

**FACULTY OF HUMANITIES**

**SCHOOL OF LAW**

**Making the most of your  
Postgraduate Studies**

**LLM/M.A., Postgraduate Diploma and  
Postgraduate Certificates in Health Care  
Ethics & Law**

**DISCLAIMER**

The information contained in this handbook was accurate at the time of production. The School of Law reserves the right to make any necessary changes during the course of the academic year. Any such changes will be notified to students as appropriate. All students taking School of Law course units will be treated under the School Law's policies and regulations. You should refer to the Postgraduate Taught Students (School of Law) Blackboard page for the most update version of the document.

**PREFACE**

This document contains details of important information you will need during your period of study within the School of Law. It is being provided to you on a pen drive and is also available online on Blackboard, where there is lots of other useful information. It also should be read in conjunction with the University's Crucial Guide and the Student Charter which can be found here: <http://www.studentnet.manchester.ac.uk/enhancing-my-experience/charter/>

The Crucial Guide provides information and advice on a range of topics including finance, examinations, accommodation and health; it also contains details about the University's policy for students with additional support needs and its equal opportunity and race equality policy: <http://www.studentnet.manchester.ac.uk/crucial-guide/>

**September 2016**

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## **WELCOME TO THE FACULTY OF HUMANITIES**

As Vice-President and Dean of the Faculty of Humanities, I would like to extend a 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 five Schools. We offer an unprecedented range of innovative programmes at undergraduate and graduate level, embracing disciplines as diverse as business and management, social sciences, law, education, languages, arts and 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.

Within the Faculty we are committed to providing a student experience of the highest standard. During this year we will be asking you how effective we are in meeting your needs and fulfilling your aspirations. I urge you to participate in this conversation, and use every opportunity to let us know how we can improve the quality of education we provide.

In this Handbook you will find material specific to the programme of study or the discipline area in which your studies will be based.

**Keith Brown**  
**Vice-President and Dean, Faculty of Humanities**  
**September 2016**

For more information on the Faculty of Humanities please see the appendices and web link below:

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

## **WELCOME TO THE SCHOOL OF LAW**

Welcome to the School of Law! This is the start of an exciting journey of discovery for you and we're here to support you all the way.

You've made a great choice to come to Manchester and join our community. The city is vibrant and friendly, and was recently named the best in the UK to live in. The University is amongst the very best in the world and has ambitious plans to become one of the top 25 universities globally by 2020. And our Law School is outstanding, too! I can't think of a better place for you to come and study.

We will provide a high-quality learning experience for you and you will be taught by leading scholars in their fields. You will find your programme exciting, engaging and also challenging, but we will be here to help and guide you when you need it. As well as studying, you will have opportunities to do so much more whilst you are with us, from sporting and cultural activities, to volunteering and work placements. Your Manchester experience will equip you for success in the future and I am certain you will have a fantastic time here.

I very much look forward to meeting you and wish the very best for your time with us in Manchester.

**Professor Toby Seddon**  
**Head of School**

**September 2016**

## **KEY DATES 2015-16**

### **Semester Dates**

#### **First Semester Attendance**

19 September– 16 December 2016

16 January– 29 January 2017

#### **Reading Week**

31 October - 4 November 2016

#### **Holiday**

19 December 2016 – 13 January 2017

#### **Second Semester Attendance**

30 January - 31 March 2017

24 April – 9 June 2017

#### **Holiday**

03 April – 21 April 2017

### **Coursework Submission Dates**

Submission deadlines will be publicized to students via email, blackboard and the coursework guidelines document at the start of the academic year. It is your responsibility to ensure your coursework is submitted by the published deadline.

All coursework has to be submitted electronically by 4.00pm at the latest on the specified date.

Feedback is provided electronically. It is your responsibility to download a copy of your coursework feedback from Blackboard, whilst it is still available, for future use.

### **Dissertation and Research Paper Submission Dates**

Submission deadlines will be publicised to students via email, blackboard and the Research Papers/Dissertation guidelines document at the start of the academic year. It is your responsibility to ensure your Research Papers/Dissertation is submitted by the deadline.

All Research Papers/Dissertation have to be submitted electronically by 4.00pm at the latest on the specified date.

Feedback is provided electronically. It is your responsibility to download a copy of your coursework feedback from Blackboard, whilst it is still available, for future use.

### **Examination Dates**

Semester 1 Examinations: 16–27 January 2017

Semester 2 Examinations: 18 May – 7 June 2017

Re-sit Examinations: 21 August – 1 September 2017

# **PART 1**

## **KEY POSTGRADUATE INFORMATION**

## 1. GENERAL INFORMATION

### 1.1 STAFF

The School of Law currently has 68 academic members of staff which includes 19 Professors. The Professors within the School all contribute to teaching whether at undergraduate and/or postgraduate level. There are 28 administrators, 13 of which work directly in the area of UG and PG teaching and student support. The rooms of individual members of academic staff are on the second, third and fourth floors of the Williamson Building. A full list of staff members' rooms is posted on the Law School noticeboards, and also on the staff page of the School of Law website.

#### Senior Staff

Position	Name	Responsibility
Head of School	Prof Toby Seddon <a href="mailto:headoflaw@manchester.ac.uk">headoflaw@manchester.ac.uk</a>	Responsible for the Academic management and leadership of the School to ensure that the School makes a full contribution towards the objectives of the Faculty and the University.
Deputy Head of School	Dr Carolyn Abbot <a href="mailto:Carolyn.Abbot@manchester.ac.uk">Carolyn.Abbot@manchester.ac.uk</a>	Responsibility for Academic staff and assists the Head of School.
Director of Teaching and Learning	Prof Rebecca Bennett <a href="mailto:rebecca.bennett@manchester.ac.uk">rebecca.bennett@manchester.ac.uk</a>	Responsible for Teaching and Learning policy and Quality Assurance in the School.
Director of Social Responsibility	Dr Graham Smith <a href="mailto:Graham.r.smith@manchester.ac.uk">Graham.r.smith@manchester.ac.uk</a>	Responsible for leading the Social Responsibility agenda in the School of Law.
Director of Research	Prof Nicola Glover-Thomas <a href="mailto:Nicola.glover-thomas@manchester.ac.uk">Nicola.glover-thomas@manchester.ac.uk</a>	Responsible for providing strategic research leadership within the School of Law.



## PGT Programme Directors

A Programme Director is responsible for ensuring you have a good induction and has oversight of all teaching and assessment. Your first port of call for many issues will be your academic advisor or course director. But the programme director also acts as a senior advisor for students on the programme.

Programme	Name
LL.M Co-ordinator	Dr Jasem Tarawneh <a href="mailto:Jasem.tarawneh@manchester.ac.uk">Jasem.tarawneh@manchester.ac.uk</a>
LL.M (general) Stream Director	Prof Iain Scobbie <a href="mailto:iain.scobbie@manchester.ac.uk">iain.scobbie@manchester.ac.uk</a>
LL.M Corporate Governance Stream Director	Dr Aristeia Koukiadaki <a href="mailto:aristeia.koukiadaki@manchester.ac.uk">aristeia.koukiadaki@manchester.ac.uk</a>
LL.M Intellectual Property Stream Director	Dr Jasem Tarawneh <a href="mailto:Jasem.tarawneh@manchester.ac.uk">Jasem.tarawneh@manchester.ac.uk</a>
LL.M International Business and Commercial Law Stream Director	Dr Yenkong Hodu <a href="mailto:Yenkong.ngangjhhodu@manchester.ac.uk">Yenkong.ngangjhhodu@manchester.ac.uk</a>
LL.M International Financial Law Stream Director	Dr Michael Galanis <a href="mailto:Michael.galanis@manchester.ac.uk">Michael.galanis@manchester.ac.uk</a>
LL.M International Trade Transaction Stream Director	Dr Jasem Tarawneh <a href="mailto:Jasem.tarawneh@manchester.ac.uk">Jasem.tarawneh@manchester.ac.uk</a>
LL.M Public International Law Stream Director	Prof Jean d'Aspremont <a href="mailto:jean.daspremont@manchester.ac.uk">jean.daspremont@manchester.ac.uk</a>
LL.M Transnational Dispute Resolution Stream Director	Prof Jean d'Aspremont <a href="mailto:jean.daspremont@manchester.ac.uk">jean.daspremont@manchester.ac.uk</a>
LL.M Security and International Law Stream Director	Prof Jean d'Aspremont <a href="mailto:jean.daspremont@manchester.ac.uk">jean.daspremont@manchester.ac.uk</a>
M.A. Security and International Law	Prof Jean d'Aspremont <a href="mailto:jean.daspremont@manchester.ac.uk">jean.daspremont@manchester.ac.uk</a>
M.A. Criminology/MRes Criminology/MRes Criminology (Social Statistics)/ Diploma Criminology	Prof. Shadd Maruna <a href="mailto:shadd.maruna@manchester.ac.uk">shadd.maruna@manchester.ac.uk</a>
LL.M/MSc/M.A./Diploma & Certificate HealthCare, Ethics and Law (Campus-based)	Dr Iain Brassington <a href="mailto:iain.brassington@manchester.ac.uk">iain.brassington@manchester.ac.uk</a>
LL.M/M.A./Diploma & Certificate Health Care, Ethics and Law (Distance Learning)	Dr Catherine Stanton <a href="mailto:Catherine.stanton@manchester.ac.uk">Catherine.stanton@manchester.ac.uk</a> , and Ms Caroline Hoyle <a href="mailto:caroline.hoyle@manchester.ac.uk">caroline.hoyle@manchester.ac.uk</a>

## Other Officers

Position	Name	Responsibility
Director of Postgraduate Studies	Dr Bruce Wardhaugh <a href="mailto:Bruce.wardhaugh@manchester.ac.uk">Bruce.wardhaugh@manchester.ac.uk</a>	To promote a culture which positively encourages graduate recruitment and education and to contribute to developing appropriate high quality systems and policies for PGT education within the School ,Faculty and in the wider University context. Management of arrangements for preparation of PGT assessment.
Senior Academic Advisor (UG and PGT)	Ms Caroline Hoyle <a href="mailto:Caroline.hoyle@manchester.ac.uk">Caroline.hoyle@manchester.ac.uk</a>	To co-ordinate, oversee and manage academic advising in the School, and ensure the delivery of an effective system that is responsive to student needs. To act as a second point of contact for a student in the event of the allocated Academic Advisor's absence from University.
Academic Malpractice Officer (UG and PGT)	Mr. Gary Lynch-Wood <a href="mailto:Gary.lynch-wood@manchester.ac.uk">Gary.lynch-wood@manchester.ac.uk</a>	To promote good academic practice among students on UG and PGT programmes in order to enhance their learning experience and skills development, and to ensure that staff are aware of what constitutes appropriate academic practice and of the School's processes in dealing with cases of malpractice.

Web and Social Media Co-ordinator	Dr Alan Cunningham and Dr John Pearson <a href="mailto:Alan.cunningham@manchester.ac.uk">Alan.cunningham@manchester.ac.uk</a> <a href="mailto:John.pearson@manchester.ac.uk">John.pearson@manchester.ac.uk</a>	Responsible for coordinating web and social media activity for the School.
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Contact details of members of staff can be found on the following page from the School of Law website: <http://staffprofiles.humanities.manchester.ac.uk/StaffList.aspx?ou=14074>

## 1.2 THE SCHOOL OF LAW TEACHING AND STUDENT SUPPORT OFFICE

Position & Name	Responsibilities
Teaching and Student Support Manager Abi Robinson <a href="mailto:abi.robinson@manchester.ac.uk">abi.robinson@manchester.ac.uk</a>	Responsible for managing the School of Law's teaching activities in line with strategic objectives. This will include planning and coordinating support for teaching and learning, preparation of documentation and involvement in the development and implementation of quality assurance procedures and new teaching initiatives.
Teaching and Student Support Deputy Manager  Sam Green <a href="mailto:Sam.green-1@manchester.ac.uk">Sam.green-1@manchester.ac.uk</a>  Works Monday, Wednesday, Thursday	Responsible for Student Records work in the School and oversees UG Examinations. Deputy for the Teaching Support manager.  Disability Coordinator  Mobility Coordinator
Teaching and Student Support Deputy Manager PGT and PGR  Helen Davenport <a href="mailto:helen.davenport@manchester.ac.uk">helen.davenport@manchester.ac.uk</a>	Responsible for contributing to developing appropriate high quality systems and policies for PGT and PGR education within the School.
Teaching and Student Support Deputy Manager Quality Assurance  Nikola Keogh <a href="mailto:nikola.keogh@manchester.ac.uk">nikola.keogh@manchester.ac.uk</a> Works Monday, Tuesday, Wednesday, Friday	Responsible for contributing to developing appropriate high quality systems and policies for UG education within the School.
Student Support Co-ordinator  Ian Glassey <a href="mailto:i.glassey@manchester.ac.uk">i.glassey@manchester.ac.uk</a>	Facilitates, collates and disseminates policy, procedure and guidelines for disability support issues for UG and PGT students within the School; and liaises with the Disability Support Office regarding individual and students' support needs.  Deals with Special Circumstances.

	Coordinates UG, PGT and PGR student Reps
Student Support Administrator Ceri Wilson <a href="mailto:ceri.wilson@manchester.ac.uk">ceri.wilson@manchester.ac.uk</a>	Monitors work and attendance of all UG students according to the regulations and guidance, and Tier 4 requirements for UG and PGT.  Deals with UG Special Circumstances
Examinations Administrator UG Philip Spencer <a href="mailto:Philip.spencer@manchester.ac.uk">Philip.spencer@manchester.ac.uk</a>	Provides administrative support for the School's activities in the area of UG Examinations and Student Services.
System Support Administrator Zoe Day <a href="mailto:zoe.day@manchester.ac.uk">zoe.day@manchester.ac.uk</a>	Web and eLearning administration
Student Support Graduate Intern Ben Farren <a href="mailto:benjamin.farren@manchester.ac.uk">benjamin.farren@manchester.ac.uk</a>	Supporting the Student Support Co-ordinator, in particular with regard to student reps and pastoral student support.
LL.M Programme Administrator Myra Knutton <a href="mailto:myra.knutton@manchester.ac.uk">myra.knutton@manchester.ac.uk</a> Works Monday, Wednesday, Thursday, Friday	Registration, examination, progression, student records and graduation.
PGT Programme Administrator for Criminology & CSEP(CB) Nuria Hortiguela <a href="mailto:nuria.hortiguela@manchester.ac.uk">nuria.hortiguela@manchester.ac.uk</a>  Works Tuesday, Wednesday, Thursday, Friday	Registration, examination, progression, student records and graduation.
PGT Programme Administrator for CSEP DL and CPD PGT Student Rep Coordinator  Leanne Tuite <a href="mailto:Leanne.tuite@manchester.ac.uk">Leanne.tuite@manchester.ac.uk</a> Part-time hours over 5 days	Administration of CSEP distance learning and continuing professional development programmes.
PGR Administrator Jackie Boardman <a href="mailto:Jackie.boardman@manchester.ac.uk">Jackie.boardman@manchester.ac.uk</a>  Works Monday, Tuesday, Wednesday, Thursday	Co-ordinates, supports and promotes the provision of a prompt, efficient, welcoming and sensitive service to the research students and academic staff of the School with respect to registration, progression, thesis submission, examination and student records.
PGR Administrative Assistant Sarah Izett <a href="mailto:Sarah.izett@manchester.ac.uk">Sarah.izett@manchester.ac.uk</a>	Registration, progression and student records.
Teaching and Student Support Office Receptionist	First port of call to students, staff and visitors to the Teaching and Student Support Office.

Stephen Manifold <a href="mailto:Stephen.manifold@manchester.ac.uk">Stephen.manifold@manchester.ac.uk</a>	
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Details on all law staff, including their email addresses, are available on the School website:  
<http://staffprofiles.humanities.manchester.ac.uk/StaffList.aspx?ou=14074>

### **Administrative Offices**

The Law School's administrative offices are located in the Williamson Building as follows:

- |   |               |
|---|---------------|
| • Teaching and Student Support Office           | Room3.03/3.05 |
| • Teaching and Student Support Manager          | Room 3.45     |
| • Recruitment and Admissions Office (UG and PG) | Room3.51b     |
| • Staff Resources Office                        | Room3.51a     |
| • Research Administration Offices               | Room3.03/3.05 |
| • Head of School Administration                 | Room3.49      |

The **Teaching and Student Support Office** in the Law School is located on the third floor of the Williamson building, room 3.03/3.05, tel: 0161 306 1260, 0161 275 3560/7551/7552, Email:[tso.law@manchester.ac.uk](mailto:tso.law@manchester.ac.uk)

**Enquiries on any matters should initially be directed to the Teaching and Student Support Office**, open Monday to Friday, 9am – 5pm (excluding public holidays).

### **1.3 ACCESS TO WILLIAMSON BUILDING**

#### **General Access to Williamson Building**

Access to the building is from 8.30am and the main door is shut at 5.30pm. It is possible to get out of the building later than 5.30pm but it is not possible to gain access after this time.

#### **Summer Access to Williamson Building**

During the summer postgraduate taught students may be permitted out-of-hours access to the Williamson building to use IT facilities. If you wish to request this access you must complete the Out-of-Hours Access Request Form online available on the Postgraduate Taught Students (School of Law) Blackboard page. The out-of-hours access will be arranged at the end of semester 2 and you will receive an email once the access has been activated. You will need to use your student ID card to enter the building out-of-hours.

Please note that if you are in the Williamson Building out-of-hours you must sign the out-of-hours book in the main foyer entrance of the building. You must not let others into the building using your out-of-hours access.

