



University of
Salford
MANCHESTER

1967-2017 50 YEARS

Programme Handbook Part B

Information for Students on Taught Programmes of Study

2017/2018

1. Student Charter.....	5
2. Learning and Teaching	6
Lectures	6
Seminars.....	6
Tutorials	6
Practical work.....	6
Trips/residential activities	6
Placements	7
Blackboard.....	7
Blackboard Collaborate	7
Personal Development Planning.....	7
Inclusive and accessible learning and teaching	8
Note making.....	8
Recording a lecture	9
Reading lists	9
Glossary of terminology.....	9
What should I do when I'm not in class?.....	10
Making the most of opportunities outside your programme	10
3. Assessment	11
Submission of assessments	12
Late Submission of Assessments.....	12
Non-Submission of Assessments	13
Written Exams.....	14
Reassessment	14
Referencing.....	15
How do I know that my assessments are being marked fairly?	15
What criteria are used to mark my assessments?	15
How do I progress to the next level of study?	16
How is an undergraduate honours degree classification decided?	17
Postgraduate Diplomas with Distinction or Merit	18
Master's Degrees with Distinction or Merit.....	18
Foundation Degrees with Distinction or Merit	18
HNCs and HNDs with Distinction or Merit.....	18
Getting feedback on your assessments.....	19
External examiners	19
Overview of assessment	21
4. Engaging and Communicating with You.....	22
Let's Talk: Listening to and Connecting with our Students.....	22

5.	Sources of Help	23
	Academic staff.....	23
	Key roles in learning and teaching.....	23
	Staff in school offices	25
	Health and Medical Services	26
	Safety and Security	26
	Car Parks.....	26
	Academic and professional development	27
	The Library.....	27
	Skills for Learning.....	27
	Printing and photocopying	27
	Wordscope.....	27
	Student support and guidance.....	28
	Student support.....	28
	Thinking of leaving	28
	Careers and employability	28
	Accommodation and support.....	29
	Fees and awards.....	29
	Money advice and funds service	30
	Equality and diversity	30
	Disability and Learner Support Services.....	32
	What counts as disability?	33
	Am I disabled?	33
	Why disclose?.....	33
	How to disclose?	33
	Mental Health, Counselling and Wellbeing Service	35
	Pregnancy, Maternity, Adoption and New Parenthood	35
	Fitness to Study	35
	Ensuring quality.....	36
	Student representatives	36
	Module review	36
	Programme Monitoring and Enhancement Procedure (PMEP).....	36
	National Student Survey (NSS)	36
	Student Survey.....	37
	Postgraduate Taught Experience Survey	37
6.	Your Responsibilities.....	38
	ICT Acceptable Use Policy	38
	Attendance.....	38
	Unauthorised Absences	39

If You Need to Leave or Interrupt Your Studies	40
Expectations of Student Conduct	41
Teaching Session Behaviour Guide.....	41
To help us to learn effectively in class it would be great if we all... ..	41
Personal Mitigating Circumstances	42
Academic Appeals Procedure	43
Academic Misconduct	44
Complaints Procedure.....	45
Office of the Independent Adjudicator (OIA)	46

1. Student Charter

The University of Salford's Student Charter has been developed by the University in partnership with the Students' Union and sets out general principles of the service, support and information you, as a student, can expect from the University and from your Students' Union, and what standards of engagement, participation and behaviour the University expects from you in return.

The Charter is designed to give you confidence that the University is committed to giving you the best possible student experience; it is not a formal binding agreement but rather a summary of more detailed information found in a range of policy documents relating to different aspects of being a student.

You can access the Student Charter at:

http://www.salford.ac.uk/data/assets/pdf_file/0004/1226902/StudentCharter.pdf

2. Learning and Teaching

Over the course of your studies, you will be taught in a variety of formats which include:

Lectures

A lecture is a formal method of teaching where the lecturer provides a presentation or talk, often to a large group of students, on a specific subject. When student participation is not explicitly requested, you are expected not to disrupt the lecture by speaking with your neighbour or texting a friend, etc. The University allows you to record a lecture provided it is for your own personal use only. If you do wish to use the recording for other purposes, you will need to comply with the Data Protection Act 1998. With some exceptions, the application of that Act means that the members of staff would need to give their consent for any disclosure.

Seminars

Seminars provide an informal teaching situation which tends to be a mixture of tutor-led and student-led discussion. Students will be expected to make a contribution to the issues being discussed. Seminars are often linked to lectures and offer you an opportunity to apply and discuss the ideas and concepts introduced in lectures.

Tutorials

Tutorials are another form of small group, informal teaching that is student-oriented and often student-led. Like the seminar, tutorials involve a two-way relationship between tutor and students.

Tutorials are an important aspect of your studies and instrumental to your personal development. Preparing for your tutorial is as equally important as preparing for a lecture. Before you attend a tutorial consider what you would like to cover in the tutorial and whether you need to prepare any materials to share or to discuss.

You should make a summary of your tutorial discussions to record any action points, key dates or learning. If you are physically unable to make independent notes, either by mobile device, pen/paper, please speak to your tutor and ask to receive a summary of your tutorial.

Practical work

In different subject areas, students are likely to undertake practical work such as laboratory sessions, field trips, clinical skills, design work and performances.

Trips/residential activities

All students are encouraged to participate in residential and day trips, such as field trips, where possible to enhance learning and employability skills.

In planning to participate in any residential or day trips, you should consider all health and safety aspects. Before accommodation, transport or the itinerary are planned, it is important that you speak with the trip/residential coordinator and make them aware of

any medical conditions, pregnancy, religious, disability or other considerations that may impact upon your ability to participate. The sooner we are made aware of your individual circumstances, the greater opportunity we have in considering any requirements, making arrangements for any reasonable adjustments and ensuring the experience is as positive as possible and safe.

We recognise that, on rare occasions, your attendance at a day/residential trip may not be possible. Please ensure that you speak with your tutor to make alternative arrangements so that you are able to meet the Intended Learning Outcomes for the module/programme.

Placements

Placements are normally structured experiences or schemes where you may spend a period of time working for an organisation as a member of staff. Further information on placement can be found on the Careers Service website:

<http://www.careers.salford.ac.uk/work-placements>

For example, when planning for a placement, the Pre-Placement Guide provides information on areas to consider such as finances, accommodation, Student Disability Placement Advice as well as guidance and tips on the processes for application, selection and acceptance of placement offers.

<http://www.careers.salford.ac.uk/page/placementcareers>

Please remember that you need to consider carefully the role that will be asked of you. You should speak with your Placement Coordinator if you require additional support or adjustments or have any health and safety concerns which may impact upon you or others. This is particularly important if you are working with equipment or providing health care for others where you have a duty of care for the safety of yourself and others.

Blackboard

Blackboard is the University's virtual learning environment. It is used to provide you with information, resources, lecture notes and interactive activities. Blackboard is a vital and useful resource for staff and students, and engaging with Blackboard is as much a part of your studies as attending lectures and tutorials. You can access Blackboard at: <http://blackboard.salford.ac.uk>. You should check the Blackboard sites you are enrolled onto on a regular basis.

Blackboard Collaborate

Blackboard Collaborate is a web conferencing tool where staff and students can interact in an online environment in real time. You can chat to each other using a headset and even see each other if you have a webcam. If you are a distance learner, your lectures may take place in a virtual classroom in Blackboard Collaborate and sessions can be recorded for later viewing.

Personal Development Planning

Personal Development Planning (PDP) is designed to help you make the most of your university education and to help plan your career. PDP focuses on helping you to develop a range of academic skills. It also facilitates preparation for your career after graduation. Your personal tutor and programme leader will be able to provide you with information about PDP in your School.

Further details about PDP are available at:

<http://www.careers.salford.ac.uk/page/pdplink>

Inclusive and accessible learning and teaching

In considering the needs of all students, inclusive and accessible teaching practices have been introduced to remove any barriers to learning. This will enable you to prepare for your sessions and undertake independent study so that you can be as effective as possible in your learning.

Your tutor will place learning support materials on Blackboard at least 24 hours in advance of your lecture or seminar so that you can review them prior to a session, to look up terminology, and consider any questions you may wish to ask. The materials are presented in Word or accessible PDF to be compatible with screen readers. If you source any resources which are not accessible, Sensus Access, a conversion software, is available to you and will convert documents in to an accessible format or MP3 file:

www.salford.ac.uk/skills-for-learning/home/study-smart/sensusaccess

The availability of support materials like notes also enables you to adjust the view of them to your preferred style (background colour, size and font colour).

There may be occasions where the advance release of support materials like notes is not possible due to the content of the session. Where this occurs, the materials will either be released during the session or at the end or after the session as appropriate.

If you require notes on a particular colour of paper, it is your responsibility to print these when notes have been provided in advance. On occasions where materials are only released during the session, please advise the tutor of your requirements where it is not feasible to use a coloured overlay.

Note making

Making notes is different to taking notes. Taking notes involves writing everything down whilst making notes involves considering what you see and hear and your own independent thoughts, and summarising what you have learnt from engaging in the learning.

Where it is appropriate for tutor notes to be released in advance of a session, if you bring these notes to the session you will be able to add your notes to the pre-prepared resources. You can use your laptop or mobile device in class to make notes. Please ensure you have sufficient charge on your device before attending the session.

