

School of Environment, Education and Development

Manchester Institute of Education

Postgraduate Certificate in Higher Education

2023-2024 Programme Handbook

www.seed.manchester.ac.uk/studentintranet

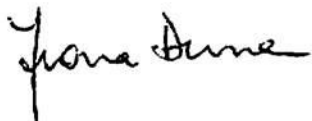
WELCOME TO THE FACULTY OF HUMANITIES

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

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

Being at university is not all about what you will learn in the classroom, and you will have access to a diverse range of activities to stretch and develop your knowledge, thinking and skills from field trips and study abroad to volunteering, industrial placements and hundreds of societies. In addition, there is Stellify, a package of some of our most transformative student experiences that enables students to develop beyond their chosen subject. These experiences are why we are the university most targeted by employers.

Within the Faculty, and its constituent Schools, we are committed to providing a student experience of the highest standard and making sure you have the support you need along the way. This handbook will give you information to help you make the most of your time with us. I look forward to seeing you all thrive whilst you are here. Your success is hugely important to me and all our academic and professional staff.



Fiona Devine
Vice-President and Dean, Faculty of Humanities
September 2023

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 Master's degrees.

The **Manchester Institute of Education (MIE)** 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 Northwest.

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

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

Professor Martin Evans

Head of the School of Environment, Education and Development

Statement on Dignity at Work and Study

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

More information can be found at:

<http://www.staffnet.manchester.ac.uk/equality-and-diversity/policies-and-guidance/dignity-at-work-and-study/>

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Welcome

On behalf of the programme team, I would like to welcome you to the PG Cert in Higher Education. We hope that you find this handbook useful in supporting your studies.

The programme seeks to develop your postgraduate-level thinking for your professional learning and career development. You will critically engage with literature, reflect on your own professional practice, and carry out systematic enquiry.

2023-24 marks the tenth year of teaching the programme and, as in previous years, we're particularly keen to collect feedback from you. Meeting the needs of colleagues from across the campus is an ongoing commitment for the programme team and we welcome your thoughts on your experience. In the coming year we will be focusing on the impact your studies and engagement with the programme has on your role and work within the University.

The PG Cert in HE is taught and managed by a range of staff with specialists interests and experience, many from the Manchester Institute of Education (which is based within the School of Environment, Education and Development (SEED)), but with contributions from other colleagues from across the University; each have conducted research or studied their respective fields for many years which they will draw on when teaching and supporting your studies.

We hope you enjoy your studies on the programme and that you engage with the themes, tutors, and your peers across your units of study. We look forward to working with you in the year ahead.

Mike O' Donoghue

Programme Director

Room B3.12, Ellen Wilkinson Building

michael.o'donoghue@manchester.ac.uk

Section 1: Programme specifics

1.1 Programme Aims and Objectives

What are the aims of the Programme?

The programme aims to provide a coherent, personalised and progressive framework for the professional learning and career development of university staff. It is focused on supporting colleagues in developing their practice to enable all participants to reach their potential. Participants on the PG Cert in HE will develop and demonstrate professional standards and skills in critical reflection and systematic enquiry. The programme will enable participants to engage with, evaluate, and apply to their practice key elements of the research, literature and policy frameworks in order to enhance pedagogical practice, curriculum development, collaborative working and leadership. Ultimately, the aim of the PG Cert in HE is to create a better-qualified, higher-performing workforce at the University of Manchester equipped with a more in-depth and nuanced understanding of the professional academic context in which they operate.

The thinking behind the programme design is that a university employee with a broader awareness of the Higher Education context is better able to reflect on their own professional identity and develop their individual professional contribution. The programme is therefore designed to equip participants with the contextual academic knowledge and critical thinking skills necessary to meet the institutional demands of their role while also fulfilling their personal goals. It aims to be as inclusive as possible, serving PS as well as academic colleagues, and, ultimately, attracting participants from outside the University of Manchester. Though content is not discipline specific, assessment methods will encourage participants to draw on their particular role within Higher Education. New literatures will be explored, comparisons with universities around the globe will be encouraged, and professional development facilitated through a combination of face-to-face interaction and blended learning.

1.2 Useful Contact Information

Programme Administration Team

Jane Mortimer

Seed.programmes@manchester.ac.uk

Academic Staff – Programme Director		
Michael O'Donoghue	Ellen Wilkinson Building B3.12	0161 275 6826 michael.o'donoghue@manchester.ac.uk
Core Academic Staff – Course Unit Directors		
Steve Jones EDUC63262 - The Changing Landscape of Higher Education	sj@manchester.ac.uk	
Michael O'Donoghue EDUC63211 - Teaching, Learning and Assessment in the Higher Education Context	michael.o'donoghue@manchester.ac.uk	
Paul Smith EDUC63282 - Independent Higher Educational Research Unit	Paul.V.Smith@manchester.ac.uk	
Stephen Rayner EDUC63231 - The Local Academic Culture of Higher Education: A 'practice research' approach	stephen.rayner@manchester.ac.uk	
Amanda Banks Gatenby EDUC63272 – Technology in Higher Education	abg@manchester.ac.uk	
Jenna Mittelmeier EDUC63241 - Internationalisation in Higher Education	jenna.mittelmeier@manchester.ac.uk	
Caroline Bowsher EDUC63221 - Assessment and Feedback	Caroline.Bowsher@manchester.ac.uk	
Chris Millson EDUC63252 - Open Knowledge and Higher Education	chris.millson@manchester.ac.uk	
Other Course Contacts		
Janette Watson Programme Librarian	janette.watson@manchester.ac.uk	

Who Do I Contact?

The **Programme Director** is responsible for the management of the PG Cert in HE. You may approach him about any academic or personal matters affecting your studies.

The **Programme Administration Team** is responsible for the day to day administration of the programme and is available as a source of information and support for you while you are studying. Please contact her with regard to issues concerning your progression through the programme, such as:

- General queries about the programme and your course units
- Queries on admissions or registration
- Submission of assignments
- Request for confirmation of assessment results
- Details of Graduation arrangements

Course Unit Directors should be approached about those issues which relate to the content, assessment, or procedures connected with their course units. You should make appropriate arrangements to meet with and discuss points or issues with your Course Unit Director via email.

1.3 Programme Structure

What are the components of the Programme?

The regulations for the programme require you to complete 60 credits for a certificate award. Accredited Prior Learning (APL) may contribute up to 30 credits towards this (see next section for details). For 2023/24 the course units available are:

- EDUC63211 = **Teaching, Learning and Assessment in the Higher Education Context** (15 credits)
- EDUC63221 = **Assessment and Feedback** (15 credits)
- EDUC63231 = **The Local Academic Culture of Higher Education: A practice research approach** (15 credits)
- EDUC63241 = **Internationalisation in Higher Education** (15 credits)
- EDUC63252 = **Open Knowledge and Higher Education** (15 Credits)
- EDUC63262 = **The Changing Landscape of Higher Education** (15 credits)
- EDUC63272 = **Technology in Higher Education** (15 credits)
- EDUC63282 = **Independent Higher Educational Research Unit** (15 credits)

Registration period

You will be sent details of how to register as a participant on the programme. Please e-mail seed.programmes@manchester.ac.uk if you get into any difficulties. The Programme Administration Team will contact you with the schedule for returning details for those course units you wish to be assessed on. These will be recorded on the Course Unit Selector form (Appendix 6).

APL (Accreditation of Prior Learning)

The 60-credit PG Cert HE structure comprises seven optional taught 15-credit units, plus one optional independent study unit (EDUC63282 – Independent Higher Educational Research).

A maximum of 30 credits APL may be requested by those who hold a Fellowship or Senior Fellowship of the HEA /AdvanceUK. Relevant qualifications must be completed and awarded prior to the commencement of the first week of teaching w/c 2nd October 2023. Please note that completion of a programme may not be sufficient to generate APL. For example, completing attendance at a New Academics Programme (NAP) is not sufficient for APL purposes; however, successfully completing any portfolio requirements for the NAP (which usually include FHEA awards) would be sufficient. Those presenting Fellowship or Senior Fellowship of the HEA/Advance HE for the award of APL do not have to have received the award in the last 5 years.

Scanned certification should be sent with an APL request form (see Appendix 7) as supporting documentation to seed.programmes@manchester.ac.uk If you intend to apply for APL please submit your request and scanned documentation ideally as soon as you can and no later than **31st August 2023**.

Participants who gain 30 credits APL need to complete two of the taught course units but are not able to take the unit EDUC63282 – Independent Higher Educational Research. All other participants complete four course units from the options available.

Update for September 2023 - There has been an amendment to the Degree Regulations for the Postgraduate Certificate in Higher Education which applies to participants registering on the programme for the first time from September 2021. Participants on the programme who have claimed Accredited Prior Learning and do not meet the pass-mark and are awarded Fail or Conditional Fail for a course unit are now able to undertake one attempt at reassessment per unit, in up to 30 credits (2 x course units) to enable them to gain sufficient credit to complete the programme. Where resits are required, this will be confirmed by the Examination Board and information on reassessment requirements will be communicated to them after the Exam Board meeting.

Please note due to the nature and learning objectives of the PGCert in HE, applications for Accreditation of Prior Experiential Learning (APEL) are not considered for this Programme.

Study Load

Each 15-credit course unit is considered to be equivalent to 150 hours of study. You are expected to work independently (e.g. background reading, tasks set on Blackboard, research and assignment writing) and to attend any scheduled sessions on the course units you have selected to study and to be assessed on. The PG Cert in HE is designed to draw extensively on your day-to-day activity as a university employee and your assessment can link closely to your normal professional practice.

Each course unit will have at least three face-to-face sessions. Participants are expected to complete the programme in one academic year. Please note that we do not capture or distribute the scheduled face to face sessions as podcasts.

