**School of Environment, Education and Development**

# **Geography**

**Undergraduate Studies**

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## **Welcome (back) to Geography at Manchester!**

This handbook is intended to help you get the most out of your time at Manchester. On these pages you will find information about every aspect of your Programme, so please take some time to read it carefully and familiarise yourself with all the information.

As you will see from the table of contents on the following page, the sections are ordered to reflect your progression through the programme and allow you to find the information that you need quickly and easily.

Whether you are a new or returning student we hope that you will have a very productive and successful year.

### **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/>

## **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**

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## Section 1: Guide to the Programmes

### 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 Geography (academic registration – choosing or confirming your units). Please be sure to check your University email regularly for any registration-related information!

It is important that you register for the correct number of course units. In the first year all Geography course units are worth 10 credits, while in the second and third years they are worth 20 credits. You are expected to gain 120 credits in each academic year, and 360 credits by the end of your 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 in Geography

#### *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. It needs to be taken to any in-person 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*

Geography runs a formal induction programme for new intake students during Welcome Week, detailed in a separate induction handbook. If you are a new single honours student, some of the induction process will have taken place at the pre-registration field course in Keswick. The field course allows you to work together on tasks and projects, so that you get to know some people as well as learn about place-based geographical issues, field observation and technical skills.

During Welcome 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 Geography, we organise a number of induction lectures that will help you to settle into University study. The first year adviser will meet you during Welcome Week and guide you through the various 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 week 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 Geography throughout your first year. This will be helped by conducting fieldwork in the Manchester area for 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. 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, 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.

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

### ***Academic Contacts***

The academic team is responsible for ensuring that the academic aspects of the programme are delivered smoothly and supporting your academic choices. They are your point of contact for questions you may have about the curriculum, for example relating to options selection, and issues with individual course units.

#### **Dr Jennifer O'Brien, Programme Director BA/BSc Geography**

Jennifer.obrien@manchester.ac.uk

Responsible for the overall management of the Geography programmes, academic enquiries from second and third years, and for all requests for changes to registration or status (for example switching from full to part time, joining or leaving the programme).

#### **Dr Ross Jones, First Year Adviser**

Ross.jones@[manchester.ac.uk](mailto:manchester.ac.uk)

Responsible for the management of the first year Geography programmes and all academic inquiries from first years.

#### **Dr Aurora Fredriksen and Dr. Saskia Warren Directors of Geography with International Study**

[aurora.fredriksen@manchester.ac.uk](mailto:aurora.fredriksen@manchester.ac.uk) [Saskia.warren@manchester.ac.uk](mailto:Saskia.warren@manchester.ac.uk)

Responsible for the management of the Geography with International Study Year Abroad programme.

#### **Dr Emma Shuttleworth and Dr Yawei Zhao Director of Geography with Placement**

[emma.shuttleworth@manchester.ac.uk](mailto:emma.shuttleworth@manchester.ac.uk), [yawei.zhao@manchester.ac.uk](mailto:yawei.zhao@manchester.ac.uk)

Responsible for the management of the Geography with Placement programme.

#### **Professor Phil Hughes, Head of Geography**

Philip.hughes@manchester.ac.uk

The Head of Geography is ultimately responsible for all teaching across Geography at Manchester, and can be contacted if other avenues of inquiry have failed.

### **Academic Advisers**

You will be allocated an Academic Adviser. 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 respond to emails from your Academic Adviser, and to attend 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 Adviser 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 the Programme Director or Senior Academic Adviser to discuss the reasons why a change is requested. Any students whose Academic Adviser is also the Programme Director can approach the Student Support Manager. Details of the Senior Academic Adviser in your department is available on the student intranet. The School's Senior Academic Adviser is Dr Juup Stelma, Director of Teaching and Learning.

### **Academic staff in Geography**

You can see any member of academic staff by simply booking an appointment via e-mail. All teaching staff also hold regular open office or consultation hours (drop-in sessions) during semester teaching weeks which are indicated on their office door and in their email signature. For queries relating to specific courses please feel free to contact members of staff directly. You can find details of all staff in Geography on the School website, but almost all staff emails take the format [firstname.surname@manchester.ac.uk](mailto:firstname.surname@manchester.ac.uk). Staff also have

pigeonholes located on the first floor of the Arthur Lewis Building, which you can use to return work or forms (take the sliding doors behind the stairs and they are located to the right and left by the photocopying areas).

## ***Administrative Contacts***

Your Programme Administrators are there to help 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 Administrators during the first week of the Semester and they will be your key contact for the rest of the year. If you want to contact them by email, you should use [uq-seed@manchester.ac.uk](mailto:uq-seed@manchester.ac.uk)

You can also visit the School's Student Information Desk in person for advice and information, which is located on the Second Floor of the Arthur Lewis Building and is open Monday-Friday 09.00-17.00 during term time.

## 1.3 Geography Facilities and Resources

### **Laboratories**

The laboratories are located on the ground floor of The Arthur Lewis Building and are open Monday to Friday 9.30-16.45. The labs may be used during these times by all SEED staff and students. A laboratory induction from the Senior Research Technician is required before doing work in the laboratories. Technical staff are available to give advice on analytical procedures, proper and safe use of laboratory and field equipment, loan of field equipment etc.

John Moore, Senior Research Technician. Room G.026, 0161 275 3663,

[john.moore@manchester.ac.uk](mailto:john.moore@manchester.ac.uk)

Jonathan Yarwood, Laboratory Technician. Room G.026, 0161 275 3663,

[jonathan.yarwood@manchester.ac.uk](mailto:jonathan.yarwood@manchester.ac.uk)

Tom Bishop, Laboratory Technician. Room G.026, 0161 275 3663,

[thomas.bishop@manchester.ac.uk](mailto:thomas.bishop@manchester.ac.uk)

The Geography laboratories are exceptionally well equipped and consist of several rooms:

- Main Laboratory: used for teaching large groups of students; equipped with three fume cupboards, cold room for storage of samples and lab equipment store. Used by final year undergraduate students for dissertation lab work and postgraduate research. Most Chemical analysis takes place in this laboratory.
- Sediment Laboratory: the Sediments Laboratory houses ovens, furnaces and Grain Size Analysis equipment. This laboratory is used for 'dirty' sediment work.
- Microscopy Laboratory: We have a variety of high end research grade microscopes that may perform analysis of samples for macro and micro fossil identification techniques.
- Project Laboratory: this laboratory is used mainly for preparation of samples prior to analysis. The fume cupboard in this laboratory is fitted with a scrubber and is suitable when preparation requires the use of extremely strong acids or reagents such as hydrofluoric acid. We have a Microwave Digester, freeze drier and autoclave.
- Analytical Laboratory: the analytical laboratory houses the School's high specification analytical equipment including: X-ray fluorescence (XRF), Magnetic Susceptibility, Total Organic Carbon Analyser (TOC), Laser Granulometer, C-H-N Analyser and one of 3 UK based ITRAX core scanners.
- Spectroscopy Laboratory: We can carry out trace elemental analysis using Inductively Coupled Plasma optical and mass spectrometers (ICP-OES), (ICP-MS) and ion chromatographs in this laboratory.
- Dark room: suitable for working on luminescence properties of sediments.

There is also a large stock of field based coring and sampling equipment including boats, surveys and levels, and Stitz, Livingstone, and Russian corers.

### **University Map Collections**

The University Map Collections are centrally located in the main University Library. They comprise about 100,000 map sheets of every part of the world, but with particular strengths for the UK and north-west England. There are rich local historical resources, detailed contemporary mapping and

more specialist thematic collections such as geological, land use or census mapping. In addition there are substantial atlas collections and a rich resource of cartographic texts. Support materials include index maps, map monographs, and gazetteers listing place names. In addition to this hard copy resource you can access detailed online mapping, including the Digimap service of electronic Ordnance Survey materials. If you need a map contact Donna Sherman ([Donna.Sherman@manchester.ac.uk](mailto:Donna.Sherman@manchester.ac.uk))

## **1.4 Your Degree in Geography**

This section is intended to help you get the most out of your degree programme. It explains what we expect you to achieve each year and at end of your whole degree. The aims and learning outcomes progress through each year, so that your skills and understanding build upon those gained the previous year. This section also provides you with an explanation of the structure of our degree programmes. In addition to the information provided here about your degree programme as a whole, the subsequent sections include detailed information for each year of study.

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

The aims of our undergraduate degree programmes in Geography are:

- to provide a broad and deep understanding of Geography, its methods and philosophy
- to understand the social processes, physical processes and interrelationships between people, places and environments
- to understand the meanings of space, place, environment, scale and related concepts such as distinctiveness, interdependence and change
- to develop powers of critical, analytical thinking and structured argument in Geography
- to encourage independent and collaborative study and thought, flexibility and adaptability, enquiring minds, and a commitment to personal scholarship of the highest standard
- to produce graduates with a wide range of analytical, critical, creative and technical skills and abilities in geography and a range of skills for employment
- to provide a basis for lifelong learning and active citizenship
- to provide a reflective environment in which individual performance may be developed.

The Intended Learning Outcomes of degree programme in Geography fall under four categories:

#### ***1. Knowledge & Understanding***

By the end of your degree programme, you should:

- Have acquired a sound knowledge of the dynamic and contested nature of geography and the theories and philosophies in the discipline
- Be able to demonstrate knowledge and understanding of the key concepts, debates and practices in the main substantive areas of geography
- Have acquired knowledge and critical understanding of the forms and sources of geographical evidence and their analysis, interpretation and synthesis
- Have acquired advanced knowledge and critical understanding of selected areas of geography.