Note making is a skill that you will need to develop to be successful in your studies. There are many different styles of note making which can make referring back to your

notes for assessment or revision purposes or for recalling practical skills much easier. The Library runs workshops which will enable you to explore the most effective type of note making for you dependent upon the purpose of the notes, the type of session, the discipline and your individual learning style. There are many resources available to support you in developing note making skills:

www.salford.ac.uk/skills-for-learning/home/reading-and-writing

It is unlikely that you will be able to record all conversations and so you will need to develop the ability to make succinct and accurate notes. Developing note making skills is a graduate attribute which you will require in many professions.

Recording a lecture

You may enhance your learning by recording lectures to review and to support your note making, as long as the recording is for your own personal use only. It is more successful to record lectures where only the lecturer is mainly speaking, than seminars where discussion between student and students is more interactive. Depending upon your learning style, recordings of sessions may supplement your own notes, rather than replace them entirely. Knowing how to make effective notes could save you a lot of time.

Reading lists

Reading lists have been provided to help in your research and to enable you to prioritise your reading. The lists separate out core/essential reading from further reading. You may filter your selection by type of resource, for example online or print materials. Your School's Academic Librarian may be able to assist you in prioritising your reading list particularly if you find accessing text challenging.

<http://blogs.salford.ac.uk/digital-literacy-skills/arent-librarians-lovely/>

<http://www.salford.ac.uk/library/help/academic-support>

Glossary of terminology

In developing your academic writing it is important to use appropriate discipline-based terminology and to ensure you are writing using the appropriate conventions such as grammar, punctuation and spelling. This is particularly important where the correct use of language is an intended learning outcome which you will be assessed against.

It is recommended that you develop a glossary of terminology to record new terminology and their definitions. Taking time to become familiar with new terminology and definitions will enhance your academic writing and improve professional expression and confidence when presenting or writing in the course of your studies.

A glossary can also be used to record spellings which you or your tutors may have identified pose a difficulty. Glossaries can either use an electronic glossary builder or an A-Z index note book for easy reference.

What should I do when I'm not in class?

Not knowing what to do with your time between scheduled classes is one of the factors that can make the transition to university difficult. For example, you may have a seminar at 10am and then have nothing else on your timetable until 3pm. This is not 'wasted time' but an opportunity for independent study. You could spend time between scheduled sessions in the Library, consolidating your notes from that morning's lecture, completing background reading or reviewing last week's lecture notes before your seminar that afternoon. You may find it helpful to make a 'to do' list for the day so you are clear about how your time is going to be used. Make sure this 'to do' list sets realistic goals, such as 'read one chapter of background material' or 'take notes from one critical source', etc. You can find information about study skills at:

<http://www.salford.ac.uk/skills-for-learning>

Making the most of opportunities outside your programme

Coming to study at university is a fantastic first step on the road to success. With around 1,000,000 students graduating from UK universities each year, making sure you stand out from the crowd is important in ensuring you can make the most of employment opportunities. Your participation in the learning opportunities presented by your programme of study such as participating in group work, giving presentations, taking up work experience opportunities can be enhanced by a wide range of activities offered by askUS, our student advice service, and the Students' Union:

- Become a Student Rep or Students' Union Officer.
- Join one of the many University of Salford Students' Union clubs and societies.
- Gain work experience through volunteering, a work placement or live project.
- Improve your academic work with our study skills support.
- Attend a Careers Fair where you can meet employers and find out about work placements and graduate opportunities.
- Develop your employability skills through part-time work.
- Get ahead of the game with careers information, advice and guidance.
- Improve your job seeking skills with advice and workshops in CV writing, job application and interview advice and workshops.
- Start your own business with enterprise and self-employment support.
- Use our full range of Library services.
- Get fit, healthy and develop your leadership skills through sport.

Where do I find out more?

University of Salford Student Channel has more information – look under the 'Opportunities' banner <http://www.salford.ac.uk/students>

University of Salford Student's Union <http://www.salfordstudents.com/>

Advantage – our portal for part-time jobs, work placements and other work experience opportunities, graduate jobs, recruitment fairs, events to meet employers and much more: <https://myadvantage.salford.ac.uk/students/login?ReturnUrl=%2f>

3. Assessment

Throughout your programme you complete assessments to show what you have learned – this could be related to your subject knowledge, specialised skills or transferable key skills like communication and team work. To help you develop your knowledge, skills and understanding, you will receive feedback from your tutors on where you are performing well and the areas you may need to develop further.

In particular, employers expect high standards of literacy and numeracy skills from graduates. The Library offers a range of resources and workshops to facilitate this including:

Wordscope for literacy skills: <http://www.salford.ac.uk/wordscope> and

Academic Reading and Writing: <http://www.salford.ac.uk/skills-for-learning/home/reading-and-writing>

Mathscope for numeracy skills: <http://www.mathscope.salford.ac.uk/contact.php>

Working with Numbers: <http://www.salford.ac.uk/skills-for-learning/home/working-with-numbers>

Each of your modules will have “intended learning outcomes” that set out what you will be able to do as a result of what you have learned during the module. To pass a module, you will need to demonstrate you have met these intended learning outcomes. The assessments you take will clearly indicate how you will be assessed against the learning outcomes.

My Study Bar (MSB) is a collection of software packages designed to provide study skills support to students, in areas such as reading, writing, and planning your assignment. You can find out more about MSB, including a guide and a **video** showing you how to use it, at <http://www.salford.ac.uk/library/help/accessibility>, then choose My Study Bar from the Computing Services tab.

During your studies, you will have a range of different types of assessments and these may include:

- Essays
- Written examinations
- Presentations
- Projects and portfolios
- Laboratory assessments and reports
- Practical assessments
- Oral tests
- Group work
- Performance
- Fieldwork reports
- Dissertations

Submission of assessments

Assessments are normally submitted online usually through software called Turnitin which is accessed via Blackboard. Instructions for submitting work via Turnitin are available here: <http://www.salford.ac.uk/library/help/esubmission>

Exceptionally, due to the nature of the assessment, you may need to submit your work offline. Your module leader will inform you what method you must use to submit your work for assessment. This information can also be found on assessment briefs. If you are in any doubt about the requirements for assessment submission, you should consult the relevant module leader.

The deadline for any assessment submission is 16:00 (UK time) on the specified day.

Whether online or offline, it is your responsibility to ensure that your work is submitted successfully and that the correct version has been submitted. You should take particular care to ensure that you do not upload the final version of your assessment into a draft submission folder.

If you find that you have submitted the wrong version of an assessment, you can contact the Digital Skills team on 0161 295 2444 before the submission deadline. The Digital Skills team will be able to will withdraw an incorrect submission, enabling you to make a new submission. Once the submission deadline has passed, no further action can be taken and work which has been submitted, whether online or offline, cannot be withdrawn.

If you contact the Digital Skills Team before the submission deadline and the incorrect file's removal from Blackboard or its replacement occurs after the deadline, then you will be entitled to the removal of any late penalty incurred for submitting one day (or part of a day) late.

Where you discover, after the submission deadline, that an assessment has been submitted to an incorrect Blackboard or Turnitin folder, you may contact the Module Leader to request that your submission is marked, as long as this occurs prior to the meeting of the Module Board of Examiners which formally ratifies module marks.

You are strongly advised to proof read all your assessments prior to submission. This will help ensure that they are produced to a high standard, especially if the use of language is an intended learning outcome for the module. If you need any guidance, please refer to the study guide available on the Library website <http://www.salford.ac.uk/skills-for-learning/home/reading-and-writing>

Late Submission of Assessments

You should always aim to submit your assessments by the deadline but any work submitted after 4.00 pm on the deadline day will be considered to be one day late.

But if you do submit work late, there is a period of 4 working days – the “late submission period” – when you can submit your assessment but it will be subject to a penalty. If work submitted late is of pass standard, your mark will reduced by 5 marks per working day (or part of a day) that it is late. Late penalties cannot take the mark below the minimum pass mark for the assessment.

If work submitted late is not awarded a pass mark, then no penalties are applied. Once the four-day late submission period has ended, you cannot submit your assessment and it will be recorded as a non-submission.

If you had good reasons for submitting work late, you can make a claim for Personal Mitigating Circumstances (PMC). If your PMC is accepted, your late submission penalties will be removed.

Late submission arrangements do not apply to examinations or similar scheduled and timed assessments such as presentations or performances. There is no late submission for any resubmitted assessments (in the reassessment or re-sit period). This includes assessments taken in the reassessment period which are a replacement first assessment attempt following accepted personal mitigating circumstances.

If you are a disabled student and you have an extension to your assessment deadline recommended in your Reasonable Adjustment Plan (also known as a Student Support Plan), you will be entitled to use this if you need it. If you are struggling to meet a deadline or to submit your work within an extended deadline if you have one, and this is for disability-related reasons, please contact askUS Disability & Learner Support, at least four days before your work is due. An adviser will discuss your options.

Extensions to deadlines for students with a Reasonable Adjustment Plan/Student Support do not apply to presentations, group work, resubmitted coursework, or to coursework being submitted as a replacement first attempt. Be aware that the use of extensions may impact upon the timely completion of your next assessment or revision period. You are advised to view your assessment schedule and plan to commence your assignment sooner, rather than to add time on to the end of the assessment. Study Smart webpages provides support in developing time management skills.