Course unit schedule

Semester 1

Date	Time	Unit	Location
Wed 20-Sept	13.00 - 15.00	Welcome Event All participants/tutors	TBC
Fri 6-Oct	13.30 - 15.30	Internationalisation in HE Jenna Mittelmeier, Sylvie Lomer	HBS 1.69-1.70
Fri 13-Oct	13.30 - 15.30	Teaching, Learning, Assessment in HE Michael O'donoghue	HBS 1.69-1.70
Wed 18-Oct	10.30-12.30	Assessment & Feedback Caroline Bowsher, Sally Hickson	HBS 1.69-1.70
Fri 20-Oct	13.30 - 15.30	The Local Academic Culture of HE: a 'Practice Research' approach Stephen Rayner, Michael O'donoghue	HBS 1.69-1.70
Wed 1-Nov	13.30 - 15.30	Teaching, Learning, Assessment in HE Michael O'donoghue	HBS 1.69-1.70
Fri 3-Nov	13.30-15.30	Internationalisation in HE Jenna Mittelmeier, Sylvie Lomer	HBS 1.69-1.70
Wed 8-Nov	10.30-12.30	Assessment & Feedback Caroline Bowsher, Sally Hickson	HBS 1.69-1.70
Wed 15-Nov	13.30 - 15.30	The Local Academic Culture of HE: a 'Practice Research' approach Stephen Rayner, Michael O'donoghue	HBS 1.69-1.70
Wed 22-Nov	13.30 - 15.30	Teaching, Learning, Assessment in HE Michael O'donoghue	HBS 1.69-1.70
Wed 29-Nov	10.30-12.30	Assessment & Feedback Caroline Bowsher, Sally Hickson	HBS 1.69-1.70
Fri 1-Dec	13.30 - 15.30	The Local Academic Culture of HE: a 'Practice Research' approach Stephen Rayner, Michael O'donoghue	HBS 1.69-1.70
Wed 6-Dec	13.30 - 15.30	Internationalisation in HE Jenna Mittelmeier, Sylvie Lomer	HBS 1.69-1.70
Fri 8-Dec	13.30 - 15.30	Drop-in sessions All S1 units	HBS 1.69-1.70

Semester 2

Date	Time	Unit	Location
Wed 7-Feb	13.30 - 15.30	Open Knowledge in HE Chris Millson and others	Online
Fri 9-Feb	13.30 - 15.30	The Changing Landscape of HE Steve Jones, Paul Smith	HBS 1.69-1.70
Wed 14-Feb	13.30 - 15.30	Technology in HE Amanda Banks-Gatenby	HBS 1.69-1.70
Fri 16-Feb	13.00 - 14.00	Independent HE research unit – Intro Paul Smith	Online
Fri 23-Feb	13.30 - 15.30	The Changing Landscape of HE Steve Jones, Paul Smith	HBS 1.69-1.70
Wed 28-Feb	13.30 - 15.30	Open Knowledge in HE Chris Millson and others	Online
Wed 6-Mar	13.30 - 15.30	Technology in HE Amanda Banks-Gatenby	Online
Wed 13-Mar	13.30 - 15.30	The Changing Landscape of HE Steve Jones, Paul Smith	HBS 1.69-1.70
Fri 15-Mar	13.30 - 15.30	Open Knowledge in HE Chris Millson and others	Online
Wed 10-Apr	13.30 - 15.30	Technology in HE Amanda Banks-Gatenby	HBS 1.69-1.70 & Online (dual)
Fri 12-Apr	13.30 - 15.30	Drop-in sessions All S2 units	HBS 1.69-1.70

1.4 Course Unit Choice & Guidance

A summary of the seven taught units and the questions and themes they address are provided below.

Participants should select four of the 15 credit units to complete in order to study the required 60 credits for the Postgraduate Certificate. Participants who have been awarded 30 credits APL should select two of the 15 credit units to complete in order to obtain the 60 credits required; please note that the Independent Higher Educational Research unit (EDUC63282) cannot be taken by participants awarded APL.

Semester One

EDUC63211 - Teaching, Learning and Assessment in the Higher Education Context (15 credits)

The unit approaches the theme of teaching, learning and assessment in HE via participants' own experience and their perspectives on this theme. We begin by considering the role of the university teacher and related good practice and extend this to theories and perspectives on student learning. We will consider why we assess and grade students, the forms this could take, and explore the relationship that exists in this triad of themes. Questions addressed on the unit include How do HE students learn? How can university level teaching engage students? How should assessment be aligned with learning outcomes? What are theories of learning and how do they differ from theories of teaching or instruction? How can theory and practice combine to enhance the student learning experience?

EDUC63221 - Assessment and Feedback (15 credits)

What is assessment theory? How can it be put into practice in relation to concepts of validity, reliability, transparency, professional accountability and generalisability? How can objectivity and fairness be embedded in assessment? What is the relationship between teaching and assessment? How should we assess our teaching? What is the importance of feedback for interpreting assessments? And how can 'feed-forward' be incorporated into assessment and feedback design?

EDUC63231 - The Local Academic Culture of Higher Education: a 'practice research' approach (15 credits)

The idea behind this course is quite simple; it asks why we do what we do? As employees in the academy we're subject to a range of ideas, decisions, policies and practice in our working lives. These can sometimes pass us by without thought because we're so busy, but sometimes, something happens that can make each of us ask why on Earth would we do that? To get to grips with these things, we need two key ideas - reflection, in order to think about and question our practice; and practitioner research, in order to investigate the origins of the questions that emerge from reflection. This is the essence of this course. You will study approaches to practitioner research and examine an area of your own professional practice of relevance to your interests, curiosities, or development.

EDUC63241 – Internationalisation in Higher Education (15 credits)

This unit aims to develop students' knowledge of the context of internationalisation, international student transitions, curriculum internationalisation, and internationalising pedagogy and practice. We will critically examine several facets of internationalisation in the academy, including: decolonisation of the curriculum, and tensions between the relevance of national and international learning; inclusive approaches to the student experience; and implications for equity. The unit aims to draw on participants' various activities across the university, from student services to teaching and research, and connect this with contemporary research and theory.

Semester Two

EDUC63252 - Open Knowledge and Higher Education (15 credits)

This unit examines the context, contribution and constraints of the relationship between open knowledge and Higher Education. We explore key questions regarding the role of open knowledge in a Higher Education environment as it applies to both research and teaching and learning agenda. We explore specific examples of open knowledge including: changes in scholarly publishing, and the transition to Open Access; online learning: Open Educational Resources and the rise of the MOOC; open Research and Citizen Science (including open data, open science and digital humanities); and the Open Knowledge Economy (including intellectual property, rights and sharing in an open environment). You will contribute to the open and online OKHE publication which can be viewed here - <https://goo.gl/s7WKou>

EDUC663262 - The Changing Landscape of Higher Education (15 credits)

What is the function of HE and how does the English system work? How do universities' heritages affect students' expectation? What are the key global issues for HE? Is access fair? How do English universities position themselves in an increasingly competitive global market? Is HE a public good? How are universities financed and governed? How does the international context affect the professional identity of the academic? How do universities see themselves professionally?

EDUC63272 – Technology in Higher Education (15 credits)

The course unit will develop knowledge of the history and current uses of technology to support teaching in higher education. It will explore a number of developments and terminology looking at online, blended and mobile learning. The unit will frame this against our understanding of both face-to-face and distance learning. It will explore methodology and pedagogies that have been suggested to have a particular relevance to online practices and consider the role of context,

content, activities and modes of delivery. It will look at moves away from the transmission of ideas to practices that construct knowledge and consider autonomy and independence. It will also consider the nature of the digital generation and their expectations about how they should learn. It will look at how online materials are created and the decision making process for choosing how to create learning opportunities. It will make use of the Humanities e-Learning Development model as a process approach to the development of courseware and review a number of different digital technologies considering their applicability for teaching and learning.

EDUC63282 - Independent Higher Education Research Unit (15 credits)

This unit is designed to allow participants without APL to gain credits by reflecting in detail on one or more aspects of their current practice. Participants will be encouraged to explore a chosen topic with support from an assigned supervisor.

For all course unit outlines please see the programme website:

<https://www.seed.manchester.ac.uk/education/study/courses/pgcert-in-higher-education/>

Section 2: General Information

2.1 Administrative/Academic Team

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

Administrative Team

You are part of the **School of Environment, Education and Development (SEED)** which includes the departments of Geography, Planning and Environmental Management (PEM), the Manchester School of Architecture, the Global Development Institute (GDI) and the Manchester Institute of Education (MIE). Under the new structure of Student Experience Programme, there are administrative teams with various specialties across the whole school to give students holistic support throughout their journey at SEED. They are Student Information Advice and Guidance Team (IAG); Student Support and Wellbeing Team (SSW); Programme and Curriculum Team (P&C); and Assessment and Progression Team (A&P).

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

Administrative Teams

If you have any queries, please contact seed.hub@manchester.ac.uk, and one of the administrative teams mentioned above will be in touch with you.

Student Support Hub

The SEED Student Support Hub (open Monday-Friday, 9am-5pm) serves as a face-to-face contact point if you have any query and/or wish to speak to a member of staff in person. The Hub is managed by Information, Advice and Guidance (IAG) team and Student Support and Wellbeing (SSW) team, which is located on the ground floor of Humanities Bridgeford Street Building.

If you're in need of support, the IAG team will be able to provide you any relevant information, signpost you to the right team, refer you to useful resources available, and resolve your queries/issues in an effective manner. 1-1 appointments are also available with SSW staff to discuss any wellbeing-related issues and they can also provide guidance on academic and programme-related queries or concerns such as interruptions/withdrawals.

Additionally, a wide variety of events/drop-ins are hosted inside the Hub across the academic year. Please check out the communications regularly and don't miss out any opportunities to enhance your student experience here at SEED.

Alternatively, you can contact the Hub on the phone by calling 0161 275 2817 (Monday-Friday, 9am-5pm).

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 account.** If you believe that you are not receiving all relevant e-mails, you must inform the Information Advice and Guidance 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

There is an official SEED Instagram Account managed by the Information Advice and Guidance Team where all up-to-date school-specific and university-wide activities are advertised.



- Instagram SEED:  [UOM SEED \(@uomseed\) • Instagram photos and videos](#)

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



GDI

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

Geography

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

Planning and Environmental Management

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

MIE

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

2.5 Monitoring Attendance and Wellbeing of Students

Recording and monitoring attendance of all 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 all departments and programmes.