### **1.4 LECTURE ROOMS AND CAMPUS GUIDES**

Most of your teaching will take place in the Williamson Building. A campus guide for the location of other buildings is available from the Teaching and Student Support Office. The campus guide is also available on the University website at: <http://documents.manchester.ac.uk/display.aspx?DocID=6507>

## 1.5 COMMON ROOMS

There is a common room on the third floor (3.34) of the Williamson Building for the use of postgraduate taught and undergraduate students.

## 1.6 HEALTH AND SAFETY

You must not interfere with or misuse anything, object, structure or system of work provided by the University of Manchester in the interests of health and safety.

You must familiarise yourself with the procedures for dealing with an emergency, including what to do on discovery of a fire, and fire exit-points. You are also required to familiarise yourself with the Health and Safety at Work regulations, extracts of which are posted in all School buildings. Anyone requiring first aid for themselves or for others should contact one of the first aiders situated in the building. Their names and telephone numbers are posted in commonly used areas. The Head of School is responsible for Health and Safety within the School.

In the first couple of weeks of term, **you must complete a short online health and safety course**. This short course provides you with basic information about how health and safety is managed on campus, and also includes some simple tests to assess your learning outcomes.

**You will be enrolled automatically on the Health and Safety course unit, which is delivered through Blackboard (the University e-learning system). You must complete the course and obtain a 'pass' by 28 October 2016.** It will take you approximately 1 hour to complete.

We would like to draw your attention specifically to some points below (and see also section 3.8 on ill health).

### **Accidents and Emergencies**

All accidents at work or study must be reported to the Teaching and Student Support Office. Anyone requiring first aid for themselves or for others should contact one of the first aiders situated in the building. There are first aid boxes located at main reception points in all buildings on campus. Contact details of first aiders for each building are listed on the green notices located on each floor. In the event of a serious accident, you may need to call the emergency services (999) but please get help from the office too.

### **Health and Safety Policy and General Issues**

The School Health and Safety Policy is downloadable from our intranet at <http://www.law.manchester.ac.uk/student-intranet/health-safety-and-risk/school-policy/>.

If you are concerned about any health and safety matters in any of the buildings you use, please contact the Teaching and Student Support Office in the first instance. Other information about Health and Safety in the School is available at: <http://www.law.manchester.ac.uk/student-intranet/health-safety-and-risk/>

### **Smoking Policy**

The University of Manchester buildings are non-smoking. Smoking is not permitted within a five metre radius of the entrance to a building. Please note that the smoking policy also applies to e-cigarettes.

### **Fire Alarms and Emergency Evacuation Procedures**

You will be using many of the University buildings over the course of your programme. You must, therefore, familiarize yourself with the procedures for dealing with an emergency, including what to do on discovery of a fire, and fire exit-points, by consulting the signs displayed in each building you use.

The fire alarms are tested weekly: check the notices in each building for specific times. **If you hear an alarm at any other time you must leave the building immediately by the nearest exit and on no account use lifts in an emergency.** Once outside you should move well away from the building, so as not to obstruct the emergency services, and for your own safety. Do not return to the building unless the building attendants signal that it is safe to do so.

### **1.7 DIGNITY AT WORK AND 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, you can contact a Harassment Advisor. Harassment Advisors provide confidential support and information to students and staff on the University's policy and will be able to explain the options available to you. For further information see: <http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=22734>

### **1.8 COMMUNICATIONS: Notice Boards and E-mail**

All students receive a University email address upon registration. Information about how to activate your student IT account and email address can be found here: <https://iam.manchester.ac.uk/activates>

E-mail is the most convenient way of communication between students and their lecturers or tutors and administrative staff. You will need to use the system, and internet access is available from computer clusters in the Williamson Building, the University Library, Alan Gilbert Learning Commons, University Place (and other University locations e.g. Halls of Residence), free of charge.

There will be many important notices for you during the year, including those relating to teaching and examination arrangements. General communications will come mostly via your University e-mail address but also (1) *via* the notice boards on the third floor of the Williamson building; or (2) *via* the electronic display screen on the third floor of the Williamson building.

Notices concerning teaching of particular course units will be placed on the notice boards on the third floor of the Williamson building, and also via the system called Blackboard, which you will use frequently during your study (see section 2 for further details of the Blackboard system).

**Please check your University e-mail and notice boards everyday for internal and external mail.** Be certain to check your course unit pages on Blackboard regularly, including all its fields

(question and answers, mail, announcements, etc.). Please note that Blackboard announcements and Blackboard mail are not automatically forwarded to your standard University e-mail, but may be used by lecturers, so you should also check your courses on Blackboard daily. *You are deemed to be constructively aware of the contents of any e-mail sent to you or materials or communications posted on Blackboard.*

The notice boards referred to above are for School notices, and must not be used for other material, such as personal communications between students.

It is often convenient to communicate with your lecturers and academic advisors or administrative staff *via* e-mail. You are positively encouraged to use this method of communication. You can use computer clusters in the Williamson Building or the University Library, free of charge. To avoid the risk of your e-mails being ignored or filtered please do not use personal e-mail addresses (such as gmail or hotmail) when communicating with University staff members: always use your University e-mail address.

## **2. LEARNING RESOURCES**

### **IT Services within the Faculty of Humanities**

Students at the University of Manchester enjoy access to a wide range of high quality IT services provided across campus. Within Humanities itself there are in excess of 500 computers located within Faculty buildings available for student use complementing the 1000+ seats provided by the University in public clusters – including a public cluster at Owens Park.

All cluster computers are configured in the same way and provide access to services offered by schools, faculties and central service providers such as IT Services <http://www.itservices.manchester.ac.uk/help/> and the University Library <http://www.library.manchester.ac.uk/>. These include printing, scanning and copying and access to a wide range of general use and course specific software on the Windows 7 operating system. A list of software is available at: <http://www.humanities.manchester.ac.uk/humnet/our-services/it-services/facilities/softwre/cluster-14-15/>

A list of open access clusters can be found at <http://www.itservices.manchester.ac.uk/students/pc-on-campus/>

Wireless networking is being installed across campus enabling students with wireless equipped laptops to access IT services on campus. Full details of the services offered, including a list of available locations, can be found at <http://www.itservices.manchester.ac.uk/wireless/>

Help and advice is available from our Service Desk which can be contacted by phone, email or in person. It is also available on-line <http://www.itservices.manchester.ac.uk/help/>

Service desk support is also available at the University Library, the Joule Library and the Alan Gilbert Learning Commons <http://www.library.manchester.ac.uk/services-and-support/students/services/it-support/>

Details of opening hours and other contact details can be found at: <http://www.itservices.manchester.ac.uk/help/> Telephone support is available 24 hours a day



throughout the year.

## **IT Computer Account**

To access any of the University's IT facilities, you require a computer user account. Your account details (including a username and password) can be obtained by using the IT Account Manager system available on the computers based in the University PC clusters. You will need your University student identity number as you will be asked to enter this number during the IT Sign Up process. The accessibility option in the IT Account Manager will only be configured and activated with approval from the Disability Support Office.

<http://www.itservices.manchester.ac.uk/students/it-account/>

Computers: Access to Computers and Learning Computer Skills

Computers are available for student use, e.g. for word-processing, email or Web information searches, in the computer rooms (third floor and fourth floor, Williamson Building), University Library, University Place and at Owens Park (24 hours).

## **Student/Library Card**

Once a student has completed registration on-line a student card can be collected from Student Services.

## **Student Portal**

At <http://www.studentnet.manchester.ac.uk/> you will find the Student Portal and Student System Self Service, as well as other information and links to access useful services.

The Student Portal brings online services together in one place so you can access your email, calendars, blackboard and library services for example.

## **Blackboard: courses and enrolments**

The teaching and learning activities within your courses are enhanced and supported by the use of Blackboard. All of your courses/spaces are listed in: <http://my.manchester.ac.uk/> under the 'My Blackboard' tab. Within this tab you will find:

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

You can also access Blackboard on your smartphone using the Blackboard Mobile Learn app. For guidance, see: [www.blackboard.com/resources/mobile/mobile\\_learn\\_splash/desktop/](http://www.blackboard.com/resources/mobile/mobile_learn_splash/desktop/)

Courses become available to students one week before the start of teaching. For *most* courses in 2016/17 this is:

- Semester 1 and all-year courses: 12th September 2016
- Semester 2 courses: 23rd January 2017

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

Blackboard within 24 hours. Also, your tutor needs to have 'activated' your Blackboard course in order for you to access it. If you cannot see a course you expect to see, please:

- contact your School Administrator to check that you have been enrolled;
- check with your tutor that they have made the course available;

Note: If you change your course enrolments there will also be a delay of up to 24 hours in acquiring your new courses and removing those you are no longer taking.

Your Blackboard course(s) will contain different elements, depending on how your tutor(s) have set them up. They may be used for course materials, lecture handouts, coursework submission, quizzes, additional resources, discussion boards or blogs, for example. If you have any queries about the content, please check with your tutor first.

After enrolment or changing your enrolments, if your courses are not correctly listed in Blackboard after 24 hours, please let us know which course(s) you are missing by going through <http://www.manchester.ac.uk/servicedesk/>

If your course is assessed by coursework, and the submission of coursework is done online via Turnitin you can find detailed guidance on 'A Student Guide to Submitting an Assignment via Turnitin' at: <http://documents.manchester.ac.uk/display.aspx?DocID=13010> (document)

<https://stream.manchester.ac.uk/Play.aspx?Videoid=21235> (video)

If your tutor delivers feedback on your coursework also online you can also look up the Guidance on how to access your feedback and 'Downloading Feedback from Turnitin' at: <http://documents.manchester.ac.uk/display.aspx?DocID=13011>

For general information on Blackboard and access to support information, please visit: [www.studentnet.manchester.ac.uk/blackboard](http://www.studentnet.manchester.ac.uk/blackboard) and [my.manchester.ac.uk/portlet/user-guide](http://my.manchester.ac.uk/portlet/user-guide)

Please note: periods when Blackboard access may not be possible (at-risk periods) are Sundays 2am to 5am, Easter holidays and the whole of July. Notification of significant downtime during Easter and July will be communicated through My Manchester Student News.

## **Library**

The University of Manchester Library is among the finest libraries in the world, and combines a sense of tradition with the best information systems to provide an extensive range of services and resources to actual and virtual visitors. The Main Library is located on Burlington Street (no. 55 on the campus map) and is only a few minutes walk from the Williamson Building. The principal law and criminology collections are found here. The Library's opening hours are extensive but also vary. During semester time the Main Library is open until 12 midnight on weekdays.

University of Manchester Library  
Oxford Road, Manchester M13 9PP, United Kingdom  
Telephone: Main Library (University Campus) +44 (0)161 275 3751

Special Collections, Deansgate, City Centre +44 (0)161 275 3764

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

Ian Fishwick is the Librarian for the School and can be contacted on 0161 275 3725 or at [ian.fishwick@manchester.ac.uk](mailto:ian.fishwick@manchester.ac.uk).

The following website will display the current opening hours:

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

**Library document request** an on-line document supply request system is available via the portal. Students can use this system to request material not held in our collections.

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

On the Teaching and Research tab you will find 'Library document request' alongside SearchIT and Library summary. Online payment for requests can be made at the same time using the University ePayments system.

A library induction for all new students is available through the online Blackboard system.

Course unit outlines are distributed in class identifying materials to be consulted for lecture readings and assessment tasks. Course unit material and outlines (eg copies of lecture handouts) are also posted on the online Blackboard system which can be accessed at: <http://www.studentnet.manchester.ac.uk/blackboard/>

Photocopying facilities are available in the Library and the Students' Union Building.

### **Alan Gilbert Learning Commons**

This purpose built study centre is available for students to use 24/7 during term-time. There are numerous study rooms, which can be booked out and used for individual and group work. There are comprehensive IT facilities available. The commons also hosts a series of training workshops covering a variety of academic and transferable skills.

Further information can be found here: <http://www.library.manchester.ac.uk/locations-and-opening-hours/learning-commons/>

### **Interlibrary Loans**

If a particular book is needed by a student and is not to be found in the libraries in Manchester, it can usually be obtained from another library in Britain or overseas, *via* the Library's Inter-Library loans service. It is also possible to arrange for students to visit other libraries, such as that in the Institute of Advanced Legal Studies in London, should that be necessary.

### **Printing and Photocopying Allowances**

500 printing/copying credits will be pre-loaded on your student/ library card for the printing of any course materials from Blackboard. You will not usually receive handouts or other printed material during lectures and seminars, it is expected that you will print these if you require hard copy.

Details of how to claim these allowances will be provided during Welcome Week.

The University has photocopiers in the main library and the Students' Union building. There is a photocopier available for student use in room 3.33 of the Williamson Building.

## **The University Language Centre**

### **English Language and Academic Writing Support**

#### **1. Programme specific support**

The University Language Centre provides LAWS50000 Academic Skills for Legal Studies in the School of Law. The course is for postgraduate students and takes place weekly in Semesters 1 and 2. LAWS 50000 aims to enhance academic writing skills generally over both semesters, with a focus on writing a Research Paper in Semester 2. Classes are free, but students should register for the LAWS50000 course at the beginning of the academic year in order to have access to the linked Blackboard site.

#### **2. General academic support**

The University Language Centre provides a range of general English language support for all students registered at the University:

- **In-sessional classes for international students** cover Academic Writing, Academic Speaking, Grammar and Pronunciation. You are strongly advised to attend these classes if they are recommended by the Programme Director or your Pre-sessional Tutor. For information, see: <http://www.languagecentre.manchester.ac.uk/study-english/our-courses/courses-for-uom-students/in-sessional-academic-english-support/in-sessional-english-courses/>
- **Academic writing tutorial service** offers individual tutorials for students wishing to discuss and improve particular aspects of their academic writing. There is further information at: <http://www.languagecentre.manchester.ac.uk/study-english/our-courses/courses-for-uom-students/in-sessional-academic-english-support/in-sessional-english-courses/academic-writing/>
- **Academic English and Skills Development Material** is an online resource available to all registered students at the University and can be found at: <http://www.languagecentre.manchester.ac.uk/resources/>
- **Academic Phrasebank** is an open access resource for academic writers. It can be found at: <http://www.phrasebank.manchester.ac.uk/>

The University Language Centre provides courses and language learning resources for students from a wide variety of disciplines wishing to include a modern languages element within their studies. It also offers a wide range of courses and services for international students for whom English is not a first language.

### **Language courses**

Offered as part of the University Language Centre's institution-wide language programme (LEAP), these courses are available to students from across the University and may be studied on a credit or on a non-credit basis to complement your degree. Currently there are 20 languages offered, ranging from the main international languages to a number of less-widely

taught languages:

<ul style="list-style-type: none"><li>• Arabic</li><li>• British Sign Language</li><li>• Catalan</li><li>• Mandarin Chinese</li><li>• Dutch</li><li>• English</li><li>• French (+Business French)</li><li>• German</li><li>• Greek</li><li>• Italian</li></ul>	<ul style="list-style-type: none"><li>• Japanese</li><li>• Hebrew</li><li>• Korean</li><li>• Polish</li><li>• Persian</li><li>• Portuguese</li><li>• Russian</li><li>• Spanish</li><li>• Turkish</li><li>• Urdu</li></ul>
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For more information on the full range of languages and levels that are available, please consult the University Language Centre website via the link given below.

### **English Language Programmes and Advice**

If English is not your native language, you may wish to enquire about the wide range of credit bearing and non-credit bearing English courses available through the University Language Centre.

International students who would like advice on how they can improve their academic writing are encouraged to make use of the one-to-one writing consultation service. Around 500 individual sessions are held per year and these are free of charge.

Timetabled in-session courses for international students, covering areas such as academic writing, academic speaking, pronunciation and grammar are also available at no cost to students. Writing is delivered on a broad disciplinary specific basis: Engineering and Physical Sciences, Life sciences, Medical and Human Sciences, Business-related disciplines, Humanities.

Please refer to the Academic Support Programmes section of the ULC webpage via the link given below.

**Face to Face** - This is a reciprocal language learning scheme, in which students can meet with native speakers of the language they are learning. International students find that this is a good way to meet home students and to become more integrated into the University. Home students can prepare themselves for study abroad by finding out about their partners' home universities and cultures. For more information, please enquire at the ULC reception.

**Tandem Programme** - This programme is similar to Face to Face, but is more formal and provides credits which count towards your University degree. It is fully monitored, assessed and

supported via practical workshops. For more information please refer to the Foreign Languages section via the link given below.

**Open Learning Facilities** - The University Language Centre's open learning facilities, situated in the Samuel Alexander Building, offer:

- A well stocked library of materials in text, audio, DVD and CD-ROM formats
- Materials in some 80 languages
- Two suites of dedicated multimedia PCs for computer aided language learning, DVD playback and access to TVoverIP (for viewing live satellite channels via the University network)
- Booths with LCD screens for group viewing of DVDs
- A conversation room for group work and voice recordings
- Short-term loan of digital recorders, cameras, webcams, etc
- Support and advice for learners from expert staff and through on-line resources

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

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

From the moment you arrive at University, there are a wealth of opportunities on offer to help you gain experience and find the job that you love.

Employers want to see students who've not only studied an academic course, but who have also taken advantage of the various extra-curricular activities available to them whilst at University. You don't have to have done everything, but there is so much variety that you will find something for you.

Your Careers Service doesn't just talk about life after graduation, they are also there to help you navigate and explore the variety of opportunities open to you during your studies in order to enhance your experience and build your upon your existing CV.