<http://www.salford.ac.uk/skills-for-learning/home/study-smart/manage-your-time>

If you need adjustments to the assessment process for disability-related reasons, you must arrange to have a Reasonable Adjustment Plan appointment with askUS Disability & Learner Support. Disability & Learner Support can also make examination and other arrangements for a temporary condition, such as a broken hand. Further information and FAQs about askUS Disability & Learner Support are available here: <http://www.askus.salford.ac.uk/page/faq>

More information about late submission regulations and penalties is available in the Assessment and Feedback Policy:

<http://www.salford.ac.uk/university/governance/policies-and-procedures/browse-by-theme/2>

Non-Submission of Assessments

The consequences of non-submission may be significant. If you do not submit a piece of assessment or do not attend a timetabled assessment such as an examination, you will fail that assessment.

If you have a good reason for not submitting work or not attending an assessment you should use the Personal Mitigating Circumstances (PMC) Procedure to make a claim to have these circumstances taken into account. As a result you may be granted a replacement assessment opportunity. If you do not submit/attend an assessment in your final year, this may mean that you will not be able to attend the same graduation celebration as the rest of your cohort, even if you have an accepted PMC claim. There is further information about Personal Mitigating Circumstances (PMC) later in this handbook.

Written Exams

Many programmes will include written examinations, and they normally take place during designated examination periods in January and May. Examinations can take place at other times of the year too, so you should refer to Blackboard module sites, the assessment schedule for your programme or relevant assessment briefs for further information. You will be provided with details of the times, dates and locations of your exams in advance of their date. Guidance on the rules for your exams is available here:

<http://www.salford.ac.uk/university/governance/policies-and-procedures/browse-by-theme/2>

If you have a disability that means you need specific exam access arrangements, requests must be submitted before the dates specified in the guidance.

Reassessment

If you fail a module at the first attempt there may be different options for reassessment. Some students taking level 3 or 4 modules may be able to benefit from the in-year retrieval scheme. More details about this scheme are available here:

<http://www.salford.ac.uk/qeo/AssessmentPolicy>

Otherwise, if you have failed a module at the first attempt, you will normally be offered a second attempt at the assessment(s) you have failed, usually in late August or early September. If, following this second attempt your marks improve sufficiently to pass all failed modules, you will be allowed to progress to the next level/stage of study or to graduate. Please note that the maximum module mark achievable at reassessment or in-year retrieval is normally the pass mark for component (40% for undergraduate programmes and 50% for postgraduate programmes).

If you do not manage to pass a module following the second attempt (excluding any in-year retrieval attempts), you will normally be offered a third and final attempt, called a 'retake'. Retaking a module means starting the module again from scratch in the following academic year, attending teaching sessions and completing all the module's assessments again, regardless of whether or not you passed them at the first or second attempt. You will also be required to pay the relevant fee for the module. The maximum module mark achievable at retake is the pass mark (40% for undergraduate programmes and 50% for postgraduate programmes). If you pass all the modules that you retake, you will be allowed either to proceed to the next level/stage of study or to graduate. If you do not pass a retake opportunity, you will not have the option of a further reassessment.

Where you have been permitted to retake a failed module, but the module is no longer offered by the University, you are entitled to substitute the module with another that is deemed to be suitable. If this happens, you should discuss this situation with your Programme Leader.

If you are studying on a Master's programme and you fail a module which forms part or the whole of the final 60 credit stage you will be permitted one reassessment opportunity only and you will not be permitted to retake the module.

For more information about reassessment see the Academic Regulations for Taught Programmes:

<http://www.salford.ac.uk/university/governance/policies-and-procedures/browse-by-theme/2>

Referencing

Referencing your assessments properly is a requirement of the University and good practice in referencing reduces the risk of committing academic misconduct.

Comprehensive guides to referencing at the University of Salford are available here:

<http://www.salford.ac.uk/skills-for-learning/home/using-and-referencing-information/referencing>

How do I know that my assessments are being marked fairly?

The University uses a number of different safeguards to ensure that your assessments are marked fairly and consistently. All written examinations are marked anonymously.

All assessments are moderated internally. This means that a sample of marked work is checked by someone else to ensure that it has been assessed fairly and in accordance with the agreed criteria. In addition, independent External Examiners are appointed to every programme in the University. It is their responsibility to check that assessment processes are fair. They also sample assessed work to ensure that internal marking has been carried out fairly and consistently and is of an appropriate standard in line with national academic standards and expectations for that subject discipline. Further information can be found here:

[http://www.salford.ac.uk/_data/assets/word_doc/0010/1253359/Overview_of_UG_Assessment-How do you know your marks are fair.docx](http://www.salford.ac.uk/_data/assets/word_doc/0010/1253359/Overview_of_UG_Assessment-How_do_you_know_your_marks_are_fair.docx)

[http://www.salford.ac.uk/_data/assets/word_doc/0020/1253360/Overview_of_PGT_Assessment-How do you know your marks are fair.docx](http://www.salford.ac.uk/_data/assets/word_doc/0020/1253360/Overview_of_PGT_Assessment-How_do_you_know_your_marks_are_fair.docx)

What criteria are used to mark my assessments?

All assessments are either awarded a mark or a pass/fail grade; where a mark is given, it is awarded in line with the University marking scale of 0-100%. The University marking scale below provides brief grade descriptors and Schools have developed subject-specific descriptors that align with the University descriptors.

For undergraduate programmes (levels 3, 4, 5 and 6) the pass mark is set at 40% and the marking scale is:

Percentage mark	Level of performance
90-100	Outstanding
80-89	Excellent
70-79	Very good
60-69	Good
50-59	Fair
40-49	Adequate
30-39	Unsatisfactory
20-29	Poor
10-19	Very poor
0-9	Extremely poor

For postgraduate programmes (level 7) the pass mark is set at 50% and the marking scale is:

Percentage mark	Level of performance
90-100	Outstanding
80-89	Excellent
70-79	Very good
60-69	Good
50-59	Satisfactory
40-49	Unsatisfactory
30-39	Inadequate
20-29	Poor
10-19	Very poor
0-9	Extremely poor

Your module marks are made official ('ratified') at meetings of the Module Board of Examiners. The Programme Board of Examiners makes decisions about students progressing from one academic level to the next and about students' final awards and degree classifications. These meetings are attended by staff who teach on your programme and by External Examiners.

How do I progress to the next level of study?

An undergraduate degree programme normally covers levels 4, 5, and 6. Each level consists of 120 credits. These are sub-divided into a number of modules. To progress from one level of study to the next, you must gain 120 credits at that level. On a full time programme, progression between levels takes place at the end of each academic year. In order to graduate with an honours degree on most programmes, you must accumulate 360 credits over the whole programme.

Some undergraduate programmes offer placements, typically at level 5, and this can mean that you need to accumulate more than 120 credits at that level and more than 360 credits overall. You can find details of credit requirements for your programme in Part A of your programme handbook.

If you are studying a postgraduate programme, you may be permitted to progress to the final project/dissertation stage of your programme with 90 credits from the 120-credit Postgraduate Diploma stage, depending on whether your missing 30 credits relates to a prerequisite module for the project stage.

Modules may include more than one component of assessment and your overall module mark is calculated from the component marks. Sometimes these assessments contribute equally to your overall module mark, sometimes one assessment is worth more than the other.

In some circumstances, a student may be awarded the credits for a module they have failed if they have gained sufficiently high marks in other modules at the same academic level. This is called compensation. Compensation is not available for all modules; Part A of your programme handbook will provide information about compensation on your programme.

The University's Academic Regulations for Taught Programmes provides more information about academic progression and compensation.

<http://www.salford.ac.uk/about-us/corporate-information/governance/policies-and-procedures/academic-taught>

How is an undergraduate honours degree classification decided?

Your final degree classification will normally be decided by calculating your programme mark from the weighted mean average of your best 100 credits' worth of module marks at each of levels 5 and 6. The contribution from your level 5 marks is weighted at 25%, and your level 6 contribution is weighted at 75%. This will usually mean that the whole or a proportion of your lowest marked module at both levels (depending on the module size) will be excluded from the programme mark calculation. Your class of degree is determined by the programme mark as shown below:

For new students starting their programme in 2016/17:

Minimum Programme Mark	Class of Degree
70.00%	First
60.00%	Upper second
50.00%	Lower second
40.00%	Third

For existing students who commenced their programme of study prior to 2016/17:

Minimum Programme Mark	Class of Degree
68.50%	First
59.00%	Upper second
49.50%	Lower second
40.00%	Third

For example if you completed your degree programme with a profile of level 5/6 module marks as follows:

L5: 51 (20 credits), 67 (40 credits), 42 (40 credits), 53 (20 credits)

L6: 66 (20 credits), 40 (20 credits), 55 (40 credits), 57 (40 credits)

then the lowest level 5 mark of 42 for a 40 credit module is weighted as 20 credits in the contribution to the programme mark (to exclude 20 credits) and the lowest level 6 mark of 40 is excluded from the following programme mark calculation:

$$\begin{aligned}\text{Programme mark} &= 25\% \times ((1020 + 2680 + 840 + 1060) \div 100) \\ &+ 75\% \times ((1320 + 2200 + 2280) \div 100) \\ &= 25\% \times 56 + 75\% \times 58 \\ &= 57.50\% \text{ (lower second class Honours degree)}\end{aligned}$$

If you registered at the University for level 6 modules only (commonly referred to as a top-up degree), then your degree will be classified on all 120 level 6 credits.