The University expects all students to 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 is introducing a new system for recording student attendance from September 2023 and further details on how to register your attendance will be circulated to students at the start of the new academic year. Recording attendance helps us to see where students might be struggling and to offer support.

The Attendance Monitoring team will be in contact with students where non-attendance has become a concern or where a pattern of absence begins to raise concerns with regards to a student's wellbeing.

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 International Students with a Tier 4 Visa

As part of the University's compliance with UKVI regulations for Student Route (Tier 4) Visa holders, international students must demonstrate that they are physically 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. UKVI may request access to these records at any point. If your physical attendance and/or engagement is deemed unsatisfactory by the School then you may be withdrawn from your studies and this would lead to the cancellation of your Student Route visa. To avoid problems with your visa, you must report any unavoidable absence to us as soon as you can to seed.attendance@manchester.ac.uk.

Attendance requirements over the summer dissertation period

This is a 1-year taught Masters programme with a requirement to complete a dissertation during the summer. As the summer is classed as term-time, you should limit your absence from the UK from the end of semester 2 until the submission date of your dissertation to 14 days maximum, unless travel is required for the completion of overseas fieldwork. Absence from the UK outside of vacation periods, or for longer than 14 days during the dissertation period that is not required for overseas fieldwork, may impact your Student Route Visa status and future eligibility for the Graduate Route (Post Study Work) visa, should you wish to apply for this.

How will I be notified about unsatisfactory attendance?

You must check your University e-mail account regularly in case the School is trying to contact you about your attendance and respond to any emails related to this.

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 Student Route (Tier 4) visa. The visa will then be curtailed and the student must leave the UK within 60 days.

What happens if you interrupt your studies?

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

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 Student Route (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 seed.attendance@manchester.ac.uk.

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

2.7 Academic Timetable

Semester dates/academic year/exam dates:

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

Activity	Start Date	End Date
Online induction (new students)	Monday, 11 September 2023	
Welcome Week	Monday, 18 September 2023	
Semester 1 starts	Monday, 25 September 2023	
Winter graduation	Monday, 11 December 2023	
Christmas break	Monday, 18 December 2023	Sunday, 14 January 2024
Semester 1 assessment and exams	Monday, 15 January 2024	Friday, 26 January 2024
Semester 1 ends	Sunday, 28 January 2024	
Semester 2 starts	Monday, 29 January 2024	
Non-teaching period	Monday, 18 March 2024	Sunday, 24 March 2024
Easter break	Monday, 25 March 2024	Sunday, 7 April 2024

Semester 2 assessment and exams	*To be confirmed, but expected to begin Monday, 13 May 2024	*To be confirmed, but expected to end Wednesday, 5 June 2024
Semester 2 ends	Friday, 7 June 2024	
Summer graduation	*To be confirmed, but expected to fall within the three weeks from Monday, 8 July 2024	

2.8 Teaching & Learning Facilities

Library

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

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

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

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

The University Of Manchester Library

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

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

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

Facilities

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

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

Get Started: Find Your Resources

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

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

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

Training and Research Support

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

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

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

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

Library News and Updates:

Keep up to date with the latest library developments via Facebook

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

Blackwell's

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

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

They also have a coffee shop, and sell general books, stationery, technology, cards, gifts, University merchandise.

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

<https://blackwells.co.uk/bookshop/shops/>

Blackboard: Course units and enrolments

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



to deliver our programme-

Access Bb via My Manchester <http://my.manchester.ac.uk/> under 'Tools'. 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 2023/24 this is:

- Semester 1 and all-year courses: 18 September 2023
- Semester 2 courses: 23 January 2024

For details on how to enrol on your course units please see the guidance in the link below

[Student Support | Support For Your Studies | Course unit selection | The University of Manchester](#)

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?

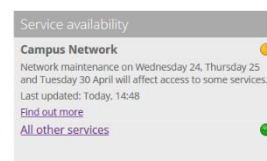
If you cannot see a course you expect to see, it may be because your tutor has not 'activated' your Blackboard site for the course, or it may be that your enrolment is not completed:

- contact seed.hub@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 in IT or eLearning services such as Blackboard, Turnitin, Video other please check the Service Availability information on IT homepage:



interruptions
Portal or
services

<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/>.

Arthur Lewis Student Common Room

All School of Environment, Education and Development students have access to the Student Common Room on the ground floor of the Arthur Lewis Building. The room is divided into three main areas: a laptop area, an area with study tables and a more informal soft seating area. The room is shared with the School of Social Sciences who are also housed in the Arthur Lewis Building.

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](#)

Details of PC clusters across campus and their capacities will be updated on the PC cluster webpages above. 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.

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)

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.

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

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

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

<https://www.mypodcasts.manchester.ac.uk/student-fags/>

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 the Information, Advice and Guidance Team 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 2023/24:

- Arabic
- Chinese
- French
- Polish
- Spanish
- Turkish

- German
- 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.

[University Language Centre - LEAP courses - School of Arts, Languages and Cultures - The University of Manchester](#)

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.

Please visit our website to find out more and to register for workshops or follow us on Twitter:

[@UoMLangCentre](#)

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

<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/ 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.

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

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

Opening Hours: Monday to Thursday 09.00-17.00 & Friday 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 Wellbeing team (seed.wellbeing@manchester.ac.uk).

School Student Support and Wellbeing Team

In addition to your Academic Adviser, the School also has a small team of staff who can help students in times of difficulty and are available to meet with students to advise on the kinds of support available in the University, including support for students with disabilities, and to discuss options such as interruption or

mitigating circumstances. If you would like to arrange a meeting, please email the Student Support team (seed.wellbeing@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: 5th Floor, Crawford House, Precinct Centre

☎ 0161 275 2864

Email: 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

🖱 <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 (seed.dc@manchester.ac.uk). Students should seek advice immediately if they feel that their work is being affected by a disability.

Location: 2nd Floor, University Place

☎ 0161 275 7512

Email: dass@manchester.ac.uk

Opening Hours: Monday to Friday 10.00 to 16.00

🖱 <http://www.dso.manchester.ac.uk/>

Whenever possible, please telephone or email for an appointment.

Legal Support

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

Location: 188 Waterloo Place, Oxford Road

☎ 0161 275 7976

Email: free.legal@manchester.ac.uk 📄 <http://www.law.manchester.ac.uk/legal-advice-centre/>

Mediation Service

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

☎ 0161 306 5874

Email: mediation@manchester.ac.uk

📄 <http://www.manchester.ac.uk/mediation>

Accommodation

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

☎ 0161 275 2888

Email: accommodation@manchester.ac.uk

📄 <http://www.accommodation.manchester.ac.uk/>

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

☎ 0161 275 7680 / 7681

Email: manchesterstudenthomes@manchester.ac.uk

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

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

Finance (Debt)

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

🔗 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 childcare, 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

Where the fieldcourse is compulsory all students are expected to attend. Where the fieldcourse is optional students will be given a deadline by which they must sign up for the module, this will be in semester 1 and once selected students will not be able to drop the module once the deadline has past. Students attending fieldwork are also required to attend all preparatory lectures and / or seminars.

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

Assessment

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

Travel Documents and Entry Visas

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

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

Vaccinations

Some destinations will require vaccinations and / or anti-malarial medication. These will be prescribed by Occupational Health Services. No additional charge will be made for this. It is the student's responsibility to ensure that they receive any necessary vaccinations and / or anti-malarial medications in sufficient time to

attend the fieldcourse. Failure to obtain the necessary vaccinations and / or anti-malarial medications will result in students not being permitted to attend the fieldcourse.

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

Costs

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

You will also need to cover some additional costs such as meals and personal expenditure whilst on the fieldcourse. No refunds can be given for those students who cannot attend fieldwork, as the School does not charge fieldwork fees. Fieldwork costs are budgeted annually and are entirely separate from the fee setting exercise.

Some fieldcourses may be offered as an optional extra and require a student contribution towards the cost of travel and accommodation. If an optional fieldcourse is cancelled, students will receive a refund for their financial contribution. If a student assigned to the trip later chooses not to attend for personal reasons no refund will be given.


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

3.5 Health & Safety (Including Risk Assessments)

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

Online Health and Safety Course

All new students are required to complete compulsory eLearning modules 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 courses by no later than week three of semester one.

The purpose of the eLearning course is to:

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

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

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

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

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

Accidents and First Aid

There are several first aiders located in all buildings and their names and extension numbers can be found via the QR codes 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. In the Ellen Wilkinson Building locations of First Aiders are listed on each floor outside the lifts.

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 or green 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 3rd, 5th and 6th Floor, A Block and Evacuation Chairs are located on the 4th and 5th Floor C Block.

Testing of the fire alarms is carried out on Monday at 1.30pm in the Arthur Lewis Building, Wednesday at 11.30am in Ellen Wilkinson Building and on Friday at 9.00am in Humanities Bridgeford Street Building.

If you discover a fire, you should:

- sound the alarm by breaking the glass at the nearest call point,
- call the Fire Brigade by dialling 9-999 from any internal telephone,
- evacuate the building by the nearest available exit,
- use the refuge areas if you are unable to use the stairs,
- close all doors behind you and report to the Assembly Point,
- do not collect personal belongings,
- do not use the lifts,
- do not run,
- do not re-enter the building until authorised to do so.