## *2. Intellectual Skills*

By the end of your degree programme, you should:

- Be able to critically evaluate geographical ideas, concepts, methods and approaches
- Have developed an ability to apply geography-specific skills appropriately
- Be able to present coherent and logical arguments in a variety of written and oral formats
- Be able to undertake a substantial piece of independent research

## *3. Practical Skills*

By the end of your degree programme, you should:

- Have acquired a range of practical skills and abilities including literacy, essay/report writing, numeracy, computer literacy, laboratory and field work skills
- Have developed skills in research methods and analysis including GIS, remote sensing, mapping and qualitative and quantitative techniques
- Have developed skills in creativity, problem posing and problem solving

## *4. Transferable Skills and Personal Qualities*

By the end of your degree programme, you should:

- Have developed skills in oral communication, interpersonal skills and will be able to work both independently and within a team to organise work, take initiative and meet deadlines and, thereby, have the required skills for employment in a variety of professional careers, or to begin postgraduate research and study
- Have completed a reflective set of reports on your skills and abilities and understand your core competencies
- Have developed intellectual curiosity and an ability to critically reflect on the world around you

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

If you are on the three year BA/BSc Programmes your final degree mark is calculated on the basis of 33% of your second year mark and 67% of your third year mark.

If you are on the International Study Abroad programme then your final degree mark is calculated in the same way as for the three year BA/BSc Programmes. Your third year spent abroad at a partner institution is treated as a pass/fail component. If you are on the Professional Placement Programme your final degree mark is calculated in the same way as for the three year BA/BSc Programmes with some additional requirements for your year in industry. A full handbook explaining this will be provided.

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. Good performance (typically 60% or above) is required for progression onto specific programmes such as Geography with International Study or the Geography with Professional Placement. Furthermore, employers are now placing a lot of emphasis on first year marks when selecting students for placements, work experience, and graduate training schemes – so good first year marks can help open doors for your professional development. We also believe that first year is the year that you learn how you learn. First year not contributing to your degree classification offers you space then to experiment with different learning approaches and to generally settle in to University life.

## ***Teaching and Learning Methods in Geography***

During your time in Manchester, you will be taught in a range of different learning environments. These are intended to provide you with opportunities for different kinds of learning and for us to develop teaching methods best suited to different types of material.

### *Lectures*

In all three years of your degree, you will have lectures with lecture class size generally decreasing over the three years and sessions becoming increasingly interactive. Lectures are generally held in two-hour sessions, so allowing for varying kinds of student involvement, discussion, practical and laboratory work. Some lectures may have an online component to enhance flexibility. Lectures are supported by the tutorial programme, team projects and by independent study.

### *Practicals*

You will have practical classes in the research training courses in the first year, and many of the physical geography and GIS options in years two and three. Teaching in these courses takes the form of computer-based practicals, physical geography laboratory classes and field classes.

### *Seminars*

Our second and third year course units include seminars in which students are encouraged to discuss ideas and key readings amongst each other to deepen their understanding of their chosen courses. Seminars are critical to the development of critical and communicative skills, and are an important and distinctive element of the degree programme at Manchester. They are designed to complement and enhance the lecture-based course units and give you the confidence to defend your ideas eloquently to other people. **Attendance is compulsory for small group sessions.**

### *Tutorials and personalised learning*

Personalised learning is embedded across the geography programme in the form of tutorials and academic advisor meetings. Tutorials comprise approximately ten people, and are designed to provide personalised learning support. In semester one of the first year you will have eight weekly tutorials and two individual meetings with your academic advisor, while in semester two you will have ten tutorials with specialised Graduate Teaching Assistants plus another two individual meetings with your academic advisors to support core courses and train you in key academic skills. In the second year, the Skills for Geographers module will develop your specialist research skills needed for the rest of your degree. Dissertation tutorials will directly assist you in preparing and executing your independent research project in semester two. These are complemented by three individual meetings with your academic advisors and a week of intensive small group work with field course staff on the fieldcourses in springtime of your second year. In the third year you will meet your dissertation tutors for four individual meetings, in addition to two individual meetings and four tutorials with your academic advisor. A non credit rated Employability seminar series supported by our Geography alumni runs throughout the year which you can access at any degree stage. Throughout your programme your academic advisor will be in regular email contact with you. This diversity of contact styles ensures that you enjoy weekly personalised learning support for each of the key elements in the programme while ensuring consistency of support from your academic advisor.

### *Fieldwork*

Fieldwork forms an integral part of the degree programme in Manchester. It helps you to develop and explore your own ideas but it also provides you with a way of getting to know the staff and other students.

You will undertake a programme of fieldwork throughout the degree programme beginning with a pre-registration field course in the Lake District. The fieldwork undertaken during the first year is linked to the Researching Manchester course. This will include team based human geography fieldwork in different parts of Manchester, as well as physical geography fieldwork within the North West region (followed up with laboratory classes).

During the second year, you opt for one of the field courses on offer. You are encouraged to select your field course location on the basis of its geographical 'content' and learning style. Preparation for field courses is undertaken through a lecture/seminar programme (prior to travel). The field course learning environment is highly interactive although the content and style on the different field courses varies.

A number of third year courses have field work built into them; you can consult course outlines or talk to course convenors when making your course selections.

### *e-Learning*

The University's e-learning system is called Blackboard. All the taught courses in Geography are supported by dedicated Blackboard sites which give you access to lecture notes and contain a range of other information as well as providing virtual space for exchange and discussion between students themselves and students and staff. You will also be able to submit coursework through Blackboard and receive your feedback online. Blackboard gives you real flexibility to work at times and in places that suit you.

### *Academic Development and Advice*

The academic development programme associated with the Academic Adviser system is intended to encourage you to take responsibility for your own learning and to help you to become more reflective in how you learn. You will be asked to assess your own achievements, progress and need for improvement through the completion of a booklet which accompanies every meeting with your Academic Adviser. There are a standard set of headings which are used throughout the three years. You will be encouraged to reflect, set goals and to build up a log of skills that you have used during the degree programme and in other activities.

Academic Adviser meetings also provide you with an opportunity for examination feedback where you can view your examination papers and reflect with your Academic Adviser on your performance and on feedback provided by markers. This is recorded in the reflective booklet. The booklet and the process of reflection (for example, on team work, individual assignments and in peer assessment) are intended to help you to improve your performance and prepare for a professional career/postgraduate study. For full details please refer to your Academic Development booklet.

## **The First Year Programme**

### ***Programme Structure***

In your first year, you will explore some of the core ideas in Geography that will provide you with a solid platform for the second year. There are core courses in Human Geography, Physical Geography and Research Skills in each semester, in addition to small group tutorials that support these courses. You have the freedom to choose two options in each semester, at least one of which must be from Geography. The second option can be a "free choice" course unit chosen from across the University (see 'selecting a free choice course unit' below), or can be another geography option. This structure

maximises your opportunity of constructing your own degree pathway, while ensuring that your study is based within a logically developed curriculum.

## ***Aims and Intended Learning Outcomes***

The aims and intended learning outcomes outline what we expect you to achieve during the first year, and complement the overall degree programme aims and intended learning outcomes.

### *Aims*

- to build on and develop previous geographical knowledge and understanding
- to develop a range of geographical and general competencies
- to develop core geographical research methods and skills
- to introduce forms of representation of the physical and human world
- to develop an enquiring, critical and organised approach to geographical study

### *Intended Learning Outcomes*

By the end of the first year, you will have:

- acquired a sound knowledge and understanding of ideas, theories, policies and methods in geography
- acquired a sound knowledge of the main substantive areas of geography
- developed a critical approach to reading, writing and thinking
- developed a range of geographical skills: analysis, interpretation, cartographic, computer, information handling, numeracy, field and laboratory
- acquired study and inter-personal skills and skills in team work, communication and reflection
- developed an ability to structure oral and written arguments
- developed an enquiring mind that is able to pose questions, analyse, evaluate and present evidence, synthesise ideas and reach conclusions
- learned to set priorities and meet deadlines

## ***Expectations***

You will find the aims and intended learning outcomes of your degree programme and the specific aims and learning outcomes for the First Year spelled out in this handbook. They indicate the abilities and skills that you are expected to develop and acquire, and will be assessed on, during the year. There is also a section on assessment that includes an explanation of what we are assessing through different 'assessment tasks' (essays, reports etc.) and a table spelling out the marking criteria – that is what is required from a piece of work to achieve a 1st, a 2(i), a 2(ii) or a 3rd class mark. Familiarising yourself with these marking criteria, the overall aims and learning outcomes of the year and the specific aims and outcomes of the course units described here is a good way to start to orientate yourself to what you can expect and what is expected of you. Further advice on Study Skills can be found on the Faculty website:

<http://www.humanities.manchester.ac.uk/studyskills/>

Perhaps most importantly, we expect you to engage actively in the learning process. This includes attending the sessions for each of your courses, preparing fully for them by doing any work set in advance, and contributing to discussion. The academic staff who teach you are enthusiastic and knowledgeable about their topics so make the most of them! It is a cliché, but the more you put in to your courses the more you will get out.

## ***The Student Experience***

Most of all within your first year, you will be immersed in the ‘student experience’: living away from home, managing limited finances, organising your time and priorities to get the most out of study, social life and sport, and, if you are in self-catering accommodation, surviving your own cooking. This wider adjustment to student life is not easy. There are plenty of sources offering advice including the University student support services website:

<http://www.manchester.ac.uk/undergraduate/studentlife/studentsupport/>

You can expect a feeling of ‘uncertainty’. How good is my work relative to other students’ at Manchester? Can I cope with the degree programme? Don’t worry. These concerns are normal and everyone else is uncertain, too! You will gain confidence during the first semester and continue to do so throughout your degree. If you engage with your studies and do your best then you are expected to pass with a good classification. If you want more advice on what is expected of you, then talk with your Academic Adviser and some of their second and third year tutees. You will also have a peer mentor who can give you support and guidance on your studies and student life in Manchester.

The first year is the time to get involved with University societies and find your niche. There is a rich variety of opportunities to indulge passions for sports, arts, travel, music, socialising and much more at Manchester. You should also join the Manchester University Geography Society (MUGS), which provides a social hub for geographers organising regular events.

Finally, make the department your home and be sure to take full advantage of the facilities on offer including the Arthur Lewis common room, computer cluster, first floor glass meeting rooms (bookable at the Student Information Desk), the Kantorovich Library, and the cafes and outdoor areas. Start to take note of what research seminars are on in the school and feel free to attend the ones that interest you. In terms of university facilities make use of the main University Library and new Student Learning Commons as spaces in which to research, write and do group work.