Whilst you are studying at Manchester, your Careers Service can help you...

- Explore options and ideas with your degree
- Look for part-time or vacation work
- Discover volunteering opportunities
- Gain work experience, placements and internships
- Find out about specific jobs and sectors
- Develop the skills employers look for
- Find graduate jobs and internships
- Create CV and job applications
- Find employer events and careers fairs
- Succeed at interviews and assessment centres
- Find postgraduate study and funding options
- Access mentoring support
- Start your own business....and much more

Don't leave it until your final year to use our services; make the most of your time at Manchester and get involved from the start of your degree.

The Careers Service is located in the Atrium, University Place:  
(<http://www.manchester.ac.uk/medialibrary/maps/campusmap.pdf>) Building number 13.

tel: 0161 275 2829

email: [careers@manchester.ac.uk](mailto:careers@manchester.ac.uk)

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

### **Student Services Centre**

The Student Services Centre can offer all sorts of help and advice about tuition fee assessments or payments, registration, sources of funding, Council Tax, examinations, certificates, immigration, graduation ceremonies etc.

The Centre is located on Burlington Street (campus map reference 57) and is open Monday to Friday, 9am to 5pm (apart from Tuesdays, 10am to 5pm).

or

in Barnes Wallis Student Hub, Sackville Street (campus map reference 9) which is open Monday to Friday, 10am to 4pm.

Tel: +44(0)161 275 5000 or email [ssc@manchester.ac.uk](mailto:ssc@manchester.ac.uk)

## **3. TEACHING, STUDENT SUPPORT AND GUIDANCE**

### **3.1 LECTURE AND SEMINAR TIMETABLES**

Timetables are accessible online via the student portal (also known as 'My Manchester'). My Manchester will provide a personalised timetable. Instructions on how to use your personal timetable can be found at: <http://documents.manchester.ac.uk/display.aspx?DocID=17303>

If you have a problem with the timetable, you should report this to the Teaching and Student Support Office (Room3.03/3.05).

The year is divided in to two semesters. Some course units (sometimes called 'modules') will be taught and assessed in semester one (September to January) and others will be taught and assessed in semester two (February to June).

### **3.2 SELECTION OF OPTIONAL COURSE UNITS**

Although you are asked to select optional course units upon registration in September, you will be allowed to change your optional course units within a limited period of time. From the beginning of teaching in each semester, a period of two weeks is permitted in which your selection of optional course units can change.

This means that the final selection of semester one course units must be made by **Friday 7**

**October 2016** and the final selection of semester two course units must be made by **Friday 10 February 2017**.

You will be automatically enrolled onto your programme's compulsory course units.

### **3.3 WORK AND ATTENDANCE REQUIREMENTS**

During the programme, students must attend all lectures and seminars and provide written work for those sessions when required.

The School will be record and monitor student attendance as a University requirement stated in [Regulation XX – Monitoring Attendance and Wellbeing of Students](#) at a number of attendance points, including at seminars, workshops, lectures, examinations and coursework submission dates.

If the Programme Director is not satisfied with the attendance, written work submitted, or progress of the student this may become a matter for the attention of the School's PGT Programmes Committee. If your attendance is deemed to be unsatisfactory you will be issued with a warning letter.

A student whose work and/or attendance continues to be unsatisfactory may even be informed that they are not permitted to take examinations, ultimately leading to exclusion and withdrawal from their degree programme. Students are therefore strongly advised to alert, as soon as possible, their academic advisor, Programme Director or the Teaching and Student Support Office, should any difficulties arise.

### **3.4 ACADEMIC ADVISORS**

All School of Law students are allocated to an Academic Advisor. **PGT students will find the name of their Academic Advisor online via the Student System at the beginning of welcome week.**

If you have any special needs in relation to teaching or assessment, please discuss these first with your Academic Advisor. Your Academic Advisor is not just somebody to speak to when problems arise, but is also happy to get positive feedback. Meetings are not only for the discussion of problems, but also allow the advisor to get to know about your strengths and achievements. This is extremely useful for the advisor when it comes to writing references for you.

Your Academic Advisor is someone you need to get to know well, so be pro-active. You may ask your Academic Advisor for an appointment at anytime, when you need one – usually email is the best way to make arrangements. Academic Advisors leave notes by their doors indicating certain times during the week ("office hours"), when they are generally available to see students. But students may also send an email to their Advisor to request a specific appointment.

**If you are unable to contact your Academic Advisor in an emergency**, contact the School of Law Teaching and Student Support Office (see section 1.3 for contact details).



### **Academic Advisor Responsibilities are:**

- To be the first point of contact for students to advise on academic matters (learning, study skills, assessments, progression etc) that they may wish to raise at any time during the year. As an Advisor you should respond as quickly as possible.
- To have weekly drop-in sessions in their office, some of which may have a specific focus (e.g. on revision strategies in the pre-exam period). Advisors will be given a clear timetable for when they should proactively contact advisees to offer academic support (e.g. in the run-up to assessments, after results etc).
- Advisors will be accessible via email and through any other media they specify (e.g. using discussion boards on Blackboard, messaging or hashtags on Twitter etc). Online supporting materials will be available and regularly updated.
- To arrange times with advisees for at least two meetings during the academic year. These meetings will enable you to discuss your advisees academic progress and any other matters which affect their progress, advise on general concerns and identify any other appropriate sources of information and advice. You will normally meet with your Advisee at the start of the academic year and once during Semester Two.
- To make regular contact (at least 3 times per semester) with your advisees using an appropriate combination of e-mail and online communication.
- To contact advisees to discuss any problems of an academic nature that may require further discussion (for example, poor attendance or a failure to submit work).
- To encourage your advisees to reflect productively on their academic development; for example, through the use of a personal portfolio or personal development plan.
- To help advisees to identify the skills being acquired and to recognise progress towards fulfilment of the Purposes of a Manchester Education.
- To discuss coursework, feedback and examination results with advisees.
- To provide references for job applications, placements or further studies.

### **3.5 SENIOR ACADEMIC ADVISOR**

Our Senior Academic Advisor co-ordinates the academic advisor system in the School. This includes monitoring the student support and guidance system in the areas of academic advisor record keeping and availability of academic advisors. The Senior Academic Advisor will also act as intermediary in disputes/conflicts between students and staff and/or reassign a student to a different academic advisor. In addition to this, the Senior Academic Advisor will administer and co-ordinate an annual programme of one-to-one and group study skills support. The Senior Academic Advisor is Ms Caroline Hoyle email: [caroline.hoyle@manchester.ac.uk](mailto:caroline.hoyle@manchester.ac.uk)

### **Pastoral Support and Advice on other areas**

- Pastoral support will be provided by the Student Support Co-ordinator based in the Teaching and Student support Office. Students will be able to access this directly, or they may be referred on by their academic advisor. S/he will have good links with the central University support services, so that more complex or specialist cases are appropriately referred on. For those cases, they will have a case management role to ensure the service is seamless for the student.
- Advice on other key areas – e.g. careers, accommodation, finance – is already available via high-quality University services, most of which can be accessed via The Atrium in University Place. Rather than duplicate these, Academic Advisors should ensure that they facilitate effective and efficient referrals on to these services.

**Student responsibilities are:**

- To attend the meetings with the Advisor as arranged.
- To contact the Advisor and explain any reasons for absence from University classes or other commitments. **It is very important that you notify your Advisor of any problems as soon as possible, particularly if you are missing any seminars or lectures.**
- To keep the Academic Advisor informed of any circumstances which may affect your academic work during the year or performance in examinations.

### **3.6 THE ROLE OF THE PROGRAMME DIRECTOR**

Each taught programme of study has a Programme Director. The Programme Director has overall responsibility for the programme of study. The Programme Director has several specific roles, including:

- Supervising students' progress on the taught elements of the course;
- co-ordinating the assessment of course units;
- organizing individual supervision as required for dissertations/research papers.

The Programme Director can give general advice to students during their programme of study. The Programme Director also serves as the first point of contact for members of academic staff teaching on the programme. Should a member of staff feel that a student is unable to cope with a particular course unit, for example, the Programme Director is the person to whom the problem will be addressed initially. In such cases, the matter may be subsequently referred to the Teaching and Learning Committee.

The Programme Director also plays the major role in developing the programme, reviewing the content and structure, and suggesting possible improvements. Students with particular grievances or complaints about any issue affecting their study here should also consider contacting the Programme Director as soon as the issue arises.

A list of PGT directors can be found in section 1.1)

### 3.6 PERSONAL (ACADEMIC) DEVELOPMENT PLANS (PDPs)

Students are able to download from Blackboard a copy of the Personal (Academic) Development Plan (PDP) form, which can then be discussed with their academic advisor.

### 3.7 STUDY SKILLS WEBSITE & MY LEARNING ESSENTIALS

The Faculty of Humanities has a Study Skills Website where you will find sources of information, hints & tips and practical activities to help you develop your study skills and become a better learner.

You'll also find advice about how to prepare for lecturers, tutorials and seminars; how to deal with exam stress; organising yourself; and on personal development and career planning. See <http://www.humanities.manchester.ac.uk/studyskills/>

The University Library also provides online resources, workshops and skills clinics designed to help you to develop your academic and employability skills: <http://www.library.manchester.ac.uk/academicsupport/mylearningessentials/>

### 3.8 MITIGATING CIRCUMSTANCES /ILL HEALTH

#### 3.8.1 What are Mitigating Circumstances?

You may suffer from some unforeseen or unexpected personal or medical circumstances that adversely affects your performance and/or prevents you from completing an assessment; these are referred to as mitigating circumstances (or special circumstances).

If you are suffering from a long-term issue or condition affecting examinations in more than one year, you should seek advice from the Teaching and Student Support Office.

**If you are unsure about submitting a mitigating circumstances form, you can speak to the Student Support Co-ordinator, other staff in the Teaching and Student Support Office or your academic advisor.**

If your mitigation is accepted, you may be allowed to retake an assessment as a first sit or your overall degree classification may be changed. Individual marks cannot be altered.

**Circumstances that normally merit consideration** include: suffering a serious illness or injury; the death or critical illness of a close family member; a significant family crisis leading to acute stress; and unplanned absence, arising from such things as jury service or maternity, paternity or adoption leave.

**Circumstances or events that would not normally merit consideration** include: holidays or other events that were planned or could reasonably have been expected; assessments that are scheduled close together or on the same day; misreading the timetable for examinations or otherwise misunderstanding the requirements for assessment; inadequate planning or time management; failure, loss or theft of a computer or other equipment; consequences of paid

employment; exam stress or panic attacks not diagnosed as illness; and minor disruption in an examination room during the course of assessment.

Any **mitigating circumstances**, which may affect your work during the year, your revision or examination performance, should be reported on the appropriate form, which **must** be accompanied by appropriate medical or other evidence, when it occurs. The mitigating circumstances form is available online. The link to the online form is available in the Examinations and Assessments section on your Blackboard programme page, and will also be publicised via your student email. The supporting evidence must be submitted to the Teaching and Student Support Office within 5 working days of submitting the online form. If you are unable to meet this deadline, you must seek prior approval from the TSSO.

There is no need to be embarrassed. All cases are considered anonymously and the details will remain confidential.

Requests for mitigation (or special circumstances) submitted after the published date for the beginning of an examination period (except as a result of circumstances that have arisen during the course of that assessment period) will not be considered without a credible and compelling explanation as to why the circumstances were not known or could not have been shown beforehand.

If you feel your circumstances may prevent you from submitting any assessed coursework by the publicised deadline, you may request a coursework extension. To request a coursework extension, you must complete the Coursework Extension Request form available on Blackboard or from the Teaching and Student Support Office. The completed form along with supporting evidence should be submitted to the Teaching and Student Support Office.

### **Mitigating Circumstances and Coursework Extensions Due to Disabilities**

If you need to apply for mitigating circumstances or a coursework extension due to issues directly related to a disability, you do not need to provide any additional supporting evidence if you are registered with the DASS for that disability, but you **MUST** provide a detailed explanation of how your disability is currently affecting your studies. It is not sufficient to indicate only that you are registered with the DASS. A Disability Advisor from DASS will be part of the committee that will consider your application.

If you need to apply for mitigating circumstances or a coursework extension for an issue that is not directly related to your disability, or you have a disability but are not registered with the DASS, you must provide supporting evidence. Additionally, if you feel that your disability has been exacerbated by an event (such as bereavement or a change of medication) then you must still provide evidence of the event itself.

### **Deadlines**

All requests for mitigation must be submitted before the beginning of the relevant assessment period (except as a result of circumstances that have arisen during the course of that assessment period). You must give full details when making your case.

Wherever possible a coursework extension request must be made **in advance** of the normal date of submission and not retrospectively. Forms requesting an extension are available from

the Teaching & Student Support Office. The completed form, together with supporting evidence of the exceptional circumstances, should be submitted to the Teaching & Student Support Office. If mitigating circumstances do arise on the day of submission and you wish to request a coursework extension you must do so as soon as possible and no later than 4pm two days after the relevant coursework deadline (including weekends). If you submit your work late without an extension but believe you may have mitigating circumstances which prevented you from submitting on time and requesting an extension, please contact the Teaching and Student Support Office as a matter of urgency.

Requests for mitigation (or special circumstances) submitted after the published date for the beginning of an examination period (except as a result of circumstances that have arisen during the course of that assessment period) will not be considered without a credible and compelling explanation as to why the circumstances were not known or could not have been shown beforehand.

Late submissions or appeals based on new evidence will not be considered without a credible and compelling explanation as to why the circumstances were not known or could not have been shown beforehand. Not informing the University of circumstances due to personal feelings, e.g. shame, embarrassment and pride, or having concerns over the confidential treatment of requests for mitigation, are not considered to be credible and compelling explanations.

## **Appeals**

Please note that whilst appeals may be based on personal circumstances, there must be good reason for introducing new information after the Board of Examiners. 'Good reason' must be something that affects you so severely that you are unable to communicate the relevant information to the School for the whole of the period between the affected assessment and the Board of Examiners' meeting. Typically this means that the evidence was not and could not be available during the relevant time. Appeals will be rejected where the reason for withholding information is disinclination to provide sufficient detail until you know your results. The reason for this is that the Board of Examiners is the competent body to determine results, and it must be in full possession of all relevant facts in advance.

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

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

For further information about appeals, please contact the Teaching and Student Support Office ([tso.law@manchester.ac.uk](mailto:tso.law@manchester.ac.uk)).

### **3.8.2 Ill Health**

- a. It is a requirement of your registration with The University of Manchester that you

register with a local general practitioner. A list of GP practices can be obtained from the Student Health Centre, any University hall of residence or a local Pharmacy. According to guidance issued by the General Medical Council it would not be regarded as good practice for a family member to be the registered GP or to offer treatment except in the case of an emergency.

- b. **You should always consult your GP (or for emergencies the Accident and Emergency Department of a hospital) if your illness is severe, if it persists or if you are in any doubt about your health.** You should also consult your GP if illness keeps you absent from the University for more than 7 days including weekends. If you do consult a GP and they consider that you are not fit for attendance at the University, then you should obtain a note from the doctor to that effect or ask them to complete Part III of the University form 'Certification of Student Ill Health' copies of which are available at local GP surgeries. You should hand this certificate to your programme director, academic advisor or Teaching and Student Support Office as appropriate at the earliest opportunity.
- c. If your condition is not sufficiently serious to cause you to seek medical help, then the University will not require you to supply a doctor's medical certificate unless you are absent from the University due to illness for more than 7 days (in which case see b. above). You **must** however contact your School as soon as possible and self-certify your illness (that is complete and sign the "Certification of Student Ill Health" form to state that you have been ill) as soon as you are able to attend your School. You should do this if your illness means you are absent from the University for any period up to 7 days (see d.i) or if you are able to attend the University but your illness is affecting your studies (see d. ii and iii).
- d. The following sub-paragraphs explain what you should do if your illness affects your attendance at core classes or if you consider that your performance in your studies/examinations has been impaired:
  - i If you are unwell and feel unable to attend the University to take a compulsory class, assessment or examination then you **must** seek advice by contacting your School immediately, in person, through a friend or family member, by telephone or by email. This is to ensure that you understand the implications of being absent and the consequences for your academic progress, which might be quite serious. **You must do this as soon as possible so that all options can be considered and certainly no later than the day of your compulsory class, assessment or examination.** If you do not do this then you will normally be considered have been absent from the class without good reason, or to have taken the assessment or examination in which case you will be given a mark of zero. You **must** also complete and hand in a "Certification of Student Ill Health" form on your return.
  - ii You may be unwell but are able to proceed with an assessment or examination and yet you feel that your performance will have been impaired. If you wish this to be taken into account as an extenuating circumstance, you **must** inform your School about this on the day of the assessment or examination and hand in to your School a completed "Certification of Student

Ill Health” form. If you leave this until later it will not normally be possible to take your illness into account when assessing your performance.

- iii If, as a consequence of your illness, you wish to seek an extension to a deadline for submitting assessed coursework, you **must** complete a “Certification of Student Ill Health” form and discuss it with the appropriate person in your School. The application for extension **should** be made BEFORE the deadline and not retrospectively.
- iv You may be under occasional and ongoing medical attention which affects your studies. If so, you should obtain a letter from your physician which should be given to your School before the end of the January, May/June or August/September examination period, as appropriate, if you wish your condition to be taken into account as an extenuating circumstance.

e. Please also see section 3.8.1 of this handbook on *Mitigating Circumstances*.