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

Security

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

Food

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

Toilets

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

Out of Hours Working

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

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

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

Risk Assessments

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

- SEED high/extreme risk overseas travel risk assessment
- SEED low/medium risk overseas fieldwork travel risk assessment
- SEED low/medium risk overseas business travel risk assessment
- SEED off campus UK based travel risk assessment

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

<https://www.staffnet.manchester.ac.uk/seed/policies-guidance/compliance/health-and-safety/>

All students undertaking fieldwork or independent study, for example for the purpose of their dissertation, should complete the relevant Risk Assessment in joint discussion with their supervisor and staff. Students

must read and understand these Risk Assessments and consider carefully whether their work is covered. **The generic risk assessments are NOT sufficient in the following circumstances:**

- Visiting countries to which the United Kingdom Foreign and Commonwealth Office (FCO) has recommended against travel
- Visiting countries outside the European Union¹
- Visiting recognised hazardous areas, for example factories, quarries, mountains & cliffs, glaciers, caves & mines, high crime neighbourhoods, regions of known political instability and warfare, regions identified by the FCO as carrying a high risk of terrorism and regions affected by disease prevalence or outbreak as identified by the World Health Organisation (WHO), including malaria, dengue fever, avian 'flu, swine 'flu etc.
- Visiting hostile environments, e.g. large rivers, lakes, the sea or areas at high risk from natural disasters such as earthquake, hurricane or typhoon
- Visiting areas which are more than 12 hours from medical facilities
- Working with chemical, biological or allergenic hazards
- Research with children, animals, illegal substances or illegal activities or where there are ethical considerations

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

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

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

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

- Travel from home location to fieldwork location,
- Travelling in fieldwork destination country (self-driving, public transport, domestic flights etc.),
- Terrorism threat level,
- Personal security risk & threat of crime,
- Defect or failure of equipment,
- Safety and quality of accommodation,

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

- Weather conditions (for example, adverse conditions, extremes of temperature etc.),
- Environment (for example, rough terrain, altitude, sea or water courses etc.),
- Urban environment (for example, traffic conditions, crime levels etc.),
- Distance from medical facilities,
- Lone working,
- Hazardous activities (for example, diving, snorkelling, swimming, caving, climbing etc.),
- Communication difficulties (for example mobile phone reception, language barriers etc.),
- Hygiene levels,
- Emergency communication (for example, contact with University, home Embassy or Consulate etc.),
- Prevalent disease or health concerns (for example, malaria, dengue fever, HIV, influenza, rabies etc.),
- Vaccinations and / or prophylactic medication (for example, anti-malarials),
- Pre-trip medical and dental screening,
- Cultural sensitivities (for example dress, speech, sexual conduct).

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

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

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

3.6 Student Representation

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

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

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

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

Committees

Programmes Committee

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

Department Teaching & Learning Committee

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

The School Student Support Forum

The School of Environment, Education and Development has a Student Forum which gives student representatives the opportunity to report back to members of senior School management 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. Training for new student representatives will be provided online by the University Student Union and student reps notified once this is available.

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

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

3.7 Student Complaints

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

Informal Stage

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

Minor individual problems may be brought to the attention of a Course Unit Convenor, 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 Wellbeing Team (seed.wellbeing@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).

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. On arrival at the University, you will be provided with a University Student ID card which is also your Library Card and holds information about your programme, length of stay and eligibility to use University facilities.

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

Academic and Financial Registration must be completed by the 31 October 2023. Late registration after 31 October 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 Academic Advisor 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 31 October 2023 the School will withdraw you from the programme.

Part-Time Re-Registration

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

Late Registration

You should arrive in Manchester no later than the Sunday prior to the first day of Welcome Week. **If you cannot arrive in Manchester until after the Monday of Welcome Week, for example due to issues with a visa application, you must contact your Admissions contact at the earliest opportunity.** After this date, you will be considered a late arrival and will be required to provide evidence to support the reason for your lateness. The final deadline date for late arrival is the **31 October 2023**. Your P&C Administrator and Programme Director will then consider whether it is appropriate to approve your late arrival. Unapproved late arrivals will be deferred to the next academic year and you will be withdrawn from the programme. Note that late arrival cannot be used as part of any mitigating circumstances case and students must ensure that they are aware in full of issues discussed during the induction process (especially with regard to plagiarism).

Transfer between Programmes

Transfer between programmes may be allowed before the 31 October 2023 under *exceptional circumstances*. Students who wish to be considered for transfer must complete a *Programme Transfer* form available from the School's student intranet, and submitted to the Student Hub. This form will then be sent to the Programme Directors involved for approval or rejection.

Course Unit Changes

Registration for Course Units takes place at the start of the first semester. Once you have registered for these course units you will be able to make changes to your optional choices via the online 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	07 October 2023
Semester 2 deadline for course unit changes	17 February 2024

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 seed.hub@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 your Programme Director. Interrupting your studies will need approval and the implications of any interruption (including financial and academic) need to be carefully thought through. If you are an overseas student, an interruption may also affect your visa and so advice should be sought on this from the Student Immigration Team in the Student Services Centre:

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

Once you have taken all of this advice you must submit an Interruption Request Form (available from the student intranet) to the Student Support & Wellbeing Team.

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 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 Programme 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 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 during your final year. You can also follow us on Twitter at [@alumniUoM](https://twitter.com/alumniUoM), like us on Facebook at www.facebook.com/alumniuom and join our LinkedIn group – just search 'The University of Manchester Alumni Association'.

Section 4: Assessment, Examination and Feedback

4.1 Types of Assessment

Across the course units you will undertake you will encounter various types of assessment. 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 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.

4.3 University Ordinances and Regulations for Masters Degrees

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

regulations. If you are unclear regarding any aspect of the regulations then seek advice from your Programme Administration Team, Programme Director or the Student Support Team.

4.4 Coursework

Course Unit submission deadlines

Semester One

EDUC63211 = **Teaching, Learning and Assessment in the Higher Education Context**

EDUC63221 = **Assessment and Feedback**

EDUC63231 = **The Local Academic Culture of Higher Education: A practice research approach**

EDUC63241 = **Internationalisation in Higher Education**

The submission deadline for all Semester One units is **Monday 22nd January 2024**

Semester Two

EDUC63252 = **Open Knowledge and Higher Education**

EDUC63262 = **The Changing Landscape of Higher Education**

EDUC63272 = **Technology in Higher Education**

EDUC63282 = **Independent Higher Educational Research Unit**

The submission deadline for all Semester Two units is **Tuesday 27th August 2024**

Please note: some units have multiple coursework elements, some of which have interim submission dates. Please check with the Course Unit Directors as to their specific coursework requirements and submission schedule for 2023-24.

How to submit your assessed Coursework - Turnitin

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

Participants 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. Participants should aim to submit work by an hour before the deadline, and no later than 30 minutes before, to ensure adequate time for upload. An assessment will be recorded as late by the system even if is only by a minute, and a late penalty will be applied.

It is also important to note that only the first submission of a piece of work will be accepted, and you cannot later claim that the wrong piece of work or wrong version of a piece of work was submitted or that you submitted a draft by mistake. No substitution of a file can be made after the deadline has passed. Although every attempt is made to work within these guidelines, changes may need to be implemented across the year. The School has a commitment to inform participants about these changes well in advance of the submission date.

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 (e.g. posters) then these should be submitted to the location identified as a hand-in point by the specified deadline. Guidance for submitting hard copy work, should it be necessary, will be made available by your Programme Administration Team.

If a colleague 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 staff registration number is presented as a header/footer throughout the piece of assessed work.

Proofreading of Assessed Work

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 Director 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.

Participants **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

The Postgraduate Certificate in Higher Education is marked on a pass/fail basis only. **Submissions received after the stated deadline without approved Mitigating Circumstances (see section 4.5) will be awarded a fail through non submission.** 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, participants will receive a receipt which indicates the date and time of submission.

Late penalties (failure of the unit) will be applied in November during the exam board period when results are confirmed, and once all mitigating circumstances cases have been considered. Students should therefore note that when results and feedback are initially released, they will not include penalty for late 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 your 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 November 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 participant.

General criteria used in marking can be found in **Appendix 1**. Course units may have their own marking criteria and you should access these from the course unit director or associated online space.

All work on the Programme is marked on a Pass/Fail basis, numerical marks are not given. Participants may also be awarded a compensable fail, where a piece of work is close to a pass. In line with the Postgraduate Taught Degree Regulations the Exam Board may award a Postgraduate Certificate in Higher Education to a participant with a compensated fail in a maximum of one 15credit course unit, without resubmission being required. Participants results will be recorded on an exam grid as P = pass, FC = compensated fail, F = fail.

Where University systems, e.g. Blackboard, only allow numerical marks to be recorded, a simple numeric code has been developed by the Programme team to reflect the pass, compensatable fail and fail grading system as noted below.

- Pass = 100
- Compensatable fail = 35
- Fail = 0

Feedback is returned to each participant on the understanding that all results are provisional until after the Board of Examiners' meeting in November. Any participant who has failed an assessed piece of work should consult the Course Unit Director concerned for further feedback. Assessments and feedback are retained by the Programme Administration Team as all examined work must be available to the Board of Examiners. 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.

Where a course unit has multiple components of assessment, a participant must pass all components of assessment in order to satisfy the requirements for a Pass for the course unit. If a participant fails the initial assessment for a course unit with multiple assessment components, they will be permitted to continue with the remaining assessment. The next Exam Board will confirm arrangements for resits (where these are permitted).

Participants 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 participants concerned of the expected return date. The University Feedback Policy can be found at: <http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=6518>

Participants on the programme who have claimed Accredited Prior Learning (APL) and do not meet the pass-mark and are awarded Fail or Conditional Fail for a course unit are able to undertake one attempt at reassessment per unit, in up to 30 credits (2 x course units) to enable them to gain sufficient credit to complete the programme. Where resits are required, this will be confirmed by the Examination Board and information on reassessment requirements will be communicated to them after the Exam Board meeting.

4.5 Mitigating Circumstances

It is essential that if your work is being affected by personal or medical circumstances you seek advice from your Programme Director or your Administrative Team. They will be able to talk you through the process of 'Mitigating Circumstances'. The University defines Mitigating Circumstances as 'unforeseeable or unpreventable circumstances that could have, or did have, a significant adverse effect on the academic performance of a student'. If you think that your performance or academic progress is likely to be affected by your circumstances or that you may not be able to hand in an assignment by the deadline, you may submit an online Mitigating Circumstances form, with relevant supporting documentation, for consideration confidentially by the Programme Mitigating Circumstances Committee. Your Administrative Team will also be able to advise on the deadlines for the submission of forms and documentation, and the type of documentary evidence required.

How do I apply for mitigating circumstances?

To apply for mitigating circumstances, you should submit the online form (with relevant supporting documentation):

[PgCert in Higher Education 2023/24– Mitigating Circumstances](#)

Please be aware that information provided in Mitigating Circumstances applications will be treated in the strictest confidence by the Administrative Team and shared only with the PG Cert in HE Mitigating Circumstances Committee in anonymous format.

