

School of Environment, Education and Development

Manchester Institute of Education

MA International Education

2024 – 2025 Programme Handbook

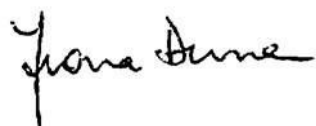
WELCOME TO THE FACULTY OF HUMANITIES

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. 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, professional 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 academic and professional staff.



Fiona Devine
Vice-President and Dean, Faculty of Humanities
September 2024

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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Section 1: Programme specifics

Welcome to the MA International Education at the University of Manchester.

The purpose of this handbook is to provide specific information relating to the full-time MA International Education programme, and to provide guidance on the roles and responsibilities of the teaching team and administrators who will support you through your studies.

The programme has been designed for aspiring education professionals, working in a range of settings, and is strongly focused upon the application of theories, ideas and concepts to a range of educational and community-based contexts, both nationally and internationally. It offers a wide range of perspectives on education, and builds upon students' prior learning, understanding and experience of professional practice in schools and education systems.

Our teaching draws upon world-leading research and is focused on professional learning, underpinned by critical scholarship – and this is reflected in high levels of student satisfaction. The programme aims to meet the needs of students from various cultural and educational backgrounds. Students have the opportunity to learn from each other's experiences and perspectives, as well as those of the teaching team. It is common for students to return to their home country and gain professional promotion or to progress on to doctoral-level study in order to explore their area of interest in even greater depth. There are also cases for students to secure a professional job or develop professional experience in Higher Education or other related sectors in the UK.

I would like to take this opportunity, on behalf of the programme team, to wish you every success during your time at Manchester. We hope that your time with us is enjoyable and that we are able to exceed your expectations.

Dr Zhuomin (Min) Huang

Programme Director

zhuomin.huang@manchester.ac.uk

1.1 Programme Aims and Objectives

AIMS

The programme aims to:

- Develop participants' critical understanding of key concepts in educational theory in order to enable an informed analysis of teachers' practices;
- Develop participants' capacity to engage in research to inform and develop their practice;
- Raise participants' awareness of the influence of context upon education;
- Develop participants' professional knowledge, understanding and skills in relation to their prior and emerging professional interests;
- Enable participants to critique education policy and practice;
- Develop participants' capacity to engage in research to inform and develop practice.

OBJECTIVES

At the end of this programme, participants will:

- be able to demonstrate knowledge and understanding of theories of learning and teaching in international contexts;
- know how to evaluate current educational research and scholarship;
- be able to demonstrate knowledge and understanding of key concepts and theories in their chosen specialist educational field;
- be able to critically analyse and evaluate their own educational practices;
- have developed research skills by conducting an independent study of a specific educational practice or issue.

‘International’

The programme engages with critical, diverse meaning-makings of ‘international’ for educational studies and practices. By ‘international’, it includes (but not limited to) any one or more of the following aspects of thinking and practice for education:

- **International contexts:** cases, examples, and policies from diverse countries, places, locations, contexts, or settings
- **International people:** a diverse profile of teachers, learners, students, and communities
- **International languages:** an applied linguistic perspective of international – e.g. World Englishes, English as a Lingua Franca (ELF), and teaching language for intercultural competence
- **International ethics:** a critical, political, ethical stance for engaging with the power dynamics, hierarchies and inequalities in education – e.g. decolonising the curriculum, intercultural ethics, diversity and inclusion, and epistemic justice
- **Internationalisation:** seeing international as a verb and a process of becoming interconnected and creating interconnections rather than a fixed product (e.g. a mixture of cultural facts or prescribed differences)
- **International as intercultural:** an intercultural perspective of international education, including areas such as acculturation, intercultural communication, intercultural experience, and intercultural education and research
- **International as comparative:** evaluating educational systems, policies, and issues, such as those in various countries and contexts.
- **International methods:** methods used to critically engage with international education research and practices – e.g. research multilingually, comparative methods, intercultural research ethics, international policy analysis, critical pedagogies, and international literature and reading list
- **International as competences:** international as a transferable skill for personal and professional development, sustainability, and social responsibility – e.g. global citizenship skills, intercultural competence, collaborative skills, 21st century skills

The above list may help dissertation students and supervisors to decide a topic and design that is specifically relevant to ‘international’ education.

1.2 Useful Contact Information

Academic Staff – Programme Director			
Dr Zhuomin Huang			zhuomin.huang@manchester.ac.uk
Academic Staff			
Dr Loretta Anthony-Okeke			loretta.okeke@manchester.ac.uk
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Dr Haleema Sadia			haleema.mian@manchester.ac.uk
Dr Helen Hanna			helen.hanna@manchester.ac.uk
Dr Sylvie Lomer	A6.8	0161 275 7658	sylvie.lomer@manchester.ac.uk
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Professor Kirstin Kerr	A5.13	0161 275 3464	kirstin.kerr@manchester.ac.uk
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Huran Mirillo	C2.20		huran.mirillo@manchester.ac.uk
Dr Zeynep Onat-Stelma	B3.8a	0161275 3901	zeynep.onat-stelma@manchester.ac.uk
Dr Claire Forbes	C2.16		claire.forbes@manchester.ac.uk
Dr Louisa Dawes	C3.18		louisa.dawes@manchester.ac.uk
Dr Carl Emery	C3.18		carl.emery@manchester.ac.uk
Dr Miriam Firth			miriam.firth@manchester.ac.uk

* Unless otherwise stated, room numbers refer to the Ellen Wilkinson Building

To help you know who to contact, here are some broad guidelines:

Programme Director

The Programme Director is responsible for the management of the programme. You may approach him/her about any academic or personal matters affecting your studies; these might include timetable problems, course unit choices, dissertation topics, personal issues affecting your studies, requests for any official letters you may need and so on.

Academic Advisors

The University requires each student to be allocated an Academic Advisor, so you will be allocated an Advisor soon after you enrol on the programme. For some students, the Programme Director may also be the Academic Advisor.

Others will be assigned to a lecturer on the programme, a Senior Tutor or a Graduate Teaching Assistant. The Advisor's role is to provide general guidance on academic issues, as well as to provide suggestions on accessing other sources of help available within the University for non-academic problems. You should meet with your advisor within the first four weeks of Semester I, and on a regular basis throughout the programme. Your advisor will arrange the first meeting and inform you how further meetings are to be arranged. It is your responsibility to ensure that you maintain contact with your Academic Advisor as your first point of contact with any issues or concerns.

Course Unit Director

Each course unit has one or more members of staff who are responsible for the delivery and assessment of the unit. Course Unit Directors will be able to help you with academic queries about their area of expertise.

1.3 Programme Structure

The programme follows the basic MA pattern of 120 credits from taught course units and 60 credits from a dissertation. Each 15-credit course unit is designed to demand a total of 150 study hours. The taught programme consists of four compulsory core course units and four optional course units. In addition, the dissertation will be an in-depth analysis of approximately 12,000 words. The topic for the dissertation will be jointly agreed between the Student and the dissertation Supervisor.

The MA structure is summarized as follows:

Component	Hours	Credit rating	No. required	Total credits
Core Course Units	150	15	4	60
Optional Course Units	150	15	4	60
Dissertation	600	60	1	60
Total credits				180

The full course unit outlines are available, together with all other Masters course units offered within the School, on the University's web site:

<http://www.seed.manchester.ac.uk/subjects/education/postgraduatetaught/full-list-modules/>

MA International Education Course Units

SEMESTER 1		SEMESTER 2	
CORE COURSE UNITS			
Code	Course Unit Title	Code	Course Unit Title
EDUC60011	Engaging with Education Research	EDUC60452	Educational Research Methods and Design
EDUC60491	Theories of Teaching and Learning		
EDUC71331	Concepts and Practices in International Education		
OPTIONAL COURSE UNITS			
Code	Course Unit Title	Code	Course Unit Title
EDUC70811	Key Issues for English Language and Education	EDUC70322	Equality, diversity and inclusion in international education
EDUC70621	Intercultural Communication in Education	EDUC70732	Curriculum Internationalisation*
EDUC70491	Early Years Education*	EDUC70262	Employability in Education
EDUC70331	Contemporary Issues in Education Leadership	EDUC70552	Higher education in international contexts
EDUC70061	Digital Literacy in Language Teaching and Learning	EDUC70892	Teacher Professional Learning*
EDUC70531	Education Policy	EDUC70632	Approaches to Teaching and Learning*
EDUC70511	Multimedia: Design and Development	EDUC70162	Approaches and Methods in TESOL*
EDUC70091	Psychology of Language Learning	EDUC70252	Social Justice, Poverty and Place from the Global to the Local

EDUC712 21	Big Data		EDUC7027 2	Schools working with Children, Families and Communities**
			EDUC7123 2	Intercultural Engagement at Work and in Communities**
			EDUC7088 2	School Improvement
			EDUC7121 2	Educating for Sustainability
			EDUC6171 2	Digital Media and Information Literacy
			MGDI60162	HRD and Leadership***
			MGDI70802	Gender and Development***
DISSERTATION (60 CREDITS)			MGDI70802	Gender and Development***

The units highlighted in 'blue' are provided by the MA International Education. Students are recommended to prioritise these units in order to develop knowledge and skills specifically around International Education.

*These units include a practical teaching element such as design of lesson plan, teaching materials, and assessment, or reflections on teaching practices. Students are advised to choose ONE of these practical teaching units due to the similarities in content and assessment method.

** These units provide opportunities for developing supervised practice or projects in local organisations, schools, or communities. Students are advised to only choose ONE unit with a substantial work with organisations, schools, or communities.