Postgraduate Diplomas with Distinction or Merit

If you are eligible for the award of Postgraduate Diploma and achieve a programme mark of at least 70% you will be awarded a Postgraduate Diploma with distinction. If you have not been awarded a Postgraduate Diploma with Distinction but you have achieved a programme mark of at least 60% you will be awarded a Postgraduate Diploma with Merit.

Master's Degrees with Distinction or Merit

If you are taking a Master's Degree and you achieve a programme mark of at least 70% and a project/dissertation stage mark of at least 70% you will be awarded a Master's Degree with Distinction. If you have not been awarded a Master's Degree with Distinction but you have achieved a programme mark of at least 60% and a project/dissertation stage mark of at least 60% you will be awarded a Master's Degree with Merit.

Foundation Degrees with Distinction or Merit

Foundation Degrees, containing 120 credits at level 4 and 120 credits at level 5, are not classified in the same way as honours degrees but can be awarded with Distinction or Merit, depending on your overall programme mark derived from your best 100 credits' worth of module marks in each of the two levels.

The University's Academic Regulations for Taught Programmes provides more information about the calculation of your programme mark, particularly if your programme does not consist of a standard number of credits.

<http://www.salford.ac.uk/about-us/corporate-information/governance/policies-and-procedures/academic-taught>

HNCs and HNDs with Distinction or Merit

HNCs and HNDs can be awarded with Distinction or Merit. The University's Academic Regulations for Taught Programmes provides more information.

<http://www.salford.ac.uk/about-us/corporate-information/governance/policies-and-procedures/academic-taught>

Getting feedback on your assessments

You are entitled to have feedback on all your assessments. This includes written, oral examinations, coursework assignments, performance and practical assessments. The purpose of the feedback is to enhance your learning and help you to improve.

Feedback on assessed work should be provided to you through Blackboard within 15 working days of the published submission deadline (i.e. normally three weeks, not counting days when the University is closed).

In the case of written examinations and larger pieces of assessed work feedback should, as a minimum, constitute an individual unratified (unconfirmed) mark or grade and an opportunity for you to view your annotated examination script/dissertation/project and/or electronic feedback sheet. An unratified (unconfirmed) mark is one which has yet to be confirmed by a Module Board of Examiners and could therefore be changed.

You should contact your School Office if you do not receive any feedback within the expected time.

If you are entitled to collect any pieces of assessment work from your School, it is your responsibility to ensure that you collect them at the time your School informs you they will be available. Student work will not be kept indefinitely.

Assessment is undertaken in line with processes described in the Assessment and Feedback Policy.

<http://www.salford.ac.uk/qeo/AssessmentPolicy>

External examiners

The University's Academic Regulations for Taught Programmes identifies the functions of an external examiner as:

- to verify that academic standards are appropriate for the award, or part thereof, for the programme(s) to which he or she has been appointed;
- to ensure national comparability of academic standards;
- to ensure that the assessment process is fair and fairly operated.

Each programme has an external examiner. The external examiner process is the main mechanism used by universities to demonstrate that academic standards in the UK are appropriate. External examiners are independent of the University and are drawn from academia and industry. They are also suitably qualified and experienced in the subject, or specialism within that subject, that they are appointed to examine. There is usually at least one external examiner appointed to a programme. For combined degrees, and those where professional body requirements need to be benchmarked, there may be more than one examiner looking at elements of your programme. Details of external examiners appointed to your programme can be found in part A of your programme handbook or through your Programme Blackboard site.

External examiners play a role in the following:

- Approval of assessment briefs through the verification process. This process seeks to ensure that the assessment is appropriate, instructions to complete it are clear and the marking criteria to be used are suitable;
- Moderating samples of student work to ensure that marking has been undertaken correctly and consistently;
- In the case of assessments such as performances, external examiners may be in attendance;
- Ratifying module marks at the module exam board. Your marks are not confirmed until they have been through this process and may be subject to change until ratification has taken place;
- Confirming that University regulations are appropriately applied in relation to progression and award decisions which are made at the programme exam board;
- Writing an annual report to confirm that assessment processes are rigorous, have been conducted according to the University's policies and procedures, and that standards are comparable with other UK institutions. They will also highlight areas of good practice and recommendations for improvements. These reports should be shared with you through the Staff Student Committee meeting in t 1;
- Meeting students to determine academic standards and the quality of the student experience. If you are required to meet with the external examiner you will be given clear guidance as to the scope and purpose of this meeting;
- Providing comments to programme teams throughout the year on proposed amendments to programmes and modules.

Overview of assessment

You may find the following documents which provide an overview of assessment and classification processes helpful:

For undergraduate students

[Overview of UG assessment. How do you know your marks are fair?](#)

For postgraduate students

[Overview of PGT Assessment. How do you know your marks are fair](#)

4. Engaging and Communicating with You

It is essential you check your student email account regularly as this is the primary form of communication used by the University. Your tutors and Programme Leader will communicate with you when appropriate through your student email account and through Blackboard. Sometimes your School Office might send you important letters and messages through your student email account, this includes your ratified (confirmed) results.

You will also get more general communications from askUS about opportunities, activities and important University announcements. The Student Channel at www.salford.ac.uk/students carries regular news and announcements; the Student Channel is the home page on browsers on open access PCs around the campus. You will receive an askUS Newsletter most weeks throughout term-time. The newsletter contains a summary of the news and announcements and will be sent to your student email account.

AskUS will also send you news bulletins from time to time through your student email account, whenever there is an especially important message.

It is important that you keep your contact details including your address and mobile phone number up to date on our records. In emergency cases – for example, if part or all of the University is closed for any reason – we may send you an SMS message to your mobile phone. You can update your personal details on the Student Channel at www.salford.ac.uk/students.

Let's Talk: Listening to and Connecting with our Students

The 'Always Listening: Connecting with our students' policy sets out how the university and our students communicate and engage with each other and how we work together in partnership to improve our students' experience. The document can be accessed by following the link:

<http://www.salford.ac.uk/university/governance/policies-and-procedures/browse-by-theme/2>

Remember to Keep in Touch Through Twitter and Facebook:

Twitter: UoS_Students

Facebook: AskUS: University of Salford

5. Sources of Help

Academic staff

The full-time academic staff – in general, called lecturers – are here to teach, to engage in research and/or academic enterprise, and to manage the administration of your programme. Their time is divided between these activities. For the most part, they are here to teach and provide support for you in your learning, though at certain times during the year, they will be engaged in research or academic enterprise related activities that may take them away from the University campus.

Key roles in learning and teaching

Staff sometimes fulfil several roles within the University. Here's a list of some of the staff roles that relate to learning and teaching:

- **Programme Leader:** responsible for the day-to-day running of a specific degree programme. If, for example, you are unclear about what modules you should be attending, or your timetable, or your assessed coursework requirements, you should ask your Programme Leader. In Salford Business School, the responsibilities of the Programme Leader are managed by Directors of Academic Programmes.
- **Module Leader:** the lecturer responsible for the running of a particular module, usually the principal lecturer for that module. If you're unclear about any specific aspects of a module or its assessments, you should contact the relevant Module Leader for advice.
- **Graduate Teaching Students and Part-Time Lecturers:** The University appoints a number of Graduate Teaching Students (GTS) each year. These individuals are studying for a PhD and are also involved in teaching on undergraduate programmes. Schools also employ part-time tutors. Although they are not in the School so regularly, you can contact them by email or leave a note for them via the School Office.
- **Academic Support Librarians:** responsible for the development and provision of appropriate printed and electronic resources, information literacy training and research support for staff and students.
- **Technical Demonstrator (arts):** provide technical and practical support to learning and teaching activities, support you in the technical development of your ideas and concepts, and assist in the use of relevant facilities.
- **Technical Staff and Demonstrators (sciences):** support practical laboratory classes, research projects and field trips. They also assist with using equipment, demonstrating techniques and explaining scientific concepts.
- **University Link Lecturer (School of Health and Society/School of Health Sciences):** the role ensures that placement areas have access to support and guidance in relation to the learning and assessment of students in clinical practice.

- **Placement Tutors** (does not include NHS placements): Placement tutors manage students' placements and internships and work with students and staff within the University and the providers of placements and internships.
- **Personal Tutors:** At the beginning of your programme, you'll be allocated a personal tutor to act as your adviser throughout your studies; your personal tutor is responsible for facilitating your overall development. They will meet you at least once in each trimester to see how you're getting on and to encourage your academic development. Meetings may be face-to-face, by telephone or over the internet and your personal tutor will keep a record of what you discuss.

Your personal tutor is the official first point of contact for you. You can discuss any issues relating to your life at the University with your personal tutor and, if you have any particular personal/family/financial problems that become urgent, you should arrange to see your tutor.

The University also has a wide range of support services that are described in the 'Other Sources of Help' section of this handbook.

If, at any stage, and for whatever reason (which you won't be asked to divulge), you wish to be allocated a different personal tutor, you should speak to your Programme Leader or the staff in your School Office.