## **Course Units**

### **Semester One**

<b>Core Course Units</b>	<b>Credits</b>
Tutorials (GEOG12011)	10
Researching Manchester (GEOG 10291)	10

<b>Core Course Units</b>	<b>Credits</b>
Introducing Human Geographies I (GEOG 10251)	10
Environmental Processes and Change: The Global System (GEOG 10401)	10

**Options (two from)**

Introduction to Landscape Ecology and Remote Sensing (GEOG 10501)	10
Geographies of Globalisation (GEOG 10102)	10
Creating a Sustainable World (UCIL20311)	10
Free Choice (outside Geography)	10

**Semester 2**

<b>Core Course Units</b>	<b>Credits</b>
Tutorials and Profile of a Research Geographer (GEOG 12012)	10
Key Ideas in Geography (GEOG 10192)	10
Introducing Human Geographies II (GEOG 10432)	10
Dynamic Earth (GEOG 10422)	10

**Options (two from)**

Free Choice (outside Geography)	10
The Human Planet (GEOG 10401)	10
Ice Age Britain (GEOG 10441)	10

N.B. While we endeavour to put on as great a selection of courses each year as possible, one or more of these course units may not be available due to circumstances beyond our control.

## ***Selecting Optional Course Units in Year 1***

### *Geography Options in Year 1*

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

#### *Topics that will be covered*

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

#### *Teaching and Learning Style*

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

#### *Progression*

Think about how your choices allow you to build expertise and skills in specific areas. Geography at Manchester offers its students a unique level of flexibility in being able to choose courses from human and physical sides of the discipline across the three / four years, but it is important to be able to tell a convincing story about why you chose certain subjects.

#### *Skills and Employability*

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

#### *Assessment*

Finally it is worth studying the form of assessment for each course. Beyond the obvious split of exam versus coursework, this may include the amount of group work, the specific nature of the tasks and so on. Think about playing to your strengths, but also consider how the types of coursework across your courses might complement each other – and don't be put off by a new or different assessment type which might provide a great opportunity to develop new skills!

Please don't hesitate to ask for help choosing courses if you are stuck. Key information about course selection will be covered in the year meetings at the end and start of the year. Your Academic Advisor will be able to give you advice about selecting optional course units, while your first year adviser can advise on the viability of various combinations. If you have inquiries about specific courses that are not covered in the course outline, please feel free to email the course leader.

If you want to change your options, you are able to do this via My Manchester, Student Center. You MUST have made your final selection by the end of week 2 of the semester of each semester. After that deadline, it will not be possible to change.

### *Free Choice Options in Year 1*

Free choices are a great way to develop a new skill or enhance an existing one (for example in languages) that you are interested in or that might help you achieve your long term employability goals. Almost one third of our first years take free choice options, typically achieving an average overall grade of 62 - 67% (which is in line with the marks achieved for Geography courses). A good place to look for Free Choice options is The University College for Interdisciplinary Learning (<https://www.college.manchester.ac.uk/>) which presents an opportunity for students at The University of Manchester to broaden their educational horizons. It offers courses that showcase the research and

knowledge found at the University and encourage students to go beyond the boundaries of their degree programme.

You can select a 10 credit free choice course unit outside Geography in semester one and two of your first year. Generally, course units across the university are credited at either 10 or 20 credits, and we recommend that you complete 60 credits worth of course units in each semester. You are advised to select either a 10 credit course unit in each semester or a 20 credit course unit that runs over both semesters. At the end of the year, you are expected to have completed 120 credits. You cannot take more than 20 credits of free choice in each year (year one and year two).

When exploring free choice units there are some important things to bear in mind:

- When making choices, please ensure that there are no timetable clashes with Geography course units that you are taking in either Semester One or Semester Two.
- Make sure you have decided on your Free Choice by the advertised last date for changing your Free Choice subject.
- You must not register for more than 120 credits!
- Be aware that places on some courses may be limited and early registration may be advisable (unlike our Geography course units which are never capped to ensure everyone has the opportunity to take the units they wish).
- Information about University College course units can be found here:  
<http://www.college.manchester.ac.uk/>
- Information about the course units available can be found here:  
[My Manchester.ac.uk/ Teaching and Research/Course unit info](http://my.manchester.ac.uk/TeachingandResearch/Courseunitinfo)

## ***Small Group Learning in Year 1***

### *Tutorials*

Alongside lecture units, there is a programme of small group work, where discussion is the focus. You will meet weekly in a tutorial with approximately ten other students throughout the First Year. Over the course of the year, each tutorial group sees two Academic Tutors (one of whom will also be your Academic Adviser). Tutorial meetings are held weekly. Tutorial work involves essay-writing (some of which count towards your first year assessment), discussion on different aspects of your course units and carrying out a variety of other individual and team work exercises including role plays, projects and field excursions. You will be expected to complete exercises relating to your course units that will be assessed through the tutorial programme. In addition, the tutorial programme encourages you to develop a range of skills and abilities. In tutorials, you will be expected to enter fully into discussions in order to improve your written and oral communication skills. You will find that you learn more that way than by remaining quiet. Learn to listen to, and comment on, the views and ideas of others. A good tutorial continues afterwards, when you continue to discuss and learn from one another. You will also enhance the learning process by interacting with your Peer Mentor.

You will be assessed through individual and team essays and reports that assess your abilities to develop skills in critical thinking and in the presentation of written arguments. You are formatively assessed on individual and team oral presentations given on geographical debates and ideas. You will be expected to be able to present your arguments logically and coherently.

### *Teamwork*

In your tutorials there are assessed elements of teamwork as well as individual work. For example, in semester 2 you will work within a small team to conduct a research interview with a member of staff about their research, read some of their papers and write a report about their approach to Geography, complementing the skills and ideas learnt in *Researching Manchester and Key Ideas*.

## **The Second Year Programme**

Welcome to the second year of your Geography degree. This section of the handbook provides you with information on the structure of the second year degree programme together with details of core and optional course units. Please take time to read it and refer to it again later if you have any questions. Make sure you look at the aims and intended learning outcomes for the whole degree programme and for each of the years. This will help you to know what is expected of you, what you can expect during the course of year and how this year 'fits' into the overall degree programme.

### ***Programme Structure***

In the Second Year, you develop a sound knowledge and understanding of ideas, theories, policies and methods in Geography. Your lectures will develop the themes established in the first year but will allow you to start to specialise in your preferred areas in Geography as well as giving you the practical and conceptual grounding for undertaking your own geographical research. The structure of the second year allows you to specialise, taking one core course and choosing two 20 credit options in each semester. In order to allow you to acquire the knowledge and skills that you seek to achieve your goals you are allowed to substitute a 20-credit Geography option for a 'free choice' subject in one or both semesters. Over the duration of the year you are expected to successfully pass a total of 120 credits.

In Semester One you will develop your research skills to frame your dissertation in small group workshops through the core unit *Skills for Geographers*., During Semester Two, you will develop a proposal for your dissertation. We guide you through this process starting with introductory Dissertation activities, and continuing in tutorials and the *Field Course and Research Design* course, where you will examine contemporary issues and environments first hand and have the opportunity to acquire practical training and research skills. Full details can be found in the dissertation handbook which you will receive at the beginning of Semester 2. Importantly, the Geography optional course units that you select will also give you a firm basis for doing dissertation research in that specialist area, so keep that in mind as you plan your year – and don't hesitate to discuss you options with your Academic Adviser.

### ***Aims and Intended Learning Outcomes***

The aims and intended learning outcomes outline what we expect you to achieve during the second year, and complement the overall degree programme aims and intended learning outcomes.

#### *Aims*

- to provide a deeper understanding of geographical enquiry within key fields;
- to augment general and geographical skills learnt in the first year and to develop new skills and abilities;
- to apply an enquiring, critical and organised approach to specialist subjects and to a piece of your own research.

### *Intended Learning Outcomes*

By the end of the second year, you will have:

- acquired a deeper knowledge and understanding of ideas, theories, policies and methods in Geography
- acquired a deeper systematic knowledge of substantive areas of geography
- practised existing abilities and skills and acquired new skills in research methods, report writing and presentation, teamwork, and laboratory and fieldwork
- acquired the ability to evaluate critically your own performance and that of others
- be able to evaluate critically your reading, writing and thinking
- developed skills of reflection, negotiation, problem-solving and decision-making
- be able to work independently and collaboratively, set priorities and meet deadlines
- be able to pose questions and think creatively for your dissertation and projects

### **Expectations**

You will find the aims and intended learning outcomes of your degree programme and the specific aims and learning outcomes for the Second Year spelled out in this document. They indicate the abilities and skills that you are expected to develop and acquire, and will be assessed on, during the year. There is also a section on assessment that includes an explanation of what we are assessing through different 'assessment tasks' (essays, reports etc.) and a table spelling out the marking criteria – that is what is required from a piece of work to achieve a 1st, a 2(i), a 2(ii) or a 3rd class mark. Familiarising yourself with these marking criteria, the overall aims and learning outcomes of the year and the specific aims and outcomes of the course units described here is a good way to start to orientate yourself to what you can expect and what is expected of you. Further advice on Study Skills can be found on the Faculty website:

<http://www.humanities.manchester.ac.uk/studyskills/>

Remember that the credit weighting of course units is intended to give you an indication of how much work you are expected to do. You are expected to read widely, complete coursework and preparatory work for lectures, small group sessions and your dissertation. As a general guide, you should be undertaking about ten hours of academic study for every 'credit' associated with a course unit (e.g. 20 credits = 200 hours work). Overall, in your second year you will take fewer course units than in your first year. Each will require more work and will allow you to progress deeper into those subjects.

As you enter the second year, it is worth reflecting on your achievements so far. If you are applying for jobs or placements, it is important to think about your whole degree and not just what you have done most recently. Remind yourself, for example, about the aims and intended learning outcomes for the whole degree programme. In addition to your Academic Advisor make full use of the weekly Geography careers drop in session and the University Careers Service.

As for the first year, we expect you to engage actively in the learning process. This includes attending the sessions that are put on for each of your courses, preparing fully for them by doing any work set in advance, and contributing to discussion. The academic staff who teach you are enthusiastic and knowledgeable about their topics so make the most of them! It is a cliché, but the more you put in to your courses the more you will get out.