Notes relating to Ill-Health:

- i. Certification of Student Ill Health forms are available in all Schools and halls of residence.
- ii. Your School will give you guidance on the effect of any absence from your studies or if you consider your illness has affected your studies. If you have repeated episodes of ill health which is affecting your studies, your School may refer you to the Student Health Centre.
- iii. If you are found to have been deceitful or dishonest in completing the Certification of Student Ill Health form you could be liable to disciplinary action under the University’s General Regulation XX: Conduct and Discipline of Students.
- iv. The use of the “Certification of Student Ill Health” forms by GPs as described above has been agreed by the Manchester Local Medical Committee. A GP may charge for completing the form.

### 3.9 UNIVERSITY SUPPORT SERVICES

In terms of support and guidance, your first individual point of contact will most likely be your academic advisor (see section 3.4). However, there are many other sources of help and information available throughout your study.

Check the University services which are available for you if you wish to use them – the full list is published on the University website, where a webpage is dedicated to ‘supporting students’: <http://www.manchester.ac.uk/study/experience/student-life/university/student-support/>

### 3.10 REFERENCES

Please note that if you do give your academic advisor's name as a referee, you should always ask him/her in advance and ensure that you quote the appropriate address (especially during vacations). Academic advisors may not wish to provide a reference unless they have been asked in advance, and have thereby had the opportunity to explain to you what they are obliged to reveal in a reference. You must ensure you provide your advisor with an up-to-date CV and any additional relevant information, such as application forms and covering letters of applications that may assist writing the reference.

### **3.11 WITHDRAWALS AND INTERRUPTIONS**

If you are contemplating withdrawal or interruption from your degree programme, please read the following very carefully.

#### **Withdrawal**

Withdrawal from a degree programme is a unilateral act on the students' part. Students considering such a step are advised to discuss first, with their academic advisor, Programme Director or Student Support Co-ordinator, their reasons for wishing to withdraw, and the consequences of doing so. When the decision is made to withdraw, the student should inform the relevant Programme Administrator in the Teaching and Student Support Office at the earliest opportunity.

Remember that withdrawing from your degree programme may still mean you are liable to pay tuition fees in full, or in part, depending upon the effective date of your withdrawal. Please speak to the Teaching and Student Support Office if you require guidance on this.

The effective date of your withdrawal is usually your last date of attendance at the University, but can also be taken from a coursework submission date, examination date, the date of a supervision meeting, or the last date you accessed University support services.

#### **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.

Interruption is a temporary discontinuation of studies by a student intending to return at a fixed time later in order to proceed with study. It is a bilateral process: a student's request to interrupt will be considered by the Director of PGT Studies who may grant or refuse the request. A student allowed to interrupt may be permitted to return in another session to recommence the course, or resume the programme, or sit the examinations, as may be decided.

To request an interruption of studies you must complete a withdrawal form. The form should contain a full statement of the reasons for the request. The completed form along with supporting evidence should be submitted to the Programme Administrator in the Teaching and Student Support Office.

A student who is thinking of making a request to interrupt should in any event consider the matter seriously and discuss it with their academic advisor/Programme Director or the Student



Support Co-ordinator in advance of any formal request.

An interruption of studies may have many different implications. 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, we can deregister you from the student system, and withdraw you from your programme of study and the University.

#### **4. EXAMINATIONS AND ASSESSMENT**

The methods of assessment for each course unit are identified in each individual course unit outline – the assessment scheme for individual course units is published on the School of Law website:

[http://www.law.manchester.ac.uk/student-intranet/course-unit-selection/postgraduate\\_taught/](http://www.law.manchester.ac.uk/student-intranet/course-unit-selection/postgraduate_taught/)

All PGT assessed work is marked anonymously by two markers. All course units are also moderated internally and overseen by an External Examiner. Students should therefore insert their library card number only on the script or assessed coursework. Lecturers will usually be happy to discuss essay plans or outlines with students prior to submission of assessed work. However, **lecturers will not comment on draft essays**. In the case of dissertations/research papers, supervisors may request draft chapters and comment on these.

A document entitled *Guidelines on Assessed Postgraduate Coursework* is available on Blackboard and should be read by all students. These guidelines will outline crucial information on the presentation of assessed coursework, and the formalities concerning the submission of coursework. There will also be some general tips on what markers will be looking for in coursework essays.

##### **Submission to Turnitin**

The University uses electronic systems for the purposes of detecting plagiarism and other forms of academic malpractice and for marking. Such systems include Turnitin, the plagiarism

detection service used by the University.

As part of the formative and/or summative assessment process, you may be asked to submit electronic versions of your work to Turnitin and/or other electronic systems used by the University (this requirement may be in addition to a requirement to submit a paper copy of your work). If you are asked to do this, you must do so within the required timescales.

The School also reserves the right to submit work handed in by you for formative or summative assessment to Turnitin and/or other electronic systems used by the University.

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.

### **Proofreading Guidance**

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.

## **4.1 CITATION AND CITATION STYLES**

### **Introduction**

In academic writing, there are three main reasons for the expectation that other authors' work should be cited:

- to help the reader to locate the data or analysis being presented in the context of other relevant work (to show for instance how the former differs from or coheres with the latter);
- to guide the interested reader to other sources which s/he may wish to follow up; and
- to demonstrate, especially in the context of assessed essays and dissertations, that no part of the work has been plagiarised. Students should, therefore, **never** make use of others' work without appropriate citation; and if a secondary citation is being relied upon, this should be stated (though both items should still appear in the bibliography).

In published writing each publishing company and academic journal has a 'house style' according to which all citations must be presented, and material that is submitted for such publication will be expected by publishers and editors to conform with this style. You may therefore find it useful to use Endnote as it is not only useful for storing and printing out references, but also for downloading details directly from research databases and inserting

them into documents in the house style of any specified journal. The latter capabilities save a good deal of typing.

Differences between house styles are sometimes minute, concerning (for instance) the placing of punctuation. In writing submitted as part of the Masters programme these minor differences are of no concern, provided that the student adopts a consistent style throughout any particular piece of work. Recognised citation styles fall into three broad categories: Vancouver (mainly used in scientific, technical and medical writing); Harvard (mainly used in social-scientific and humanities writing); and footnotes (mainly used in legal and humanities writing). For further details of each style, see the websites listed below.

**Criminology students in the School of Law are requested to use Harvard.**

**Law and Healthcare Ethics and Law students are requested to use footnotes. In addition, Law students should use the OSCOLA (Oxford Standard for Citation of Legal Authorities) to cite legal materials in their work. The OSCOLA website can be found at <http://www.law.ox.ac.uk/publications/oscola.php> . That site provides a wealth of useful information, and a downloadable version of the most recent (2014) OSCOLA Manual.**

Both Vancouver and Harvard require the placement of lists of references at the ends of texts or, in the case of books, sometimes at the ends of chapters. The order and punctuation of the information in these lists varies with different house styles (see above). However, *all* of these, and all footnotes in legal referencing require the following information, which implies that students should ensure that they note all of it when first using a work:

*For authored books:*

- Surnames and initials of all authors of the cited work;
- The full title of the cited work, including any subtitle;
- The place of publication (which can be found inside the flyleaf) and the publisher;
- The date of publication.

*For chapters in edited books:*

- As above, plus
- Authors and title of the cited chapter;
- Beginning and end pages of the cited chapter.

*For papers in journals:*

- Surnames and initials of all authors of the cited work;
- The full title of the cited work, including any subtitle;
- Name of the journal;
- Volume and (if appropriate) issue number;
- Beginning and end pages of the cited paper.

See below for examples of how this might appear in practice.

*Other publications:*

It is sometimes difficult to know quite how to cite works that do not fall into the above categories.

- Working papers and reports from academic departments etc can usually be treated as books, so long as there are named authors.
- Reports that carry no named authorship (such as government documents, or items published in the name of institutions, eg British Medical Association) present the greatest problems. Often the easiest way is to treat the institution as the author, except that government white papers and analogous documents often treat the Secretary of State for... as the author. It is usual to include reference numbers (eg Cm numbers) as part of the citation information.
- Internet sources should include the full URL and the date at which it was accessed.

### How to Use Harvard

- On each occasion on which a reference is made in a text, the author(s), date of publication and (where appropriate) page number is placed in brackets at the relevant point. If the text has the author's name as part of the relevant sentence, only the date and page number are needed. For instance: Smith (2012 p.2) argues that..... whereas an alternative point of view might be.... (Ahmad 2008 p.37). If a cited work has three or more authors, formulations such as 'et al', 'and others' or 'and colleagues' are normally employed - for example: "One influential analysis suggests that... (Robinson *et al*, 2011, p. 101)
- If you are making an indirect quotation (discussing the thrust of an argument, for example, rather than quoting a specific passage), or mentioning a phrase that an author uses several times, you can use *passim* rather than a page number – for example, "Fuller argues that law is not value-free, but has what he calls an 'inner morality' (Fuller, 1964, *passim*)."
- There should be a bibliography at the end of the work, arranged in alphabetical order of (first) authors' surnames and initials, followed by co-authors (if any) and the year of publication.

### Bibliographies

The full reference should be given in a bibliography as follows:

#### Journal Articles

Smith, J.R. (2012). Reference Style Guidelines. *Journal of Guidelines* 4:352-63

#### Books

Smith, J.R. (2012). *Reference Style Guidelines*. Thousand Oaks, CA: Sage

#### Chapter in a book

Smith, J.R. (2012). Reference Style Guidelines. pp. 155-62 in R. Brown (ed) *Guidelines for Authors*, Thousand Oaks, CA: Sage

#### Editor of a Book

Smith, J.R. (ed). (2012). *Reference Style Guidelines*. Thousand Oaks, CA: Sage

### Dissertation or Thesis

Smith, J.R. (2012). Reference Style Guidelines. Ph.D. dissertation (Master's Thesis), University of Sage, Thousand Oaks, CA

### Paper Presented at a Conference

Smith, J.R. (2012). Reference Style Guidelines. Paper presented at the Annual Meeting of the Reference Guidelines Association, Thousand Oaks, CA, March

Please note: Underlining may be substituted for italics

## **Footnotes Guidance**

### **Footnotes**

- Footnotes should be numbered sequentially throughout the text (so an article may be shown as footnote 1, and then as footnote 6 if you return to it later; note that this is in contrast with the Vancouver style, in which an article would retain the same reference number throughout the piece).
- Often, full details of each cited item appear in the footnote; however, it is also acceptable to use a shortened version (such as "Smith, 2007, p. 45") if the full details are given in the bibliography.
- As with the Harvard convention, if you are making an indirect quotation (discussing the thrust of an argument, for example, rather than quoting a specific passage), or mentioning a phrase that an author uses several times, you can use *passim* rather than a page number – for example, "Fuller argues that law is not value-free, but has what he calls an 'inner morality' (Fuller, 1964, *passim*)."
- All sources referenced and read in preparing the assessment listed in the bibliography.

Examples of how to reference different types of sources are:

#### Single author book

Harris J, *The Value Of Life - An Introduction To Medical Ethics* (London: Routledge & Kegan Paul, 1985) p. 36

#### Subsequent editions of books:

Beauchamp TL. & Childress JF, *Principles of Biomedical Ethics* [4th edition](New York: Oxford University Press, 1994) pp. 56 -63.

#### Chapter in an Edited Book:

Erin CA, 'Who owns Me? - Using Historical Entitlement Theory to Decide the Ownership of Human Derived Cell Lines' in Dyson A & Harris J (eds.) *Ethics And Biotechnology* (London: Routledge, 1994) pp. 157-178.

#### Journal Articles:

Brazier M, 'How the Media Presents Medicine and Science' *Medical Law International* 11(3) (2011) pp. 187-196.

Cases:

*Party A v Party B* (date) citation

Where you have referenced a source and need to do so again in the following footnote, you can simply use '*ibid* p. xx' as an abbreviation. Where you have previously referenced a source and need to do so again a few footnotes later, you can use 'Smith, *op cit*, p. xx'. Note, though, that if you're citing two articles by Smith, this would be confusing; in that case, you should use "Smith, 2007, p. xx" and "Smith, 2012, p. xx" as appropriate.

### What needs a Reference?

Knowing what needs a reference is something of an art. However, there are a few basic rules. The Harvard convention is used here for illustrative purposes – the general point translates to the use of footnotes if that is the preferred system.

- ANY direct quotation should be followed immediately by a reference.
  - Smith has asserted that the Dangerous Dogs Act was "quite the silliest law ever to be passed by the British Parliament" (Smith, 2007, p. 5)
- ANY indirect quotation or allusion should be followed by a reference at the end of the clause in which it appears.
  - Smith's assertion that the Dangerous Dogs Act was the silliest law ever passed is certainly striking (Smith, 2007, p. 5); others are more measured in their criticism
- Sometimes, the reference will have to be quite complex
  - Jones has taken issue with Smith's dismissal of the Dangerous Dogs act (Jones, 2012, p. 67; cf Smith, 2007, *passim*)

Although the above is in Harvard style, the parenthetical references are replaced with footnote references in footnote styles (including OSCOLA).

Statements of fact that amount to general knowledge do not normally need citations – for example, there'd be no need to find a source to back up a claim that Paris is the capital of France, or that the Abortion Act was passed in 1967. Similarly, a claim along the lines that "Many criminologists think that economic deprivation is a significant factor in high rates of offending" probably won't need a citation – just so long as many criminologists *do* think this (and even there, it probably wouldn't do any harm to offer an example or two). Finally, there are some terms that are so familiar within a discipline that they count almost as general knowledge: for example, if a bioethicist wants to talk about Beauchamp and Childress' four principles, it's safe to assume that all readers will know what that means without a reference.

If in doubt, **the general rule is this**: If you are making use of work that is not your own, add a citation. It's better to have a citation that's unnecessary, than to lack one that is necessary.

## 4.2 INTERNAL AND 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.

External Examiners' reports relating to this programme will be shared with student representatives at the Postgraduate Taught Staff Student Committee (SSC) 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.

A list of PGT external examiners can be requested from the Teaching and Student Support Office.

*Please note that it is inappropriate for students to make direct contact with External Examiners under any circumstances, and in particular with regard 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 for students. If students have any queries concerning this, they should contact the Teaching and Student Support Office.

### **4.3 PRESENTATION AND SUBMISSION OF ASSESSED COURSEWORK**

For guidelines on the presentation and submission process please see the Postgraduate Taught Students (School of Law) area in Blackboard.

The University policy is that any piece of assessed written work (including the dissertation) submitted after the submission deadline, without being granted an extension, will be marked but the mark awarded will reduce progressively for each day, or part thereof by which the work is late. The mark awarded will reduce by 10 marks per day for 5 days (assuming a 0-100 marking scale), after which a mark of zero will be awarded. The policy of submission of work for summative assessment on taught programmes, which includes the late submission policy can be found at the following

link: <http://documents.manchester.ac.uk/display.aspx?DocID=24561>

The School requires students to submit all assessed coursework and dissertations in electronic form. Work handed in by students for assessment will be subjected to electronic systems for detecting plagiarism or other forms of academic malpractice. TurnitinUK, is the plagiarism detection service used by the University.

### **4.4 FEEDBACK ON ASSESSED WORK**

For course units assessed by coursework, your essay will be returned with feedback comments electronically. The feedback will explain how the markers reached their conclusions about your work, how the work that was produced relates to the marking criteria in section 4.5 below) and should help you consider how you might improve your

work/marks in future.

It is important to note that the marks you will see on the feedback are conditional on the External Examiners' comments and confirmation by relevant examination boards. You must not assume that these are the final marks until they have been confirmed as explained above. A mark is only a confirmed mark once it has been approved by the Examination Board.

Feedback on assessed coursework is provided electronically. It is your responsibility to download a copy of your coursework feedback from Blackboard, whilst it is still available, for future use.

#### **4.5 POSTGRADUATE TAUGHT GRADE DESCRIPTORS FOR THE SCHOOL OF LAW**

The following constitutes general guidance highlighting, in a broad manner, the characteristics of work across the marking spectrum. For a piece of work to fall within one of the bands, it does not have to reflect every indicator within that band. It is not to be taken as an arithmetical formula, but rather has been designed so that it can be adapted to more module-specific requirements. Ultimately, the band within which a piece of work falls will come down to academic judgment, as guided by the following descriptors. Within the bands, the use of step-marking enables a more precise definition of grades, integrates well with current Faculty guidance on marking and assessment, and is readily transferrable and adaptable to further adjustments in such guidance.

##### **90-100 (*Step-marked at 90, 95*)**

- Your work is **exceptional** and of sufficient quality to be awarded an upper-range distinction.
- Your work is highly original, displaying great insight into the subject and the ability to approach problems in an innovative and/or unexpected, yet highly productive, manner.
- Your work contains no significant errors of exposition, interpretation or argument.
- Your work attains all learning objectives for the course and adheres to all guidelines.
- The essential material is presented thoroughly and accurately and weighed appropriately.
- Your work applies the principles of the discipline to the issues at hand in an original yet appropriate manner to produce a well reasoned analysis, with conclusions carefully and effectively argued and supported.
- Moreover, the work is authoritative and amply demonstrates very advanced knowledge and a very advanced ability to integrate the full range of principles, theories, evidence and techniques.



- Your work displays a deeper than normally expected understanding of theoretical nuances, particularly in their application.
- The clarity and originality of thought and the way that it is expressed is very impressive for this level of work.

**80-89 (Step-marked at 80, 85)**

- Your work demonstrates sufficient quality to be awarded a clear distinction.
- Your response to the question is ambitious and perceptive.
- Your argument is very well structured.
- Your argument is logical and convincing.
- You use extensive data and/or literature to support that argument and give very pertinent examples.
- You demonstrate a very high level of understanding of this topic.
- Your work demonstrates originality and depth in thinking and application.
- Your work demonstrates a comprehensive familiarity with relevant theories, doctrines and cases.