Timescale for Decisions

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

Possible Outcomes

In accordance with the Mitigating Circumstances Policy, mitigation will not result in the changing of any marks, except for cases where a penalty for late submission is waived.

Instead, mitigation may result in a further attempt at assessment being made available, a reassessment attempt being made available as a first sit rather than resit, a mark being disregarded, or a student may be given a mark for a whole course unit based on their performance in the part of the assessment which was not adversely affected.

Timescale for Decisions

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

Possible Outcomes

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

- Unexpected consequences of paid employment;
- Significant illness or injury; or worsening of an ongoing illness or disability, including mental health conditions; (please see [DASS](#) for examples of disabilities);
- The death or critical/significant illness of a close family member/dependant;
- Significant family or personal crises or major financial problems leading to acute stress;
- Absence from the University for public service, 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 or on the same day;
- 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. Work should be regularly backed up and ideally submitted prior to the submission date to avoid any last minute computer/IT glitches;
- Exam stress or panic attacks not diagnosed as illness or supported by medical evidence.

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

Mitigating Circumstances and Disability Support

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

more than a week is required. Further guidance for DASS-registered students on 'automatic extensions' can be accessed [here](#).

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 Committee reaches a decision.

Evidence

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

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

Late Submission

Participants who are submitting assessment work late on the grounds of mitigating circumstances should submit the work **as soon as possible after the submission deadline**. Participants should **NOT** wait for their case to be considered by the Mitigating Circumstances Committee, or until after the decision concerning approval of mitigating circumstances has been communicated before submitting work. The Mitigating Circumstances Committee will look at the amount of time a participant 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.

Interruptions

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

Mitigating Circumstances and Academic Appeals

Please note that retrospective applications for mitigating circumstances will not be considered after the last day of the assessment period in each semester, or after marks have been published for coursework. Participants wishing to apply for mitigating circumstances after the end of the assessment period will have to go through the [academic appeal route](#) 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 4.8** 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 Committee will be treated as confidential.

4.6 Failure and Reassessment

Under certain circumstances participants 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 November.** Under no circumstances can work be resubmitted before this meeting.

Where a course unit has multiple components of assessment, a participant must pass all components of assessment in order to satisfy the requirements for a Pass for the course unit. If a participant fails the initial assessment for a course unit with multiple assessment components, they will be permitted to continue with the remaining assessment. The next Exam Board will confirm arrangements for resits (where these are permitted).

It is possible for a participant to fail 15 credits and still meet the standard required for the Postgraduate Certificate if their work has been marked at a compensated fail level. Please refer to the Examination Regulations (see Section E, paragraphs 14-19) for full details regarding compensation.

Participants are permitted to re-sit up to 30 credits. Please refer to the Examination Regulations (Section F, paragraphs 20-29) for full details regarding reassessment. Participants who wish to clarify any of the above should seek advice from their Programme Administration Team.

Participants on the programme who have claimed Accredited Prior Learning (APL) and do not meet the pass-mark and are awarded Fail or Conditional Fail for a course unit are able to undertake one attempt at reassessment per unit, in up to 30 credits (2 x course units) to enable them to gain sufficient credit to complete the programme. Where resits are required, this will be confirmed by the Examination Board and information on reassessment requirements will be communicated to them after the Exam Board meeting

4.7 Plagiarism and other forms of Academic Malpractice

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

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

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

Introduction

- A. As a student, you are expected to co-operate in the learning process throughout your programme of study by completing assignments of various kinds that are the product of your own study or research. For most students this does not present a problem, but occasionally, whether unwittingly or otherwise, a student may commit what is known as plagiarism or some other form of academic malpractice when carrying out an assignment. This may come about because students have been used to different conventions in their prior educational experience or through general ignorance of what is expected of them.
- B. This guidance is designed to help you understand what we regard as academic malpractice and hence to help you to avoid committing it. You should read it carefully, because academic malpractice is regarded as a serious offence and students found to have committed it will be penalized. *At the very least* there could be a reduction in marks for the piece of work in question, but it could be worse; you could be awarded zero (with or without loss of credits), fail the whole unit, be demoted to a lower class of degree, or be excluded from the programme.
- C. Academic malpractice includes **plagiarism, collusion, fabrication or falsification** of results and anything else intended by those committing it to achieve credit that they do not properly deserve. In addition to the advice that follows, your School will give you advice on how to avoid academic malpractice in the context of your department. It will also design assessments so as to help you avoid the temptation to commit academic malpractice. Finally, you should take note that work you submit will be screened electronically to check against other material on the web and in other submitted work.

Plagiarism

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

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

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

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

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

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

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

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

4.8 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.

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

- (a) Circumstances exist (or existed) affecting your performance of which, for a good reason, the relevant decision-making body may not have been made aware when its decision was taken, and which might have had a material effect on its decision.
- (b) A material administrative error or procedural irregularity has taken place in the assessment process (or in putting into effect the regulations for your programme of study) of such a nature as to cause significant doubt whether the decision you are appealing might have been different if the error or irregularity had not occurred.
- (c) You have evidence of prejudice or bias by one or more of your examiners.
- (d) Your supervision or training in respect of research for a dissertation or thesis (or equivalent work) was unsatisfactory to the point that your performance was seriously affected. If you wish to appeal on ground (d) but your supervisory concerns arose significantly before the decision you are appealing, and you didn't submit a formal complaint, you must provide a good reason (along with supporting evidence) for only raising your concerns at appeal.

An appeal cannot challenge academic judgement. Academics use their knowledge and expertise to mark students' work and you cannot appeal because, in your opinion, this judgement is wrong. Safeguards are in place to make sure that marking is consistent and fair. Decisions on how to apply mitigation to results (rather than whether or not to accept a request for mitigation) also involve academic judgement that is not open to appeal, unless you can show that a procedural irregularity has occurred.

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 & Wellbeing Team.

Please note that you can only appeal after receiving written notification of an examination board decision and cannot appeal against provisional results. Academic appeals must be initiated by the student and not via a member of staff. You can only submit an appeal for yourself. If you would like someone else to submit an appeal on your behalf, you must provide written permission for them to submit the appeal for you.

If you wish to submit an appeal against your results, you should complete the [Stage One Academic Appeal Form](#) **within 20 working days of publication of the results**, providing relevant evidence to back up any claims you are making.

Once your appeal documents have been received, your appeal will be acknowledged and passed to a case handler for investigation and you will receive a written response in due course. If you are not satisfied with the response from the School, then you can appeal to the Faculty by completing the [Stage Two Academic Appeal Form](#). Appeals to the Faculty should be submitted **within 10 working days** of notification of the outcome of the Stage One appeal.

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

4.9. 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 participant 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 Staff Student Liaison Committee (SSLC)/programme committee/other appropriate forum, where details of any actions carried out by the programme team/School in response to the External Examiners’ comments will be discussed. Students should contact their student representatives if they require any further information about External Examiners’ reports or the process for considering them.”

The current External Examiner for this programme is: (new one being sought...)

Name:

Position:

Institution:

Please note that it is inappropriate for participants to make direct contact with External Examiners under any circumstances, in particular with regards to 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 participant to remind them of the other methods available.

Section 5: Research Integrity and Ethics

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

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

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

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

5.1 What research does it cover?

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

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

Please note:

1. **You cannot begin data collection** (or participant recruitment) until you have been given formal approval.
2. **You can approach organisations**, to seek permissions to recruit participants or access services in order to prepare to conduct your research (if and when it is approved), before ethical approval is granted.
3. **You may require a DBS check** to be completed depending upon the subjects involved and the location of your research.

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

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

Section 6: Appendices

Appendix 1 – Marking Criteria

Outline criteria for PG Cert HE written assignments

Pass - recorded by a score of 100

- Generally analytical in style; seeks to develop a critical understanding
- Clear referencing with efforts to follow an appropriate form or structure
- Appropriate range of sources or evidence used
- Clear statement of objectives which are pursued or developed
- Efforts are made to present a structured and coherent argument or perspective
- Appropriate and accurate use of language and terminology.

Compensatory Fail - recorded by a score of 35

- Mostly reporting with limited attempt to develop an analytic perspective
- Inadequate reading and references which are poorly structured
- Obscure or limited objectives which are not developed
- Disjoint in places - lacking in connection between elements and conclusion
- Weakened in places by inappropriate or inaccurate language

Fail - recorded by a score of 0

- Poor throughout with a weak grasp of facts and issues and much irrelevance
- Inadequate reading and review, poorly referenced or without reference
- Lacking in objective with little effort made to develop an outcome
- Incomplete, disjoint, disconnected in theme, points and data used.
- Weakened throughout by inappropriate or inaccurate language.

There may be variations in the above criteria, subject to individual assessment requirements. Where there are variations, these will be communicated with the assessment information.

Manchester Institute of Education Marking Criteria

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

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

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

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

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

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

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

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

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

Reassessment arrangements

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

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

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

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

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

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

Presentation

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

Plagiarism

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

Appendix 2 - Examination Regulations

<http://documents.manchester.ac.uk/display.aspx?DocID=29208>

Postgraduate Degree Regulations

VERSION: 3.6, February 2020 - for all Postgraduate Taught students registered from 2016 onwards

CONTENTS:

Postgraduate Taught Regulations

- A. Credit and Award Framework
- B. Title of Taught Awards
- C. Accreditation of Prior and Experiential Learning (AP(E)L) / Rescinding Awards
- D. Assessment and Credit Accumulation
- E. Compensation and Reassessment maximums
- F. Compensation
- G. Reassessment
- H. Exit Awards
- I. Classification of Postgraduate Taught programmes
- J. Posthumous and Aegrotat Degrees
- K. Examination Board Arrangements
- Appendix A – Postgraduate Degree 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 (below). This table is based on the credit/awards and levels required by the national Framework of Higher Education Qualifications (FHEQ):

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

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

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

2. All students who exit prior to completion of the programme on which they registered will receive an exit award if they have achieved the appropriate amount of credit in accordance with that award, as specified in table 1, within 5 years of their initial registration.
3. A student must achieve the minimum amount of credit at the level of the qualification in accordance with table 1. However, (subject to the programme requirements) students can take credit at a higher or lower level in order to achieve the minimum credit for the award.