The University's personal tutoring policy is available here:

http://www.salford.ac.uk/data/assets/pdf_file/0004/756346/PersonalTutoring.pdf

Contact details for all staff are available on the University website:

<http://directory.salford.ac.uk/>

Staff in school offices

There may be occasions when the staff in your School Office may be able to help with your enquiries. Here are some examples of the types of queries that the staff can help with, although this list may vary from School to School:

- Results – including queries on marks, resit opportunities, compensation, etc
- Exam information
- Receipt of hard copy submissions
- Module option choices
- Change in student status, i.e. interruption, withdrawal, extensions
- Personal Mitigating Circumstances/Appeals/Academic Misconduct
- Registration on modules and access to Blackboard
- Timetabling
- Availability of academics/contact details
- Where to go to for information
- Letters for embassies/references
- Graduation

Students' Union Advice Centre

The Students' Union is the representative body for all students at Salford and is an independent organisation, separate from the University. As well as coordinating the Student Rep system and organising extracurricular sport, social activities and events, the Union provides independent advice and guidance through the Advice Centre.

Specialising in academic matters, the Advice team can help with concerns about your academic progress, PMCs, Appeals and Complaints. They can also advise and signpost students with worries about finance, accommodation or wellbeing. The Union is based in University House on the Peel Park Campus, and appointments can be made in person, by telephone or email. Find out more at www.salfordstudents.com/advice

Multi-Faith Chaplaincy supports students of all faiths and none, builds relationships between students of faith, and works with student societies and other groups. Located in the Faith Centre on Peel Park Campus, where opportunities for Christian (Anglican and Catholic) and Muslim worship are offered, as well as other facilities such as shared social space and a Kosher kitchen. Common reasons to contact a Chaplain include:

- you would like to connect with a / your faith community locally.
- you have questions about faith / spirituality.
- you'd like to talk to someone about a personal issue.

Further information can be found at <http://www.askus.salford.ac.uk/page/chaplaincy-and-faith-advice>

Health and Medical Services

You must register with a local GP if you want to have access to NHS treatment and consultation. We encourage you to register with a G.P. as soon as you arrive to start your studies – before the dreaded ‘Freshers’ Flu’ hits!

The University Medical Centre provides a G.P. service on Peel Park campus based in the Maxwell Building. You can register with them at their stand during Welcome or by visiting the surgery:

Address: Third floor, Maxwell Building, Peel Park Campus.

Phone: 0161 295 4209/4287

Web: <http://www.advice.salford.ac.uk/page/doctors>

Safety and Security

As in any major city, it's important to think about your personal safety while moving around Salford and Manchester. The Security on Campus web page provides you with personal safety advice for when you're in Salford and Manchester, around the campus and in your student home. The web page has emergency and non-emergency numbers for University Campus Security Team, contact details for the emergency services including the police and information about lost property and the University's free campus bus service.

<http://www.advice.salford.ac.uk/page/security>

Car Parks

Information about car parks, permits and casual use charges is available here:

http://www.estates.salford.ac.uk/page/Car_Parking_Students_Main

Academic and professional development

The Library

The Library provides a wide range of services to assist with your academic and professional development. In addition to books and journals, the library provides a number of other services including information literacy, ICT and research skills training, reading lists, information resources support, and a range of student learning spaces. Help and advice is also available from the Library enquiry team and your school's Academic Support Librarian. For further information, go to www.salford.ac.uk/library.

Skills for Learning

Skills for Learning brings together all your academic learning skills resources into one website which you can find [here](#). This is the place where you can find help on a huge variety of topics such as referencing, finding good quality information for your assignments, academic reading and writing, ICT, Digital skills etc. You can also book one-to-one appointments with their team of experts, as well as attending their study skills workshops. <http://blogs.salford.ac.uk/digital-literacy-skills/page/7/>

Printing and photocopying

You can find out all you need to know about printing, photocopying, scanning facilities and charges [here](#).

Wordscope

Wordscope offers support for students who want to improve their academic writing skills. The programme is a proven method for helping students to tackle common writing problems such as punctuation, sentence structure, and paragraphing. Wordscope is delivered through a series of ten progressive workshops. These are free of charge. More information about Wordscope is available [here](#).

Student support and guidance

askUS is the first point of call for all enquiries from Salford students on queries relating to student support including finance, visas, well-being and disability. Based in University House, our **askUS** desks are open every weekday to provide advice and answer your questions. For anything outside your academic studies, just get in contact with our [askUS Enquiries](#) team and they will answer your question or help arrange any advice or support you need including a one-to-one appointment.

E-mail: askUS@salford.ac.uk

Tel: 0161 295 0023

askUS Enquiries service: <http://www.askus.salford.ac.uk/contact>

Drop in: University House (Peel Park Campus) & Media City

Self-help: <http://www.askus.salford.ac.uk/>

Booking appointments through Advantage:

<https://myadvantage.salford.ac.uk/students/login>

Services we provide and issues we can help with are as follows:

Student support

A wide range of support and advice is offered by Student Support. We have trained advisers who can help with all types of financial, personal and emotional issues. Our international advisers can support international students with visa and immigration issues as well as with general advice on living and studying in the UK. All advice is free, impartial and confidential.

You can access Student Support at the askUS Desk in University House and our satellite desk at MediaCityUK. Our Advisers will be able to answer the majority of your questions or signpost you to where you can find the relevant information. They will also be able to make appointments for you to see Specialist Advisers for more complex queries, including Finance, Disability, Wellbeing or visa-related issues. You can also call 0161 295 0023, or email advice@salford.ac.uk for advice or to request a one-to-one appointment.

Thinking of leaving

If something's not right and you're wondering if you should continue on your course, we encourage you to attend a 'Thinking of Leaving?' workshop to discuss any concerns you may have. You can [book onto the workshops here](#) or by contacting the askUS helpdesk on 0161 295 0023

Careers and employability

You may have a very clear idea of the career you want to follow once you graduate. Alternatively, your programme of study may offer a wide range of career options and you haven't made your choice yet. You might not know all the options open to you. The University's Careers & Employability service can help you understand your options and offers many ways of helping you to be more successful in landing that graduate job once you've made your choice. The comprehensive package of help the team can offer you includes:

- Careers advice
- Information on job-hunting
- Guidance on creating or improving your CV
- Application and interview skills training
- Regular Careers Fairs introducing you to local, regional, national and international employers
- Advice and support on paid and unpaid work placements
- Volunteering opportunities
- Access to part time and vacation work opportunities
- Self-employment and entrepreneurship support

You can find out more about Careers & Employability, including how to contact your local advisor, at www.careers.salford.ac.uk

Accommodation and support

If you would like to apply for accommodation with our partner Campus Living Villages, please visit <https://www.mystudentvillage.com/uk/salfordstudentvillage/>

We also offer advice for students in private rented accommodation with any provider, which you can access by emailing askUS-Accommodation@salford.ac.uk

Fees and awards

Tuition fees are due each academic year. It is your responsibility to make sure you have a payment plan in place to pay your tuition fees.

- If you are receiving a Student Loan you must reapply for the next year's loan each year. The deadline for applying for your next year's loan is usually towards the end of June each year.
- If you have a sponsor or are paying your own fees, you must make the appropriate arrangements when or before you re-register (usually in August) for the next academic year.
- At the end of the academic year you must clear all debt in order to progress onto the next year, or to graduate. This includes any outstanding tuition fees, accommodation fees, library fines, or field trip charges.

Further information can be found at <http://www.askus.salford.ac.uk/page/fees>

Visa Information and advice

Provides services to help students keep their visa in order and meet immigration requirements. Typical matters we can help with include:

- Query/issue about a Tier 4 visa including rights to work and attendance monitoring policy
- Submit visa application while in UK through 'Check and Send' scheme
- Loss of Biometric Residency Permit (BRP)

- Question about visa for graduation

Further information can be found at <http://www.salford.ac.uk/askus/immigration-visas>

Money advice and funds service

Provides advice to students about financial problems, and provides funding for living costs and unexpected expenses which students in hardship can apply for. Common issues they help with include:

- you have not received your student funding
- you are struggling to cope financially or have debt
- you would like some help with budgeting your money

Further information can be found at <http://www.askus.salford.ac.uk/money>

Equality and diversity

The University is committed to and strives for an inclusive environment for all its students and staff (existing and prospective) and recognises and celebrates our diverse university community. In practice this means that we:

- are committed to providing an environment where all people are respected and treated fairly regardless of irrelevant characteristics or distinctions such as: gender, gender identity, race, colour, ethnic or national origin, age, disability, socio-economic group/background, religious belief/faith, political belief or affiliation, marital status, family responsibilities and sexual orientation
- recognise that many face additional barriers and we need to provide specialised support for some such as carers, care leavers, estranged students, trans students, Travelling and Roma communities and sanctuary seekers. Support can be accessed at http://www.askus.salford.ac.uk/student_diversity
- will develop a culture in which diversity is celebrated
- will not discriminate unfairly or illegally against anyone and will take positive action to promote equality and diversity
- embed equality and diversity at the heart of our mission and values, including action against individuals who behave in a discriminatory manner

Further details of the University's commitment to equality and diversity can be found at: <http://www.salford.ac.uk/hr/equality,-diversity-and-athena-swan>

Student Diversity Channel - http://www.askus.salford.ac.uk/student_diversity

Areas covered:

Care Leaver http://www.askus.salford.ac.uk/page/care_leaver

A Care leaver usually means that the student was 'looked after' by a local authority, has a social worker or other contact in the local authority, and usually means that they spent time in foster care, in a residential unit (children's home) or under a special guardianship order.