*** These units are outside of Education, provided by Global Development Institute (GDI), SEED.

Pathways

There are four specialist pathways:

- MA International Education (**Curriculum and Pedagogy**): Pathway lead: Dr Jenna Mittelmeier (cover: Dr Heather Cockayne)
- MA International Education (**Equity, Diversity and Inclusion**): Pathway Lead: Dr Helen Hanna
- MA International Education (**Higher Education**): Pathway Lead: Dr Andrew Gunn
- MA International Education (**TESOL**): Pathway Lead: Dr Nahielly Palacios (cover: Huran Mirillo)

In order to qualify for a pathway, a student must 1) complete 15 taught credits in the pathway specialisation, AND 2) complete a dissertation in the pathway area. This is achieved as follows:

- 1) Pathway students do the 15-credit dedicated **pathway unit**, which is:
 - Curriculum and Pedagogy pathway: EDUC70732 Internationalising the Curriculum
 - Equity, Inclusion and Diversity pathway: EDUC70322 Equality, diversity and inclusion in international education
 - Higher Education pathway: EDUC70552 Higher Education in International Contexts
 - TESOL pathway: EDUC70162 Approaches and Methods in TESOL
- 2) Complete their final 60 credit dissertation focused on a topic in the area of their pathway specialism, as agreed with their supervisor and confirmed by the pathway lead.

This means that students who want to graduate with a pathway degree within the MA International Education must complete: 4 core units, 1 pathway unit, 3 optional units, and a dissertation in their pathway areas.

The **optional units** recommended for each pathway are as follows:

- Curriculum and Pedagogy pathway: EDUC70621 Intercultural Communication in Education; EDUC70632 Approaches to Teaching and Learning*
- Equity, Inclusion and Diversity pathway: EDUC70621 Intercultural Communication in Education; EDUC70252 Social Justice, Poverty and Place from the Global to the Local

- Higher Education pathway: EDUC70531 Education Policy; EDUC70322 Equality, Diversity and Inclusion in International Education
- TESOL pathway: EDUC70811 Key Issues for English Language and Education; EDUC70091 Psychology of Language Learning; EDUC70061 EDUC70061 Digital Literacy in Language Teaching and Learning

1.4 Course Unit Choice & Guidance

Summaries follow of each core and recommended optional course units on the MA: International. (However, note that in principle you can take any Masters' level course unit from the School of Environment, Education and Development as an option: see the university web site for the full list.)

CORE UNITS

EDUC71331 Concepts and Practices in International Education

Course unit director: Dr Miguel Antonio Lim

The unit aims to:

- develop students' knowledge and understanding of the (1) concepts (2) theories and (3) issues in practice and (4) trends in international education. Furthermore, to explore structures, policies, and practices underpinning these.
- introduce the range of conceptual approaches and show how these can be applied to phenomena in international education.

This course unit will introduce the following content areas:

- The range of definitions and practices of international education
- A variety of different research based perspectives on the phenomena of international education, including but not limited to sociology, linguistics, policy studies, development studies, etc.
- The role of education in international affairs and relations
- The role of international organisations in the practice and regulation of education
- Issues affecting teachers and students in international education settings: including but not limited to: international mobility, international assessment, international curricula, international schools, language policies, etc.

Assessment task	Word Length or Equivalent	Weighting within unit
One essay assignment	3000 word	(100%)

EDUC60491 Theories of Teaching and Learning

Course unit director: Dr Paul Smith

The unit aims to develop students' knowledge and understanding of classic and contemporary theories of teaching and learning, and to enable them to reflect upon the application of these theories in the context of their own learning and/or teaching experience.

The course unit introduces major classical and contemporary schools of thought in teaching and learning theory, and asks participants to apply one or two of these theories in depth to a learning experience they have had.

The course unit will introduce the following content areas:

- Major schools of thought on teaching and learning theory.
- Applying learning theories in different social and cultural contexts.
- Assessing learning.
- Teacher and learner identities and learning theory.
- Conceptions of children and young people in learning theory.
- Education policy, teaching and learning theory and globalization.

Assessment task	Word Length or Equivalent	Weighting within unit
One essay assignment	3,000 word	(100%)

EDUC60011 Engaging with Education Research

Course unit director: Dr Jess Gagnon (cover: Loretta Anthony-Okeke)

To introduce expectations and practices around reading and reviewing educational research, and systematically processing and reporting on educational research.

The assignment is split over the two parts of the course unit.

The sessions are grouped in relation to 4 overall themes.

Theme 1: What is educational research?

- Research design
- Reading qualitative and quantitative research
- Becoming critical

Theme 2: What kinds of topics can be researched in education?

- Learning about current research projects – showcase
- Developing topics
- Peer review

Theme 3: How can you review the literature?

- Literature review purpose and practice
- Systematic review approaches
- Determining trustworthiness

Theme 4: Why should education research be taken seriously?

- Engaging with theory
- Impacts and uses of education research

Assessment task	Word Length or Equivalent	Weighting within unit
A critical review of an article draft.	1000 words	25%
A critical literature review	2000 words	75%

EDUC60452 Educational Research Methods and Design

Course unit director: Dr Jess Gagnon (cover: Joanne Doherty)

To introduce the key principles and practices of qualitative and quantitative research methods in the field of education.

The course unit will introduce the following content areas:

- Key concepts in qualitative research methodology;
- Key concepts in quantitative research methodology;
- Observation skills: design and practice;
- Interview design and interviewing in practice;
- Focus groups: design and practice;
- Survey methods: design and practice;
- Research design
- Data analysis

Assessment task	Word Length or Equivalent	Weighting within unit
Written assignment (reflective research proposal)	3,000	100%

OPTIONAL UNITS

Students on the MA International Education must take 4 optional units (60 credits total, all units listed here are 15 credits each).

You will take **one** of these optional units in semester 1, and **three** (or two if you are on a pathway) in semester 2. Please do not take more than one optional units in semester 1.

SEMESTER 1

EDUC70491 Early Years Education*

Course unit director: Rebecca Simpson-Hargreaves

This unit provides an introduction to the education of young children in pre-school settings and aims to:

- Provide an introduction to the key approaches to Early Years Education
- Provide an introduction to the key practices of Early Years Education
- Offer an overview of critical issues in the field of Early Years Education

The course unit will offer a broad and critical introduction to the key principles and practices of Early Years Education in global contexts. This includes: psychological approaches to child development; language acquisition; play-based learning; and internationalised approaches, such as Reggio-Emilia, Steiner and Montessori. It also incorporates a practical focus, aimed at aspiring early years educators, including: teaching practices in early years classrooms; maths and phonics; addressing special educational needs; the use of picture books in teaching spiritual, moral, social and cultural issues.

Finally, it also embeds a more critical approach, focusing on issues such as deconstructing the notion of the child; how data shapes teaching practices; and post-humanist approaches to environmental education. Through this unique combination of the principles, practices and core critiques of Early Years Education, students will gain a broad overview of this particular setting.

Throughout the course, case studies and examples will be drawn from international educational contexts, drawing on guest lectures and ongoing postgraduate research in the department.

EDUC70621 Intercultural Communication in Education

Course unit director: Dr Zhuo Min Huang

The unit aims to develop students' intercultural competence by: exploring a critical intercultural understanding in and for education, and developing an awareness of intercultural ethics and the issue of epistemic injustice in the knowledge-work (e.g. teaching, learning and research) of education.

This course unit will introduce the following content areas:

- The key concepts, theories and philosophies of intercultural thinking;
- Latest and original intercultural studies in education such as: critical understandings of (international) students and their intercultural experience, intercultural personhood, intercultural mindfulness, and intercultural ethics;
- The issues and topics in the intercultural knowledge-work of education, including (but not limited to): epistemic injustice, language as a carrier of power and violence, curriculum internationalisation, and knowledge democracy.

The course unit aims to develop students' critical intercultural thinking and intercultural competence in international education. Students will build critical understandings of intercultural-related key concepts, theories, studies, and

practices and thereby use 'intercultural' as a critical, political, and inclusive approach to 'international' and international education. Key concepts and discussions such as large and small cultures, essentialism, ethnocentrism, epistemic injustices, and intercultural ethics will be introduced in sufficient detail in order to allow students to apply them in analysing various topics and phenomena in intercultural and international education.

For students on the Curriculum and Pedagogy pathway, EDUC70621 module is recommended as a theoretical foundation. If you take Intercultural Engagement at Work and in Communities in Semester 2, this unit will provide an excellent opportunity to develop understandings of key concepts and theories to apply for intercultural practice.

EDUC70811 Key Issues for English Language and Education

Course unit director: Dr Alex Baratta

The course unit will cover key areas such as language and identity; linguistic prejudice; and language policy, in order to understand how these broad topics play out at the most relevant level for Education – the classroom. The course will further explore how identity, prejudice and policy apply to language, with World Englishes as one key example, and the overall implications this has for international education.

This unit aims to:

- Critically explore the link between language and education, and the interplay between the two at the classroom level, in particular the English language;
- Understand how linguistic prejudice can act as a proxy for prejudice tied to race, ethnicity and class, and the implications for such prejudice within the teaching profession and professional contexts;
- Introduce the impact of language policy on educational practice, and how linguistic policy favours those in power, leading to a linguistic hegemony and disfavours the language of marginalised groups in society and the language they use;
- Develop students' awareness and appreciation for language and identity, and how some identities are preferred more than others within EFL teaching, reflecting specific identities tied to race, national origin and variety of English used;
- Engage students with the concepts of linguistic capital and preferred forms of language use within educational contexts;
- Help students appreciate all forms of a given language(s), realising that notions of 'good' or 'correct' language are societal, and not linguistic, constructs

- Expose students to a range of teaching methods for classroom practice for a variety of language learners and learning preferences.