To improve future marks, you should attempt to refine your analysis and arguments even further.

**70-79 (Step-marked at 75)**

- Your work demonstrates sufficient quality to be awarded a distinction.
- Your work has clear aims and largely achieves them.
- Your work shows breadth of study and some originality in application.
- Your work shows extensive knowledge and critical understanding of relevant theory, facts and issues.
- Your work is directly relevant to the issues to be addressed.
- Your work draws upon an appropriately wide range of sources, displays considerable analytical depth with substantial evidence of genuinely independent thought, and is written and presented to a very high standard.

To improve future marks you should:

- Attempt to identify any weaker parts of your argument and/or its presentation.
- Ensure that you have addressed opposing viewpoints or evidence decisively.
- Consider extending the range and use of supporting resources even further.

**60-69 (Step-marked at 62, 65, 68)**

- Your work is of sufficient quality for the Masters' level.
- Your work addresses the specific topic area very well, with a sound demonstration of knowledge and skills.
- Your work shows a good grasp of relevant theory, facts and issues.
- You provide evidence of appropriate independent reading and thinking and draw upon the literature coherently to substantiate your claims.
- Your work is comprehensive and well-considered, and reflects a critical understanding of a broad range of reading.

To improve future marks you should consult a wider range of sources and deepen your analysis.

**50-59 (Step-marked at 52, 55, 58)**

- Your work is **generally competent**, and displays an adequate understanding of the issues to be addressed. It is of sufficient quality for a pass at the Masters' level.
- You have demonstrated an understanding of the relevant principles, theories, evidence and techniques.
- You have also gone some way to presenting a coherent argument in a basically competent manner.
- However, it is just sufficient to cover the subject, and contains some irrelevancies.
- Your work shows a satisfactory grasp of relevant facts and issues.
- Your work shows adequate reading, but little originality.

To improve future marks you should:

- Increase your level of critical appraisal and independent enquiry.

- Seek to demonstrate a deeper, and more fully researched, understanding of the subject.

#### **40-49 (Step-marked at 42, 45, 48)**

- Your work is sufficient for a pass at the level of Postgraduate Diploma.
- Your work engages with the subject, although in a limited way and/or with occasional digressions.
- Your work shows some understanding of relevant concepts, facts and issues.
- However, you have provided an answer that lacks detail and depth.
- Your answer would benefit from greater depth of reading and analysis.
- Your answer is very descriptive and does not fully address the issues raised by the question.
- Your arguments are often simplistic.

To achieve a higher mark you need to:

- Make sure that all your points are fully supported with data or evidence from the literature.
- Achieve greater analytical depth and take fuller account of opposing viewpoints or evidence in order to provide more substantial, comprehensive and nuanced support for your argument.

#### **30-39 (Step-marked at 35)**

- Your work demonstrates **insufficient** knowledge and skills in the specific topic area and does not merit a pass mark.
- Your work does not demonstrate adequately the study skills required at this level.
- Although you show some awareness of the area, you have missed many important facts and concepts and made major errors.
- You have made no attempt to critically evaluate evidence and shown no evidence of independent research.
- Your work has minimal underlying structure and is frequently confused and incoherent.

To improve future marks you should:

- Improve your awareness of the appropriate principles, theories, evidence and techniques and engage more critically with them.
- Present and structure your arguments better and make sure that they are substantiated.
- Seek to undertake, or demonstrate that you have undertaken, independent research.

**20-29 (Step-marked at 25)**

- Your work is **inadequate** and does not merit a pass mark.
- Your work demonstrates only a basic awareness of the subject matter.
- Your awareness of principles, theories, evidence and techniques is insufficient, and you show little evidence of critical engagement with the material.
- You have not paid sufficient attention to the quality, range and appropriateness of sources used, and your arguments are partial and unsubstantiated.

To improve future marks you should:

- Improve your awareness of the appropriate principles, theories, evidence and techniques and engage more critically with them.
- Present and structure your arguments better and make sure that they are substantiated.
- Seek to undertake, or demonstrate that you have undertaken, independent research.

**10-19 (Step-marked at 15)**

- Your work is **severely inadequate** and does not merit a pass mark.
- You show little or confused awareness of the appropriate principles, theories, evidence and techniques, and little evidence of critical engagement.
- Your arguments are poorly presented and misrepresent or fail to demonstrate an understanding of the subject. Your use of sources is inappropriate and your arguments are unsubstantiated and unstructured.

To improve future marks you should:

- Improve your awareness of the appropriate principles, theories, evidence and techniques and engage more critically with them.

- Present and structure your arguments better and make sure that they are substantiated. You should seek to undertake, or demonstrate that you have undertaken, independent research.

#### **0-9 (Step-marked at 0, 5)**

- Your work is **profoundly inadequate** and does not merit a pass mark. You have misrepresented or misunderstood thinking in the discipline and your use of sources is either non-existent or inappropriate.
- You have not demonstrated any significant awareness of the subject matter.
- Your work is confused and incoherent and does not address the question posed.

To improve future marks you should:

- Seek to understand thinking in the discipline and engage critically with it.
- Present and structure your arguments better and make sure that they are substantiated.
- Seek to undertake, or demonstrate that you have undertaken, independent research.

#### **4.6 GUIDELINES ON PLAGIARISM AND OTHER FORMS OF ACADEMIC MALPRACTICE**

Students must familiarise themselves with the University's guidelines on plagiarism and other forms of academic malpractice, which can be found at: [http://www.humanities.manchester.ac.uk/studyskills/essentials/writing/avoiding\\_plagiarism.html](http://www.humanities.manchester.ac.uk/studyskills/essentials/writing/avoiding_plagiarism.html)

Information and guidance on referencing is also available through the University Library's My Learning Essentials at: <http://www.library.manchester.ac.uk/services-and-support/students/support-for-your-studies/my-learning-essentials/workshops-and-online-resources/?level=3&level1Link=2&level2Links=referencing>,

In the first couple of weeks of term, **you must complete the Academic Malpractice Awareness course**. This short course provides you with information about plagiarism and academic malpractice and how to avoid it.

**The course, information and test you will need to complete will be available on the Postgraduate Taught Students (School of Law) Blackboard page. You must complete the course and obtain a 'pass' by 30 October 2016.**

**If you do not complete and pass the Academic Malpractice Awareness course unit by this date, a negative service indicator (NSI) will be added to your account, which will prevent you from viewing assessment results.** The NSI will be removed once you inform the TSSO that you have completed and passed the Academic Malpractice Awareness course unit.

The University uses electronic systems for the purposes of detecting plagiarism and other

forms of academic malpractice and for marking. Such systems include Turnitin, the plagiarism detection service used by the University.

The School requires students to submit all assessed coursework and dissertations/research papers in electronic form which will be subjected to electronic systems for detecting plagiarism or other forms of academic malpractice. TurnitinUK, is the usual plagiarism detection service used by the University.

The School reserves the right to submit work handed in by you for formative or summative assessment to Turnitin and/or other electronic systems used by the University.

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.

## **4.7 UNIVERSITY EXAMINATIONS**

The examination schedule has been 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 that 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.

### **4.7.1 Consequences of Academic Misconduct**

It is important to underline the fact that problems of academic misconduct are taken very seriously by The University of Manchester. The sanctions applied in cases of misconduct are likely to be severe, and they include the possibility of exclusion from the University. It is important therefore that you appreciate what is expected of you, as set out in the following paragraphs.

### **4.7.2 Conduct during Examinations**

A document entitled "Assessment Framework" is available on the University's 'Student-related policies and documents' webpage, which is accessible from a link on the University's main Student Net webpage: <http://documents.manchester.ac.uk/display.aspx?DocID=7333>.

There is important information outlined in this document regarding the following:

- Policy on examinations
- Policy on the use of calculators in examinations
- Policy on the use of dictionaries in examinations
- Guidance for students on examinations

The rules governing behaviour during examinations are strict, and are strictly enforced, and it is well to be aware of these at the outset.

### **4.7.3 School of Law Materials in Examinations Policy**

In the Law School, examinations normally are either:

- Open Book;
- Closed Book; or,
- Permit the use of annotated statute books.

In an **open book examination** students may bring any materials they wish into the examination, with the exception of electronic materials or devices, unless the examiner expressly permits same.

In a **closed book examination** students may not bring any materials into the examination which may assist them during the examination. The examiner may provide statutory and other materials as part of the examination paper.

In an examination which permits the **use of annotated statute books**, students are permitted to bring to the examination for their use during the examination specified statute books. These statute books may be annotated in any way the student wishes, and may include any notes that the student may wish to include on the original pages of the book. No notes may be “tipped in” the book, nor is the addition of extra pages or the use of tabs permitted.

In very exceptional circumstances, the examinations in some modules may vary from the above formats. If this is the case, students will be informed of the examination requirements.

#### **4.8 YOUR RESULTS**

*Provisional* Semester 1 results will be available via the Self Service facility of Campus Solutions (date to be confirmed); *confirmed* semester 1 and semester 2 results, after the June Examiners Board meeting (date to be confirmed, but probably in late June 2016). You will be alerted by e-mail at points during the academic year of the dates from which you will be able to view your results via the Self Service facility.

Please note that results are *not* available from the administrative staff in the Teaching and Student Support Office and are not, under any circumstances, available over the telephone.

Students who require a more formal record of their performance may obtain a transcript on application to the University's Student Services Centre and payment of a small fee.

#### **4.9 FAILURE OF UNITS AND EXAM BOARDS**

*What happens if I fail some units?*

First of all don't panic! The first thing to do is sit down with your Academic Advisor or Programme Director, who will take you through your options. The regulations allow you further attempts of up to half the taught credits, for a standard Master's programme as defined by your programme specification, so you can still get back on track. In addition you may also resubmit your Dissertation one further occasion provided that you obtain a mark of 30% or above in your first submission, subject to the Examination Board's decision. If you obtain a mark less than 30% in your dissertation you will not be permitted to

resubmit and will be considered for the relevant Early Exit Award. When you are permitted to resit or resubmit this is known as 'referred assessment' and these reassessments will normally take place in the same academic year as the original assessment. The Examination Board will then make decisions on your progress and advise you accordingly of the decisions and next steps. Referred assessment at Masters level will be capped at 40% and this is the mark that will be shown on a transcript of results as a 40R. (The capped mark is applied to the unit level mark, not just the failed element.) It is this mark that will be used to calculate your final degree classification.

If you pass most of your units and fail some of them by only a small margin, there may be a possibility of the examination board compensating this failed credit. This means that, if your mark was between 40-49% at Masters level the examination board is able to compensate up to a maximum of 30 credits. Your transcript of results will show the actual mark achieved (e.g. 47C).

Masters students who are required to take any assessments during the resit period are permitted to work on the research element of their degree programme, but do so at their own risk. If you require further information about options available to you, please contact the Teaching and Student Support Office (3.05 Williamson Building).

If you are on a postgraduate diploma or postgraduate certificate programme then the overall pass mark will normally be 40%. The same logic for managing reassessment will be applied on these programmes but the mark will be capped at 30R and compensation can be applied for marks between 30- 39%. You can be referred in up to half the taught credits on a postgraduate diploma and compensated in up to 30 credits on a postgraduate diploma programme and 15 credits on a the postgraduate certificate programme.

#### *What happens if I fail my resits?*

Upon taking the referred assessment, if you fail again the Examination Board will make a decision with regards to your progress. The possible options available may, in exceptional circumstances, include repeating the unit or being awarded an exit award once you've exhausted all the opportunities to retrieve failed assessment.

Referrals may also be compensated; so if you manage to achieve a mark at referral of between 40-49% at Masters level, this may be compensated providing you haven't already used your quota of compensable credit. Compensated referrals will be capped at 40 and this is the mark (40R) that will show on your transcript of results and be used to calculate your final degree classification.

Again if you are on a postgraduate diploma or postgraduate certificate programme then the pass mark and compensation mark range will be adjusted according to the lower pass level.

#### *What happens is I fail my research paper?*

If you fail a research paper at the first attempt you will be given the opportunity to resubmit a revised version of the research paper. You will be provided with feedback from your examiners and guidance on the revisions required to bring the work to the appropriate standard for the Masters award.

#### *What happens is I fail my dissertation?*



If you fail your dissertation at the first attempt you will be given the opportunity to resubmit a revised version of the dissertation, provided you obtained a mark of 30% or above in the first submission. If you obtain a mark which is less than 30% in the first submission you will not be permitted to resubmit and will be considered for the relevant Early Exit Award. You will normally be given up to six months in which to make the requested revisions or undertaken additional work. You will be provided with feedback from your examiners and guidance on the revisions required to bring the work to the appropriate standard for the Masters award.

*How is my degree calculated?*

To be considered for a Master’s Degree you must have achieved 180 credits at the appropriate level. Don’t worry if you have had a referral or compensation as these still count towards your credit total for a Pass or Merit. If, however, you have undertaken any referred assessment or been compensated you will not be eligible for a Distinction.

The award of masters is based upon gaining the required number of credits, normally 180. Classifications for merit or distinctions will be calculated on the basis of an average mark, based on the weighted programme as a whole.

If you are completing a postgraduate diploma or postgraduate certificate then this degree is only awarded as a pass.

*When and how are decisions made about my results and my progress?*

There are normally three available assessment opportunities within the academic year: January, May/June and August/September within each academic year. It is expected that all your attempts at referral assessment will take place in the same academic year in which the assessment was first taken. After each assessment period there is an ‘Examination Board’.

The Examination Board normally includes your unit tutors and programme directors; and it is overseen by an external examiner from another university. It is the job of the Examination Board to review all the results anonymously and make decisions on the award of credit and who can resit exams / assessment or gain compensation. It is also the role of the Examination Board to decide who cannot continue and therefore must leave the University with an exit award. Some students may narrowly miss the threshold for a degree classification. In these cases, the Board will consider these students’ overall pattern of marks (Mark Distribution) and may look at their examined work ( Classification Review) in order to determine the appropriate classification of the degree ultimately awarded to them.

**4.10 CLASSIFICATION OF AWARDS**

The degree can be awarded with the classification of Distinction, Merit or Pass. The final classification of awards will be made in accordance with University regulations for taught postgraduate programmes of study. A copy of the Postgraduate Taught Degree Regulations are available at: <http://documents.manchester.ac.uk/display.aspx?DocID=29208>

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

<b>PG Degree classification- Masters based on 180 credits</b>	<b>Classification thresholds: average mark (mark range 0 to 100)</b>	<b>Boundary zone average</b>
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Distinction	70.0 (average across taught and research)	68.0 to 69.9
Merit	60.0	58.0 to 59.9
Pass	59.9 or less providing the credit requirements' have been met.(180 credits)	N/A

#### 4.11 PROCESS FOR APPEALS

The relevant regulations and forms for appeals can be found at <http://documents.manchester.ac.uk/display.aspx?DocID=1872>

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

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

A student who is excluded, or who has reason to believe that his/her examination results have not been properly dealt with, may make a case for an appeal against the relevant decision(s). The student must have adequate grounds, not simply be dissatisfied with the outcome of his/her assessment. There is no provision for appeal against the academic judgement of the Examiners. However, if there are special circumstances which the Examiners were not made aware of, or if there were procedural irregularities in the examination process, or if there is evidence of prejudice, bias or inadequate assessment, then there may be a case for review of the outcome.

Students should make attempts to remedy the position at School level first and before submitting a formal appeal to the Faculty of Humanities or requesting a review of results. School Appeals Boards are held shortly after Examination Boards have sat in June (to confirm results of the taught element of the programme) and in the following November (to confirm final results and classifications).

Please note that, while appeals may be based on personal circumstances, there must be good reason for introducing new information after the Board of Examiners. 'Good reason' must be something that affects you so severely that you are unable to communicate the relevant information to the School for the whole of the period between the affected assessment and the Board of Examiners' meeting. This is usually taken to require that the evidence was not available (and therefore could not be obtained) during this period. Appeals will be rejected where the reason for withholding information is disinclination to provide sufficient detail until you know your results. The reason for this is that Board of Examiners is the competent body to determine results, and it must be in full possession of all relevant facts in advance.

In the first instance, we would urge you to contact the Student Support Co-ordinator who will be able to talk you through the decision making process.

## **5. STUDENT REPRESENTATION AND CONSULTATION**

### **5.1 STUDENT REPRESENTATIVES ON SCHOOL COMMITTEES**

The University of Manchester is committed to receiving and responding to student feedback in order to bring about improvement in the quality of the student experience and development of learning and teaching within the institution.

Student representation covers a diverse range of activities and structures and student feedback can be provided by a number of different means, for example, through programme evaluation questionnaires, the academic advisor system or through students being present at Staff-Student Liaison Committees or Programme Committees. Representation enables dialogue 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. This dialogue can take place in both formal and informal structures and circumstances.

Student representatives from postgraduate programmes are elected by the student body, to serve on various Committees within the School, to represent the interests of students. The elected students act as a channel of communication between the staff and the student body. Postgraduate student representatives are invited to meetings of the School's Teaching & Learning Committee, principally. Further details are posted on the noticeboards: elections are held in October/November for postgraduate student representatives.

Dates of Committee/Board meetings are published on Blackboard.

### **5.2 SCHOOL BOARD**

The School Board is the main consultative committee in the School of Law and advises the Head of School. Its membership includes students, elected from among the School's student representatives. It normally meets three times per semester to discuss policy matters.

### **5.3 FEEDBACK DURING THE PROGRAMME**

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.