B. Title of Taught Awards

4. Titles of degrees can be found in 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 Learning - AP(E)L / Rescinding Awards

5. A maximum time limit of 5 years should apply between award and consideration of AP(E)L. Where the Postgraduate Certificate is a standalone programme, AP(E)L will be permitted up to a maximum of 15 credits if the award is based on a 15 credit structure, and a maximum of 20 credits if the award is based on a 20 credit structure. Where the Postgraduate Diploma is a standalone programme, AP(E)L will be permitted for up to a maximum of 45

credits. For a Masters award, the maximum amount of credits which can be permitted for AP(E)L is 60.

6. Where the Postgraduate Certificate is a standalone programme, AP(E)L will be permitted up to a maximum of 15 credits if the award is based on a 15 credit structure, and a maximum of 20 credits if the award is based on a 20 credit structure. Where the Postgraduate Diploma is a standalone programme, AP(E)L will be permitted for up to a maximum of 45 credits. For a Masters award, the maximum amount of credits which can be permitted for AP(E)L is 60.
7. Students exiting with a Postgraduate Diploma (or Postgraduate Certificate) may be permitted to rescind this award and 'upgrade' to a Masters (or Postgraduate Diploma) by successfully completing the appropriate further component of the programme providing the following conditions are met:
 - The rescinding occurs within five years of the award, subject to the programme still being available.
 - An overall pass, at the appropriate standard to assure admission to a Masters programme, was obtained for the Postgraduate Diploma (or Postgraduate Certificate) including any capped or compensated grades.For further guidance on rescinding awards, please see the University's *Principles on Rescinding* (see Appendix to the *Guidance on Examination Boards*).
8. Students can receive an exit award if they have AP(E)L credit in their profile, providing their performance at the University of Manchester also satisfies the award requirements in table 1: Credit and Postgraduate Award framework (see section A, page 2) and at least half of the credits have been awarded by the University of Manchester.
9. Schools may stipulate when AP(E)L is not allowed due to Professional Body requirements.

Assessment and Credit Accumulation

10. Where students are required to progress to a research element including a 'dissertation' or similar, the programme handbook must state the minimum requirements for progression to this element of the programme.
11. If an Examination Board has documented evidence that, (a) a student's work, attendance or engagement has been unsatisfactory, and (b) the student has been formally warned of the unsatisfactory work, attendance or engagement but has not shown significant improvement acceptable to the Board, then the Board has the right to refuse assessment. See *Regulation XX – Monitoring Attendance and Wellbeing of Students* and the *Policy on Recording and Monitoring Attendance* (<http://www.staffnet.manchester.ac.uk/tlso/policy-guidance/student-support-development/recording-attendance/>).
12. Where a student has failed on the first attempt or fails to qualify for a final award after compensation, referrals or the consideration of mitigation, the Examination Board has the following option at its discretion:
 - Award Exit Award if criteria are met in accordance with table 1 (see section A, page 2).

13. Schools may have alternative assessment regulations where these are required by Professional, Statutory and Regulatory Bodies (PSRBs) or the Education and Skills Funding Agency (ESFA).

E. Compensation and Reassessment maximums

14. Postgraduate programmes can be compensated ***up to 40 credits for PG Diploma/Masters and 20 credits for a PG Certificate (see also E16, below).***
15. Postgraduate programmes can be referred ***in up to half of the taught credits (see also E16, below);*** this includes credits on a PG Certificate or PG Diploma award. Students may also resubmit the dissertation (or equivalent, see G27) on one occasion, subject to the mark restrictions set out in G28. ***The number of credits referred and those compensated cannot exceed half the taught credits in total.***
16. The total number of credits allowable for referral for a PG Diploma/Masters is 60, of which 40 can be compensated. For a PG Certificate, the total number of credits allowable for referral is 30 credits, of which 20 can be compensated.
17. For MRes programmes (with 90 credits of taught content and 90 credits dissertation) the total number of credits allowable for referral and compensation combined is 45.

F. Compensation

18. The compensation zone is defined by the Unit Marking Scheme for Postgraduate Taught students, found in the *Guide to the Taught Degree Regulations* (<http://www.staffnet.manchester.ac.uk/tlso/policy-guidance/degree-regulations/supporting-documents/guide-to-degree-regs/>).
19. Compensation can only be applied up to the maximum amount specified in E14. Beyond this maximum threshold, the Examination Board will make a decision on which reassessment can be taken.
20. Schools can specify when a unit is not compensatable or when PSRB/ESFA rules take precedence.
21. Compensated credit retains the original failed mark and this is used in the weighted average for the calculation of the final classification/ award.
22. Referral marks are compensatable.

G. Reassessment

23. Where the overall unit mark is below the compensation zone or the number of compensatable fails has been exceeded, reassessment may be taken, within the credit limitations set out in E15 to E17. Reassessment as a result of a fail is known as a 'Referral'. Subsequent attempts as a result of approved and verified mitigating circumstances are known as 'Deferrals'.
24. The reassessment must be designed to assess the achievement of the same intended learning outcomes but need not be of the same form as that originally used. The

reassessment will normally take place in the same academic year as the original assessment to enable the students to progress as originally intended.

25. If an Examination Board has documented evidence that, (a) a student's work, attendance or engagement has been unsatisfactory, and (b) the student has been formally warned of the unsatisfactory work, attendance or engagement but has not shown significant improvement acceptable to the Board, then the Board has the right to refuse the student reassessment/referred assessment. See *Regulation XX – Monitoring Attendance and Wellbeing of Students* and the *Policy on Recording and Monitoring Attendance* <http://www.staffnet.manchester.ac.uk/tlso/policy-guidance/student-support-development/recording-attendance/>).
26. An Examination Board may allow a student one attempt, per unit, at reassessment (two attempts in total). This principle does not apply to attempts with approved and verified mitigating circumstances.
27. When the referred assessment for a postgraduate student includes independent work such as a dissertation or project resubmission, they should be permitted a reasonable amount of time within a maximum of 6 calendar months from the date of the Examination Board. This reassessment of a research/dissertation element does not contribute to the credit limitations set out in E15.
28. Students achieving a mark of less than 30 for their dissertation or project submission are not permitted to resubmit and will be given an exit award in accordance with table 1 (see section A, page 2).
29. Referral pass marks will be capped at the lowest compensatable mark for Postgraduate Taught students, unless the previous mark was within the compensation zone, in which case the original mark will stand. This mark is used in the weighted average mark for the final award. The capped mark is applied to the unit level mark, not the failed element.
30. When a student is referred and fails a unit, the first mark stands.
31. Students may, in exceptional circumstances, at the discretion of the Examination Board, be allowed to repeat whole units or the entire programme, subject to teaching capacity not being exceeded.

H. Exit Awards

32. Once a student has exhausted all the opportunities to retrieve referred assessment they will be given an exit award in accordance with table 1 (see section A, page 2) and as defined in the Programme Specification.
33. 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.

I. Classification of postgraduate taught programmes

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

35. Classifications for merit and distinction will be calculated on the basis of an average mark, based on the weighted programme as a whole (See Appendix A, Table A1 – page 7).
36. In order to achieve the award of pass, merit or distinction, a student must have passed the requisite minimum credits listed in Table 1 (see section A, page 2) in accordance with the unit marking scheme and mark descriptors.
37. In addition, Schools may decide to add a further requirement to gain the award of Distinction: students must achieve an average of 70% or above in *both* the taught element and the dissertation.
38. Students with credit awarded as a result of a referral or compensated mark will not be eligible for the award of distinction, only a merit or a pass.
39. Decisions with regards to ‘borderline’ classifications for individual students should be resolved using the mechanisms outlined in appendix A.

J. Posthumous and Aegrotat Degrees

40. A Postgraduate Taught degree may be awarded in the event of the death of a candidate prior to the completion of their degree (posthumous degree). For more information about posthumous degrees and the options open to Examination Boards, please see: <http://www.staffnet.manchester.ac.uk/tlso/policy-guidance/teaching-and-learning/teaching/posthumous-awards/>
41. A Postgraduate Taught degree may be awarded should the candidate be prevented from completing their degree due to the diagnosis of a terminal or debilitating illness (aegrotat degree). The Examination Board may determine from evidence available to it that a candidate for a Postgraduate Taught degree who has been prevented by good cause from completing the final examination or assessment will be awarded a class of degree the Board judges to be suitable, as long as the candidate has gained over half the credits required for the award.

K. Examination Board Arrangements

42. There are normally three available assessment opportunities; January, May/ June and Aug/September within each academic year. It is expected that all reassessment will take place in the academic year in which the assessment was first attempted, exceptions can be made for programmes with ‘non-standard’ admissions cycles.
43. There must be an opportunity at the end of every unit of assessment, for a chaired forum to make decisions regarding student’s attainment on completed units.
44. Examination Boards, to agree student minimum requirement for the achievement of an award, will take place at appropriate points in each academic year, overseen by an External Examiner. Exceptions can be made for programmes with ‘non-standard’ assessment cycles.

Appendix A Postgraduate Degree Classification Scheme

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

Weightings

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

Stage 1: Classification Thresholds and Boundaries

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

Table A1 Postgraduate Masters degree classification and boundary zone using total points 0-100 mark range: PG Degree classification- Masters based on 180 credits	Classification thresholds: average mark (mark range 0 to 100)	Boundary zone average	Boundary Zone H35 (separating the average for taught and research elements)
Distinction	70.0	68.0 to 69.9	Either taught or research is 70.0 or above, while the other is between 68.0 to 69.9
Merit	60.0	58.0 to 59.9	NA
Pass	59.9 or less providing the credit requirements of Table 1 in the 'Credit and Award Framework' have been met.	NA	NA

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

The following process applies to reach decisions on borderline cases:

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

Where Schools have decided to implement paragraph I37, after allowances have been made for mitigating circumstances, decisions at the boundary of a 'Distinction', should be made as long as all the following criteria are satisfied (see also notes on AP(E)L, section C):

- For consideration of a student in the boundary zone for the award of distinction, the student should have passed either the 'taught' **or** 'research' element at the level of a 'distinction' and the other element must be in the boundary zone, as defined in table A1 (see page 8, Stage 1: Classification Thresholds and Boundaries).
- All course units must have been passed at the first attempt without any compensation.
- Either the overall average is equal to or above 70.0; or 2/3 of the credits¹ are equal to or above 70.0.
- For the award of distinction, all course units must have been passed at the first attempt without any compensation.
- 2/3 of the credits¹ are equal to/ or higher than the final award.