The unit will cover the following topics: Accent and identity; Language standardization, linguistic hegemony and social class; Ebonics; The multicultural, multilingual classroom and racial hegemony; Dominant and everyday literacies, and socio-cultural influence on writing ; World Englishes; Chinglish versus China English, and language codification; Native versus non-native speakers of English in the EFL classroom; and Pragmalinguistic errors and intercultural communication .

For students on the TESOL pathway, EDUC70811 module is recommended as a theoretical foundation.

EDUC70331 Contemporary Issues in Education Leadership

Course unit director: Dr Bee Hughes

This unit aims to develop students' knowledge and understanding of education leadership and to reflect upon its interpretation and application in different contexts.

The course unit will introduce the following content areas:

- Major schools of thought on education leadership (with variations e.g. school leadership).
- Relating leadership to educational matters in different social and cultural contexts.
- Diversity and intersectionality (gender, class, race, sexuality).
- Preparation, training and developing leadership identities.
- Researching leaders, leading and leadership: methodologies and methods.
- Conceptions of teachers, children and young people and educational leadership.
- Education policy and globalisation.

EDUC70531 Education Policy

Course unit directors: Dr Karen Healey and Dr Jo Doherty

This unit aims to develop students' knowledge and understanding of debates regarding the development of education policy both within and across national boundaries.

The course unit will introduce the following content areas:

- Education policy transfer and travel and the re-contextualisation of policy in specific contexts.
- Educational centralisation and decentralisation, including localised and elite policy making.
- Large scale educational reforms and New Public Management.
- Choice, markets and competition in education and trends towards educational privatisation.
- Educational policy and teachers, young people and education institutions

EDUC70061 Digital Literacy in Language Teaching and Learning

Course unit director: Dr Nahielly Palacios

This course unit comprises the exploration of the digital literacy skills and strategies needed in the process of teaching or learning a language with the support of a variety of technologies. For this, a range of digital literacy skills, language learning strategies and digital technologies will be explored with reference to both self-learning and classroom practice (face-to-face, online, hybrid and blended) to research into how these technologies might enable the development of such digital literacy skills. Topics covered include:

1. History and development of the field of digital technologies for language teaching and learning.
2. Digital literacy skills for language teachers and language learners e.g. selecting and critically evaluating materials; design of new materials using authoring tools like H5P or AI; assessing the role of emerging technologies; developing effective digital communication skills
3. AI and Generative AI tools in language teaching and learning: affordances, challenges, and evaluation of the effectiveness of a number of tools.
4. Lesson design and evaluation of a piece of software.
5. Reading skills and strategies to obtain, use and evaluate L2 input from technologies such as the WWW, Chatbots, AI powered language learning apps (e.g., Bubba, Duolingo).
6. Writing skills and strategies to construct and reconstruct, share, and spread knowledge in L2 using digital technologies such as word processors, speech to text recognition, ChatGPT and other powered AI tools like Grammarly, Translating tools and Co-pilot.

7. Listening skills and listening strategies to obtain, use and evaluate L2 input from technologies such as video, podcasts and similar.
8. Speaking skills and strategies to articulate and share knowledge in L2 using digital technologies such as AI powered language learning apps (e.g., Duolingo), recording software/interactive whiteboards (e.g., Adobe Spark), Mobile apps (e.g., WhatsApp), voice recording (e.g., spoken text).
9. Assessment for language learning using technology (i.e., assessment of reading, writing, listening, and speaking).
10. Technology focused session: Digital Games
11. Technology focused session: Augmented Reality and Virtual Reality.
12. Technology focused session: Mobile learning

EDUC70511: Multimedia Design and Development

Course unit director: Dr Taslima Ivy

This course unit aims to:

- develop an advanced knowledge and understanding of the role of multimedia in teaching and learning;
- provide opportunities to analyse and critically reflect on relevant research and theory in relevant subject areas and make use of it to inform the evaluation and development of web-based multimedia materials;
- provide the opportunity for the development of relevant skills in the development of digital learning materials;
- understand various aspects of web-based materials including usability, accessibility, appropriate context and pedagogy.

You will also be taught how to create web-based multimedia materials in a content management system (WordPress). The assignment will ask you to provide a rationale for the creation of set of materials and you will be expected to create at least some of the materials that you describe.

SEMESTER 2

EDUC70252 Social Justice, Poverty and Place from the Global to the Local

Course unit directors: Louisa Dawes, Carl Emery

The unit will introduce students to issues related to social justice, poverty and education that affect children globally, nationally and locally. Students will:

- develop a better understanding of orthodox and critical responses to these issues through school /community relationships as well as curricular and pedagogic innovations;
- critically examine policy and practice globally, nationally and locally and conduct and
- evaluate a research project comparing educational practices across different localities that is informed by the approaches examined in the unit.

The unit will be delivered in 6 stages:

- An introduction to Social Justice and how poverty shapes education globally
- Models and theories associated with poverty, education and place: the journey from collectivism to individualism
- This stage examines notions of social justice in practice. It explores teaching activity at the global, international and national level.
- This stage focuses on the local, lived realities and activity contextualised to the north west of England. It also prepares students for short research projects comparing educational practice in different contexts.
- This stage will take place in a local education setting in disadvantaged contexts.
- This stage provides a space to a. reflect, evaluate and provide feedback on practice experienced in stage 5b.showcase the learning and research from the students' projects.

EDUC70262 Employability in Education

Course unit director: Dr Miriam Firth

This unit offers students an opportunity to study, reflect and apply learning around Employability in Education. Taught sessions will guide students on existing research and theory linked to education employability whilst attendance at Careers events and professional development activities will support their engagement and reflection of this in practice. The unit will enable students to critically reflect on their own employability whilst pursuing information on a range of education employment contexts.

The unit aims to:

- critically reflect on contemporary research positions and published theory related to Employability in Education
- identify personal and professional development frameworks to use to build Employability competence in Education
- offer students guidance on employment routes in Education contexts
- provide students with strategies for successful employment in Education.

EDUC70322 Equality, diversity and inclusion in international education

[Pathway Unit]

Course unit director: Dr Umit Yildiz

Pathway: Equity, Inclusion and Diversity

To develop students' knowledge and understanding of responses to diversity in education in a wide range of country contexts; and to reflect upon policies and practices which promote equity in education internationally.

The Equity and Diversity course unit will introduce the following content areas:

- The role of education in international development;
- International frameworks for promoting Education for All;
- Disability, 'special educational needs' and inclusion;
- Intersectionality (poverty, gender, disability, language, class, race, ethnicity, sexuality) and social and educational exclusion;
- Pedagogy, curriculum and democracy in post-conflict situations

EDUC71212 Educating for Sustainability

Course unit director: Susan Brown

In response to increasing socio-environmental challenges, the interdisciplinary study of sustainability is of pivotal importance. This course unit responds to the increasing need across formal, informal and professional educational contexts to develop understandings of 'sustainability' and to integrate it in appropriate ways into learning environments and activities.

The unit aims to:

- explore the rationale(s) for educating for sustainability in the light of 21st century challenges and complexities;
- develop understandings of themes and concepts central to educating for sustainability; c) foster skills in critically evaluating educational policies and teaching and learning approaches and design in the light of these understandings;
- foster skills in developing effective teaching and learning approaches and design as they relate to the educating for sustainability in diverse learning contexts.

EDUC70552 Higher education in international contexts *[Pathway Unit]*

Course unit director: Dr Sylvie Lomer

Pathway: Higher Education

This unit aims to:

- Introduce students to key concepts in higher education studies
- Develop students' understanding of globalised systems of higher education
- Enhance students' critical awareness of issues of power and inequality in international higher education

The unit will explore systems of higher education in an international context. It draws on interdisciplinary literature from human geography, education, and economics to introduce key concepts for analysis. The unit explores 4 key themes in international higher education and contextualises them in a range of international case studies. A weekly blog assignment offers the opportunity to develop writing skills at postgraduate level and seminars will incorporate student-sourced materials for comparison. In addition to academic sources on the reading list, students will be expected to read a variety of professional and academic blogs which will be posted on a weekly basis.

This unit is aimed at those who would like to work or teach in a higher education setting to provide a theoretical overview.

EDUC70882 School Improvement

Course unit director: Dr Claire Forbes

This course unit aims to develop students' knowledge and understandings of practical approaches to school improvement and of current theories, issues and debates in the field.

- The historical development and current context of school improvement.
- The relationship between school effectiveness and school improvement
- International comparisons of and pressures on school performance
- Non-school factors influencing pupil progress attainment
- Central models and theories of school improvement.
- Initiating, implementing and embedding change.
- Improving classroom practice.
- Target setting and external pressures for raising pupil attainment.
- Turning around ineffective schools.
- Leading school improvement efforts
- School Inspection and school improvement.
- Future perspectives – school improvement in the 21st century.

EDUC61712: Digital, Media and Information Literacy

Course unit director: Dr Drew Whitworth

The aim of this unit is two-fold. Firstly, it helps you develop your own academic skills, particularly around the use of the internet to search for information, and then make critical judgments about it, to help you with your studies. Secondly, it introduces you to the theories and literature in the field of information studies and information practice, addressing the importance of these matters for teaching and learning in the modern world. It aims to develop in you the ability to enhance these literacies in others, whether these be future students, colleagues, family members, etc.