## ***Student Experience***

By the second year you will have settled in to university life and the Geography 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 or Royal Geographical Society Ambassador. Think about where the gaps are on your C.V. and try to secure work experience or internships for the vacations.

Make the department your home and be sure to take full advantage of the facilities on offer including the Arthur Lewis common room, computer cluster, first floor glass meeting rooms (bookable at the Student Information Desk), the Kantorovich Library, and the cafes and outdoor areas. Keep an eye on what research seminars are on in the School and feel free to attend the ones that interest you. In terms of university facilities make use of the main University Library and the Alan Gilbert Learning Commons as spaces in which to research, write and do group work.

## ***Course Units***

### **Core Course Units**

<b>Course Units</b>	<b>Credits</b>
Skills for Geographers (Semester 1) (GEOG 20621)	20 credits
Research Design and Field Courses (Semester 2) (GEOG 20072)	20 credits

### **Optional Course Units in Semester 1 (choose two from)**

<b>Course Units</b>	<b>Credits</b>
Transport Geographies(GEOG 20541)	20 credits
Climate Change: Science and Society (GEOG20091)	20 credits

<b>Course Units</b>	<b>Credits</b>
Economic Geography: Understanding the Economy, Creating Economic Spaces (GEOG 20101)	20 credits
Geomorphology (GEOG 21511)	20 credits
Social and Cultural Geography (GEOG 26011)	20 credits
Biogeography (GEOG 20771)	20 credits
Free Choice	20 credits

**Optional Course Units in Semester 2 (choose two from)**

<b>Course Units</b>	<b>Credits</b>
Economic Geography: Understanding the Economy, Creating Economic Spaces(GEOG20102)	20 credits
North American Cities: Change and Continuity in the Metropolis(GEOG 20552)	20 credits
Moral Geographies (GEOG 21432)	20 credits
Spatial Thinking with GIS (GEOG 20502)	20 credits
Geomorphology (GEOG 21512)	20 credits
Hydrology and River Catchments (GEOG20401)	20 credits
Creating a Sustainable World (UCIL20411/20611)	20 credits
Glaciers (GEOG 20352)	20 credits
Free Choice	20 credits

N.B. While we endeavour to put on as great a selection of courses each year as possible, one or more of these course units may not be available due to circumstances beyond our control.

## **Selecting Optional Course Units in Year 2**

### *Geography Options in Year 2*

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

#### *Topics that will be covered*

Are you interested in the subject on offer? Remember each course involves small group learning and discussion sessions that will require you to read and prepare work on a weekly basis. You will achieve better marks in subjects that you are interested in as you will engage more deeply with the material.

#### *Teaching and Learning Style*

What does the course actually entail? Think about whether you are more interested in spending time reading and discussing ideas and concepts, or want to be out in the field collecting data and analysing it in the labs.

#### *Progression*

Think about how your choices allow you to build expertise and skills in specific areas. Geography at Manchester offers its students a unique level of flexibility in being able to choose courses from human and physical sides of the discipline across the three / four years, but it is important to be able to tell a convincing story about why you chose the subjects that you did.

#### *Skills and Employability*

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

#### *Dissertation*

In accordance with the subject benchmarking statement for Geography, skills and methods are embedded in all the courses across the programme and enhanced through your Skills for Geographers unit. This is especially important in the second year, when you start thinking about your dissertation. You should try to select options that will prepare you with the knowledge and research skills you need for your dissertation.

#### *Assessment*

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

Please don't hesitate to ask for help choosing courses if you are stuck. Key information about course selection will be covered in the year meetings at the end and start of the year. Your Academic Adviser will be able to give you advice about selecting optional course units, while your programme director can advise on the viability of various combinations. If you have inquiries about specific courses that are not covered in the course outline, please feel free to email the course leader.

If you want to change your options, email [UG-SEED@manchester.ac.uk](mailto:UG-SEED@manchester.ac.uk) with your University ID number (on your library card) and the code of the course that you would like to swap from and to. You MUST

have made your final selection by the end of week 2 of the semester. Remember that after that deadline, it will not be possible to change.

### *Free Choice Options in Year 2*

The second year is the time to be thinking about honing that language skill, picking up a relevant external unit from the University College of Interdisciplinary Learning (<http://www.college.manchester.ac.uk/>) or taking one of the excellent employability and leadership courses offered by the careers service. You can select 20 credits of free choice course unit(s) outside Geography in each semester of your second year. Generally, course units across the university are credited at either 10 or 20 credits. We recommend that you complete 60 credits course units in each semester, i.e. to have an even balance of workload. You are advised to select either a 20 credit course unit in each semester or a 20 credit course unit that runs over both semesters with two 10 credit courses. It is possible to be 10 credits heavy in one semester and 10 credits light in another. In these cases, it is your responsibility to ensure that you can manage the uneven workload, and you should think carefully about how it will fit in with your other personal and academic commitments across the year. Alternatively, you can take geography options instead of opting for a free choice in either or both semesters. Free choice options are available at first or second year level but not at final year when you need to focus on Geography

Almost one quarter of our second years take free choice options, achieving an average overall grade of 62-69% (which is in line with the marks achieved for Geography courses). Some of the more popular options include: Manchester Leadership Programme, Career Management Skills, a variety of beginner and intermediate languages, and the UK Economy. Information about the course units available can be found here:

[My Manchester.ac.uk/ Teaching and Research/Course unit info](http://www.manchester.ac.uk/TeachingandResearch/Courseunitinfo)

You can also select courses from the University College. The University College for Interdisciplinary Learning presents an opportunity for students at The University of Manchester to broaden their educational horizons. It offers courses that showcase the research and knowledge found at the University and encourage students to go beyond the boundaries of their degree programme. Information about University College course units can be found here:

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

In addition to the list of considerations above relating to Geography options, there are three further important things to bear in mind when choosing free choices:

- When making choices, please ensure that there are no timetable clashes with course units that you are taking in either Semester One or Semester Two.
- Make sure you have decided on your Free Choice by the advertised last date for changing your Free Choice subject.
- You are expected to successfully complete 120 credits in your second year - you must not register for more than 120 credits!

### ***Small Group Learning in Year 2***

In Semester 1 the *Skills for Geographers* module will develop your research skills. You will undertake core sessions about the Dissertation and in Quantitative methods (Quantitative Methods is an assessed unit). You will then have the option to choose two further specialist research techniques from a choice of several (such as Environmental Monitoring, Interviews, Spatial Data, Discourse Analysis etc). In the

Second Semester, you will meet with your dissertation adviser for a series of tutorial sessions, where you will obtain advice on your dissertation and develop your writing skills.

In response to student feedback, every optional course unit in Geography year 2 has small group learning attached to it. In Human Geography options this often takes the form of a discussion seminar based around key readings circulated in advance. For Physical Geography options small group work includes field visits, lab work, computer analysis, problem solving and so forth.

### **The Third Year Programme**

This is the third and final year of the BA and BSc Geography Degree Programmes, when the skills, experience and knowledge you have acquired in the lectures, seminars and field courses of your first and second years come together. Now is the opportunity to apply what you have already learned and explore those parts of Geography that particularly interest you. Your third year will involve detailed, intensive, critical evaluation of the established literature in various parts of the discipline. We will especially encourage you to evaluate arguments, question assumptions and examine the validity of research methods and conclusions. By the end of the year, you will have a good all round view of Geography as a subject and be able to appreciate the diversity and value of the physical and human environments and their interactions.

You are expected to undertake considerable independent study during your third year and to undertake extensive reading for each of your course units. You will need to organise your time carefully so that you have time to read while also completing your dissertation, preparing coursework and applying for jobs! Like the second year, you will be required to formally submit coursework and other work online during the course of the year. All the deadlines will be publicised and it is vital you keep to these submission dates since failure to do so can incur severe penalties.

As you enter the third year, it is worth reflecting on your achievements throughout the three years. When you are applying for jobs, it is important to think about your whole degree and not just what you have done most recently. Remind yourself, for example, about the aims and intended learning outcomes for the whole degree programme. You will have acquired a wide range of skills, which will stand you in good stead in the labour market. Those which are particularly sought after by employers are the ability to work as a member of a team, to retrieve information from a broad variety of sources and to select, analyse, present and represent the results in various forms. In addition to your academic advisor make full use of the weekly Geography careers drop in session and the University Careers Service.

As in each of your three years, the academic and administrative teams will support your studies, and your Academic Advisor is there to help you. Make sure that you attend year meetings and take the opportunity to meet with your Academic Advisor. Remember, if you have any problems or concerns you should talk to your Academic Advisor as soon as possible.

This will be a full and challenging year for you – we hope it will also be stimulating and enjoyable!

### ***Programme Structure***

In your third year, you will choose four lecture course units from approximately fifteen. Each course unit will normally run in one semester. Learning style varies, you may have weekly two hour sessions and separate one hour seminar sessions, but will also be using the Geography laboratories, working in the computer clusters, perhaps undertaking fieldwork. All learning settings and opportunities are designed to give you the opportunity to study individual options in depth and ensure that you are learning effectively.

The range of options is common to both the BA and BSc degree programmes but you are required to select options that give you an even split of credits across the two semesters. Each of your options will be taught by an academic who is actively researching Geography, so you will be exploring contemporary issues in depth. The dissertation counts as the equivalent of two papers in your Finals (i.e. 40 credits).

As in the first year, you are required to gain 120 credits in order to successfully complete the third year.

### ***The Dissertation***

All single honours Geography students are required to write a dissertation, based on an individual choice of topic. The dissertation is an opportunity to demonstrate your ability to choose and refine research aims, select appropriate methods and techniques for research, and to write up the analysis and interpretation of the findings in a logical and well-structured document supported by references to the relevant academic literature.