Where Schools have decided to implement paragraph I37, after allowances have been made for mitigating circumstances, decisions at the boundary of a 'Distinction', should be made as long as all the following criteria are satisfied (see also notes on AP(E)L, section C):

- For consideration of a student in the boundary zone for the award of distinction, the student should have passed either the 'taught' **or** 'research' element at the level of a 'distinction' and the other element must be in the boundary zone, as defined in table A1 (see page 8, Stage 1: Classification Thresholds and Boundaries).
- All course units must have been passed at the first attempt without any compensation.
- Either the overall average is equal to or above 70.0; or 2/3 of the credits¹ are equal to or above 70.0.

Stage 2: Classification Review

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

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

Further guidance on Classification Review can be found in the *Guide to the Taught Degree Regulations*.

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

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

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.

Version amendment history: Postgraduate Taught Degree Regulations		
Version	Date	Reason for change
3.0	May 2012	Creation of 'New Degree Regulations'.
3.1	February 2013	Removal of wording from paragraph 26 "When a student is referred and fails a unit <i>that was previously in the compensated zone</i> , the first mark stands."
3.2	April 2014	<p>New paragraph regarding the use of aegrotat degrees.</p> <ul style="list-style-type: none"> • Additional wording to paragraph C7: "The rescinding occurs within five years of the student's initial registration on their original programme, subject to the programme still being available". • Removal of the word 'just' from paragraph F25: "The capped mark is applied to the unit level mark, not (just) the failed element." • Amending of wording under 'Consideration of postgraduate masters students within the boundary zone by mark distribution'. The original wording that students whose "total mark at the first assessment is within the boundary zone specified...must be considered for the higher award." was amended to state that students must be "awarded the higher degree classification" as long as the specified requirements are satisfied
3.4	September 2016	<p>Version 3.3 was approved by Senate in February 2016, but superseded by version 3.4 before they were implemented.</p> <ul style="list-style-type: none"> • Insertion of a new paragraph (F25) to specify that a student achieving a mark of less than 30 for a dissertation will not be permitted to resubmit. • Changing of the term 'mark review' to 'classification review'. • Insertion of additional details relating to rescinding of awards (in a renamed section C: Accreditation of Prior Learning – AP(E)L / Rescinding, page 3). • In order to match up timescales with those found in current APEL guidance, rescinding of PGT awards can now take place if the rescinding occurs within five years of the award (rather than within five years of the student's initial registration on their original programme).
3.5	September 2018	<ul style="list-style-type: none"> • Refusing assessment/referred assessment, paragraphs D11 and F22: clarification that Examination Boards can refuse assessment, as well as referred assessment, on the grounds of a student's work and attendance. • Use of 20 credit units, paragraph E15: the maximum number of credits which can be compensated is up to 40 credits at Masters level (rather than up to 30 credits) and up to 20 credits for a PG Certificate. • Section I on Aegrotat Degrees was updated to reference both 'Aegrotat' and 'posthumous' degrees.
3.6	February 2020	<ul style="list-style-type: none"> • Update to the maximum number of credits for AP(E)L onto PG Cert programmes for 20 credit units for UMW programmes. • New section combining Compensation and Reassessment maximums. • 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. • 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). • June 2020 – updated link to General Regulation in paragraph B4.

Document control box	
Policy / Procedure title:	Postgraduate Taught Degree Regulations
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Related Statutes, Ordinances, General Regulations / Policies	Undergraduate Taught Regulations https://www.staffnet.manchester.ac.uk/tlso/policy-guidance/degree-regulations/regulation-documents/ug-degree-regulations/
Related Procedures and Guidance:	Guide to Taught Degree Regulations and Taught Degree Regulations Glossary of Terms https://www.staffnet.manchester.ac.uk/tlso/policy-guidance/degree-regulations/supporting-documents/
Policy owner:	Louise Walmsley, Director of Division of Teaching, Learning and Student Development (TLSD)
Lead contact:	Emma Hilton Wood, Head of Academic Development, TLSD

Appendix 3 – Policy on Submission of Work for Summative Assessment on Taught Programmes

University of Manchester

Policy on Submission of Work for Summative Assessment on Taught Programmes

CONTENTS

1. Introduction

2. Scope

3. Main Principles

4. The Policy

- Extending deadlines/Disability Advisory Services (DASS) automatic extensions
- Penalty for late submission
- Penalty for going over length
- Plagiarism detection

1. Introduction

1.1 The purpose of this Policy is to provide transparency in relation to the submission of summative assessment and the way the details are articulated to students. It also sets out the responsibilities of Schools regarding penalties for work that is submitted late or exceeds the prescribed length.

2. Scope

2.1 This Policy refers to all undergraduate and postgraduate coursework submitted for summative assessment on taught programmes. Summative assessment is defined, for the purposes of this policy, as that which contributes to the final unit mark.

2.2 The Policy does not apply to purely formative assessment. The Policy also does not apply to assessment that students must attend to complete, such as practical tests, written examinations or work which is marked in the presence of students as part of a continuous assessment model.

3. Main Principles 3.1 The purpose of this Policy is to ensure that the arrangements and procedures for the submission of work for summative assessment are equitable and transparent.

4. The Policy

4.1 Schools must publish School level procedures for submission of work for summative assessment, and Faculties will be responsible for ensuring that these are appropriate across the Faculty and in accordance with this policy.

4.2 Schools must publish deadlines for the submission of all coursework at the beginning of each semester. Students are responsible for managing their time in order to meet published deadlines; multiple deadlines close together are not grounds for mitigation.

Extending deadlines/Disability Advisory and Support Services (DASS) automatic extensions

4.3 Deadlines may be extended in accordance with the Policy on Mitigating Circumstances.

4.4 Arrangements for automatic extensions for students registered with the Disability Advisory and Support Service (DASS) must be adhered to (please see 'Guidance for Automatic Extensions for Disability Advisory and Support Service (DASS) students').

Penalty for late submission

4.5 There is a standard penalty for all work that is submitted late. This must be used by Schools in relation to large pieces of work (e.g. dissertations/projects)¹. It is also the default penalty for all other pieces of work, unless alternative arrangements are agreed by the relevant Faculty. Schools are required to make a case to their Faculty for any exceptions to the standard penalty and, if agreed, any variation must be made clear on each piece of assessment. Faculties should review any variations annually.

4.6 Details about the standard penalties (or any Faculty agreed variations) should be publicised to students at the start of each semester.

¹ Large pieces of work, for this purpose, are defined as being single pieces of assessed work carrying a credit weighting of 30 credits or more.

4.7 The standard penalty relates to first attempts only. Students who submit referral assignments after the deadline will be automatically subject to a mark of zero. There are no further resit opportunities for referred assignments that are submitted late, unless there is approved mitigation.

4.8 Schools must implement the standard penalty of a sliding scale to penalise late submission; work submitted after the deadline will be marked but the mark awarded will reduce progressively for each day, or part thereof, by which the work is late.

4.9 The mark awarded will reduce by 10% of the maximum amount available per 24 hours (e.g. if the work is marked out of 100, this means a deduction of 10 marks per 24 hours late. If the work is marked out of 20, the deduction would be 2 marks each 24 hours late.) The penalty applies as soon as an assignment is late; a 10% deduction would be issued if an assignment is submitted immediately after the deadline, and the work would continue to attract further penalties for each subsequent 24 hours the work was late, until the assignment is submitted or no marks remain.

4.10 In exceptional circumstances and for sound pedagogic reasons, a Unit Lead may decide not to accept late submission of assessed summative work. These circumstances must be approved by the Faculty and be detailed within Unit Specifications. The rationale and consequences must also be clearly articulated in assignment briefs.

4.11 Further information and guidance about the application of late submission penalties can be found in the Guidance on Late Submission.

Penalty for going over length

4.12 Schools must have appropriate procedures in place for dealing with work exceeding the required length and must publicise it to students at the start of each semester.

4.13 Penalties for going over length should meet the overarching principles of this policy, being equitable and transparent.

Plagiarism detection

4.14 Where appropriate, summative assessed written work, including dissertations and projects, should be submitted online and subjected to plagiarism detection software.

4.15 Schools must ensure students are aware that plagiarism detection software is used and must be directed to information, advice and guidance on academic writing, avoiding plagiarism and the penalties arising from academic misconduct.

4.16 Staff and students can find information on academic malpractice and plagiarism, including procedures for handling cases of suspected plagiarism, on the TLSO website at:
<http://www.staffnet.manchester.ac.uk/tlso/policy-guidance/assessment/process-of-assessment/academic-malpractice/>

Version amendment history		
Version	Date	Reason for change
1.0	June 2014	Created by TLG and included in the Assessment Framework
2.0	June 2015	Review by TLG
2.1	February 2019 (Implementation from Sept 2019)	Review by TLG Policy & Guidance Subgroup, 2017/18 and 2018/19

Appendix 4 – Harvard Style Guide for References

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

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

Appendix 5 – SEED Word Count Policy

For every piece of work which you are required to submit for assessment, the Course Unit Director 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.