The unit covers:

- theories of digital, media and information literacy

- critical media awareness: how do the broadcast and newspaper media influence our response to information and its use in education?
- community media and technology education
- the explosion of information and its effects on learning and thinking: information obesity, or information health?
- how to instil media and information literacy in ourselves – and our learners
- information retrieval, searching and evaluation skills

The assessment on this unit requires you to put together a small portfolio (4 activities) of teaching activities or lesson plans relevant to media and information literacy, and to write a self-reflective commentary which places the activities in a wider context.

***Practical teaching units¹**

EDUC70162 Approaches and Methods in TESOL *[Pathway Unit]*

Course unit director: Zeynep Onat-Stelma

Pathway: TESOL

This unit aims to provide introductory background to the field of TESOL to MA International learners who have not got any experience in 'Teaching English to Speakers of Other Languages' but who would like to gain basic level understanding of this area.

This unit will begin with engaging learning in exploring and reflecting on their language learning experiences, and will then set out to draw on these experiences to develop learners' understanding of approaches and methods in foreign language learning and teaching. The unit will then focus on learners designing, developing and evaluating lesson plans, course materials and assessment instruments. They will then be asked to write an assignment based on the design of their lesson plan, materials, or assessment instrument.

If you took EDUC70811 Key Issues for English Language in Semester 1, this unit will provide an excellent opportunity to apply these concepts in practice.

¹ These units include a practical teaching element such as design of lesson plan, teaching materials, and assessment, or reflections on teaching practices. Students are advised to choose ONE of these practical teaching units due to the similarities in content and assessment method.

This unit is required for students on the TESOL pathway.

EDUC70362 Approaches to Teaching and Learning

Course unit director: Dr Heather Cockayne

This practical unit builds on EDUC60491 Theories of Teaching and Learning, to develop students' knowledge and understanding of approaches to teaching and learning, as they may apply to international contexts with which they are familiar with. The approaches will be introduced through a series of case studies, set in different international contexts. This will include reflection on how the approaches are informed by theories of teaching and learning, as well as how they fit with the contextual particularities of relevant international educational settings. There will also be hands-on tasks providing experience in planning teaching, as well putting this planning into practice through a micro-teaching task.

This course unit will introduce the following content areas / approaches to, and aspects of, teaching and learning:

- Active learning
- Problem-based learning
- Task-based learning
- Blended and technology enhanced learning
- Intercultural learning
- Classroom management

It will introduce reflection on, and hands-on work, to develop the following key skills:

- Lesson planning
- Activity design
- Group work
- Materials selection and design
- Leading self-designed lessons to a peer-group (micro-teaching)

This unit is planned for students with limited teaching experience. Please consult the Programme Director or module leader if you are not sure this describes you.

EDUC70732 Curriculum Internationalisation

[Pathway unit]

Course unit director: Dr Jenna Mittelmeier (Cover: Loretta Anthony-Okeke)

Pathway: Curriculum and Pedagogy

This course unit will introduce the concept of 'curriculum' (the materials used for teaching) and its links to pedagogy in practical teaching settings. Through the lens of internationalisation (i.e. the process of developing international or intercultural elements into the curriculum), students will consider how to critically align curricula and pedagogy to develop purposeful, equitable, and ethical learning experiences for students. The unit will critically examine several facets of curriculum internationalisation, including: representation of student demographics, tensions between the relevance of national and international learning, decolonisation, and intercultural skill development. The unit will also consider the interlinkages between curriculum and pedagogy, considering how teaching materials influence teaching approaches (and vice versa). This course unit will be applicable across the scope of education, from primary to higher education. In addition to theoretical considerations of curriculum development, there will be explicit practical skills development through hands-on curriculum development and lesson planning.

This course unit will introduce the following content areas / approaches to teaching and learning:

- Internationalisation of the curriculum
- Decolonization of the curriculum
- Equity in curriculum diversification
- The role of the curriculum and learning materials in intercultural learning practices
- The link between the curriculum and pedagogy in the context of internationalisation

It will also support reflection on and practical skills development of the following key skills in the context of international education:

- Curriculum design

- Lesson planning
- Activity design
- Teamwork and team teaching
- Curriculum material selection
- Linking the curriculum to pedagogy

If you took EDUC70621 Intercultural Communication in Education in Semester 1, this unit will provide an excellent opportunity to apply these concepts in practice.

EDUC70892 Teacher Professional Learning

Course unit director: Dr Claire Forbes

This unit aims to explore teacher professional learning in a range of global contexts through scholarship, research and reflection upon your own professional practice and educational experiences. In doing so, a key outcome of this unit is for you to begin to develop, and critically explore, what it means to be a teacher.

To achieve this, we will spend time examining key concepts, particularly the role of professional learning and learning communities in forming these. In doing so, you will make links between your own previous experiences of teaching and learning, current research, and your future aspirations as an educator. We will examine various case studies from around the world that facilitate engagement with both local and international teachers, and professional learning communities.

This unit aims to:

- Introduce students to key concepts, theories, and practices in teacher professional learning in comparative international and intercultural contexts
- Develop students' understanding of the role of individual, collective and collaborative forms of professional learning in international and intercultural education
- Enable students to develop as reflective, proactive, internationally minded future teachers
- Equip students with international skills and mindset, as well as theoretical and ethical understandings of these, that will enable them to

plan and take ownership of their own professional learning as future teachers.

Although it would be useful to have some experience of working with learners within a teaching, tutoring, or training context, this is not essential.

Students are advised to choose ONE of these practical teaching units due to the similarities in content and assessment method.

****School visiting and communities units²**

EDUC71232 Intercultural Engagement and Work and in Communities

Course unit director: Dr Rui He

This unit aims to:

- examine critical reflection, experiential learning and community engagement theories and frameworks and their application to intercultural practice;
- support students to undertake a short-term project or observations in suitable educational or community organisation(s) engaging with communities;
- provide structures for students to analyse, evaluate and evidence their learning from this experience that will enhance their understanding of intercultural practice and employability.

² These units provide opportunities for developing supervised practice or projects in local organisations, schools, or communities. Students are advised to only choose ONE unit with substantial work with organisations, schools, or communities.

Students will carry out supervised practice within an organisation during which time they will undertake a short-term project as well as an analysis of intercultural dialogue either within the organisation or between the organisation and its constituent communities. Students will be able to apply for a work-based learning opportunity from a list of approved local community organisations or can suggest their own location for the work. Within the organisational setting, induction and regular supervision will be provided by a manager to facilitate the student's introduction to the organisation and its communities and identify a suitable area of work. Two scheduled group tutorials will provide networking opportunities and further ideas for project development.

If you took EDUC70621 Intercultural Communication in Education in Semester 1, this unit will provide an excellent opportunity to apply these concepts in practice.

EDUC70272 Schools working with children, families and communities

Course unit director: Professor Kirstin Kerr

This unit aims to support students to:

- understand how schools can work with children, families and communities to improve a wide range of outcomes
- think critically about the wider ('extended') roles schools can play in a community, beyond their formal teaching and learning remit
- think critically about how families and local communities can work with schools and/or provide alternative educational opportunities
- develop their awareness and understanding of the scope of extended education (i.e. where schools take on a wider role) as an international field
- engage with key debates in extended education
- develop critical arguments about the rationales underpinning extended education

As part of this unit, visits to local community schools and educational initiatives are planned.

Students are advised to only choose ONE unit with a substantial work with schools, organisations, or communities.

*****Beyond Education units³**

MGDI70802 Gender and Development

Global Development Institute (GDI)

The unit aims to:

- Provide students with a critical understanding of the theoretical perspectives and concepts that underpin the field of gender and development/human development, including WID, WAD and GAD approaches.
- Enable students to understand the link between gender and key debates within public management policy, human development and development management including: managing inequalities in organizations/societies, managing skills upgrading/ ICT, poverty, migration, power and empowerment, and the role of masculinities/femininities in gender and development.
- Develop analytical skills in relation to gender policy/public policy at the organization and national levels.

MGDI60162: HRD and Leadership***

The unit aims to:

- Outline HRD as a strategic approach in enhancing people skills, knowledge and organization/state capabilities/
- To show the linkages between knowledge, education progress and economic and social development

³ These units are outside of Education, provided by Global Development Institute (GDI), SEED.

- To show comparative aspects of HRD and education and how human capabilities and HRD theories and practices are shaped by globalization processes.
- To stress the importance of the interaction of culture, learning and empowerment in understanding Human development/education and development policy

EDUC84000 Dissertation

Tutor: Depends on the dissertation topic and available academic staff

Initial guidance on the selection of a dissertation topic and a supervisor will be given by the Programme Director during an introduction session in December.

The two research methods units, EDUC60011 and EDUC60452, are designed to gradually develop your skills of first understanding a research domain and developing a literature review (Semester 1) and then designing an empirical, literature based, or practical project to explore the question further.

There are two forms of dissertation; a more traditional, research-centred dissertation (known as a “Mode A” dissertation), in which you design and report on a research project, and a “Mode B” dissertation in which the intention is more to design and evaluate an intervention in a teaching setting, such as a change of management practice, a new technological tool, a pedagogical approach using new media, etc.

Mode A dissertations include both empirical research, where you gather your own data, and conceptual research, where you draw on existing literature to develop new insights. Both options are equally challenging, and the most appropriate option will depend on your topic.

The Dissertation Coordinator will allocate students to supervisors who shared an interest in their proposed topics, and students will be asked to indicate this via a survey in January. Students are expected to have contact with their supervisor at intervals throughout the dissertation process.