The principles of the University Policy on Feedback to Students that the Law School fully embraces are:

- Feedback must be provided in a timely manner that helps students understand (i) the marks or grades they have received for the work submitted, and (ii) how their performance might be improved in future.
- Feedback must be as personal as possible to the individual student to enable reflection on

individual skills and performance.

- Students have a responsibility to consider feedback given on their work, to seek to understand it, and to act on it.

**See link to the policy:** <http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=6518>

During the course of your programme you will receive feedback on your progress. Feedback can take many forms. It may be diagnostic to inform the lecturer or seminar leader of your level of knowledge when beginning a course unit or it may be formative, given during a course unit to enable you to improve your performance in further assessments. For example, this may take the form of advice about the way you structure or reference an essay and this is the type of feedback that you will probably come across most often. Summative feedback would occur at the end of a course unit to inform you of your performance over the whole unit. You may come across all or some of these examples.

Feedback does not just come from your tutor or lecturer in a formal way, say when you have a piece of coursework returned with comments. 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 e-mail.

Feedback may be delivered in many ways and can take many forms throughout your period of study, such as:

- oral comments on work submitted or on presentations;
- written comments on formative and summative assessments;
- individual feedback forms that relate assessment to marking and grading criteria and provide formative comments on the work submitted;
- outlines of issues for examination questions;
- individual e-mail responses to questions and hypothetical problems;
- one-to-one feedback provided by tutors, advisors, seminar-takers and lecturers.

The School's online descriptions of its postgraduate course units contain information regarding the feedback mechanisms available within each unit. The online course unit descriptions can be found at the following weblink: [http://www.law.manchester.ac.uk/student-intranet/course-unit-selection/postgraduate\\_taught/](http://www.law.manchester.ac.uk/student-intranet/course-unit-selection/postgraduate_taught/)

You will be asked to evaluate the feedback you have been provided as part of the Student Survey in each semester.

#### **5.4 STUDENT QUESTIONNAIRES**

After each course unit you are asked to complete a University course unit evaluation on-line (UEQs). Please make every effort to provide feedback so that the courses' quality and relevance can be assessed in an ongoing fashion.

In addition course unit tutors may also ask you to complete an evaluation sheet designed specifically for the course unit and/or they may invite feedback in a different ways. These questionnaires and consultations are important, and are taken very seriously by the staff and

law school administration.

## **6. COMPLAINTS BY STUDENTS**

The School of Law is committed to providing a high quality educational experience, fully supported by a range of academic and administrative services and facilities. However, we understand that from time to time, things do go wrong, and the School recognises the need for students to be able to express their dissatisfaction where this happens, with no fear of recrimination.

The School aims to handle complaints in a way which is sympathetic, fair and efficient, which encourages informal conciliation, facilitates early resolution, maintains individual privacy and confidentiality, and permits useful feedback.

If you have a complaint it 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 University will not normally consider complaints made after this period, unless there is good reason for the delay.

### **Definition and Scope of the Procedure**

The University defines a complaint as ‘an expression of dissatisfaction which merits a response’.

The Procedure is designed for complaints in respect of the student’s experience at the University related to:

- a) the provision of programmes or parts of programmes of study, services or facilities by the School of Law;
- b) the actions or lack of actions by the School of Law or its staff.

The School of Law Complaints Procedure does not cover the following, for which separate procedures exist (as noted in parentheses):

- a) appeals relating to examinations or assessments or to academic progress or against expulsion or exclusion on academic grounds (School of Law or University Academic Appeals Procedure);
- b) complaints involving an allegation of misconduct by a student (Conduct and Discipline of Students Procedure);
- c) complaints involving an allegation of harassment by a student or member of staff (Policy and Procedure on Harassment);

Information about these separate procedures can be obtained from the Students’ Union Advice Centre or the Office of Student Support and Services.

## **School of Law Procedure**

It is advisable to voice concerns or to register the nature of a complaint as soon as possible, and to seek informal resolution and conciliation if possible. Raising an issue early can often resolve a problem quickly and informally, without the need for any further action.

It is best to initially raise a complaint with the member of staff concerned, or your academic advisor. You are also most welcome to raise your concerns directly with your Programme Director or the Director of Taught Postgraduate Programmes, both of whom will deal with your concern as a matter of urgency and will do their best to resolve the problem as quickly as possible.

If, however, a student wishes to make a written complaint about any aspect of Law School life, it should be in writing to the Teaching and Student Support Manager. If you prefer, you can ask for your complaint to be dealt with anonymously at this stage. However, if your complaint is to be investigated, or if you are not satisfied with the School response and choose to progress to the formal stage, then it will not be possible to deal with your complaint anonymously.

When writing your complaint you need to present full details, including everything that happened, dates, locations, all relevant documentation and, if relevant, witnesses.

The Teaching and Student Support Manager will arrange for the complaint to be investigated, which may involve discussing the complaint with the person complained against, and heard. The complaint will then be considered by the appropriate Director of Postgraduate Studies in consultation with the Director of Teaching and Learning and an independent academic member of staff from within in the Law School.

A meeting comprising the student, appropriate Director of Postgraduate Studies, Director of Teaching and Learning and independent academic may then be arranged to discuss the complaint. If he or she wishes a student may be accompanied by a representative of the Students' Union, fellow student or friend. A written record of the proceedings will be made by the Teaching and Student Support Manager.

It is the School's expectation that the confidentiality of the documentation generated by a complaint will be respected by all parties.

You can expect to receive a written or verbal acknowledgement within five working days and a full response within fifteen working days of receipt of the complaint.

### **Formal Stage**

Most complaints will be resolved by following the above procedure and students are encouraged to seek resolution through these informal procedures. However, we recognise that there may be occasions where an informal approach is not appropriate and the student may wish to proceed directly to the University General Regulation XVIII which is the formal University procedure. In addition, if you are not satisfied with how your complaint has been resolved by the Law School (either through an informal or formal process at the school level) you may initiate a formal complaint under the University procedure.

It should be emphasised that a complaint 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 University will not normally consider complaints made after this period, unless there is good reason for the delay. This policy applies to all complaints, whether raised formally or informally.

The School Teaching and Student Support Office, the Students' Union Advice Centre or the University Office of Student Support and Services each provide confidential advice on complaints.

Third parties such as parents, friends, spouses, sponsors or employers may not normally complain on behalf of a student, unless accompanied by written authorisation from the student(s).

Any enquiries relating to student complaints in the Faculty of Humanities should be referred to Damien Tolan, in the Faculty of Humanities Office ([damien.tolan@manchester.ac.uk](mailto:damien.tolan@manchester.ac.uk) telephone: 0161 306 1119) to whom a completed Complaints Form (available at <http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=1893> ) should also be submitted.

The information required by the Complaints Form is as follows:

- a) details of the complaint;
- b) a statement of the steps already taken to resolve the complaint informally and why the response has not been considered to be satisfactory;
- c) the form of resolution or redress sought.

Please also refer to the University of Manchester **Regulation XVIII Students Complaint Procedure and complaint form** available at: <http://www.studentnet.manchester.ac.uk/policies/>

## 7. LEVEL DESCRIPTOR FOR LEVEL “M” COURSE UNITS

All PGT course units are designated as level “M” which the Quality Assurance Agency (the independent body in the UK which is entrusted with ensuring higher education standards) describes as follows: Level M is the core level of postgraduate performance, and reflects a period of development in independent and creative learning.

By adopting the Quality Assurance Agency for Higher Education’s specifications for M-level work, the expectation is that by the end of your programme you will have (and be able to demonstrate):

- a thorough understanding of the discipline that you are studying, and a critical awareness of current problems and issues that is informed by the latest developments in that discipline
- a mastery of the intellectual tools appropriate to your discipline and the ability and confidence to apply them either in the professional world, or in subsequent doctoral research, in an autonomous way
- the ability to deal with complex practical or conceptual issues systematically and creatively, making sound judgements and communicating conclusions clearly to specialist and non-specialist audiences
- the capacity to continue to advance your knowledge and understanding after the end of your programme of study

You will be monitored and supervised throughout your programme of study, and will be able to access formative feedback in addition to your marks. This formative feedback may be based on non-assessed coursework, or less formal conversations with staff and peers.



## **PART 2**

### **PROGRAMME SPECIFIC INFORMATION**

## WELCOME FROM THE PROGRAMME DIRECTOR

Welcome to the Centre for Social Ethics and Policy. We have been at the forefront of teaching and research in bioethics and biolaw since 1987, and are confident that we are one of the best groups of its kind in the world. And we firmly believe that, over the coming months, we'll be able to give you the tools needed to hold your own in bioethical and legal debate at the highest level.

Advances in science and technology over the past five decades or so have given humanity an unprecedented power over our bodies and the world around us – almost the power over life and death themselves. During this same period, we have witnessed the rise of a concern with the rights of the individual, which were first given political articulation in the Universal Declaration of Human Rights in 1948, and – more recently – parallel claims about the rights of whole species, or the biome as a whole. Finally, old concerns about human dignity and what it means to be human have played on our minds for centuries.

When these themes collide, how should we react? What should determine the practices and policies that determine scientific research? Can we balance the competing demands of the living, the unborn, and future generations? Do the unborn, or future generations, have any rights to begin with? In a world in which it may soon be possible to design genes, or even whole life-forms, from scratch, are there any limits on what we should do?

While there is any number of points of view that might generate answers to these questions, practitioners and policymakers still need to know which of these views should influence everyday decisions. This is a huge task, and may be beyond the abilities of any one person or discipline; but this does not mean that there is nothing to say, or that anything goes. In the course of your time with us, you will learn about the nature of these debates, and develop the skills necessary to contribute to their resolution. Perhaps more important than being able to provide solutions to problems is being able to spot them in the first place; this is another skill that you will refine during your time with us.

Our students come from all backgrounds: some have just graduated, while others come from the “real world” (with or without a formal academic background); some are medical personnel, some are lawyers, some are philosophers, and some come from other disciplines like bench science, theology, or sociology. Each student will find aspects of the course unfamiliar; but each will have a contribution to make as well.

This course is unashamedly demanding; but we aim to ensure that it is also highly rewarding, enriching – and enjoyable. Indeed, some of the people teaching you are themselves alumni of the courses on which you are now registered: they enjoyed themselves so much they never left! Other alumni have gone on to make a real difference from ward-round to Whitehall, and from judicial bench to laboratory.

CSEP is big enough to matter, but small enough to be a community in its own right. We're very proud of our achievements, and of our students.

Full details of all research projects and staff can be found from our website: <http://www.law.manchester.ac.uk/csep/>

## 8. PROGRAMME SPECIFICATION

The LLM/MA/Postgraduate Diploma and Postgraduate Certificate programmes aim to provide the highest quality of training in health care ethics and health care law, in a flexible and interdisciplinary way. There is an emphasis on the application of moral and legal theory to real-world scenarios, thus catering to the practical needs of health care and legal professionals, and those in related fields. Students will gain an expert knowledge and understanding of ethical and medico-legal theories, and the skills needed to apply them in a diverse range of contexts.

By the end of the programme, students will possess:

- a comprehensive understanding of the major theoretical bases of the principles of health care ethics and health care law;
- the ability to analyse in depth the real implications of moral and legal theories, especially theories of justice, for both society and the individual;
- the ability to criticize arguments: to lay out an argument in an impartial way, identifying the appropriate context; to delineate the un-stated parts of arguments; to substantially justify criticisms by reference to documented evidence and the application of informal logic;
- the appropriate frameworks necessary to analyze and critically evaluate claims based in expert knowledge;
- an enhanced capacity to reflect upon, analyze, and critically evaluate their own ethical position.

**The full programme specification is available on the Postgraduate Taught Students (School of Law) Blackboard page.**

## **9. PROGRAMME CONTENT AND STRUCTURE**

The LLM/M.A and Postgraduate Diploma in Health Care Ethics & Law are comprised of 120 taught postgraduate level credits (made up of compulsory and optional course units). LLM and M.A. students will also undertake an additional research element worth 60 credits, by way of a Masters dissertation of between 12,000 and 15,000 words. The Postgraduate Certificate in Health Care Ethics and Postgraduate Certificate in Health Care Law are comprised of 60 taught postgraduate level credits.

LLM/M.A and Postgraduate Diploma students are required to undertake two core course units, to a total value of 60 credits. Optional course units to a total value of 60 credits must be selected from the list provided below.

### **TRANSFER FROM REGISTRATION ON THE POSTGRADUATE CERTIFICATE PROGRAMME TO POSTGRADUATE DIPLOMA PROGRAMME**

Students who wish to transfer from the Postgraduate Certificate to the Postgraduate Diploma programme should contact the programme administrator in the Teaching and Student Support Office. A decision as to whether a transfer can take place will be dependent upon the marks available at the time of the request. Transfer is dependent upon the student reaching Diploma level in the results available at the time of request, along with previous qualifications. If your transfer to the Postgraduate Diploma is approved, an additional fee will be payable to cover the appropriate fee for that programme.

### **TRANSFER FROM REGISTRATION ON THE POSTGRADUATE DIPLOMA/CERTIFICATE PROGRAMME TO MA/LLM**

Students who wish to transfer from the Postgraduate Certificate or Diploma to the Masters programme should contact the programme administrator in the Teaching and Student Support Office. A decision as to whether a transfer can take place will be dependent upon the marks available at the time of the request. Transfer is dependent upon the student reaching Master's level in the results available at the time of request, along with previous qualifications. If your transfer to the Masters is approved, an additional fee will be payable to cover the additional period of study required to complete the Masters.

Please note that if you choose to upgrade to the Masters programme when the results of the full taught component are made available, you will be required to submit your research paper/dissertation by the usual deadlines.

## 9.1 COURSE UNIT REQUIREMENTS

### LLM/MA & PG Diploma in Health Care Ethics & Law (full-time)

Students on the full time LLM/ MA & PG Diploma in Health Care Ethics & Law programme must take taught course units to a total value of 120 credits. Students will normally take 60 credits in each semester.

The following are core units (total 60 credits):

- CSEP60201 Philosophical Bioethics (30 credits, semester one)
- CSEP60211 Medico-Legal Problems (30 credits, semester one)

### **Optional Units**

Students must choose optional course units to a total value of 60 credits from the following list. Students enrolled on the LLM programme must choose at least 45 credits of law-based options. Students enrolled on the MA programme must choose at least 45 credits of ethics-based options.

### Law-based Options

- CSEP60971 Children, Medicine & the Law (15 credits, semester 1)
- CSEP60962 Medicine, Law & Society (15 credits, semester 2)
- CSEP60102 Mental Health Law & Policy (15 credits, semester 2)
- CSEP60222 Global Health, Law and Bioethics (15 credits, semester two)\*

### Ethics-based Options

- CSEP60311 Research Ethics (15 credits, semester 1)
- CSEP60192 Ethics, Genetics & Genomics (15 credits, semester 2)
- CSEP60222 Global Health, Law and Bioethics (15 credits, semester two)\*

\*NB: CSEP60222 This course unit is unusual in that it covers both ethical and legal issues equally and there are opportunities to answer ethical or legal assignment questions. As a result it can count as either an ethics or a law course unit, depending on the assessed essay title chosen. This will be clearly indicated when titles are released.

**DISSERTATION** – students progressing from the PG Diploma to the MA/LLM will undertake an independently-researched dissertation

**Exit awards:** *Students who progress to the MA/LLM stage of the programme, but who ultimately fail to fulfill the requirements to pass the 180 credits necessary to attain the final degree of MA can leave the programme with the award of Postgraduate Diploma by passing 120 credits at the pass mark of 40% or above.*

Full details of course units are available on the School of Law website: [http://www.law.manchester.ac.uk/student-intranet/course-unit-selection/postgraduate\\_taught/](http://www.law.manchester.ac.uk/student-intranet/course-unit-selection/postgraduate_taught/)

### **Postgraduate Certificate in Health Care Ethics**

The Postgraduate Certificate in Health Care Ethics comprises three core course units totaling 60 credits:

- CSEP60201 Philosophical Bioethics (30 credits);
- CSEP60311 Research Ethics (15 credits); and
- CSEP60192 Ethics, Genetics & Genomics (15 credits).

### **Postgraduate Certificate in Health Care Law**

The Postgraduate Certificate in Health Care Law comprises four core course units totaling 60 credits:

- CSEP60211 Medico-Legal Problems (30 credits); and **two** of the following
- CSEP60962 Medicine, Law & Society (15 credits);
- CSEP60971 Children, Medicine & Law (15 credits);
- CSEP60102 Mental Health Law & Policy (15 credits) ,

*NOTE: **Part-time students** are normally expected to complete the 30 credit Core, either Philosophical Bioethics (PB) or Medico-Legal Problems (MLP), in Year 1, and the two options in Year 2. The choice of the Core in Year 1 normally dictates the nature of the Option to be completed in year 2.*

Full details of course units are available on the School of Law website: [http://www.law.manchester.ac.uk/student-intranet/course-unit-selection/postgraduate\\_taught/](http://www.law.manchester.ac.uk/student-intranet/course-unit-selection/postgraduate_taught/).

## **LLM/MA & PG Diploma in Health Care Ethics & Law (part-time)**

Students on the part-time PG Diploma/MA in Health Care Ethics & Law programme must take taught course units to a total value of 120 credits over the two years of study. Students should normally take 60 credits in each year.

**In semester one of year one, one of the following two compulsory course units must be selected (the course unit not selected must be taken in year two):**

- CSEP60201 Philosophical Bioethics (30 credits, semester one)
- CSEP60211 Medico-Legal Problems (30 credits, semester one)

### **Optional course units**

Students enrolled on the LLM programme should choose at least 45 credits of law-based options across the degree programme. Students enrolled on the MA programme should choose at least 45 credits of ethics-based options across the degree programme.