Appendix 6 – UK Professional Standards Framework

Mapping the University of Manchester's PGCert in Higher Education against the UK Professional Standards Framework for teaching and supporting learning in higher education (2011)

All graduates of the PGCert in HE are eligible to apply for HEA recognition via LEAP (the Leadership in Education and Awards Programme). The table below demonstrates how the functions of the UK Professional Standards Framework connect to the function of the PGCert in Higher Education:

The UK Professional Standards Framework:	The PGCert in HE:
1. Supports the initial and continuing professional development of staff engaged in teaching and supporting learning	1. Delivers continuing development for university staff who have the potential to benefit from a wider and more detailed understanding of their professional context, on local, national and global levels.
2. Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings	2. Fosters innovative and robustly evaluated approaches to professional academic activity through creativity, self-reflection and engagement with appropriate educational theory.
3. Demonstrates to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning	3. Demonstrates to students and other stakeholders the professionalism and critical rigour that staff bring to their day-to-day academic practices.
4. Acknowledges the variety and quality of teaching, learning and assessment practices that support and underpin student learning	4. Supports the variety and quality of teaching, learning, supervision and assessment practices within Higher Education, and seeks to share evaluations of new practice.
5. Facilitates individuals and institutions in gaining formal recognition for quality enhanced approaches to teaching and supporting learning, often as part of wider responsibilities that may include research and/or management activities	5. Allows individuals to gain formal recognition for their professional contributions, including their wider management and leadership responsibilities.

Having completed the PGCert in Higher Education you will have gathered evidence that maps directly onto the HEA framework. The LEAP scheme allows you to apply for HEA fellowships from Associate through to Senior. The table below shows how the "Descriptor 3" (Senior Fellow) criteria listed in the UK Professional Standards Framework for teaching and supporting learning in higher education (2011) map against the content of the PGCert in HE (see Appendix One):

I. Successful engagement across all five Areas of Activity*	The PGCert in HE offers units relating to teaching (PG1), assessment (PG1, PG4) and feedback (PG4). The design and planning of units are integral to the programme (PG1, PG4, PG5) and participants reflect extensively on how best to develop effective learning environments (PG1, PG2, PG5) and to approach to student support and guidance (PG2, PG3, PG5). A key focus is incorporating research, scholarship and the evaluation of professional practices (PG1, PG2, PG4, PG5) and all participants have the opportunity to engage further with one or more of the five Areas of Activity via their independent research unit (PG6).
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II. Appropriate knowledge and understanding across all aspects of Core Knowledge**	Subject-level material and knowledge on the PGCert in HE is supported by the development of appropriate methods (PG1) and by close scrutiny of how students learn (PG1, PG2). Issues surrounding the use of technologies in Higher Education are discussed extensively (PG1, PG2, PG3, PG5), as are ways for evaluating the effectiveness of teaching (PG3, PG4) and the implications of quality assurance and quality enhancement for academic and professional practice (PG2, PG3, PG5). All participants have the opportunity to engage further with one or more aspect of Core Knowledge via their independent research unit (PG6).
III. A commitment to all the Professional Values***	Respect for individual learners and diverse learning communities is fostered throughout the PGCert in HE (PG1, PG2, PG3, PG4, PG5, PG6) and issues relating to participation and equality of opportunity form a central part of the programme (PG3). Evidence-informed approaches to the topic are the norm (PG1, PG2, PG3, PG4, PG5, PG6) and two units focus specifically on the wider context in which higher education operates (PG3), recognising the implications for professional practice (PG2). All participants have the opportunity to engage further with the notion of Professional Values via their independent research unit (PG6).
IV. Successful engagement in appropriate teaching practices related to the Areas of Activity	The term “teaching practice” is interpreted broadly on the PGCert in HE to include all aspects of students’ learning experience in Higher Education. All forms of assessment for all units draw directly on participants’ day-to-day experience in supporting learning and/or other scholarly activities. Participants engage with their professional practice in ways that are both self-reflective and self-evaluative.
V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice	Research and scholarship is positioned as a central part of the PGCert in HE and it is an expectation of all participants to engage seriously, widely and self-reflectively with relevant literature, both in the field of (Higher) Education and within their own disciplinary area of the university.
VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices	The notion of continuing professional development within an academic context is itself a recurring theme of the PGCert in HE and participants engage with issues about their professional practice in each of the units.
VII. Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning	Due to the wide variety of roles and responsibilities undertaken by PGCert in HE participants, the boundaries of co-ordination, support, supervision, management and mentoring are treated as fluid. What is expected from participants is that they seek to evaluate their own contributions in a robust, productive fashion, questioning themselves about how “success” is best defined, and identifying new ways to extend and communicate their professional competencies in ways that benefit the university and inspire those around them.

*Five **Areas of Activity** specified by HEA:

- A1 Design and plan learning activities and/or programmes of study
- A2 Teach and/or support learning
- A3 Assess and give feedback to learners
- A4 Develop effective learning environments and approaches to student support and guidance

A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

****Core Knowledge** is specified by the HEA as involving:

- K1 The subject material
- K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme
- K3 How students learn, both generally and within their subject/disciplinary area(s)
- K4 The use and value of appropriate learning technologies
- K5 Methods for evaluating the effectiveness of teaching
- K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

***** Professional Values** are understood by the HEA to require that staff:

- V1 Respect individual learners and diverse learning communities
- V2 Promote participation in higher education and equality of opportunity for learners
- V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
- V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice

Matching Participants' Roles to HEA Fellowship Levels

Upon completing the PGCert, colleagues are eligible to present their case for HEA accreditation through the Leaders in Education Awards Pathways (LEAP) via either a portfolio or oral presentation. Guidance will be provided in a LEAP overview session in September 2016. In addition, PGCert staff can provide advice on which LEAP pathway would be suitable based on a holistic view of their participation within the programme.

Many PGCert in HE participants are already Fellows of the HEA (because, for example, they have completed the New Academics Programme). We would expect such colleagues, for whom the PGCert is the next step on the University's continuing professional development pathway, to progress to Senior Fellowship status. Other academic participants will be encouraged to apply for Senior Fellow status, assuming they have suitable professional experience. However, not all graduates of the PGCert in HE are in roles that enable them to provide evidence of a "sustained record of effectiveness in relation to teaching and learning, incorporating for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision," as Senior Fellowships require.

PGCert in HE graduates can, through LEAP, apply for one of three different fellowships: Associate Fellow (AFHEA), Fellow (FHEA) and Senior Fellow (SFHEA). The "typical" characteristics of each are noted below:

Senior Fellow of the HEA	<ul style="list-style-type: none"> a. Experienced staff able to demonstrate, impact and influence through, for example, responsibility for leading, managing or organising programmes, subjects and/or disciplinary areas; b. Experienced subject mentors and staff who support those new to teaching; c. Experienced staff with departmental and/or wider teaching and learning support advisory responsibilities within an institution.
Fellow of the HEA	<ul style="list-style-type: none"> a. Experienced staff able to demonstrate, impact and influence through, for example, responsibility for leading, managing or organising programmes, subjects and/or disciplinary areas; b. Experienced subject mentors and staff who support those new to teaching; c. Experienced staff with departmental and/or wider teaching and learning support advisory responsibilities within an institution.
Associate Fellow of the HEA	<ul style="list-style-type: none"> a. Early career researchers with some teaching responsibilities (e.g. PhD students, GTAs, contract researchers/post-doctoral researchers etc.); b. Staff new to teaching (including those with part-time academic responsibilities);

	<p>c. Staff who support academic provision (e.g. learning technologists, learning developers and learning resource/library staff);</p> <p>d. Staff who undertake demonstrator/technician roles that incorporate some teaching-related responsibilities;</p> <p>e. Experienced staff in relevant professional areas who may be new to teaching and/or supporting learning, or who have a limited teaching portfolio.</p>
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Appendix 7 – Course Unit Selector Form

Postgraduate Certificate in Higher Education 2023-24 - Course Unit Selector Form

Name:	
University ID Number:	

The regulations for the programme require that you complete a total of 60 credits to be awarded the PG Certificate in HE. Please complete the table below, indicating the units you have chosen to study. Email the completed form to seed.programmes@manchester.ac.uk by **2nd October 2023**.

	Please tick the units you have chosen to study	
Semester 1		
EDUC63211 Teaching Learning and Assessment in the Higher Education Context (15 credits)		
EDUC63221 Assessment and Feedback (15 credits)		
EDUC63231 The Local Academic Culture of Higher Education: A 'practice research' approach (15 credits)		
EDUC63241 Internationalisation of Higher Education (15 credits)		
Semester 2		
EDUC63252 Open Knowledge and Higher Education (15 credits)		
EDUC63262 The Changing Landscape of Higher Education (15 credits)		
EDUC63272 Teaching and Learning with technology (15 credits)		
EDUC63282 Independent Higher Education Research Unit (15 credits)		
I been awarded 30 credits Accredited Prior Learning (APL)	YES	NO

Appendix 8 – Accredited Prior Learning (APL) request Form

Postgraduate Certificate in Higher Education 2023-24

Accredited Prior Learning (APL) request Form

Name:	
University ID Number:	

The regulations for the programme require that you complete 60 credits to be awarded the PG Certificate in HE. 30 credits of APL are available to participants who have the Advance UK (former HEA) fellowship status or higher. If you would like to apply for APL, please send this completed form **with supporting evidence (i.e., your certificate)** to seed.programmes@manchester.ac.uk by **31st August 2023**.

Please note the following:

* If your application is successful, you are unable to take unit EDUC63282 – Independent Higher Educational Research.

Number of credits APL applied for	Brief case for APL
30	

Signature

Date

Appendix 9 – Postgraduate Plagiarism Declaration Form

School of Environment, Education and Development Postgraduate Plagiarism Declaration Form

This form must be signed and returned to the School of Environment, Education and Development by **16th October 2023**. Please return the form via email to seed.programmes@manchester.ac.uk

By signing below you are confirming that you have read and understood the Plagiarism information outlined in Section 4.7 of your Programme Handbook

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

Name: _____

Student Number: _____

Programme: _____

Signature: _____

Date: _____

**Please complete and return
By 16th October 2023**

Appendix 10 – Confirmation of Receipt of Programme Handbook Form

School of Environment, Education and Development Postgraduate Taught Programmes

This form must be signed and returned to the School of Environment, Education and Development by **16th October 2023**. Please return the form via email to seed.programmes@manchester.ac.uk

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

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

Name: _____

Student Number: _____

Programme: _____

Signature: _____

Date: _____

**Please complete and return
BY 16th October 2023**