Although individual instances will vary, a student is entitled to up to five substantive consultations with a supervisor (30-45 minutes each). Dissertations are allocated 600 hours of study time, the vast majority of this will be taken up with your own research and writing up.

The length of your dissertation is 12,000 words. $\pm 10\%$ of this limit is allowed, as is the case with all written work.

Further details are available in the Dissertation Handbook, available on Blackboard.

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 SEED Students Community Page ([SEED Students Community Page - Home \(sharepoint.com\)](#)).

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 students to attend all timetabled classes (lectures and small group sessions), meetings with tutors or your dissertation supervisor, and any other arranged sessions for your programme. Your attendance will be monitored **at all taught sessions** throughout each semester.

The University is introducing a new system for recording student attendance from September 2024 called SEAtS, and further details on how to register your attendance will be circulated by the University at the start of the new academic year. The system will be very easy to use, involving a few simple steps using an app on your mobile phone or via a webpage (for any students who don't own a smartphone). Further details can be found here: [SEAtS system | Welcome to Manchester | The University of Manchester](#)

Your attendance will be logged in one of two ways:

1. **The academic will take a digital register (usually for small group teaching sessions, or**
2. **You will mark yourself as having attended via a QR code or PIN code provided by the teaching colleague leading your session.**

This system will actively support your engagement and wellbeing, allowing us to offer you further support should you need it.

Using the new system will involve a few simple steps, which we have outlined below. This will be compulsory for all Undergraduate and Postgraduate students taught on campus. Other students will begin to use this system at a later date; they will be provided with further information on this nearer the time.

How to use SEAtS

SEAtS is a powerful tool that helps you manage your attendance and stay on top of your schedule. As a student, logging in to SEAtS for the first time is a straightforward process that involves a few simple steps. Here's how to get started:

Step 1: Download the SEAtS App

To begin, download the SEAtS App on your smartphone. It's available on both the Apple App Store and the Google Play Store, so whether you're using an iPhone or an Android device, you can easily access it. Simply search for "SEAtS 2024" in your app store, download, and install the app.

If you do not have access to a working smartphone, it will be possible to use a web-based version that you can access from a laptop or a desktop computer. More information on this will be available via [our SEAtS information hub](#).

Step 2: Log in using your University Email

You will only be able to log onto SEAtS once you have completed registration and signed up for your University IT account. Once the app is installed, open it and log in using your university email address and password. It's important to note that you must use your official university email for this initial login. This ensures that your account is correctly linked to your student profile and schedule.

Step 3: Logging your attendance

If your attendance is being logged via a digital register the teaching colleague leading your session will do this.

If your attendance is being logged via a QR or PIN code, once you have logged in you'll be directed to the home screen of the SEAtS app. Here, you'll see a list of your upcoming teaching events. Select the relevant event to check into from the list, and you'll be prompted to confirm your attendance. You can do this by either scanning the QR code displayed in your classroom or entering the PIN code provided by the teaching colleague leading your session.

These steps are essential for tracking your attendance accurately.

What happens after the first login?

Following your first login, accessing SEAtS becomes even easier. You can simply open the app, choose the teaching event you're attending, and scan the QR code or enter the PIN code, just like before. The app remembers your login details, so you won't need to re-enter your email each time you use it.

For more information and support, you can visit our [SEAtS information hub](#).

Recording attendance helps us to see where students might be struggling and to offer appropriate support. The SEED Attendance Monitoring team will be in contact with students where non-attendance has become a concern, has hit a particular trigger point, or where a pattern of absence begins to raise concerns with regards to a student's wellbeing.

Full-Time students are expected to be available for all their exams and teaching sessions during their period of registration, this includes an expectation of on-campus presence for any exam or University session that requires in person attendance. 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. Student's on a Tier 4 Visa should consult **Section 2.7** for guidance on their attendance's effect on their visas.

Full information on the School of Environment, Education and Development's attendance monitoring policies is available to read at: [Attendance and Engagement \(sharepoint.com\)](#)

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 visa 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. Students will be able to notify us of absences through the SEAtS system once logged in.

International students with a Student Route (Tier 4) Visa must be present in Manchester during the summer dissertation period which runs from the end of semester 2 up to the date of the dissertation submission. Further details of the check-in process for international students during the summer months will be advised in the course of the academic year.

How will I be notified about unsatisfactory attendance?

You must check your University e-mail account regularly in case the SEAtS Team or School Attendance Monitoring Team 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 regarding your Student Route (Tier 4) visa or visa-related concerns, please contact visa@manchester.ac.uk.

If you have any queries about attendance monitoring please contact seed.attendance@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
Welcome Week	Monday, 16 September 2024	
Semester 1 starts	Monday, 23 September 2024	
Winter graduation	Monday, 9 December 2024	
Christmas break	Monday, 16 December 2024	Wednesday, 8 January 2025
Semester 1 assessment and exams	Thursday, 9 January 2025	Friday, 24 January 2025
Semester 1 ends	Sunday, 26 January 2025	
Semester 2 starts	Monday, 27 January 2025	
Non-teaching period	Monday, 7 April 2025	Sunday, 13 April 2025
Easter break	Monday, 14 April 2025	Sunday, 27 April 2025
Semester 2 assessment and exams	*To be confirmed, but expected to begin Monday, 12 May 2025	*To be confirmed, but expected to end Wednesday, 4 June 2025
Semester 2 ends	Friday, 6 June 2025	
Summer graduation	*To be confirmed, but expected to fall within the three weeks from Monday, 7 July 2025	
Exam Resits	Monday, 18 August 2025	Friday, 29 August 2025

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 SEED Student Support Hub and Library which is situated in the Humanities Bridgeford Street Building.

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

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 to deliver our teaching, learning and assessment online. All of your course units and programme-wide spaces (where relevant) are delivered via Bb.



Access Bb via My Manchester <http://my.manchester.ac.uk/> 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 2024/25 this is:

- Semester 1 and all-year courses: 16 September 2024
- Semester 2 courses: 20 January 2025

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. You will be able to do this, from the beginning of September onwards once you are fully registered for your academic programme. **Please note that you must have completed your course unit selection for BOTH Semester 1 and 2 Units by the end of the 2nd week of teaching.** Once enrolled, your courses should appear on Blackboard from the dates above mentioned.

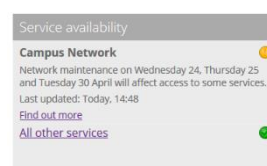
What can I do if I cannot find in Bb a course(s) I am enrolled on?

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 interruptions in IT or eLearning services such as Blackboard, Turnitin, Video Portal or other please check the Service Availability information on IT services homepage:



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

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-faqs/>

Section 3: Student experience

3.1 Student Charter

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

 <http://www.yoursay.manchester.ac.uk/student-charter/>

3.2 Student Development

Study Skills

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

Additional writing skills workshops will be available to all overseas students at the beginning of the academic year, on a first-come first-served basis – please ask 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 [Careers Connect](#), 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 Centre for Academic English

The University Centre for Academic English (UCAE) 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. 

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

Offered as part of the University Centre for Academic English (UCAE) 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 languages are being offered in 2024/25 can be found here -

<https://www.alc.manchester.ac.uk/study/university-language-centre-leap-courses/>

Academic Success Programme: English Language Support

At the University Centre for Academic English, 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](https://twitter.com/UoMLangCentre)

www.manchester.ac.uk/academicsuccessprogramme

Open Learning Facilities

The Library of the Open Learning Centre for Languages and Academic English (OLCLAE) is **situated on the lower ground floor of Samuel Alexander Building**. It is most easily accessed via the South entrance, and is at the far end of the Lime cafe/Student Hub area. For more information about the facilities please visit their website <https://www.ucae.manchester.ac.uk/resources/library-services/>

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.

Stellify

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

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

3.3 Student Support

Student Services Centre

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

 0161 275 5000

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

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 SEED Students Community Page at [Support available in the School of Environment, Education and Development \(SEED\) \(sharepoint.com\)](#)

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)

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

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

Finance Advice

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

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

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

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

Mature Students' Support

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

3.5 Health & Safety (Including Risk Assessments)

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

Online Health and Safety Course

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

The purpose of the eLearning course is to:

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

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

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

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

These buildings are open from 8.00am 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 landing to phone the person you are visiting to gain access. Please note that the member of staff you are visiting is responsible for your wellbeing 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) or using the SafeZone app.

First aid kits are located on all levels and at the ground floor reception in the Arthur Lewis Building. The administration offices and staff room in Humanities Bridgeford Street Building have first aid boxes. 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 and they can also open the barriers for Ambulances.

Children

Children are only permitted on the premises in exceptional circumstances. Should this be necessary for nursing mothers or parents of babes in arms, a parent room is available on request to the SEED Student Hub. The parent room is located in Arthur Lewis Building.

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. Do not loiter near the building that you have evacuated and only re-enter the building when Security indicate that it is safe to do so.

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. In case of an emergency, call Security, who can be contacted by telephoning 69966 (internal telephone) or 0161 306 9966 (external telephone).

It is strongly advised that you download the SafeZone app for use in emergency situations.

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. Information regarding where you can find our gender neutral toilets on campus can be found on this map [Layout 1 \(manchester.ac.uk\)](https://manchester.ac.uk/layout-1).

Out of Hours Working

Undergraduate students are not permitted to access SEED Buildings (Arthur Lewis, Ellen Wilkinson and Humanities Bridgeford Street Buildings) out of standard working hours. Standard working hours are between 8.00am and 6.00pm.

Although *postgraduate* students are permitted to access SEED Buildings out of hours, it is important to note that it is not expected that this is not the expected normal practise.