The development of the dissertation begins in the second year, specifically with inspiration and training during the Fieldwork and Research Design and your allocation to a dissertation adviser. It is recommended that students have a clear plan for how and when the dissertation data collection will proceed before leaving for the summer vacation prior to the final year. It is highly recommended to undertake some or all of their data collection during the summer, leaving you more time for analysis and write-up during the academic year. The analysis of data and writing up process is supported by three scheduled meetings with the dissertation adviser. A draft chapter should be submitted in January or February (exact date will be communicated to you by the Dissertation Officer) for comment and discussion with your dissertation adviser. The dissertation is submitted after the Easter break (again, the exact date will be communicated well in advance). Further details can be found in the course outlines for the second year course Field Work and Research Design, and third year course Dissertation.

### ***Aims and Intended Learning Outcomes***

The aims and intended learning outcomes outline what we expect you to achieve during the third year, and complement the overall degree programme aims and intended learning outcomes.

#### *Aims*

- to explore the research frontiers in selected areas of Geography
- to encourage critical evaluation of ideas and concepts in these selected areas and more general philosophical approaches to Geography
- to develop and be able to apply the skills acquired in the previous two years to an independent piece of research and to your work in selected subjects

#### *Intended Learning Outcome*

By the end of the third year, you will:

- have acquired a specialised knowledge and critical understanding of the concepts, theories policies and content of selected areas of Geography
- be able to carry out a piece of independent and original research, using appropriate methods and showing an ability to evaluate and see the implications of your findings

- be able to develop, articulate, and sustain your own arguments
- be able to synthesise your geographical understanding and place it within wider social and environmental contexts
- have developed and applied specialised geographical skills and further practised more general skills
- be able to reflect upon your own performance in team-work and independent work

## ***Expectations***

You will find the aims and intended learning outcomes of your degree programme and the specific aims and learning outcomes for the Third Year spelled out in this document. They indicate the abilities and skills that you are expected to develop and acquire, and will be assessed on, during the year. There is also a section on assessment that includes an explanation of what we are assessing through different 'assessment tasks' (essays, reports etc.) and a table spelling out the marking criteria – that is what is required from a piece of work to achieve a 1st, a 2(i), a 2(ii) or a 3rd class mark. Familiarising yourself with these marking criteria, the overall aims and learning outcomes of the year and the specific aims and outcomes of the course units described here is a good way to start to orientate yourself to what you can expect and what is expected of you. Further advice on Study Skills can be found on the Faculty website:

<http://www.humanities.manchester.ac.uk/studyskills/>

Remember that the credit weighting of course units is intended to give you an indication of how much work you are expected to do. You are expected to read widely, complete coursework and preparatory work for lectures, small group sessions and your dissertation. As a general guide, you should be undertaking about ten hours of academic study for every 'credit' associated with a course unit (e.g. 20 credits = 200 hours work). Independent study is essential to doing well in your dissertation and course unit options.

You will be asked to prepare in advance for discussions or seminars that will take place during the sessions. You will need to read widely for all your course units, and if, prior to their commencement, you require details of introductory reading, you should feel free to consult the appropriate course unit teachers. For each course unit, you will be required to complete coursework (and in many cases an exam) that will allow you to develop an in-depth understanding of a particular aspect of the course unit. Some optional course units include a field course commitment and some require submission of a practical book as part of the examination.

Even more than in previous years, we expect final year students to engage actively in the learning process. This includes attending the sessions that are put on for each of your courses, preparing fully for them by doing any work set in advance, and contributing to discussion. The academic staff who teach you are enthusiastic and knowledgeable about their topics so make the most of them! It is a cliché, but the more you put in to your courses the more you will get out.

## Course Units

### Core Course Units

Course Units	Credits
Dissertation (GEOG 30000) (Semesters 1 and 2)	40 credits

### Optional Course Units in Semester 1 (choose two from)

Course Units	Credits
Wildlife in the Age of Humans (GEOG 30701)	20 credits
Energy, Society and Space (GEOG 30201)	20 credits
Life Course Geographies: social transformation and intergenerational justice (GEOG 30221)	20 credits
Peatlands (GEOG 30231)	20 credits
Understanding GIS (GEOG 30552)	20 credits
Dryland Environments: Past, Present and Future (GEOG 30531)	20 credits
Green Planet: Plant Ecology and Global Change (GEOG 31041)	20 credits

### Optional Course Units in Semester 2 (choose two from)

Course Units	Credits
Mediterranean Quaternary Landscapes (GEOG 30132)	20 credits
Migration, Conflict and Social Change (GEOG 32032)	20 credits
Our Frozen Planet (GEOG 30222)	20 credits

Course Units	Credits
Pyrogeography: Fire in the Earth System (GEOG 32012)	20 credits
De-Colonising Geographies: Theory, Methods, Praxis (GEOG 31011)	20 credits
Digital technologies and the city (GEOG 32062)	20 credits
Global Urban Futures (GEOG 32042)	20 credits

N.B. While we endeavour to put on as great a selection of courses each year as possible, one or more of these course units may not be available due to circumstances beyond our control.

### ***Selecting Optional Course Units in Year 3***

#### *Geography Options in Year 3*

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

#### *Topics that will be covered*

Are you interested in the subject on offer? Remember each course involves small group learning and discussion sessions that will require you to read and prepare work on a weekly basis. You will achieve better marks in subjects that you are interested in as you will engage more deeply with the material.

#### *Teaching and Learning Style*

What does the course actually entail? Think about whether you are more interested in spending time reading and discussing ideas and concepts, or want to be out in the field collecting data and analysing it in the labs.

#### *Progression*

Think about how your choices allow you to build expertise and skills in specific areas. Geography at Manchester offers its students a unique level of flexibility in being able to choose courses from human and physical sides of the discipline across the three / four years, but it is important to be able to tell a convincing story about why you chose the subjects that you did.

#### *Skills and Employability*

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

#### *Dissertation*

In accordance with the subject benchmarking statement for Geography, skills and methods are embedded in all the courses across the programme and then developed through the second year Skills for Geographers programme. This is especially important in the third year, when

you are completing your dissertation. You should try to select options that will equip you with the knowledge and research skills you need for your dissertation.

### *Assessment*

Finally it is worth studying the form of assessment for each course. Beyond the obvious split of exam versus coursework, this may include the amount of group work, the specific nature of the tasks and so on. Think about playing to your strengths, but also consider how the types of coursework across your courses might complement each other. Don't give undue weight to this, however – taking a course you are not really interested in for the sake of the assessment style is not a recipe for success!

Please don't hesitate to ask for help choosing courses if you are stuck. Key information about course selection will be covered in the year meetings at the end and start of the year. Your Academic Adviser will be able to give you advice about selecting optional course units, while your programme director can advise on the viability of various combinations. If you have inquiries about specific courses that are not covered in the course outline, please feel free to email the staff member who is course leader directly.

If you want to change your options, you are able to do this via My Manchester, Student Center. You MUST have made your final selection by the end of week 2 of the semester of each semester. After that deadline, it will not be possible to change.

## **Small Group Learning in Year 3**

Small group learning is integral to the third year experience in Geography at Manchester, and every optional course unit in the third year has small group learning attached to it. In Human Geography options this often takes the form of a discussion seminar based around key readings circulated in advance. For Physical Geography options small group work includes field visits, lab work, computer analysis, problem solving and so forth. The individual course outlines, discussed above, provide details of small group learning for each course unit.

There will be a number of other meetings held during the year. For example, your dissertation tutor will organise meetings in the first semester to check on your progress. Similarly, you will meet your Academic Advisor in the first semester to discuss your examination performance in second year, job applications and progress in the third year. Your Academic Advisor will have weekly support hours and can be contacted by email. Please don't hesitate to get in touch with them if you need support.

## **1.5 Study Abroad Opportunities**

Those who entered directly onto the first year of the BA/BSc Geography with International Study degree will spend their third year abroad, whereas those who entered on the three year degree will need to transfer onto the four year degree in order to do this. For both groups, students need an average of 60% or higher in the first year and a good work and attendance record, and must meet the application deadlines and requirements in Year 2. Meetings about the process for transferring onto the four year programme will be held during the first two years, usually early in the first semester of Year 2.

Students on the year abroad of the four year Geography with International Study Programme are expected to enrol for an appropriate credit load of courses at our partner institutions and to pass these

units. In addition, during the year abroad they keep in contact with us by participating in a Blackboard-based reflexive learning course, in which they blog about their experiences, and must complete regular wellbeing checks in conjunction with the International Programmes Office.

Geography has European links and Worldwide Exchange links which are administered by the University's International Programmes Office. For the 22/23 academic year, the Programme directors for Geography with International Study are Saskia Warren (European partnerships) and Aurora Fredriksen (Worldwide partnerships). You can contact them ([saskia.warren@manchester.ac.uk](mailto:saskia.warren@manchester.ac.uk)), ([aurora.fredriksen@manchester.ac.uk](mailto:aurora.fredriksen@manchester.ac.uk)) for all academic inquiries relating to the programme.

### ***Student Exchanges – Erasmus to Turing***

Historically, UK/EU registered students were eligible for ERASMUS+ funding towards tuition fees and living costs. Following leaving the European Union, UK institutions are no longer eligible for ERASMUS+ funding from 2023. The Turing scheme by the UK Government replaces ERASMUS+. The University of Manchester is eligible to apply for funding from the Turing scheme for European/Worldwide scholarships for students, with a particular focus on Widening Participation.

### ***European Exchanges***

Geography at Manchester has the following well-established links with Geography departments in Europe:

<b>Country</b>	<b>University</b>	<b>Comments</b>
Czech Republic	Palacký University, Olomouc	Teaching in English.
Denmark	Copenhagen	Teaching in English. Mix of human and physical Geography.
Germany	Universität Osnabrück	Mix of human and physical, Geography coursework and some classes in English. German language required although some teaching in English.
Netherlands	Universiteit van Amsterdam	Teaching in English. Human Geography only.
Norway	Bergen	Teaching in English. Mix of human and physical Geography.
Spain	Universidad de Granada	Mix of human and physical Geography. Spanish language required.
Sweden	Lund Universitet	Teaching in English. Mainly human geography classes.