### **Law-based Options**

- CSEP60971 Children, Medicine & the Law (15 credits, semester 1)
- CSEP60102 Mental Health Law & Policy (15 credits, semester 2)
- CSEP60962 Medicine, Law & Society (15 credits, semester 1)
- CSEP60222 Global Health, Law, and Bioethics (15 credits, semester two)\*

### **Ethics-based Options**

- CSEP60311 Research Ethics (15 credits, semester 1)
- CSEP60162 Ethics, Genetics & Genomics (15 credits, semester 2)
- CSEP60222 Global Health, Law, and Bioethics (15 credits, semester two)\*

\*NB: CSEP60222 - This course unit is unusual in that it covers both ethical and legal issues equally and there are opportunities to answer ethical or legal assignment questions. As a result it can count as either an ethics or a law course unit, depending on the assessed essay title chosen. This will be clearly indicated when titles are released.

**NOTE: Part-time students** are normally expected to complete one of the 30 credit cores, either Philosophical Bioethics (PB) or Medico-Legal Problems (MLP), and two options in Year 1. The choice of the core in Year 1 normally dictates the nature of the option to be completed in that year. Thus, if a student chooses PB in semester 1 of year 1, s/he is expected to complete optional courses with a significant ethics component. If, however, a student chooses Medico-Legal Problems in semester 1 of year 1, s/he is expected to complete optional courses with a significant legal component.

**IMPORTANT:** At this stage (in year one of the programme), you should only select course units for year one of the programme. You will make your selection of course units for year two of the programme in September 2017. The optional units are subject to change each year. The lists of optional units that are available in 2016-2017 are displayed above. There may be some changes for 2017-2018 (when your second year will commence), so these can only be indicative of options that will be available to you next year.

## 10. TEACHING

Classes for the taught course units that comprise The LLM/M.A./Postgraduate Diploma and Certificate programme tend to defy the traditional boundaries associated with “lectures” and “seminars”. Generally, each class in a course unit has a duration of 2 hours, and is split roughly equally between a formal, didactic period and a structured discussion period (most often based on the so-called “challenge-response” model). Nevertheless, each class is considered a “seminar” or “lecture”, and attendance of all classes of a course unit for which a student is enrolled is thus **compulsory**. For course units of 15 credit value there will generally be 15 hours of face-to-face teaching throughout the semester in which the unit is delivered, and twice that amount for 30 credit units.

The exceptions to this rule of thumb are Ethics and Genetics, and Research Ethics. Both these courses rely on a self-directed learning model. Students enrolled in these courses will be provided with substantial amounts of course material, and will be expected to work through it at their own pace. Group seminars – generally about three, depending on student demand – will be provided throughout the duration of the course.

If the seminar/lecture taker (who is often the relevant course unit director) is not satisfied with the attendance, written work submitted, or general progress of a student, this may become a matter for the attention of the Programme Director or the PGT Teaching and Learning Committee.



**PART 3**  
**DISSERTATION ARRANGEMENTS**

## 11. DISSERTATION ARRANGEMENTS

Information in this section is relevant to those studying the LL.M or M.A, who will be undertaking the research (dissertation) element of the programme.

### 11.1 INITIAL STAGES OF THE DISSERTATION PROCESS

Students are required to submit a provisional title and a brief summary of their proposed topic to the Programme Administrator by **Friday 28 April 2017**. Dissertation guidelines will be distributed to all students prior to this date. These guidelines are designed to offer help/support with all aspects of the dissertation by independent research - including choosing a topic, what to expect from your supervisor(s), submission requirements, etc.

Students are free to select any topic they choose. However, you are strongly advised to choose a topic that matches the subject specialism of at least one member of academic staff in the School. Providing that the title is approved, supervisors will then be allocated and you should work with your supervisor on refining the topic and preparing work for the dissertation. Students will be matched to supervisors based on the experience and expertise that the member of staff can provide, balanced with the workloads of individual staff members.

By **Thursday 1 June 2016** you will be asked to complete a form which will be sent to you, via the Programme Administrator, on which you should write the title that has been agreed for your dissertation. If the dissertation has any ethical implications, there will also be material to be submitted for this. The form should then be signed by your supervisor. This form must be returned to the Teaching and Student Support Office by a date to be decided (which you will be informed of nearer the time).

### 11.2 DISSERTATION SUPERVISION

Students should meet with their dissertation supervisor at least twice. An initial meeting should take place to agree upon a title for the dissertation and a plan of work, and to identify literature to be sourced. A meeting should also take place at least a month ahead of submission of the dissertation, so that the supervisor can provide feedback on a draft of a chapter of the dissertation. Supervisors will not read or comment on a draft of the full dissertation. You will be expected to extrapolate from the feedback you receive on one chapter and apply that feedback to the rest of the dissertation.

These two meetings would be expected to be the minimum contact between you and your supervisor while you are writing your dissertation; however, arranging these meetings is YOUR responsibility. Students are entitled to up to 4 supervision meetings, of at least 30 minutes each. It is important to understand that feedback from your supervisor will be formative and does not predetermine or prejudge the final

examination of the dissertation that you ultimately submit.

The process for those (rare) students whose research involves fieldwork will be much more intensive, and would very likely involve contact with the University's Ethics Committee. In these instances, it is critical that you meet as soon as possible with your supervisor to prepare a work plan.

Ethical approval guidelines are available at the following website: <http://www.law.manchester.ac.uk/student-intranet/ethics/>

In general, approval will not be given for Master's dissertations that involve empirical work. (This is because of the time required to obtain ethics committee approval, and because empirical work would require methodological training that we cannot provide; moreover, supervision may well be more difficult to organise).

### 11.3 DISSERTATION LENGTH AND PENALTIES

The dissertation should be between 12,000 and 15,000 words. Dissertations must not exceed 15,000 words.

- (i) \*if the dissertation is no more than 10% over the specified word limit, then 5 marks will be deducted from the mark awarded;
- (ii) if the dissertation is more than 10% but no more than 25% over the specified word limit, then 20 marks will be deducted from the mark awarded;
- (iii) if the dissertation is more than 25% but no more than 50% over the specified word limit, then 50 marks will be deducted from the mark awarded;
- (iv) if the dissertation is more than 50% over the specified word limit, then the work will not be marked and a mark of zero will be recorded.

\*Penalty *may* be waived where the limit is exceeded by a trivial amount

The computer clusters on the 3<sup>rd</sup> and 4<sup>th</sup> floors of the Williamson building are available for students wishing to use University facilities to prepare their work.

### 11.4 SUBMISSION OF DISSERTATION

Dissertations **must** be submitted electronically and **not** to your supervisor by the designated deadline. Failure to do this could mean that your degree result will not come before the Board of Examiners at the appropriate time, and your work may be treated as a non-/late submission.

Further details of the whole submission process will be made available to students separately later in the academic year.

The electronic submission will be subjected to plagiarism detection software.

You must check the dissertation carefully for typographical, printing and other errors before it is submitted. You will not be allowed to substitute a 'corrected version' once the paper has been formally submitted.

You will be issued with an electronic receipt upon submission of your dissertation. It is your responsibility to keep a copy of your dissertation and the electronic receipt.

The University policy is that any piece of assessed written work (including the dissertation) submitted after the submission deadline, without being granted an extension, will be marked but the mark awarded will reduce progressively for each day, or part thereof by which the work is late. The mark awarded will reduce by 10 marks per day for 5 days (assuming a 0-100 marking scale), after which a mark of zero will be awarded. The policy of submission of work for summative assessment on taught programmes, which includes the late submission policy can be found at the following link: <http://documents.manchester.ac.uk/display.aspx?DocID=24561>

## **11.5 DISSERTATION SUBMISSION DEADLINE**

### Full-time Students

Submission deadlines will be publicised to students via email, blackboard and the Dissertation guidelines document at the start of the academic year. It is your responsibility to ensure your Dissertation is submitted by the deadline.

All Dissertations have to be submitted electronically by 4.00pm at the latest on the specified date.

### Part-time Students

For part-time students there are two options for submission of the dissertation. You can submit by the deadline in September (you will be advised of the exact date in the 2<sup>nd</sup> year). Alternatively, the regulations allow part-time students to submit in December. You will be asked to confirm which deadline you are aiming to complete your dissertation by, in order to assist in allocating supervisors and administering the programme.

The September submission deadline (for part-time, year 2 students) will be publicised to students via email, blackboard and the Dissertation guidelines document at the start of the academic year. It is your responsibility to ensure your Dissertation is submitted by the deadline.

All Dissertations have to be submitted electronically by 4.00pm at the latest on the specified date.

*Part-time (year 1) students will submit their dissertations in September or December 2018 (with further details of date, time and venue to follow in academic year 2017-18).*

## 11.6 EXTENSIONS

All requests for extensions to the submission date of the dissertation must be made initially to the Programme Administrator, who will then pass all such requests to the Director of Postgraduate Studies for consideration. The Director of Postgraduate Studies may agree extensions for dissertation submission of up to one month. If students are requesting an extension of longer than one month for submission of their dissertation, they should put this in writing to the Teaching and Student Support Office **in advance** of the submission deadline and must have the support of their supervisor. In any event, extensions for assessed work/dissertations will normally only be granted on the grounds of medical or extenuating personal circumstances.

For instance, if you suffer illness or other adverse circumstances that mean that you cannot complete the dissertation by the published submission date, you may apply for an extension (using the form available from the Teaching and Student Support Office). **Extensions will not** be granted unless there are exceptional circumstances meriting grant. The grant of an extension and its term is entirely at the discretion of the Director of Postgraduate Studies.

If mitigating circumstances do arise on the day of submission and you wish to request an extension you must do so as soon as possible and no later than 4pm two days after the relevant coursework deadline (including weekends). If you submit your work late without an extension but believe you may have mitigating circumstances which prevented you from submitting on time and requesting an extension, please contact the Teaching and Student Support Office as a matter of urgency.

## 11.7 DISSERTATION FORMAT

The University publishes a document entitled the *Guidance for the Presentation of Taught Dissertations for UG and PGT Provision*, which you are able to view at <http://documents.manchester.ac.uk/display.aspx?DocID=2863>. This University document gives information as to how to format the dissertation.

While many approaches may be taken to the dissertation, one common form of organisation is as follows:

### 1. Introduction and Statement of the Topic:

- State the question to be addressed and provide brief information about the relevance of the topic and the overall context of the general topic.

### 2. Review literature relevant to the topic:

- The general dissertation topic may be divided into a limited number of topics or themes which comprise the elements of the whole question. These should be addressed using published research, relevant theoretical works, public

policy documents and published findings from professional practice.

- The topics/themes/subsections may be addressed within one chapter focusing on published research in those areas or, if required, may be divided into separate chapters.

### **3. Summary and Conclusions**

- The final chapter should highlight/summarise the overall findings presented in the body of the dissertation and draw conclusions relating to the general research question and to subsequent research, policy and development and/or professional practice.

### **4. Bibliography**

For information and guidance about the bibliography/references, you should refer to section 4.2 Citation and Citation Styles.

## **11.8 GUIDELINES ON DISSERTATION SUPERVISION**

### **Responsibilities of Student and Supervisor**

Working with a supervisor is an important element of the dissertation process. Supervision is provided under the general principle that the dissertation must be the student's own work. Guidance and discussion throughout the supervisory process enable the student to develop and present their study of an approved topic effectively and within the norms of a dissertation genre. Supervision may take the form of a meeting, a computer-mediated discussion or a discussion by letter, fax or telephone.

Students should be aware that a dissertation is worth 60 credits (20 European Credit Transfers) i.e. 600 student learning hours. The bulk of this work will be independent study.

### **Starting the dissertation**

Initial guidance on the selection of a dissertation topic and a supervisor will be given by the Programme Director. With appropriate negotiation, the Programme Director will allocate students to supervisors.

All full-time students should know who their dissertation supervisor will be by the end of the second semester of study at the very latest. All part-time students should know who their dissertation supervisor will be by the time they have completed their final taught course unit. These students should have formally registered for the dissertation by the time they are ready to begin work with their supervisor.

## **Contact with the supervisor**

Students are expected to meet or have contact with their supervisor at intervals throughout the dissertation process. The number and frequency of supervision sessions will depend on particular circumstances and should be negotiated between the student and his/her supervisor. Students who are unable to meet with supervisors should agree with them the most convenient way of proceeding.

A discussion should be arranged with the supervisor as soon as possible after the allocation has been made. Early sessions will work towards a focus for the dissertation. Students are advised to consult the supervisor subsequently about the outline for the whole of their dissertation and for each of the individual chapters. It is important that whole chapters (but no more than one chapter) are submitted for feedback, accompanied each time by an updated outline, a running bibliography and any necessary appendices. Supervisors cannot deal with smaller sections since it is impossible to see how they relate to the whole.

## **The responsibilities of the supervisor**

These include:

- Giving guidance about the nature of the dissertation and, where possible, suggesting dissertations of former students as examples.
- Giving guidance on search techniques and on necessary reading
- Overseeing the writing of an outline and the selection and submission of a title
- Responding to first drafts of chapters

The role of supervisors is to guide students towards the production of their dissertation by discussing each part of the process. They will advise on relevant areas of literature, help a student to develop their thoughts on their topic, give guidance on the development of chapters and on the conventions of dissertation writing. They will not act as proof-reader of the student's work. They are not obliged to read the whole of the final draft submission. If they do so, however, it is on the understanding that the result of the final examination is not in any way pre-judged.

## **The responsibilities of the student**

These include:

- Discussing with the supervisor the type of guidance and comment s/he finds helpful
- Beginning the submission of title process
- Taking the initiative in raising questions, problems or difficulties encountered
- Delivering type-written drafts several days before a discussion
- Keeping appointments (or informing the supervisor where this is not possible)
- Maintaining a record of work
- Maintaining a schedule of work as agreed with the supervisor

It is the responsibility of the student to take the initiative throughout the dissertation writing process: raising problems or difficulties, discussing issues arising from feedback, taking appropriate action, and maintaining the progress of work as agreed with the supervisor.

### **Difficulties or problems**

The supervisor will ensure that a student is made aware when progress on the dissertation is below the standard expected and is given guidance as to how the problem should be rectified.

If a student feels that the dissertation is not proceeding satisfactorily and is unable to resolve the difficulty with the supervisor, s/he should seek advice by writing to the Programme Director. If the Programme Director is the supervisor, the letter should go to the Director of Postgraduate Taught Studies. Students should also keep the programme administrator informed of any difficulties or problems.

### **11.9 NON-COMPLETION OF DISSERTATIONS**

A candidate who fails to complete the dissertation by the normal deadline, or any approved different deadline, will be offered the relevant early exit award.



**PART 4**  
**APPENDICIES**

## APPENDIX A – ACADEMIC MALPRACTICE

### Introduction

1. As a student, you are expected to cooperate in the learning process throughout your programme of study by completing assignments of various kinds that are the product of your own study. 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.
2. 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* a mark of only 30% will be awarded for the piece of work in question, but the consequences can be far more severe. 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.
3. 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, you will be given advice on how to avoid academic malpractice in the context of a legal paper/dissertation. This will be provided over the course of your studies. If you have any doubts or questions, please consult your academic advisor, course leader or paper/dissertation supervisor. Your work is your responsibility. Finally, you should take note that all work you submit will be screened electronically for plagiarism. It will be put through software to check against not only other material on the web, but also work that has been submitted to other universities and institutions of higher education in the UK and around the world.

Please also refer to The University of Manchester Policy on Plagiarism, and Regulation XVII Conduct and Discipline of Students available at <http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=6530>

### Plagiarism

4. **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 presented for assessment on a previous occasion), and the submission of material from 'essay banks' (even if the authors of such material appear to be giving you permission to use it in this way). 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.

5. To assist you, here 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!)
6. As you can see, it is most important that you understand what is expected of you when you prepare and produce assignments and that you always observe proper academic conventions for referencing and acknowledgement, whether working by yourself or as part of a team. In practice, there are a number of acceptable styles of referencing depending, for example, on the particular discipline you are studying, so if you are not certain what is appropriate, *ask your advisor or the course unit coordinator 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.
7. 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.

8. **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**

9. **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.
10. 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**

11. 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...**

12. 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 appropriate 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.

13. If you need any clarification of this policy, you should make further inquiries. Your course lecturer or academic advisor should be your first point of contact. They will be able to advise you. Remember, if it is **your** responsibility to be certain that **your work** does not contravene these policies.

## APPENDIX B – THE FACULTY OF HUMANITIES

### What is the Faculty and how is it run?

Universities all over the world traditionally divide their academic activities into faculties which consist of academic units based on a particular discipline, or on a grouping of disciplines employing similar methodologies. This is the approach that is followed at the University of Manchester, and these sub-faculty disciplinary units are known as Schools. The Faculty plays an important role within the University, since it is the Faculty which is responsible, on behalf of Senate, for the regulation of the degree programmes offered, and it is through the Faculty that academic qualifications are awarded. The designation 'Humanities' distinguishes this Faculty from the other two Faculties – Science and Engineering; Biology, Medicine and Health.

The Faculty of Humanities encompasses academic areas as diverse as Arts, Education, Social Sciences and Business & Management and is the largest Faculty in the University. With over 16,000 students and some 1200 academic staff, it is the largest Faculty of the Humanities in the UK and is equivalent to a medium-sized university. All the disciplines in the Faculty recruit students globally and the overwhelming majority of our academics have international reputations for the quality of their research. The University is committed to the ongoing enhancement of the international profile of the Faculty of Humanities.