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.

- Download and check in using the SafeZone app.
- 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 Building Information System 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 as part of their dissertation data collection within the School:

- [Generic Risk Assessment for Low-risk fieldwork in the UK](#)
- [SEED low/medium risk overseas fieldwork travel risk assessment](#)
- [Specific risk assessment template for overseas business travel and fieldwork in high/extreme risk destinations](#)

These Risk Assessments are available to view on the School’s intranet in the Travel Risk Assessments section at the following link:

[Health and safety | School of Environment, Education and Development | StaffNet | The University of Manchester](#)

If based on the location of the data collection or the activities involved in the data collection, one is required, an appropriate risk assessment must be completed and approved at the relevant level before completion of the ethics decision tool and any planned data collection can take place.

Choosing the appropriate risk assessment

Before you complete your dissertation risk assessment it is essential that you discuss the location of your research, and the data collection techniques you will use with your supervisor. Based on this discussion, your supervisor will inform you of which risk assessment is appropriate for your research as follows:

- If the country is designated a high/extreme risk, you will be advised to complete the [Specific RA template for overseas business travel and fieldwork in high/extreme risk destinations](#). If the activities you will take part in can be deemed as high risk, you will also be advised to complete this risk assessment template. This could include dissertations that are based in low-risk locations, like the UK.
- For low/medium risk location and activities, you will be required to read and fill in the relevant details on the appropriate low/medium risk assessment either the [SEED low/medium risk overseas fieldwork travel risk assessment](#) or the [Generic Risk Assessment for Low-risk fieldwork in the UK](#) depending on the location of your study.

The low/medium risk 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 that are categorised as high or extreme risk on the [AIG TravelGuard](#) site
- 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 your work is not covered by a generic risk assessment, you must complete a full risk assessment. Your supervisor will inform you if a full risk assessment is required.

Completing the risk assessment

The level of detail and information required varies depending on the specific type of risk assessment that you need to complete. Detailed guidance on how to complete the different risk assessment documents can be found [here](#).

When completing a full risk assessment, the following checklist should be considered:

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

More detailed points to consider can be found at the end of the SEED high/extreme risk overseas travel risk assessment document. This list is NOT exhaustive but

should be considered as a minimum. It will be difficult for any one person to identify all the hazards associated with a particular activity or area. The joint involvement of your supervisor with identifying associated hazards is crucial to ensure that different aspects of the task and its associated hazards are covered within your risk assessment.

A record of the risk assessment must be retained according to the department practices which you will be informed of during dissertation workshops.

Gaining approval for your risk assessment

Before you begin any data collection you must get approval of your risk assessment. **No data collection should take place before this has occurred.**

The level of approval required is determined by the level of risk either in the location of your data collection or the type of activities that will be undertaken:

- **Low/medium risk locations/data collection activities**
 - Your risk assessment should be submitted to your supervisor according to departmental practices and they will inform you of whether your risk assessment has been approved or if further work is required.
- **High/extreme travel and fieldwork risk assessments**
 - Once the risk assessment has been reviewed and signed by your supervisor, the risk assessment must then be sent to the Compliance, Safety and Estates team via SEEDestates@manchester.ac.uk for review. Once the risk assessment has been reviewed by SEED estates, it will then be forwarded to the Head of School for approval. This can take up to 3 months so it must be sent to them ASAP and no later than 1 month in advance of your planned data collection.
 - If, when it is reviewed by SEED estates and the Head of School it is deemed to be extreme risk, it then must be sent to ERTAG. If ERTAG agree, it then needs to be approved by the Dean which can take a considerable length of time for approval to be granted and so you should take this into account when designing the data collection timeframe.
 - Once high/extreme risk applications have been given approval, you must then make an ethics application via the ERM if your study involves human participants or there will be export control issues.
 - Until both risk assessment and ethics approval is granted, you cannot start your data collection.

Once you have received the appropriate level of approval for the level of risk, you must inform the Fieldwork and Placements Team of the location of your data collection and the planned dates for it. To provide the Fieldwork and Placements Team with details of your data collection location and timings please complete the MS Form [here](#).

Changes to planned data collection

Any changes to the planned data collection should be discussed with your supervisor and the risk assessment should be amended accordingly. A record of these amendments should be recorded according to departmental practices which, again, you will be informed of during dissertation workshops. If your data collection is in a high/extreme risk location or involves high risk activities, you must inform the SEED Estates Team of these changes.

If the dates or location of your data collection change, then you must also update the Fieldwork and Placements Team so this can be recorded. To provide the Fieldwork and Placements Team with details of your data collection location and timings please complete the MS Form [here](#).

Additional Support Resources:

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/>.

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> should both be reviewed.

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. These sessions are an opportunity for students to provide feedback on matters specific to their programme of study.

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.

SEED Student Staff Liaison Committee (SSLC)

The SSLC meets once per Semester and allows students to raise matters above a programme level (for example, general support/ Campus feedback which is not relevant to specific programme content) to the SEED Director for Teaching & Learning.

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 are appointed as soon as possible after the start of a new academic year. Those who wish to continue as they progress through their academic programme can do so and should liaise with the SEED Hub. Training for new student representatives will be provided online by the University Student Union and student reps notified once this is available.

We strongly encourage students to get involved in becoming a Student Rep, the student voice is very important to us. 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 at <https://manchesterstudentsunion.com/reps>.

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 deadline. Late registration 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 the deadline, 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 (seed.programmes@manchester.ac.uk) in September 2024 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 07/10/24, you will be considered a late arrival and will be required to provide evidence to support the reason for your lateness. 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 is typically only permitted up until the end of the second week of teaching in Semester One. 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	04 October 2024
Semester 2 deadline for course unit changes	07 February 2025

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 such as written course work, oral presentations, group projects, reports, or examinations. You should be given the full details of how the course unit will be assessed at the start of the semester by the Course Unit Director.

4.2 Feedback

Feedback on academic work

The University of Manchester is committed to providing timely and appropriate feedback to students on their academic progress and achievement, thereby enabling students to reflect on their progress and plan their academic and skills development effectively. Feedback, and acting on feedback, is therefore part of the active learning process throughout a student's course of study. Methods of feedback will vary according to assessment type, discipline, level of study and the needs of the individual student.

At the start of each academic year students should be informed of the feedback opportunities available in that year and the main goals of feedback at that stage in their studies. The Blackboard page for each unit should have a clear section explaining the feedback mechanism that the unit will follow. At the start of each unit, the unit teacher(s) should explain how and when feedback will be provided during the unit.

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 come across the most often. Summative feedback would occur at the end of a course unit to inform you of your performance over the whole unit (see **Section 4.4/4.5 below**). You may come across all or some of these examples.

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

Feedback from you about your course unit

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

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

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

4.3 University Ordinances and Regulations for Undergraduate and Postgraduate Degrees

The University Ordinances and Regulations for Undergraduate and Postgraduate 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.

4.4 Coursework

Submission dates for assessed coursework

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

How to submit your assessed Coursework - Turnitin

Submissions are normally made using Turnitin through Blackboard. 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 can be found on each course unit Blackboard page.

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

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

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

Some assessed coursework may be submitted using alternative applications within Blackboard, such as Cadmus. Some course units may require you to submit using Blackboard's own in-built assessment tools – this generally only applies to some group submissions and for the submission of alternative forms of assessment, such as video presentations and podcasts. The Course Unit Director will make the means of submission for each course unit clear to you.

It is your responsibility to submit your own coursework. If a classmate is submitting work on your behalf in the case of groupwork - where one person per group has been nominated to submit on behalf of the group - please note that it is still your responsibility to ensure that the correct work is submitted and on time.

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. As we operate an anonymous marking system, you should not put your name on the assessed work, and instead ensure that your student ID number is presented as a header/footer throughout the piece of assessed work. You should also make it clear which question/s you are answering, if there is a choice.

University Proofreading Statement

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

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

Word Count Policy

Each Course Unit 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 / Referral.

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

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

Penalties for Late Submission

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

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

- A deduction of 10% of the maximum available mark every 24 hours until the assignment is submitted or no marks remain (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 for every 24 hours late.)

- A 'day' is 24 hours, i.e. the clock starts ticking as soon as the submission deadline has passed; (Note that a penalty of 10% would apply, regardless of whether a piece of work is 1 minute or 23 hours late).
- Weekends, bank holidays and University closure days are included as part of the 24hours/calendar days in this policy.
- Submission dates and times are in UK local time and is the responsibility of the student to check the relevant time zone.
- The use of online submission via Turnitin allows us to see when a submission is made after the deadline;

Please note that the standard penalty relates to first attempts only. Students who submit referral assignments (resubmissions as a second attempt, as opposed to original assignments/first attempts) 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.

There is no sliding scale for late submission of open book examinations where students will be awarded a mark of zero in the absence of mitigating circumstances.

Any late penalties are applied via the student system and are not included in provisional marks posted on Blackboard.

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

Marking

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

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

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

Feedback is returned to each student, on the understanding that all marks are provisional until after the Board of Examiners' meeting in June/July. Any students who have failed an assessed piece of work should consult the Course Unit Director concerned for further feedback. Assessments, exam scripts and feedback are retained by the Assessment and Progression Team as all examined work must be available to the Board of Examiners. Marked exam scripts, however, are available for use in discussions between Course Unit Directors, Academic Advisers and students. Assessed work is usually marked online using Grademark and once results have been made available,

students will be able to access their scripts along with the marker's comments and feedback online via Blackboard.