For more information about the European destinations see:

<https://www.manchester.ac.uk/study/undergraduate/expanding-study/study-abroad/destinations/>

## ***Worldwide Exchanges***

All students who attend a worldwide exchange need to be able to pay for flights, visas, insurance, accommodation, etc. We estimate a period abroad on a Worldwide Exchange is £1500 - £2500 more expensive than a year in Manchester. You can apply to any partners that teach suitable courses for your Manchester degree programme.

Current worldwide partners include:

- National University of Singapore (*teach in English*)
- University of Toronto
- McGill University
- University of British Columbia
- University of Calgary
- University of Melbourne
- University of Queensland, Brisbane
- University of Sydney
- University of Auckland
- [University of Otago](#)
- University of Hong Kong (*teach in English*)
- University of California
- Arizona State University
- University of Missouri – Columbia
- University of Massachusetts- Amherst
- University of Tennessee – Knoxville
- University of North Carolina (Chapel Hill)
- University of Rutgers
- Universidad de las Americas, Puebla

Visit the following website for more information:

<https://www.manchester.ac.uk/study/undergraduate/expanding-study/study-abroad/destinations/>

## **1.6 Professional Placement Opportunities**

Our BA/BSc Geography with Professional Placement gives students the opportunity to spend a placement year in industry or work experience. The placement will last for 8-9 months and will be held between the second and final (fourth) year of the degree.. Further information about the selection process will be given at the start of semester Year meeting, or enquiries may be sent to the Director of Professional Placement ([emma.shuttleworth@manchester.ac.uk](mailto:emma.shuttleworth@manchester.ac.uk)).

## 1.7 Geography Fieldwork and Health and Safety

Fieldwork is central to Geography at Manchester, with local and regional fieldwork in the first year, field courses in the second year and fieldwork associated with specialised course units in both the second and third year.

### *Day Field courses*

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

### *Year 2 Fieldwork*

In Year 2, you attend one of the field courses on offer overseas. You should select a field course based on its content and learning style, which will differ according to the destination. You are provided with a great deal of information in order to help you make your selections and academic staff will be on hand to answer any questions you have.

The Second Year field course is core 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 your 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.

Assessment on field courses varies but information is provided well in advance of departure as part of the preparatory briefing process.

### *Dates and Destinations*

The dates and destinations of the field courses are confirmed during semester 1 of the second year. Destinations have in the past included Crete, Prague, Amsterdam, Iceland, Pyrenees, Hong Kong and Morocco. You will be asked to rank the field courses in order of preference. Every effort is made to ensure that you are allocated to a field course from your top three choices.

### *Passports*

You **MUST** ensure when you return to Manchester for semester 1 of Year 2 that you bring your full passport. Many destinations will require that passports must be valid for a full 6 months after the date of return from an overseas trip. You must check that your passport is valid until **AT LEAST** the 31 October of the year of your fieldtrip and if not, renew it immediately; don't wait until semester 2. If you are an international student, you must also ensure that you have the appropriate validity on your UK visa.

### *Costs*

Geography makes a significant contribution to the cost of the all the field courses, but students may be expected to contribute financially to some destinations. The contribution will vary according to the destination and you should be realistic when making your selection. The contributions for each destination will be confirmed during semester 1 and you will be expected to make the payment during semester 2.

### *Health in Fieldwork*

Depending on your destination, you may have to attend an appointment with Student Occupational Health. Your programme administrator will contact you about this once your destination has been confirmed. You must be vaccinated according to the UK vaccination schedule in order to participate in a field course. You **MUST** return to Manchester for Year 2 with full details of your vaccination history. If you don't have this with you, you should take steps to obtain it immediately; don't wait until semester 2. See Health and Safety, below, for information about Risk Assessments.

## **1.8 Employability and Personal Development**

### ***Careers advice***

#### *Geography employability champion*

Yawei Zhao is the Employability Champion for Geography at Manchester. Yawei works closely with the University Careers Service and will regularly send details of workshops and events. You can message her directly via: [yawei.zhao@manchester.ac.uk](mailto:yawei.zhao@manchester.ac.uk)

#### *University Careers Service*

The University has an award winning 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

For information about their face-to-face and online advice and services, visit:

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

## Section 2: General Information

### 2.1 Administrative/Academic Team

#### *Administrative Team*

Although you are part of the Geography 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 a 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 a 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 2817. You can also email [ug-seed@manchester.ac.uk](mailto:ug-seed@manchester.ac.uk)

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

If you need assistance or support, you can come and see us on campus. Make your way to the reception desk in the Arthur Lewis Building, second floor. The Student Support & Guidance Team are available from 9am to 5pm, Monday to Friday to answer your queries and direct you to support services.

### **Online support**

If you are unable to come onto campus for any reason or are studying remotely, you can use our online support services.

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, Irene and Liam, SEED's Student Support and Guidance/Engagement Officers, are available for 1:1 appointments via Zoom, Monday to Friday, 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 [irene.kapetanaki@manchester.ac.uk](mailto:irene.kapetanaki@manchester.ac.uk) or [liam.collins@manchester.ac.uk](mailto:liam.collins@manchester.ac.uk).

### **Contacting Academic Staff**

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

## **2.3 Information Points**

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

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

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

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

### **My Manchester**

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

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

## 2.4 Communication

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

### **E-mail**

All of the information sent out by administrators and academic staff comes via your *University of Manchester* e-mail address which you are allocated upon arrival. This can be accessed via the internet. **It is your responsibility to ensure that you regularly check your e-mail accounts.** If you believe that you are not receiving all relevant e-mails, you must inform the UG Team *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/globaldevinst/>
- Twitter Manchester GDI: <https://twitter.com/GlobalDevInst>

Geography:

- Facebook Geography: <https://www.facebook.com/GeogUoM/>
- Twitter Geography: <https://twitter.com/GeographyUOM>

Planning and Environmental Management:

- Facebook Planning and Environmental Management: <https://www.facebook.com/PlanEMUoM/>
- 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 (lectures and small group sessions), meetings with tutors or your supervisor and any other arranged sessions for your programme. Your attendance will therefore be monitored throughout each semester.

The University introduced **'My Attendance'** from September 2021 – a new system to record and monitor student attendance. Using 'My Attendance', students will 'check in' to register their own attendance at specific timetabled activities and will then be able to see their own attendance record.

Academic staff can view and edit a student's attendance record if needed. Recording attendance helps us to see where students might be struggling and to offer support.

Further information about the new system and instructions on its use will be circulated at the start of the academic year. A video guide on how to use the system, a user guide and FAQs can be found here: <https://www.welcome.manchester.ac.uk/get-ready/become-a-student/guide-to-my-manchester/my-attendance/>

Full-time students are expected to be in Manchester for the entire duration of the registration period. Part-time students are also expected to attend all teaching activities in person for the duration of the registration period. If your attendance is being affected by health or personal reasons please see **Section 4.7** for further information.

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

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

## **2.6 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>1</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.

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<sup>1</sup> My Placement is a web-based software system that is used for managing placement activity for the University of Manchester students.

In the 2022-2023 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**

As part of the University’s compliance with UKVI regulations for Tier 4 visa holders, international students must demonstrate that they are attending and engaging with their programme. Your attendance on the programme will therefore be monitored for reporting purposes. 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 comply with your programme attendance requirements.

If you are a new student, registration is your first point to confirm your attendance at the University

You must check your University e-mail account regularly in case the School is trying to contact you about your attendance.

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

***What happens if you don’t record your attendance or if you miss teaching activities?***

The School must be able to confirm your presence to the Home Office on a rolling basis. If you are unable to attend a teaching activity and you do not provide a valid explanation for your absence you will be deemed to be “not in attendance”.

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

### **Further information**

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

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

For more information on Tier 4 visas:

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

If you have any queries about attendance monitoring please contact [attendancemonitoring-seed@manchester.ac.uk](mailto:attendancemonitoring-seed@manchester.ac.uk).

If you have any queries regarding your Tier 4 visa or visa-related concerns, please contact [visa@manchester.ac.uk](mailto:visa@manchester.ac.uk).

## **2.8 Academic Timetable**

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

<b>2022/2023 academic year</b>	
<b>Undergraduate students</b>	
University welcome and induction programme	19 September 2022
Semester 1 teaching starts	26 September 2022
Christmas break starts	19 December 2022
Christmas break ends	3 January 2023
Revision period	4–13 January 2023
Semester 1 exams	16-27 January 2023
Semester 1 ends	27 January 2023
Semester 2 starts	30 January 2023
Easter break starts	27 March 2023
Easter break ends	14 April 2023
Semester 2 exams	15 May–9 June 2023
Semester 2 ends	9 June 2023

<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.  <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 app. For guidance, see:

[https://help.blackboard.com/Blackboard\\_App](https://help.blackboard.com/Blackboard_App)

## **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 2022/23 this is:

- Semester 1 and all-year courses: 19<sup>th</sup> September 2022

- Semester 2 courses: 23rd January 2023

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?***

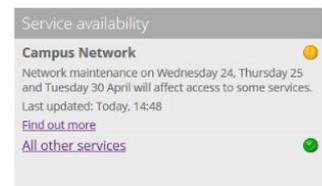
If you cannot see a course you expect to see, it may be because your tutor has not ‘activated’ your Blackboard site for the course, or it may be that your enrolment is not completed:

- contact the UG Administration Team via [ug-seed@manchester.ac.uk](mailto:ug-seed@manchester.ac.uk) 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](#)

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](#) (If you're using Wi-Fi or you're not on campus, you need to use the VPN to access this site)

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 postgraduate programme, whether in named course units or in additional workshops.

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

### **Research Training**

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

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

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

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

### **Exam Extra Sessions**

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

### **Careers**

#### **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**

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

### **The University Language Centre**

The University Language Centre provides courses and language learning resources for students from a wide variety of 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 2022/23:

- 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 2021-2022 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](https://twitter.com/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: <https://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.

You can keep up to date on their upcoming activities via 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 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, 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 the past, we have had a team at both the University's [Community Festival](#) and [Bluedot](#) and we regularly have Widening Participation activities with Schools. 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.

### ***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 advice on the Living Costs Support Fund), 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 (Apart from Tuesdays, 10.00-17.00)

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

Resources relating to student support can be found at

🌐 <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. 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 School's Student Support and Welfare team ([studentsupport-seed@manchester.ac.uk](mailto:studentsupport-seed@manchester.ac.uk)).