One of the great advantages of being a student at The University of Manchester is that you will have the opportunity to be taught by internationally recognised researchers. The University's place as one of the UK's top research universities was confirmed in the results of the 2014 Research excellence Framework (REF) which is the new system for assessing the quality of research in UK higher education institutions. The University of Manchester was ranked in fifth place in terms of research power (calculated by grade point average multiplied by times number of staff submitted, or by 4\*/3\* multiplied by times number of staff submitted). The Faculty of Humanities had one of the broadest submissions, with research evaluated in 17 discipline areas and involving 79% of our eligible staff. 78% of our overall research activity was judged to be 'world-leading' (4\*) or 'internationally excellent' (3\*), with 33% at 4\*. The Faculty was recognised as excellent in disciplines which span the full range of academic research, including: Sociology, Anthropology, Development Studies, Drama, Business and Management, Modern Languages and Linguistics and Art History (compared to the Art History departments represented in the joint assessment panel). Twelve of our 20 Units of Assessment were ranked in the top ten nationally, of which seven were ranked in the top five for Grade Point Average or research power. Those ranked in the top five are Sociology, Anthropology, Development Studies, Drama, Business and Management, Modern Languages and Linguistics and Art History (compared to the Art History departments represented in the joint assessment panel).

The Faculty of Humanities has five Schools: Arts, Languages and Cultures; Environment, Education and Development; Law; Social Sciences; and the Alliance Manchester Business School. The organisational culture of these schools provides opportunities for increased collaboration throughout the Faculty and for regional, national and international engagement.

The Faculty is the interface between the discipline-based Schools and the University and is headed by a Dean who is supported by a team of Associate Deans, all of whom hold a particular portfolio, and these are listed below:

Vice-President & Dean

Professor Keith Brown

#### Associate Deans

Teaching, Learning & Students  
Postgraduate Education

Dr Fiona Smyth  
Professor Maja Zehfuss

Research & Deputy Dean  
Social Responsibility

Professor Colette Fagan  
Professor Ken McPhail

#### Assistant Associate Deans

Teaching, Learning & Students

TBC

TBC

Postgraduate Education

Ms Judith Aldridge

Research

Professor Nicola Glover-Thomas

Internationalisation

Dr Ian Scott

Business Engagement

Dr Andrew James

#### **What can the Faculty do for you ?**

The work of the Faculty involves co-ordinating and developing activities to respond effectively to Institutional or external initiatives or activities, encouraging best practice across Schools and facilitating the seamless operation of processes across School, Faculty and University boundaries to help make your experience at Manchester the best it can be.

The Faculty is committed to gathering student views on the provision of teaching and learning and centrally operated areas of the University (such as Library; Estates; IT; Careers; eLearning) and as a student you can feed into this process via the Faculty's Staff Student Liaison Group (SSLG) which meets a minimum of twice a year. These meetings provide a forum for students, who are elected as Student Representatives within their School/discipline, to:

- discuss overarching issues of concern with members of staff from different areas of the University in an open manner;
- engage constructively with staff to identify those areas where there is scope for improvement, bringing forward ideas and suggestions;
- identify and share good practice;
- respond to items brought forward by members of staff.

The Faculty also occasionally holds consultation groups with students to find out what is being done well across the Faculty and what you feel could be done to improve your experience as a student.

The focus of your involvement as a student is likely, however, to be the disciplinary grouping, ie the School within which your studies are based, or in the case of students on interdisciplinary programmes, the office which is responsible for administering your programme.

You may have contact with the Faculty if you have a problem that cannot be resolved at a local level within the School or Programme Office, eg breach of regulations, appeals or disciplinary matters eg malpractice. Otherwise it is entirely possible to complete a course of study without ever interacting directly with the Faculty.

The Faculty has a role in considering issues, such as an academic appeal or complaint, which cannot be resolved with an appropriate member of staff in your School.

The relevant Regulations/Policies and forms can be found at:

<http://documents.manchester.ac.uk/studentrelatedlist.aspx>

and the completed forms should be submitted to: [humsacm@manchester.ac.uk](mailto:humsacm@manchester.ac.uk)

## **APPENDIX C – TIER 4 VISA ATTENDANCE MONITORING CENSUS**

The University operates attendance monitoring census points within the academic year in order to confirm the attendance of students holding a Tier 4 Student Visa. This is to ensure the University meets the Home Office statutory requirements as a sponsor of Tier 4 students and its responsibilities in accordance with its Highly Trusted Sponsor status.

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

### **When are the census points?**

In the 2016/17 academic year, the attendance monitoring census points will be during the following periods:

**26<sup>th</sup> September – 7<sup>th</sup> October 2016**

**16<sup>th</sup> – 27<sup>th</sup> January 2017**

**18<sup>th</sup> May – 7<sup>th</sup> June 2017**

Please note:

- If you are a new student, registration is your first point to confirm your attendance at the University and you will not be required to attend a further census point in October 2016.
- You will receive an e-mail from the School to confirm when and where you should attend to have your attendance confirmed. You must check your University e-mail account regularly. Failure to check your e-mail account is not a valid reason to be absent from a census point.

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

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

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

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

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

Those students identified as "not in attendance" will be reported to the HOME OFFICE and the University will cease to sponsor the student's Tier 4 visa. The Tier 4 visa will then be curtailed and the student must leave the UK within 60 days

### **Further information**



For more information on Tier 4 visas:

<https://www.gov.uk/tier-4-general-visa/overview>

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

## **APPENDIX D – GUIDANCE ON SOCIAL NETWORKING FOR STUDENTS**

This appendix provides advice and guidance for students about the benefits and potential dangers of social networking and suggests ways in which their personal and professional interests, and those of others, can be protected while in the online environment.

### ***What are social networking sites used for?***

Social networking is a popular online activity: millions of people of all ages and backgrounds use social networking sites every day. Online social networking sites, such as [Facebook](#), [Twitter](#), [MySpace](#) and [Bebo](#), are used:

- To keep in touch with friends, both in words and through sharing music, video and other types of files ([YouTube](#) is also used for sharing videos, and [Flickr](#) for sharing images, online).
- For educational and professional benefit, through sharing information, problem-solving, encouraging participation, and community building.
- To forge new relationships based on common interests.
- To make their views and opinions known.
- To take part in discussions on virtually any subject.

People often interact with social networking sites over long periods of time and, occasionally, excessive activity of this nature may have detrimental effects on their work or study.

### ***What is the social networking environment?***

It is important to remember that social networking sites are public and therefore, in theory, accessible to anybody. In many cases, ownership of the material posted on them belongs to the site, not the person who posted it, and so sites such as [Facebook](#) are free to use it in any way they see fit. Material posted online remains there permanently, if not as part of an active page then as part of easily-accessible 'cached', i.e. historical, versions of it.

### ***Who visits social networking sites, and why?***

Anybody can visit social networking sites and gain access to the information that is uploaded to them. These people include:

- Your intended audience, i.e. your friends, colleagues and others, to share information and to keep in touch.
- Potential employers, who are, increasingly, using social networking sites to gather information about people who have applied for positions within their organisations.
- Criminals, including sexual predators who could use information about you to compromise your safety or wellbeing, and fraudsters, who could steal information about you and impersonate you online, to your potential cost.
- The police, as part of investigations into illegal activities.

### ***What precautions should be taken when social networking?***

The same ethics, morals and penalties apply to online social networking as to any other activity. This is particularly true for students and professionals, who are expected by the University of Manchester, their professional bodies, and by the public generally, to meet appropriate standards of behaviour. Law School students should therefore conduct themselves appropriately online, and take reasonable precautions to ensure that the information they upload cannot be used in a way that could place them, or others, at a disadvantage, either personally or professionally, now or at any time in the future.

The following pointers may be helpful:

- Do everything that you can to limit access to your posts to those for whom they are intended. Change security settings if possible to restrict unwanted access.
- Consider the language and terminology that you use when you are online and make sure that it is appropriate.
- Avoid posting personal information such as phone numbers or personal addresses, of you or anybody else, since these may fall into the hands of criminals.
- Stop and think and use your common sense. If you feel that a post, a picture, or a video that you are about to upload might have repercussions for you later, or might not be in good taste (e.g. it relates to sexual activity or inappropriate behaviour, or it expresses inappropriate views), then simply do not post it. Once it is online it is there for good.
- Make sure you are thinking clearly before you go online. If, for any reason such as the effects of medication, stress or inebriation, your judgement might temporarily be impaired, you may be tempted to post something that you otherwise would not.
- Do not post material that might be considered offensive and/or derogatory, that could cause somebody else to feel bullied, harassed, or that could harm somebody's reputation. If you have a grievance about an individual related to your programme, follow it up through the recognised channels in the School, Faculty and/or the wider University.
- It is imperative that if you post anything about somebody else, including any images of them, it is done with their knowledge and consent. It might seem inoffensive to post images of friends, relatives, staff or other colleagues, but it might easily cause offence that you had not intended or could not have foreseen.
- Try to make sure that the people to whom you give access to your information use it sensibly, and also that they themselves do not upload potentially incriminating material about you, which can be just as damaging.
- Avoid joining any groups that could be seen as discriminatory or judgemental in nature.

### ***Are there any related policies and guidance in the University?***

[The University's Conduct and Discipline of Students \(Regulation XVII\)](#) document states that a student may be liable to disciplinary action in respect of conduct which, amongst others:

*“involves violent, indecent, disorderly, threatening or offensive behaviour or language (whether expressed orally or in writing, including electronically) whilst on University premises or engaged in any University activity” and “involves distributing or*

*publishing a poster, notice, sign or any publication which is offensive, intimidating,*

*threatening, indecent or illegal, including the broadcasting and electronic distribution of such material”.*

Regulation XVII also states that:

*“the conduct covered (above) shall constitute misconduct if it took place on University property or premises, or elsewhere if the student was involved in a University activity, was representing the University, was present at that place by virtue of his or her status as a student of the University or if the conduct raises questions about the fitness of the student on a programme leading directly to a professional qualification or calling to be admitted to and practise that profession or calling.”*

[The University of Manchester’s Dignity at Work and Study Policies and Procedures](#) give information about the nature and consequences of acts of misconduct while social networking, such as discrimination, bullying and harassment<sup>1</sup>, and the penalties that they may incur. These policies should be read in conjunction with this guidance. The University’s Dignity at Work Procedure for Students states:

*“Any cases of harassment, discrimination and bullying will be taken very seriously by the University and, where necessary the appropriate procedure will be used to investigate complaints. Similar arrangements will be used in dealing with complaints made by members of staff or by visitors to the University.”*

*“Cases of proven harassment, discrimination or bullying may be treated as a disciplinary offence where it is not possible to reach a compromise or resolution. Some cases of harassment, discrimination or bullying if proven could result in dismissal for staff members or expulsion for students.”*

In addition, the University’s [Crucial Guide](#) states that:

*“The University expects its members to treat one another with respect. There are established procedures to use if you are dissatisfied with any aspect of the University’s facilities and services, and you are encouraged to use these procedures to*

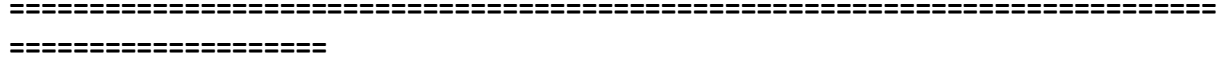
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<sup>1</sup> **Harassment** is unwanted conduct that may create the effect (intentionally or unintentionally) of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment which interferes with an individual’s learning, working or social environment or induces stress, anxiety or sickness on the part of the harassed person.

**Discrimination** takes place when an individual or a group of people is treated less favourably than others because of their race, gender, gender reassignment, marital status, status as a civil partner, disability, age, religion or belief, sexual orientation or other factors unrelated to their ability or potential.

**Bullying** can be defined as repeated or persistent actions, criticism or personal abuse, either in public or private, which (intentionally or unintentionally) humiliates, denigrates, undermines, intimidates or injures the recipient. It should, in particular, be borne in mind that much bullying occurs in the context of a power imbalance between victims and alleged perpetrators.

*bring such matters to the University's attention. Inappropriate or defamatory comments about either the University or its members in any media (print, broadcast, electronic) contravene the University's regulations and offenders may be liable to disciplinary action."*



**Acknowledgement:**

The School wishes to acknowledge the work of Mrs Dianne Burns, School of Nursing, Midwifery and Social Work, whose document *"Social Networking Sites and Student Issues"* informed the content of this guidance.

## APPENDIX E – POSTGRADUATE REGULATIONS 2016-17

- [Postgraduate Taught Degree Regulations \(version 3.4, for new PGT students registering from September 2016\)](#)
- [Postgraduate Taught Degree Regulations \(version 3.2, for students registered between September 2012 and prior to September 2016\)](#)

**APPENDIX F – SEMESTER GRID**

**SEMESTER DATES 2016-2017**

**Semester One: Monday 19 September 2016 - Friday 27 January 2017**

<b>Teaching Week</b>	<b>Dates</b>	<b>Notes</b>
<b>Induction</b>	19 Sept – 23 Sept 2016	START OF SEMESTER 1 Induction Week: no teaching
<b>1</b>	26 Sept – 30 Sept 2016	Lectures Only (in Law School modules)
<b>2</b>	03 Oct – 07 Oct 2016	Lectures and Seminars
<b>3</b>	10 Oct – 14 Oct 2016	Lectures and Seminars
<b>4</b>	17 Oct – 21 Oct 2016	Lectures and Seminars
<b>5</b>	24 Oct – 28 Oct 2016	Lectures and Seminars
<b>6</b>	31 Oct – 04 Nov 2016	Reading Week (no lectures or seminars in Law School, although teaching may continue in other schools)
<b>7</b>	07 Nov – 11 Nov 2016	Lectures and Seminars
<b>8</b>	14 Nov – 18 Nov 2016	Lectures and Seminars
<b>9</b>	21 Nov – 25 Nov 2016	Lectures and Seminars
<b>10</b>	28 Nov – 02 Dec 2016	Lectures and Seminars
<b>11</b>	05 Dec – 09 Dec 2016	Lectures and Seminars
<b>12</b>	12 Dec – 16 Dec 2016	Seminars Only (in Law School modules)
	19 Dec – 23 Dec 2016	Christmas/New Year Break
	26 Dec – 30 Dec 2016	Christmas/New Year Break
	02 Jan – 06 Jan 2017	Christmas/ New Year Break
	09 Jan – 13 Jan 2017	Christmas/New Year Break
<b>Revision &amp; Exams</b>	16 Jan – 20 Jan 2017	Revision & Exams
<b>Revision &amp; Exams</b>	23 Jan – 27 Jan 2017	Revision & Exams END OF SEMESTER ONE



**Semester Two: Monday 30 January 2017 – Friday 09 June 2017**

<b>Teaching Week</b>	<b>Dates</b>	<b>Notes</b>
<b>1</b>	30 Jan – 03 Feb 2017	START OF SEMESTER 2. Lectures Only (in Law School modules)
<b>2</b>	06 Feb – 10 Feb 2017	Lectures and Seminars
<b>3</b>	13 Feb – 17 Feb 2017	Lectures and Seminars
<b>4</b>	20 Feb – 24 Feb 2017	Lectures and Seminars
<b>5</b>	27 Feb – 03 Mar 2017	Lectures and Seminars
<b>6</b>	06 Mar – 10 Mar 2017	Lectures and Seminars
<b>7</b>	13 Mar – 17 Mar 2017	Lectures and Seminars
<b>8</b>	20 Mar – 24 Mar 2017	Lectures and Seminars
<b>9</b>	27 Mar – 31 Mar 2017	Lectures and Seminars
	03 Apr – 07 Apr 2017	Easter Break
	10 Apr – 14 Apr 2017	Easter Break
	17 Apr – 21 Apr 2017	Easter Break
<b>10</b>	24 Apr – 28 Apr 2017	Lectures and Seminars
<b>11</b>	01 May – 05 May 2017	Seminars Only (in Law School modules)
<b>12 - Revision</b>	08 May – 12 May 2017	Revision
<b>Revision &amp; Exams</b>	15 May – 19 May 2017	Revision and Exams
<b>Revision &amp; Exams</b>	22 May – 26 May 2017	Revision and Exams
<b>Revision &amp; Exams</b>	29 May – 02 Jun 2017	Revision and Exams
<b>Revision &amp; Exams</b>	05 Jun – 09 Jun 2017	Revision and Exams END OF SEMESTER 09 JUNE 2017

## APPENDIX G

### The University of Manchester Alumni Association

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

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

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

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

*Lord Terence Burns*  
*Chairman, Santander UK*

*Professor Brian Cox OBE*  
*Physicist and Science Communicator*

*Jane Cocking*  
*Humanitarian Director, Oxfam*

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

*Benedict Cumberbatch CBE*  
*Actor*

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

*Sir Peter Maxwell Davies*  
*Composer and Conductor*

*Lord Norman Foster*  
*Architect and Designer*

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

*Sophie Raworth  
Presenter BBC News*

*Teo Chee Hean  
Deputy Prime Minister of Singapore*

*Parineeti Chopra  
Actor*

*Toby Jones  
Actor*

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

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

*Frances O'Grady  
First female General Secretary of the TUC*

You automatically become a member of our alumni community on graduation, but to get the full benefit you should register at *your.manchester.ac.uk* during your final year. You can also follow us on Twitter at @alumniUoM, like us on Facebook at [www.facebook.com/alumniuom](http://www.facebook.com/alumniuom) and join our LinkedIn group – just search 'The University of Manchester Alumni Association'.