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

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

4.5 Examinations

Format

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

Timing

Should your course unit be assessed by a set examination this will be undertaken at the end of the semester in which the course unit is taught. Examinations are held in January for first semester course units, and in May/June for second semester course units. Resit exams take place during the last two weeks of August. Examination timetables are produced centrally by the University Examinations Team in the Student Services Centre. Details of examinations/assessments will be published on course unit blackboard pages.

Exams Timetable

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

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

Resits abroad

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

4.6 Dissertations

You will be given a handbook with guidance for dissertation preparation and submission at the beginning of your final year for undergraduate programmes. For postgraduate programmes you will be given a dissertation handbook at the start of the second semester.

4.7 Mitigating Circumstances

It is essential that if your work is being affected by personal or medical circumstances you seek advice from the School's Student Support & Wellbeing Team (seed.mitcircs@manchester.ac.uk or seed.wellbeing@manchester.ac.uk). They will be able to talk you through the process to apply for an 'Extension' or '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'.

There are 2 routes for applying for mitigation, depending on whether you need extra time to complete coursework and can apply in advance of the deadline (see Extensions Route) OR you have submitted your work on time but the quality of it may have been impacted by your circumstances; OR you have missed a particular assessment (eg an exam, piece of groupwork, a presentation); OR you have submitted an assessment late, without having a pre-approved Extension (see Mitigating Circumstances Route).

Extensions Route

If you think that you may not be able to hand in a coursework assignment by the given deadline, you can apply **in advance** for an Extension. Extensions of 1 week or 4 weeks may be granted, in accordance with the severity of the circumstances, and providing that students have eligible circumstances under the policy.

Extension Forms may be submitted up to the time of the deadline, but ideally should be submitted at least 2 working days before the assessment submission deadline passes to allow for timely processing and an outcome prior to the deadline.

Mitigating Circumstances Route

If you think that your academic performance is likely to be affected by your circumstances in an assignment, if you have missed the assessment deadline and not applied in advance for an Extension, if you think you may not be able to sit an

exam, or you can't contribute to a piece of groupwork or deliver a presentation on the allocated date, you may submit a Mitigating Circumstances Form with relevant supporting evidence, for consideration.

Mitigating Circumstances Forms must be submitted within a week of the end of the exams period in each semester, or by the end of Resit exams period in August/September.

Forms

The online forms for applying for an Extension or Mitigating Circumstances are both available on the student sharepoint site, at:

[Support available in the School of Environment, Education and Development \(SEED\) \(sharepoint.com\)](#)

Please ensure that you submit the correct form, and if you are unsure, please contact the Student Support & Wellbeing Team for advice in advance.

Please note that it is the sole responsibility of the student to submit a request for an Extension or Mitigating Circumstances by the published deadlines. Applications will not be considered once grades have been published.

Evidence

Evidence is compulsory for all **Mitigating Circumstances** requests. The nature of the supporting documentation required for a Mitigating Circumstances Request will vary according to the nature of the circumstances, but it must be sufficiently independent and robust to confirm the veracity of the case you are making. If supporting evidence is not in English, a translation should be supplied. Evidence should be submitted as soon as possible after applying, to: seed.mitcircs@manchester.ac.uk. Evidence does not have to be supplied at the time of submitting the online form. Details of the kinds of evidence which can be supplied to support an application can be found on the sharepoint site.

Evidence for Mitigating Circumstances cases must be submitted within 4 weeks of the request.

Evidence is not required for an **Extension Request** of up to 4 weeks. Extensions longer than 4 weeks will be exceptional, and students will be required to provide appropriate supporting evidence to justify the additional time needed.

Late Submission

Students who are submitting assessment work late, without a pre-approved Extension, should submit work as soon as possible following the original

submission deadline. Students are responsible for determining whether they feel their work is ready for submission. Only one submission can be made after the original submission date. Students should **NOT** wait for their Mitigating Circumstances case to be considered, or until after the decision concerning approval of Mitigating Circumstances has been communicated, before submitting the work. Consideration will be given to the amount of time a student has taken to submit after the original deadline and a judgement will be made on whether this is justified by the severity of the circumstances detailed in the supporting documentation.

Timescale for Decisions

Extension Requests will normally be actioned within 2 working days of submission.

Mitigating Circumstances Requests will normally be considered on a weekly basis, with decisions being communicated in writing to students the following week. If a case is complex in terms of assessments affected and further information needs to be sought from the Assessment Team or Course Directors, it may take slightly longer to resolve.

Outcome of an Extension Application

Students with relevant grounds and whose applications have been approved will be granted extensions of 1 week or 4 weeks to the original deadline.

Students who are registered with DASS and have 'automatic 1-week extensions' as part of their support plan, can apply for an additional extension if the automatic extension is not sufficient.

Students will be sent an outcome email which will confirm the new date of submission. The assessment should be submitted **by 2pm on the extended deadline** into the relevant inbox on Blackboard. This applies to all assessments.

Please note that only extendable pieces of work can be considered for an extension. Non-extendable work such as exams cannot be considered for an extension.

Possible Outcomes of a Mitigating Circumstances Application

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

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

If a request for Mitigating Circumstances is **'Accepted'**, this means that a recommendation will be made to the departmental Exam Board as to how the mitigation should be applied to the assessments in question. **All Mitigating Circumstances outcomes are ratified by the relevant departmental Exam Board.**

If a request for Mitigating Circumstances is **'Not Accepted'**, this means that you did not have permissible grounds for mitigation and are therefore expected to submit your work on the original deadline, as communicated by the Course Unit Director.

If a request for Mitigating Circumstances is **'Accepted pending evidence'** – this means that your grounds for mitigation have been accepted, but you are required to send some supporting evidence of your circumstances **within 4 weeks** before the final decision can be confirmed and recorded. Supporting evidence needs to be emailed to: seed.mitcircs@manchester.ac.uk.

Grounds for Mitigation

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

Examples of possible mitigating circumstances:

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

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

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

Please note that submitting the wrong piece of work or the wrong version of a piece of work is not grounds for mitigating circumstances. Markers will only be able to mark the first piece of work which you submit, so please take care when uploading assessments.

Pregnancy

Events which can 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 an

Extension or Mitigating Circumstances unless more than one week is required. Further guidance for DASS-registered students on 'automatic extensions' can be found on the University

website: <http://documents.manchester.ac.uk/display.aspx?DocID=37272>.

Students with disability support may also submit a Mitigating Circumstances application if, for example, there are further complicating factors not relating to their disability.

Mitigating Circumstances and the Dissertation

As with coursework assessment, the Extensions and Mitigating Circumstances processes also apply to dissertations. Any student who considers that they may need extra time to complete their dissertation or their academic performance may be impacted due to 'unforeseen' and 'unpreventable' circumstances should apply for an Extension or Mitigating Circumstances.

All work to be considered under Mitigating Circumstances should be submitted as soon as is possible following the original deadline.

Any Undergraduate dissertations submitted after the start of June may be too late to be marked and the award confirmed in time for the July Graduation.

Any Postgraduate dissertations submitted after the start of October may be too late to be marked and the award confirmed in time for the December Graduation.

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

Interruptions

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

Mitigating Circumstances and Academic Appeals

Please note that **retrospective applications** for mitigating circumstances will not be considered after the deadlines specified above in each semester, or after marks have been published for coursework. Students wishing to apply for mitigating circumstances after the end of the exams period will have to go through the Academic Appeal route (<http://www.studentsupport.manchester.ac.uk/study-support/appeals/>) once results have been published, and be able to provide a

compelling and credible explanation as to why the application was not made at the appropriate time. Students have **20 working days** in which to submit an appeal, following the publication of results. See also Section 4.10 on Academic Appeals.

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

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

4.8 Failure and Reassessment

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

Postgraduate

Postgraduate programmes can be compensated up to 40 credits for PG Diploma/Masters and 20 credits for a PG Certificate. So it is possible for a student to fail 40 credits and still meet the standard required for the Masters providing that the marks in the failed courses are between 40-49%. Please refer to the Examination Regulations (Section F) for full details regarding compensation.

Postgraduate programmes can be referred in/resit up to half of the taught credits. Students may also resubmit the dissertation on one occasion, subject to the mark restrictions (which are outlined in the Examination Regulations Section G). Please refer to the Examination Regulations (Section G) for full details regarding reassessment.

Please note that the number of credits referred and those compensated cannot exceed half the taught credits in total. 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.

Students who fail more than 60 credits at Masters level will not be permitted to resit / refer for a Masters degree and may be considered for a Postgraduate Diploma or Postgraduate Certificate qualification.

Students who wish to clarify any of the above should seek advice from the Assessment and Progression Team.

4.9 Academic Malpractice including Plagiarism

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

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

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

Introduction

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

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

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

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

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

that you write should be attributed to a source *unless* it is your personal idea *or* it is common knowledge. (If you are unsure if something is common knowledge, ask other students: if they don't know what you are talking about, then it is not common knowledge!)

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

The use of Artificial Intelligence (AI)

We urge students to be cautious when using a chatbot or AI tool within their learning. Chatbots and AI tools can be useful, but there are several risks associated with using them. Please make sure you are in contact with your course unit leads to ensure if or how AI might be used in the unit. This might vary from course to course or even assessment to assessment.

AI tools have the potential to enhance learning and can support inclusivity and accessibility when used appropriately. It is important that you understand the potential risks and benefits of these tools if you plan to use them during your studies.

You may use AI tools like any other resource to help you generate ideas, key themes, and plan your assessment, and you may also cite or quote content generated by AI systems. However, passing off work generated by AI as your own is plagiarism, and will be treated as seriously as plagiarism of another person.