### ***School Student Support and Welfare Team***

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

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

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

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

If you are unwell for up to one week, you can complete a “Self-Certification” form which can be found on the Student Intranet at: <https://www.seed.manchester.ac.uk/student-intranet/postgraduate/postgraduate-taught/mitigating-circumstances/>. If you are using this form as supporting evidence for a mitigating circumstances/extension application, the certificate will need to be signed by your GP.

For illnesses that last longer than one week you will need to obtain a doctor’s note. This is especially important if you feel that health or personal issues are affecting your academic work and may impact on your ability to meet assessment deadlines. Please refer to **Section 4.7 Mitigating Circumstances**.

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

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

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

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

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

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

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

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

### ***Student Occupational Health Service***

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

☎ 0161 306 5806

Opening Hours: Monday–Friday 09.00-16.00

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

### ***Counselling Service***

The Counselling Service is a free service available to all students. Professional counsellors provide confidential one-to-one counselling for anyone seeking help with personal problems affecting their work or well-being. The Counselling Service also run a range of group support workshops on issues such as managing anxiety; exam stress; procrastination; assertiveness; confidence and self-esteem; low mood; and speaking out in groups. They also have a comprehensive range of self-help resources, including recorded workshops and interactive 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) 🌐 <http://www.counsellingservice.manchester.ac.uk/>

### ***24/7 Mental Health Helpline***

**Health Assured is a 24-hour mental health helpline and wellbeing app.**

For mental health and wellbeing support and advice, call the confidential helpline on **0800 028 3766** whenever and wherever you need it.

The 24-hour mental health helpline and app offers access to mental health support from trained counsellors and advisors who are ready to listen and provide help whenever you need it. It's anonymous, non-judgmental and available 24 hours a day, 365 days a year.

### ***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>

### ***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 a disability.

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)***

Postgraduate students rely on a variety of sources for their funding: private or family savings, income from work, scholarships offered by governments or charitable foundations, and loans. Students who find themselves in genuine and unforeseen financial difficulties can apply for small sums from the **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/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.

🔗 <https://www.studentsupport.manchester.ac.uk/finances/a-z/budgeting/> .

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.manchester.ac.uk](mailto:burlington.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://umsu.unioncloud.org/studentparents>

## **3.4 Fieldwork**

The School of Environment, Education and Development (SEED) recognises the value of fieldwork. However, the safety and wellbeing of our students and staff remains our priority. The School will assess on a regular basis the viability of any travel and fieldwork and communicate any significant changes to our students at the earliest possible opportunity.

The ability of fieldwork and travel to proceed, and whether any changes to proposed fieldwork and travel might be necessary, will remain subject to factors such as the:

- rules and guidance on travel and activities implemented and published by the UK and overseas governments;
- outcome of any risk assessments conducted by the University;
- educational value and student experience of the fieldwork, if significant changes to the proposed fieldwork would be necessary;
- availability of appropriate insurance cover;
- availability of appropriate travel and accommodation and any significant changes to their financial costs.

All fieldwork and travel will be subject to a rigorous risk assessment process and the implementation of any protective measures identified by the risk assessment to ensure the health and safety of all our students and staff.

In some circumstances, it may become necessary to make changes to fieldwork or programme related travel. The University will notify you of those changes at the earliest opportunity. If any fieldwork does not go ahead as planned, then the School's focus will be on seeking to offer a suitable alternative and ensure that the Intended Learning Outcomes (ILOs) of the programme are met.

Please note that Countries may change their immigration and visa regulations at short notice. The School cannot guarantee that where visas are required for fieldwork, they will be granted but we will take steps so that if a visa is refused, affected students are not academically disadvantaged.

### ***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/a-z/banking/banking-made-easy/> .

### ***Vaccinations***

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

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

### ***Costs***

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

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

### ***Timing***

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

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

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

### ***Fieldcourse Handbook***

For further and more detailed essential information about fieldcourses, you should ensure that you read the Student Fieldcourse Handbook carefully. The Handbook will be made available at the beginning of semester one, 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 (<https://www.seed.manchester.ac.uk/student-intranet/support/health-and-safety/>).

All students undertaking fieldwork or independent study, for example for the purpose of their dissertation, 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>2</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

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

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<sup>2</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.

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 <https://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 the 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 15 October 2022. 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 <https://www.seed.manchester.ac.uk/student-intranet/support/student-representatives/>.

### ***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, your Programme Director or your Academic Adviser, who will work with relevant School staff and the Student Support and Welfare Team to deal with your complaint.

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

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

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

### **Formal Stage**

If you feel that you have explored all avenues within the department and the School and are unsatisfied with the response, formal procedures can be invoked by completing a Complaint Form available from the University website at: <http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=1894>. The completed forms and any enquiries should be sent to the Appeals, Complaints and Malpractice Officer 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/current/here/info/complaints/>

## **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. Upon completion and on arrival at the University, you will be able to make an appointment with the Student Services Centre to collect 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 via email regarding registration prior to your arrival. 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 2022. 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 2022 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 2022**. 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	7 <sup>th</sup> October 2022
Semester 2 deadline for course unit changes	10 February 2023

### **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 the Student Support Team – (studentsupport-seed@manchester.ac.uk) 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 the Student Support Team. 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: <https://www.studentsupport.manchester.ac.uk/immigration-and-visas/changes-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 July/December 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 School Administration Team. You will be contacted directly by the SSC with information regarding Graduation. Further information is available from the SSC Graduation website at <http://www.graduation.manchester.ac.uk/>.

### ***Debts***

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

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

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

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

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

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

Lord Terence Burns  
*Chairman, Santander UK*

Professor Brian Cox OBE  
*Physicist and Science Communicator*

Jane Cocking

*Humanitarian Director, Oxfam*

Jesse Armstrong and Sam Bain  
*Writers of television comedies – 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  
*Former UK Government's Chief Medical Officer for England*

Sophie Raworth  
*Presenter BBC News*

Teo Chee Hean  
*Acting 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](http://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 Director.

### 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 Course Unit Director and 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 the Programme Administration Team, Programme Director or the Student Support Team.

## 4.4 Coursework

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

Each Course Unit Director 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 the Programme Administration Team.

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

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

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

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

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

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 / Referral.

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 undergraduate 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;

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 the Programme Administration Team, 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 Director concerned for further feedback. Assessments, exam scripts and feedback are retained by Undergraduate Programme Administration Team 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 Directors, 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 Directors 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**

### ***Format***

If your course unit is assessed by a set examination this could be either an online exam with submission via Blackboard or on campus in Manchester under invigilated conditions.

### ***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.**

Details of examinations/assessments will be published on course unit Blackboard pages. Student guidance on completing online examinations is available at [COVID19: Student Guidance on Open Book Examinations off-campus \(The University of Manchester\)](#). Failure to submit online examinations by the due date and time will result in a mark of zero.

### ***Exams Timetable***

You will be informed of the dates of examinations via your University e-mail address (see **Section 2.4**) and for on campus exams 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 is charged by the University for any resit examinations which you are required to take (this is a one-off fee 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/>.

### ***Resits abroad***

The University does not permit students to take on campus resit examinations abroad and any students undertaking an on campus 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 or the School's Student Support & Welfare Team ([studentsupport-  
seed@manchester.ac.uk](mailto: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 evidence, for consideration by the Mitigating Circumstances Panel and Board of Examiners. The Student Support & Welfare Team 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 for applying for Mitigating Circumstances is available on the student intranet at:

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

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

### **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 after applying, to: [studentsupport-seed@manchester.ac.uk](mailto:studentsupport-seed@manchester.ac.uk). 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 normally be communicated to students in writing within a few days of 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 an extended deadline being given, 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/dependent
- Significant family or personal crises or major financial problems leading to acute stress
- Absence from the University for public service, e.g. 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 one week is required. Further guidance for DASS-registered students on 'automatic extensions' can be found on the University website: <http://documents.manchester.ac.uk/display.aspx?DocID=37272>. Students with disability support may also submit a mitigating circumstances application if, for example, there are further complicating factors not relating to their disability.

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

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

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

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

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

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

### ***Interruptions***

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

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

Please note that retrospective applications for mitigating circumstances will not be considered after the last day of the exams period in each semester, or after marks have been published for coursework. Students wishing to apply for mitigating circumstances after the end of the exams period will have to go through the academic appeal route (<http://www.studentsupport.manchester.ac.uk/study-support/appeals/>) 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, e.g. 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 / refer 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 / refer for an Honours degree.