Carer <http://www.askus.salford.ac.uk/page/studentcarers>

A carer is someone who provides unpaid care to a partner, child, relative, friend or neighbour who could not manage without this help because of frailty, physical or mental illness, addiction or disability.

Estranged <http://www.askus.salford.ac.uk/page/estrangement>

Students who are classified as 'estranged' are considered to have experienced 'irreconcilable estrangement' from *both* their parents on or before the first day (usually 1st September) of the academic year they are applying for funding. We at Salford will support any student who have little, no or negative family support whilst at university.

LGBTQI <http://www.askus.salford.ac.uk/page/lgbtqi>

Students who are Lesbian, Gay, Bisexual, Transgender, Non-Binary, Intersex.

We recognise that trans and non-binary students face significant barriers at university and we provide specific support to these students. Please contact Student & Graduate Diversity Officer.

Under 18's / Young Students <http://www.askus.salford.ac.uk/page/under18s>

Some students, particularly International students may be under the age of 18 when they arrive at University and need additional support.

Sanctuary Seekers, Forced Migrants and refugees

<http://www.askus.salford.ac.uk/page/sanctuaryseeker>.

The university provides a limited number of annual scholarships (called Article 26) to those who cannot access student finance because of their status in the UK and we provide specialised pastoral support to these students and to all other students who are from a forced migrant background, whether they are have gained citizenship yet or not.

Students with Families <http://www.askus.salford.ac.uk/page/studentfamilies>

Mature Students <http://www.askus.salford.ac.uk/page/maturestudents>

Hate Crime <http://www.askus.salford.ac.uk/page/securitycrime>

Bullying & Harassment <http://www.askus.salford.ac.uk/page/securitycrime>

Faith, Religion, Chaplaincy <http://www.askus.salford.ac.uk/page/faithandreligion>

Main Contact – Accommodation & Diversity Officer

Other contacts – Chaplains <http://www.askus.salford.ac.uk/page/chaplaincy-and-faith-advice>

Contact Numbers: Please contact main switchboard and follow options for AskUs: 0161 295 0023.

Disability and Learner Support Services

Provides support for disabled students and ensures an inclusive student experience.

Examples of issues include:

- You think you may be disabled and qualify for support but you are not sure
- You have previously received a Reasonable Adjustment plan but your needs have changed and your support needs to be reviewed
- You have an exam and require exam access arrangements such as extra time, or a reader, etc
- You wish to apply for Disabled Student Allowance, but you need some help

Further information can be found at <http://www.askus.salford.ac.uk/disability>

Guidance for disabled students

What counts as disability?

In the context of your studies, “disability” means physical and sensory impairments, specific learning difficulties (such as dyslexia), mental health issues, or health conditions (such as heart disease, epilepsy, cancer or HIV), or any other condition which has a significant impact upon your daily life or ability to study.

Am I disabled?

If you think you may be disabled but aren't sure, you can contact askUS: Disability & Learner Support to discuss any barriers you are experiencing and arrange an assessment. It may not be until studying at University that some students realise they are disabled. Sometimes existing conditions students are aware of may change or get worse while studying, and they qualify as disabled although they did not before.

Why disclose?

It is your decision as to whether or not to disclose your disability, medical condition, or specific learning difficulty to the University. We recommend that you do share information about your disability with us as it enables your School to support you through your studies and for you to realise your academic potential while studying.

How to disclose?

You can disclose to us at any time:

- When you apply
- When you graduate
- And any time in between, including:
 - at registration
 - by talking to any of the staff who teach you, to your programme leader, to your personal tutor or to askUS services including Disability & Learner Support

We encourage you to disclose at the soonest opportunity because that will mean we can work with you to put the right adjustments and support in place for you as early as possible. **If you are disclosing ahead of a particular event because you think you'll need reasonable adjustments (for example because of a placement, field trip or assessment / exam period) please tell us in plenty of time as otherwise we may not be able to guarantee we can offer support in time.**

What happens when I disclose?

If you disclose at application or registration:

You will receive an e-mail from Disability & Learner Support in askUS, asking you to contact them for an appointment to discuss a Reasonable Adjustments Plan (RAP). If you haven't contacted them for an appointment already, please do so as soon as possible.

The email will also ask whether you require assistance to be alerted to an evacuation alarm or assistance to physically evacuate. It is important that you ensure you can evacuate safely and timely in case of an emergency. Don't delay in contacting us if you need assistance.

If you disclose to a member of staff in your School:

You will be asked to contact askUS: Disability & Learner Support Service for an appointment. You will be invited to meet with an Advisor who will prepare a Reasonable Adjustments Plan (previously known as a Student Support Plan) with you.

A Reasonable Adjustment Plan (RAPs) is the University's document for passing information on to relevant parties, agreed with your consent, to ensure any disability related adjustments are in place. The University has reviewed the content of the RAPs and have removed some adjustments which are now provided as general good inclusive teaching practice. Adjustments are only included within the plan which are not already delivered as inclusive teaching practice.

Whilst reasonable adjustments may be identified at the beginning of your programme, we advise that you engage with Disability & Learner Support and attend annual reviews to discuss alternative strategies to reduce the necessity for support, where feasible. For example, within a learning environment, it may be reasonable to provide extra time and a separate room to undertake medication calculations. However, this will not prepare you for undertaking medication calculations on a busy ward. It is therefore important that we work together to support you in developing graduate skills which will support you in your future career.

Without a Reasonable Adjustments Plan, you will not get adjustments in your examinations or other assessments. If at any stage you don't want to take matters any further, you will be asked to sign a non-disclosure form confirming this. However, you will be welcome to take up support at a later date.

If I have a Reasonable Adjustment Plan, do I still need to submit a PMC form?

If you have a RAP from askUS Disability & Learner Support which covers adjustments for assessments and examinations, then you do not need to complete a Personal Mitigating Circumstances (PMC) form to take up these agreed adjustments; Schools will already be aware of them.

However, if you wish to claim for something over and above what is covered in the RAP, you must complete a PMC form. If the condition already covered by your RAP

worsens, it may be possible to make adjustments to your Reasonable Adjustments Plan or it may be more appropriate for you to make a PMC claim.

If you have an RAP and you find your needs change you should make an appointment to speak to an askUS Disability & Learner Support Adviser rather than repeatedly using the PMC procedure.

Mental Health, Counselling and Wellbeing Service

Provides free, confidential emotional and mental health support to students.

Common issues include:

- you are feeling emotional, anxious or having a low mood.
- you are having difficulty coping for any reason.
- you want to change a pattern of behaviour or tackle a particular issue.

Further information can be found at <http://www.askus.salford.ac.uk/healthwellbeing>

Pregnancy, Maternity, Adoption and New Parenthood

As part of the University of Salford's commitment to the promotion of equality, the Student Pregnancy, Maternity, Adoption and New Parenthood Policy outlines support available to both applicants and students. To access the document visit the following webpage:

<http://www.salford.ac.uk/university/governance/policies-and-procedures/browse-by-theme/2>

Fitness to Study

The University has a duty of care to respond appropriately where there are substantial concerns relating to a student's health or wellbeing. The Fitness to Study procedure explains how the University manages situations where a student's physical or mental health or wellbeing deteriorates to the point where they may not be fit to study, including where they may be at risk of harm to themselves and/or others. Concerns for the health or wellbeing of a student can be raised by staff or students. If you have concerns about another student, you should approach a member of staff or a representative of the Students' Union. You are not expected to manage these situations yourself.

The Fitness to Study procedure is available here:

<http://www.salford.ac.uk/university/governance/policies-and-procedures/browse-by-theme/2>

Ensuring quality

Students have a key role to play in maintaining and strengthening our high standards and good practice relating to learning and teaching. Members of the Students' Union Trustee Board sit on University Council, Senate and its standing committees, and on key School committees. This provides a student voice at every level in the University's structure where quality assurance and the student experience is discussed, reviewed and evaluated. At School level, the Students' Union School Representative and the Dean of School and/or Associate Dean (Academic) meet regularly. School Representatives are able to synthesise matters of interest to the student body and also act as intermediaries between Schools and the Students' Union. Underpinning all of this is the student representative system and the Staff/Student Committees that provide a space for discussion and debate on all taught programmes.

Student representatives

You can become involved by acting as a Student Representative (or Rep). Reps are elected for all programmes of study at each academic level. Nominations are sought at the beginning of the academic year and all students are entitled to be nominated for election. A student representative from each level of your programme will be present at meetings of the Staff/Student Committee. You may raise any points or concerns through your representative. Further information can be found at:

<http://www.salfordstudents.com/rep>

Module review

Students are asked to provide written feedback on each module and you will be asked to complete a short set of questions on your experience in the last weeks of a module. The detailed results of these questionnaires are brought to the Staff/Student Committee. Points for action are noted, with a view to improving the module the next time it runs.