For more detail on the University's position on the use of AI in teaching and learning, see

[Artificial Intelligence \(AI\) Teaching Guidance](#).

For advice on how to acknowledge and cite content generated by AI see <https://manchester-uk.libanswers.com/teaching-and-learning/faq/264824>

Some units, for example those on AI and technology, permit the use of AI. However, they require you to sign a code of conduct which must be adhered to. Make sure you understand and follow these codes. If you are unclear on what is permissible, speak to the unit lead.

TurnitinUK

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

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

Viva Voce for Suspected Cases of Academic Malpractice

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

4.10 Student Academic Appeals

University General Regulation XIX (Academic Appeals) defines a number of decisions affecting a student's academic progression against which students might wish to appeal.

An academic appeal is when a student formally asks the University to reconsider a decision made by a relevant body – this is usually a Board of Examiners or equivalent - relating to their results, progression, or final award. An appeal cannot be used to challenge academic judgement.

Examples of decisions that might be challenged through an appeal are:

- Withdrawal from a programme because of academic failure.
- The decision on a final degree classification.

You can only make an academic appeal once your results have been approved by the relevant body. An appeal cannot be made against provisional results (i.e. before the relevant body approves them). You can contact your School to find out when your results will be approved before submitting an appeal.

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.

The procedure applies to all students registered at the University of Manchester. If you are studying a University of Manchester course at another provider then this may not apply to you. You should use the appeals procedure in place at your provider. You may be able to ask the University for a review of the partner organisation's final decision within 10 working days of the decision being sent to you, if you believe your case has not been dealt with appropriately.

During the appeals process, you and the staff members involved should act reasonably and fairly and respect the procedure and one another. Please ensure you adhere to the principles in the University's student charter (<http://www.yoursay.manchester.ac.uk/student-charter/>), as consideration of your appeal might be ended if you don't. If this happens, we will write to you explaining the reasons for this and issue a Completion of Procedures letter.

The original decision of the Examination Board or Postgraduate Research Committee or relevant body will remain in place while the appeals process is ongoing.

An academic appeal differs from a complaint, and they are looked at under different procedures. An academic appeal is about academic results. A complaint is an expression of dissatisfaction by one or more students about the University's action or lack of action, or about the standard of services provided by, or on behalf of, the University.

See also Section 3.7 on student complaints procedures.

Grounds for an academic appeal

The reasons you can appeal are:

- (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.

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.

You must use the Mitigating Circumstances Procedure or Change of Circumstances Policy in all possible cases. We will not accept an appeal if you could reasonably have used this Procedure or Policy at the time you were impacted by your circumstances, and if relevant you must explain why you couldn't do so at that time and provide supporting evidence.

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

Appeals will be considered in a maximum of three stages: firstly, within your School. The second stage of appeal, where available, is to the Faculty Teaching Learning & Student Experience team. A final review stage may also be open to you, and this takes place within the central Division of Student and Academic Services.

If you wish to submit an academic appeal then you must complete an online appeals form which will be sent to your School. You must explain why you wish to appeal and include evidence to support your case.

Your School will check that the appeal:

- is on time, within 20 working days of the publication of confirmed results or the decision being appealed.
- meets one or more of the grounds to appeal.
- is not a challenge to academic judgement and
- is supported by relevant evidence where necessary.

Stage One – Early Resolution

If your appeal is considered eligible by your School, it will be reviewed by the Head of School, or an academic member(s) of staff appointed by them to act on behalf of the Examination Board. Your School will normally reach a decision on your appeal within 20 working days.

The School can decide to:

- A. Alter the original decision
- B. Confirm its original decision and advise you in writing of its decision and the reasons for this.

If you aren't satisfied with the decision, and you think you have valid grounds, you can ask for your appeal to be progressed to the Faculty within 10 working days of being informed of the decision by the School.

If you ask for your appeal to be progressed to the Faculty for consideration at Stage Two, you must complete the online form and explain why you are not satisfied with the School's decision on your appeal

Stage Two – Formal Consideration

A Faculty Officer will review your appeal and the response from the School or Doctoral Academy and decide whether the appeal is eligible for further consideration.

See [Academic Appeal Procedure Regulation XIX](#) for the full policy and procedure.

4.11 External Examiners

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

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

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

Section 5: Research Integrity and Ethics

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

Research Integrity refers to our 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 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 accountability, and 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 must still 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:

- **You cannot begin data collection** (or participant recruitment) until you have been given formal approval.
- **You may require a DBS check** to be completed depending upon the participants involved and the location of your research.
- **Sometimes, you might plan to recruit via organisations as gatekeepers.** In some projects, it may be appropriate for you to seek in-principle agreement with organisations that they are happy to do this, before ethical approval is granted. However, you should be clear this is subject to ethical approval, and that possible participants **cannot** be approached until approval is in place. Please discuss this with your supervisor in advance as this is not needed in all projects.

5.2 What guidance is available?

There is comprehensive guidance available from the university to support you in considering ethics in your research and applying for approval. These include:

- Broad guidance on [university ethical approval processes](#)
- [Guidance on applying for SEED School Review](#)

To determine whether your study requires formal ethical approval, please use the University's [ethics decision tool](#)

- The University uses an online [ethics review software system](#) (ERM) to manage the ethical review of research projects that involve human participants. This is available to staff and students, and helps applicants submit and track their applications
- Detailed guidance, including GDPR-compliant templates, is available on [preparing an ethics application](#)
- Answers to many common queries on ethical approval and the Ethics Review Manager can be found in our [FAQs document](#)
- For projects that are exempt from ethics review but involve participants / respondents, documents such as data collection tools, participant information

sheets, consent forms and advertisements still have to be checked by the supervisor to ensure they are compliant with UK GDPR and ethics best practice.

If you have a query on the outcome of the decision tool or a query that cannot be answered by the above guidance, please discuss this with your supervisor. If there is a need for further advice, your supervisor can contact your School Chair.

Please note that once ethical approval is in place you must follow all procedures and documents as approved in the application. Should you decide that you would like to make a change, you should discuss this with your supervisor and, with their permission, submit an amendment request via the Ethics Review Manager (see above).

5.3 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 – MIE Marking Criteria

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

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

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

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

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

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

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

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

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

Reassessment arrangements Students who fail to satisfy 50%/40% and can’t be compensated (see table above) will receive an official referral letter. They will normally have up to one month from the date of the letter and before the end of

August of the same academic year. Postgraduate students are allowed one attempt, per course unit, at reassessment.

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

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

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

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

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

Presentation

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

Plagiarism

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

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

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

Grading Range

Excellent (70% or more)

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

Good (60-69%)

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

Competent (50-59%)

- Competent grasp of evidence and issues, little superfluous or irrelevant content
- More descriptive or prescriptive than analytical
- Reasonable range and use of source material

- Attempts to create a coherent whole with clear conclusions
- Only rare instances of inappropriate or inaccurate language

Deficient (40-49%)

- Limited grasp of facts and issues with some irrelevant content
- Inadequate reading and references, and little originality
- Insufficient in quantity or quality at Master's degree level
- Attainable but somewhat limited objectives
- Links parts together but does not create a coherent whole with clear conclusions
- Weakened in places by inappropriate or inaccurate language

Inadequate (less than 40%)

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

Appendix 2 - Examination Regulations

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

Postgraduate Degree Regulations

VERSION: 3.9, April 2023 - for all Postgraduate Taught students registered from 2022-23 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. Treatment of deferral marks
 - I. Exit Awards
 - J. Classification of Postgraduate Taught programmes
 - K. Posthumous and Aegrotat Degrees
 - L. 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).

Appendix 3 – Harvard Style Guide for References

Where published work is being cited or quoted from in **any** kind of student submission, Geography requires you to use a standard and full method of citation. The required conventions are as follows:

In your text, references **must** take the following forms:

For single authored work	either Braithwaite (1990) or (Braithwaite, 1990)
With two authors:	either Braithwaite and Zhang (1997) or (Braithwaite and Zhang, 1997)
With more than two authors:	either Braithwaite <i>et al.</i> (2006) or (Braithwaite <i>et al.</i> , 2006)
Where one author quotes another:	Braithwaite in Evans (1990)

Page numbers **must** be shown with the date [e.g. (Braithwaite, 1990, 25-36)] if you are giving a direct quotation from a text, or you wish to direct your reader to a particular part of the cited text for reference.

Less than full and proper referencing in all submitted student work will be penalised when the work is assessed, and especially in dissertation work

Please note that wherever possible *italics* and not underline should be used. All the IT printers in the School of Environment and Development can print *italics*. Use underline only when *italics* are not available, or in hand-written work.

At the end of the text, in the bibliography/reference section, the full reference takes a slightly different form depending on the type of publication. Please remember that all works cited anywhere in your text **must** have an appropriate entry in your bibliography.

Referencing for a book

Hughes, P.D., Castree, N. and Evans, J.Z. (2005). *Referencing for Geographers*. Braithwaite Press, New Mills, 36-42.

(i.e. published by Braithwaite Press which is based in New Mills)

① Page numbers are only needed for books if it is a particular section which is relevant, or to give the page numbers of a specific chapter, if multi-authored, or for a quotation or diagram you are copying.

Referencing for a journal article

Evans, J.Z. (2002). 'Pubs and the Modern Geographer', *Modern Geography Viewpoint*, 63(6), 456-504.

(i.e. Volume 63, Number 6, pages 456 to 504)

Appendix 4 – SEED Word Count Policy

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

The word count includes:

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

It does not include:

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

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

What are the penalties for exceeding the word count?

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

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