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

## **4.9 Academic Malpractice including Plagiarism**

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 (e.g. 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 complete a [School Academic Appeals Form](#), 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

### Geography Undergraduate COURSEWORK marking descriptors

Range / Class	Fixed %	Grade descriptor
Upper-range First	100	An exceptional performance in all of the criteria for a mid-range first.
	95	An exceptional performance in most of the criteria for a mid-range first.
	92	An exceptional performance in some of the criteria for a mid-range first.
Mid-range First	88	Outstanding understanding of material with extensive references to relevant literature and examples including information and ideas not mentioned in lectures or on reading lists. Very well argued, written and structured, and highly stimulating. Shows a mastery of facts and concepts. Displays deep insight, logic, and considerable originality. Clear evidence of very extensive independent study and thinking.
	85	
	82	
Lower-range First	78	Excellent understanding of material with clear references to relevant literature and examples, including information and ideas not mentioned in lectures or on reading lists. Well argued, well written and structured, and stimulating. Factually and conceptually accurate. Displays insight, logic, and originality. Extensive independent study and thinking.
	75	
	72	
Upper-range 2.1	68	Very good understanding of material with clear references to relevant literature and examples, including information not mentioned in lectures. Sound arguments, well developed and detailed. Competently written with a clear structure. A good introduction and conclusion. Factually and conceptually sound. Displays some insight, logic, and originality. Clear signs of independent study and thinking.
Mid-range 2.1	65	As above, but with some additional, minor weaknesses in one or more areas
Lower-range 2.1	62	Good understanding of material with references to relevant literature and examples, including some information not mentioned in lectures. Sound arguments, developed and detailed. Competently written and structured with sound introduction and conclusion. Factually and conceptually sound. Displays some insight, logic, and originality. Signs of independent study.
Upper-range 2.2	58	Good understanding of material with references to relevant literature and examples largely gleaned from information and ideas mentioned in lectures. Fair arguments showing some development and detail. Moderately well written with some structure. Fair grasp of facts and concepts. Displays occasional signs of insight, logic, originality, and independence of thought.
Mid-range 2.2	55	As above, but with some additional, minor weaknesses in one or more areas
Lower-range 2.2	52	Reasonable understanding of material with few references to relevant literature and examples largely gleaned from information and ideas mentioned in lectures. Arguments showing some development and detail. Adequately written with some structure. Fair grasp of facts and concepts. Displays occasional signs of insight and logic.
Upper-range Third	48	Basic understanding of material acceptable at honours degree standard with some knowledge of relevant information and ideas gleaned mostly from lectures. Limited development of arguments and little detail. Writing and structure basic. Limited grasp of facts and concepts.
Mid-range Third	45	As above, but with some additional weaknesses in one or more areas

Lower-range Third	42	Very basic understanding of material acceptable at honours degree standard with basic knowledge of relevant information and ideas gleaned almost entirely from lectures. Severely limited development of arguments and little detail. Writing and structure basic. Very limited grasp of facts and concepts
Compensatory Fail	38	Inadequate factual and conceptual understanding. Arguments very weak. Poorly written and structured. Poor spelling and grammar. Little knowledge of relevant material.
	35	
	32	
Fail	28	Erroneous, irrelevant and muddled approach that fails to argue a case. Very poorly written and structured. Poor spelling and grammar. Virtually no knowledge of relevant material. Factually and conceptually very weak.
	25	
	22	
Fail	15	The same shortcomings as 20-29% criteria but also seriously deficient in quantity.
Fail	5	No more than a few irrelevant sentences which do not address the question sufficiently.
Fail	0	No material to assess

## **Appendix 2 - Examination Regulations**

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

### **Undergraduate Degree Regulations**

VERSION: 2.7, October 2020 – for all Undergraduate students progressing from 2012 onwards or registered from 2018 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

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F. Reassessment

G. Carrying forward failed credit on Undergraduate programmes

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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).

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

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).

- 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
- 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* (<https://www.staffnet.manchester.ac.uk/tlso/policy-guidance/student-support-development/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* (<https://www.staffnet.manchester.ac.uk/tlso/policy-guidance/degree-regulations/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.

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).

#### **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.

23. 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* (<https://www.staffnet.manchester.ac.uk/tlso/policy-guidance/student-support-development/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).

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).

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.

#### **G. 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.

#### **H. 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.

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).

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.

#### **I. 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 1<sup>st</sup>, 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 1<sup>st</sup>, 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.

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).

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.

51. 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.

#### L. 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).**

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).

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.

#### M. Posthumous and Aegrotat Degrees

62. Information about the award of posthumous or aegrotat degrees can be found in the [Procedures for the Award of Posthumous and Aegrotat Undergraduate and Postgraduate Taught Degrees](#).

#### N. Examination Board Arrangements

63. 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.

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

65. 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):

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).

- 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](#)

<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>		
<b>Version</b>	<b>Date</b>	<b>Reason for change</b>
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> </ul>

		<ul style="list-style-type: none"> <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 as referred assessment, on the grounds of a student’s work and attendance.</li> <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>
2.7	October 2020	<ul style="list-style-type: none"> <li>• Updates to section M: Posthumous and Aegrotat Degrees, to refer to new <a href="#">Procedures for the Award of Posthumous and Aegrotat Undergraduate and Postgraduate Taught Degrees.</a></li> </ul>

<b>Document control box</b>	
Policy / Procedure title:	Undergraduate Degree Regulations
Date approved:	October 2020
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Next review date:	2022
Related Statutes, Ordinances, General Regulations / Policies	<a href="#">Postgraduate Taught Regulations</a>
Related Procedures and Guidance:	<a href="#">Guide to Taught Degree Regulations and Taught Degree Regulations Glossary of Terms</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 School of Environment, Education and Development 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 Geography 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.

## Section 6: Appendices

### Geography Undergraduate COURSEWORK marking descriptors

Range / Class	Fixed %	Grade descriptor
Upper-range First	100	An exceptional performance in all of the criteria for a mid-range first.
	95	An exceptional performance in most of the criteria for a mid-range first.
	92	An exceptional performance in some of the criteria for a mid-range first.
Mid-range First	88	Outstanding understanding of material with extensive references to relevant literature and examples including information and ideas not mentioned in lectures or on reading lists. Very well argued, written and structured, and highly stimulating. Shows a mastery of facts and concepts. Displays deep insight, logic, and considerable originality. Clear evidence of very extensive independent study and thinking.
	85	
	82	
Lower-range First	78	Excellent understanding of material with clear references to relevant literature and examples, including information and ideas not mentioned in lectures or on reading lists. Well argued, well written and structured, and stimulating. Factually and conceptually accurate. Displays insight, logic, and originality. Extensive independent study and thinking.
	75	
	72	
Upper-range 2.1	68	Very good understanding of material with clear references to relevant literature and examples, including information not mentioned in lectures. Sound arguments, well developed and detailed. Competently written with a clear structure. A good introduction and conclusion. Factually and conceptually sound. Displays some insight, logic, and originality. Clear signs of independent study and thinking.
Mid-range 2.1	65	As above, but with some additional, minor weaknesses in one or more areas
Lower-range 2.1	62	Good understanding of material with references to relevant literature and examples, including some information not mentioned in lectures. Sound arguments, developed and detailed. Competently written and structured with sound introduction and conclusion. Factually and conceptually sound. Displays some insight, logic, and originality. Signs of independent study.
Upper-range 2.2	58	Good understanding of material with references to relevant literature and examples largely gleaned from information and ideas mentioned in lectures. Fair arguments showing some development and detail. Moderately well written with some structure. Fair grasp of facts and concepts. Displays occasional signs of insight, logic, originality, and independence of thought.
Mid-range 2.2	55	As above, but with some additional, minor weaknesses in one or more areas
Lower-range 2.2	52	Reasonable understanding of material with few references to relevant literature and examples largely gleaned from information and ideas mentioned in lectures. Arguments showing some development and detail. Adequately written with some structure. Fair grasp of facts and concepts. Displays occasional signs of insight and logic.
Upper-range Third	48	Basic understanding of material acceptable at honours degree standard with some knowledge of relevant information and ideas

		gleaned mostly from lectures. Limited development of arguments and little detail. Writing and structure basic. Limited grasp of facts and concepts.
Mid-range Third	45	As above, but with some additional weaknesses in one or more areas
Lower-range Third	42	Very basic understanding of material acceptable at honours degree standard with basic knowledge of relevant information and ideas gleaned almost entirely from lectures. Severely limited development of arguments and little detail. Writing and structure basic. Very limited grasp of facts and concepts
Compensatory Fail	38	Inadequate factual and conceptual understanding. Arguments very weak. Poorly written and structured. Poor spelling and grammar.
	35	
	32	Little knowledge of relevant material.
Fail	28	Erroneous, irrelevant and muddled approach that fails to argue a case. Very poorly written and structured. Poor spelling and grammar.
	25	
	22	Virtually no knowledge of relevant material. Factually and conceptually very weak.
Fail	15	The same shortcomings as 20-29% criteria but also seriously deficient in quantity.
Fail	5	No more than a few irrelevant sentences which do not address the question sufficiently.
Fail	0	No material to assess

## **Appendix 2 - Examination Regulations**

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

### **Undergraduate Degree Regulations**

VERSION: 2.7, October 2020 – for all Undergraduate students progressing from 2012 onwards or registered from 2018 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).

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

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).

- 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
- 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* (<https://www.staffnet.manchester.ac.uk/tlso/policy-guidance/student-support-development/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* (<https://www.staffnet.manchester.ac.uk/tlso/policy-guidance/degree-regulations/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.

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).

#### 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.

23. 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* (<https://www.staffnet.manchester.ac.uk/tlso/policy-guidance/student-support-development/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).

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).

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.

#### **G. 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.

#### **H. 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.

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).

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.

#### **I. 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 1<sup>st</sup>, 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 1<sup>st</sup>, 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.

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).

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.

51. 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.

#### **L. 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).**

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).

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.

#### **M. Posthumous and Aegrotat Degrees**

62. Information about the award of posthumous or aegrotat degrees can be found in the [Procedures for the Award of Posthumous and Aegrotat Undergraduate and Postgraduate Taught Degrees.](#)

#### **N. Examination Board Arrangements**

63. 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.

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

65. 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):

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).

- 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](#)

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

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

<b>Version amendment history: Undergraduate Degree Regulations</b>		
<b>Version</b>	<b>Date</b>	<b>Reason for change</b>
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 as referred assessment, on the grounds of a student's work and attendance.</li> <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> </ul>

		<ul style="list-style-type: none"> <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>
2.7	October 2020	<ul style="list-style-type: none"> <li>• Updates to section M: Posthumous and Aegrotat Degrees, to refer to new <a href="#">Procedures for the Award of Posthumous and Aegrotat Undergraduate and Postgraduate Taught Degrees.</a></li> </ul>

<b>Document control box</b>	
Policy / Procedure title:	Undergraduate Degree Regulations
Date approved:	October 2020
Approving body:	Senate
Implementation date:	November 2020
Version:	2.7, October 2020
Supersedes:	Version 2.6, February 2020
Previous review dates:	06/2005, 10/2007, 03/2010, 06/2010, 05/2012, 04/2013, 04/2014, 02/2016, 06/2018, 10/2019, 02/2020
Next review date:	2022
Related Statutes, Ordinances, General Regulations / Policies	<a href="#">Postgraduate Taught Regulations</a>
Related Procedures and Guidance:	<a href="#">Guide to Taught Degree Regulations and Taught Degree Regulations Glossary of Terms</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 School of Environment, Education and Development 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 Geography 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.