Programme Monitoring and Enhancement Procedure (PMEP)

As part of this procedure, your programme leader will analyse data and log issues affecting the programme and decide on actions to improve the programme. The Programme Action Log will be discussed at meetings of the Staff/Student Committee, with student representative opinion being taken into account. In trimester one, your School also receives the reports from External Examiners relating to assessments and student achievement in the previous year. These reports are scrutinised by the Staff/Student Committee and points for action are noted. The report also contributes to the PMEP. All students are also welcome to raise any other matters of concern during the year, via the programme leader, in the first place, or with the Associate Dean (Academic) of your School.

National Student Survey (NSS)

The NSS is an annual survey of mostly final-year undergraduates in England, Northern Ireland, Wales and the majority of institutions in Scotland. The survey is part of a Higher Education quality assurance system designed to generate more detailed

public information about teaching quality and student satisfaction. NSS results are made publicly available to help prospective students make informed decisions about where and what to study. Institutions and students' unions also use the anonymised data to identify areas of strengths and weaknesses to help effect change and bring about enhancements to improve the student experience for future generations of students.

Student Survey

Each year the University runs an in-house student survey which supplements the annual external NSS survey. This is completed by undergraduate students on programmes at level four and five as well as those at level six who are not in the NSS population. The survey is completed online. Like the NSS the information gathered through these surveys will enable targeted enhancements to be made and improve the student experience.

Postgraduate Taught Experience Survey

Students on taught postgraduate programmes are surveyed biennially through the Postgraduate Taught Experience Survey, an external survey which allows the University to benchmark results with other institutions.

The University takes feedback from students very seriously and from time to time you will be invited to complete questionnaires and surveys about your experience of your programme of study and your experience of being a student at the University of Salford.

6. Your Responsibilities

ICT Acceptable Use Policy

It is important that you use the University's IT network appropriately. Each time you log on to the University's ICT facilities, you agree to abide by the University's ICT Acceptable Use Policy. By agreeing to the policy you are agreeing to use the network only for legal and appropriate uses. You are responsible for all activity that takes place under your login details, so don't share your username and password. Misuses of the network include illegal file sharing – downloading or uploading copyrighted films, music, computer games, e-books etc; interrupt or cause disruption to the ICT network; accessing obscene or criminal materials or websites that incite illegal behaviour, defamation, libelling, bullying or harassment of individuals or groups through Facebook, Twitter or other digital media. Please be mindful of the possible impact on your studies, work placements or future career as well as the University when using social media. There have been a number of disciplinary cases in the University relating to inappropriate use of social media.

To see the full Acceptable Use Policy go to:

<http://www.salford.ac.uk/policies> and look at the Information technology section or go directly to:

http://www.salford.ac.uk/_data/assets/pdf_file/0009/664209/ICT-AUP.pdf

Failure to respect the Acceptable Use Policy can lead to access to all ICT facilities being withdrawn, disciplinary action up to and including expulsion from the University and possible criminal charges.

Attendance

Students on full-time programmes of study are expected to be in full-time attendance at the University, i.e. to attend all classes and sessions on your timetable and engage in independent work and study. Some of your independent work and study will be completed on University premises and at other times this activity can be completed at home or away from the University campus.

Part-time students should also attend all classes and sessions on your timetable; if you are unsure about how much time to devote to additional study, you should talk to your programme leader or personal tutor.

As a guide, each academic credit that you study for can be related to ten hours of learning, either in class or independent work, although this is an estimate as different students will work at different speeds.

Your School will inform you of the minimum requirements for attendance and participation in your programme of study.

Further guidance can be found in the University Student Engagement, Participation and Attendance Policy available here:

<http://www.salford.ac.uk/about-us/corporate-information/governance/policies-and-procedures/browse-by-theme/2>

Attendance and participation requirements apply to home/EU and international students.

The process for the Home Office UK Visas and Immigration compliance monitoring will be carried out in addition to participation monitoring. If you are a taught undergraduate or postgraduate Tier 4 student, it is your responsibility to print off an Attendance Monitoring Form from the Immigration and Visas section of the [AskUs website](#) to be signed by a lecturer or tutor at one of your teaching events during the week. Students are then required to submit the signed attendance form to Salford Advantage by the Sunday at the end of that teaching week. The University is required to report the attendance of international students to the Home Office.

Some programmes of study with professional accreditation, such as those in the School of Health and Society and the School of Health Sciences may have additional attendance and participation requirements. If this applies to you, you will find details in Part A of your programme handbook.

Unauthorised Absences

The University reserves the right to cancel the registration of any student who is not obviously attending the University – for example if you routinely miss timetabled sessions or assessment deadlines. The University will contact before such action is taken. Please bear in mind that the University is legally required to advise the Student Loans Company, where appropriate, if you are not attending the University without formal notification. This may mean that you will not receive any student funding (tuition fee and/or maintenance loans).

Sometimes, of course, there may be understandable reasons for absence. Here's what you should do:

- If you are ill for 7 days or fewer (including Saturdays, Sundays and Bank Holidays), you can self-certify. You can collect a self-certification form from the University's Health Centre or from your own GP. If you are ill for longer than 7 days, you should obtain a note from your doctor. Self-certification forms and doctors' notes should be submitted to the School Office to be placed in your file. Please note self-certification forms are not appropriate evidence to support PMC claims.

<http://www.nhs.uk/chq/Pages/1062.aspx?CategoryID=68&SubCategoryID=158>

- Email your personal tutor. Even if you are just ill for a couple of days, please take a moment to let your personal tutor know. If you are in a situation that is making it difficult to attend for a longer period, or simply feel awkward returning to a seminar after two or three weeks' absence, you should arrange to see your personal tutor as soon as you can.
- If you have to be away, for example, on pressing family matters, please speak to your module leaders, in advance, to explain.
- If your absences are disability related, make sure you contact Disability & Learner Support so we can explore with you what support may be available. With your consent we can include a statement in your Reasonable Adjustment Plan so your Programme Leader is aware.

- If absences from University for reasons such as sickness are likely to impact on your ability to complete a module assessment, you should consider using the PMC procedure. Being off sick does not automatically exempt you from participating in assessments.

Please note that any information about your mitigating circumstances may be shared with staff involved in your programme of study for the purpose of providing support.

Finally, if you find that you are having to work at a part-time job for an increasing number of hours (say, in excess of 12 hours a week), please speak to your personal tutor, so they are aware of the situation. If it is becoming impossible to study properly because of your part-time work or other commitments, you should discuss your circumstances with your programme leader.

If You Need to Leave or Interrupt Your Studies

If, for any reason (be it personal, academic or financial), you need to leave or temporarily pause your studies, we want and need to know. In the first place, you should talk to your personal tutor or your programme leader. In addition you may wish to contact askUS as they have trained advisers who can help with all types of financial, personal and emotional issues. It may be possible for a student to 'interrupt' studies for twelve months if problems/circumstances have made studying really impossible.

If you are thinking about taking an interruption, talk to your personal tutor right away rather than struggling to cope with your circumstances. It could be that we can help you with your problem or advise you as to where help can be found.

Further information about interruptions of study is also available in the Student Interruptions and Withdrawals Policy:

<http://www.salford.ac.uk/about-us/corporate-information/governance/policies-and-procedures/academic-governance>.

If you really think you have to withdraw entirely, then make sure you discuss it with us first, so that we have proper records of what's happened. If you just disappear, we'll later have to write to you to 'require you to withdraw' and it may be therefore difficult for you to apply in a year or two to join another degree programme, if you want to. You may also be liable to pay fees even though you were not attending the University. You must write a formal letter of withdrawal and ALSO speak to your programme leader, if you decide to leave the programme.

If you think you've chosen the wrong degree programme and wish to change to another one in the University, speak to your programme leader as soon as possible. Please note that, once a semester has begun, it may be too late to start another programme since you would have missed a significant amount of work on any different modules you have to take.

Further information about interruptions and withdrawals is available in the University's Student Interruptions and Withdrawals Policy:

<http://www.salford.ac.uk/university/governance/policies-and-procedures/browse-by-theme/2>.

Expectations of Student Conduct

The University is a community that draws people from a wide range of social, cultural, religious, ethnic, ideological and geographical backgrounds. Good conduct on the part of all members of that community is essential for the wellbeing and safety of others and for the maintenance of an environment in which students and staff can work, study and meet one another effectively. The University requires staff and students to treat each other with respect and courtesy and to comply with University rules.

The University has a Student Disciplinary Procedure which describes behaviour that constitutes misconduct and explains the processes that the University will follow when dealing with allegations of student misconduct.

<http://www.salford.ac.uk/university/governance/policies-and-procedures/browse-by-theme/2>

If you are studying on a programme which leads to accreditation by a professional body, you should also refer to the policy on Fitness to Practise:

<http://www.salford.ac.uk/university/governance/policies-and-procedures/browse-by-theme/2>

Teaching Session Behaviour Guide

The Student Charter sets out what the University and its staff and students can expect from each other to provide you with a great experience as a Salford student. This includes a commitment from staff and students to treat fellow staff and students fairly and respectfully at all times. The Charter is available at:

http://www.salford.ac.uk/_data/assets/pdf_file/0004/1226902/StudentCharter.pdf

Some students and staff have said they would find it helpful to have more detailed guidance about what standards and types of behaviour in teaching sessions the University expects. These guidelines are a supplement to the Student Charter, and as such, they have been jointly produced by the University and the University of Salford Students' Union. They aim to help students and staff to agree together the behaviour that is expected in class to enable you to get the most out of your learning experience.

We recommend that lecturers and student representatives discuss these guidelines with students, adding or removing things from this list by agreement, which everyone then abides by.

To help us to learn effectively in class it would be great if we all...

- Respect the dignity of all students and staff
- Comply with any register or attendance monitoring
- Arrive at our session in good time and are prepared for learning
- Turn our mobile phone to silent mode before the session begins
- Give the session our full attention and participate appropriately with all teaching activities

- Take the nearest available seat as quickly and quietly as possible if we arrive within the first 15 minutes of the session
- Check with the lecturer before making an audio or video recording of the lecture further guidance is available at:

<http://www.askus.salford.ac.uk/cms/resources/uploads/files/What%20Is%20the%20Guidance%20on%20Recording%20Lectures%202014.pdf>

It would be great if we didn't...

- Arrive more than 5 minutes late
- Talk on a mobile phone during the session
- Bring food or drink into the session other than bottled water (except for medical reasons)

The serious stuff...

The University takes the safety and wellbeing of all its students and staff very seriously. Disruptive and/or threatening behaviour and the harassment of students and/or staff are unacceptable and action will be taken in such circumstances. This could lead to the Student Disciplinary Procedure being invoked:

<http://www.salford.ac.uk/about-us/corporate-information/governance/policies-and-procedures/browse-by-theme/2>

Personal Mitigating Circumstances

Personal Mitigating Circumstances are situations or circumstances of a serious nature (i.e. not day-to-day minor illnesses or circumstances you could have easily avoided through prior planning). If you believe that they have adversely affected your ability to submit coursework on time or to submit it at all or to attend an exam, then you may wish to bring them to the attention of the examiners. The circumstances might include serious illness, bereavement or any personal issue which has affected you for a significant period of time during your studies and/or during the examination period and has had a recognisable effect on your studies and assessments.

PMC requests can only be submitted for:

- Late submission
- Non-submission
- Absence from an exam or similar type of assessment

Normally PMC requests cannot be submitted because you feel that your mitigating circumstances have affected the standard of work you have already submitted or your performance in an exam you have already sat. However, there are some very limited circumstances in which a student can make a successful claim for mitigating circumstances after having gone ahead and submitted or taken an assessment. This would normally be limited to situations where a student was so unwell or so severely affected by their circumstances by that they were unable to recognise or determine their own ill health, and medical documentation would need to be provided to confirm this.

In the normal course of your studies you should talk to your tutors about problems which are affecting your studies and/or your life at home. You can also refer to other sources of help, for example the askUS Advice and Support service, Disability & Learner Support, the Students' Union Advice Centre, or Maxwell Health Centre. However, you may wish the University to take account of these circumstances in a formal way when a Board of Examiners is making decisions about your progression or award.

If so, it is your responsibility to complete a Personal Mitigating Circumstances (PMC) form (through the Self Service Student Portal <http://students.salford.ac.uk/selfservice.php>) to explain the nature of your circumstances and how these have affected your assessments. You will be required to submit relevant evidence.

PMC requests are considered by PMC Reviewers who will decide whether your PMC will be accepted or rejected. Their decisions will be reported to the Board of Examiners which will then decide what action to take.

Before submitting a PMC form, please make sure you understand the procedure properly. Guidance notes are available on the PMC form. You must submit a PMC form together with relevant evidence within 10 working days of either the assessment submission date or the date of the examination or similar type of timetabled assessment. If you have a Student Support Plan, you should still submit your PMC within 10 working days after the submission/assessment date set for the cohort. You do not have additional time as a result of your Student Support Plan. If you wish to submit a PMC in the resit period, please check the submission date with your School as this may be different than at other times of the year due to the scheduling of Examination Board meetings

The University Personal Mitigating Circumstances procedure and guidance is available here: <http://www.salford.ac.uk/qeo/StudentPolicies/personal-mitigating-circumstances-procedure>.

Academic Appeals Procedure

As a student of the University, you have the right to appeal against any decision made by the Board of Examiners. As a consequence of a successful appeal there may be a change to a decision taken by the Board of Examiners.

Disagreement with the academic judgement of a Board of Examiners in confirming marks and grades for individual assessments does not constitute grounds for appeal. In other words, you cannot appeal simply on the grounds that you disagree with a mark or grade, nor can you have your work reassessed. If you have any queries about the mark you have obtained you should contact the module tutor and ask for feedback, which will help to explain how the mark was calculated.

If you wish to lodge an appeal you must inform the Quality and Enhancement Office of your intention to do so by using the Academic Appeals Pro-Forma. You must do this within 14 days of the publication of the Board's decision. The Academic Appeals Pro-forma (Stage 1 Academic Appeals Form) is available here:

<http://www.salford.ac.uk/qeo/StudentPolicies/academic-appeals-procedure>.

Further information about academic appeals is also available via the above link.

Academic Misconduct

The University takes a serious view of all acts of academic misconduct. Such acts are considered potentially dishonest and as attempts to gain unfair advantage. Acts of academic misconduct can take many forms. They are likely to fall into one or more of the following categories:

- Plagiarism - taking the work of another person or source (for example their text or ideas) and using it as if it were one's own.
- Self-plagiarism (or double submission) – resubmitting previously submitted work on one or more occasions (without proper acknowledgement) including work for separate blocks of credit.
- Collusion - working with others on tasks that should be carried out on an individual basis or one student allowing another student to access their own work. In the latter instance both students would face allegations of academic misconduct.
- Falsifying experimental or other investigative results.
- Taking unauthorised material (including electronic devices) into an examination.
- Contracting another person to produce a piece of assessed work.
- Producing a piece of assessed work for another person.
- Copying from, or communicating with, another examination candidate during an examination.
- Bribery.

As a student of the University, you should ensure that you know and understand what is meant by academic misconduct and the requirements of your School for referencing and citation. Your academic tutors will provide you with detailed advice and training about good academic practice (i.e. how to avoid academic misconduct) at the start of the academic year and during modules. In addition, you can seek further guidance about what constitutes good academic practice from your module tutors and on Blackboard. Study skills information about academic misconduct and referencing are available at the following link:

<http://www.salford.ac.uk/skills-for-learning/home/using-and-referencing-information/referencing>

When submitting each assignment, you will be required to complete a declaration confirming that the work submitted is your own, with all sources duly acknowledged. Where assessments are submitted electronically, this declaration is completed online. The Students' Union and the Library have worked together to develop further guidance on academic misconduct <http://library-files.whetest.salford.ac.uk/elearning/academic-misconduct/story.html>

If academic misconduct is suspected, the University may use facilities such as the Turnitin originality report as part of their investigations. The University considers the act, not the intention behind the act, when considering cases.

You are also recommended, when available, to make use of Turnitin (accessed via Blackboard) prior to submission to check your assignments for possible referencing/text matching issues. This will not be available for all assessment types.

If you are found to have committed academic misconduct, the University will impose one of the following penalties:

- a) mark of 0 or grade of F is awarded for the component of assessment in question;
- b) a mark of 0 or grade of F is awarded for the component in question and the module mark kept at the minimum pass mark;
- c) a mark of 0 or grade of F is awarded for the component in question and marks for all modules at that level will be kept at the minimum pass mark.

Further information can be found in the Academic Misconduct Procedure, available here:

http://www.salford.ac.uk/_data/assets/pdf_file/0005/653648/AcademicMisconductProcedure.pdf.

Complaints Procedure

- What is a Complaint?

In an organisation as large and complex as a university, things do sometimes go wrong. When this happens, it's usually possible to put things right promptly and smoothly. For this to be possible, we need to communicate with each other effectively. If you ever feel that the University or your School has treated you unfairly, or you're unhappy with the level of service we provide, please tell us immediately.

Complaints can be made by an individual student or groups of students about the provision of University services but would not result in any change to an academic decision. Such changes would only be made when an academic appeal is upheld.

- How do I make a Complaint?

If you wish to complain about some aspect of service, it is probably best that your first port of call is the member of staff with whom you feel the most comfortable, perhaps your personal tutor or programme leader. Alternatively, you may wish to discuss the issue with your School's Associate Dean (Academic). Whoever you talk to about the issue that's bothering you, we'll do our best to handle the matter promptly, courteously and fairly. As the purpose of making a complaint is to resolve the problem, it is important to know that complaints should be made at the time when the problem occurs and not retrospectively, when it may be too late to address it.

When you have made a complaint you may always expect to receive notification of what action(s) have been, or will be, taken. In the very unlikely event that you're unhappy with the way the School handles any matter you bring to our attention, you can use the University's Student Complaints Procedure. For full details of the Student Complaints Procedure, see:

http://www.salford.ac.uk/_data/assets/pdf_file/0009/770427/CollaborativeProvisionProcedure.pdf.

Office of the Independent Adjudicator (OIA)

If you have followed every stage of the University's student procedures (e.g. Academic Appeals, Academic Misconduct, Complaints, Discipline, Fitness to Practice etc) and you are not satisfied with the outcome, the Office of the Independent Adjudicator (OIA) which is the ombudsman for Higher Education may be able to undertake an independent review of your case. You will need a letter from the University which states that you have completed the University's internal complaints procedure. Further information about the OIA's scheme can be found at www.oiahe.org.uk.