

# MSc Clinical Science – Genomic Sciences

## Description

## 1. Introduction

### 1.01 Welcome to the University of Manchester and the School of Biological Sciences

### 1.02 This handbook is accurate at the start of the 2025/6 academic year

### 1.03 Welcome statement from the Head of the School of Biological Sciences

Dear Students,

Welcome to the School of Biological Sciences at the University of Manchester. I am delighted you have chosen to begin or continue your academic journey with us, and I want to personally welcome each of you to our community.

The School of Biological Sciences is a vibrant and diverse part of the University, home to world-leading research and teaching across a wide range of disciplines including molecular and cell biology, biochemistry, biomedical sciences, biotechnology, bioinformatics, and evolutionary biology. Whether you are joining us as an undergraduate or a postgraduate student, you are now part of a supportive and ambitious academic environment that is committed to helping you succeed.

As Head of School and a Professor of Computational Biology, I am continually inspired by the curiosity, talent, and determination of our students. You will be taught and mentored by academics who are not only leaders in their fields but also deeply committed to your education and development. We encourage you to take full advantage of the opportunities available, both in and beyond the classroom, and to engage with the wide range of activities, societies, and support services designed to enrich your time here.

Our School prides itself on a strong sense of community, collaboration, and innovation. I hope you will feel welcomed, challenged, and inspired throughout your time with us. Please do not hesitate to reach out to staff or fellow students if you need guidance. We are all here to help you thrive.

I wish you every success in the year ahead and look forward to seeing the many ways you will grow, contribute, and achieve during your time in the School.

Warmest regards

**Professor Simon Hubbard**

Head of the School of Biological Sciences

The University of Manchester

## 1.04 Key Contact Details

If you have any queries or concerns at any time during your period of study at The University of Manchester, there is a range of people you can approach. The Programme Administration Team will be your first point of call for general issues. Alternatively, you may wish to contact the Programme Director or Pathway Lead for specific aspects to do with the course or your Academic Advisor for career development issues. If you wish to raise a confidential matter at School level, you should approach the Head of Teaching, Learning and Student Experience – contact details below.

Responsibility for overall management of the Programme lies with the Programme Director who has assembled a Programme Committee, which meets regularly, to advise on content, structure, management, student supervision, and regulatory matters such as Programme improvement and refinement. The Committee also includes the student representative who is democratically elected by you to attend these meetings.

### Programme Administration Team

Your first point of call should be directed as follows:

Student SharePoint site: [School of Biological Sciences Student Information – Home](#)

- Student Hub
- [sbs.hub@manchester.ac.uk](mailto:sbs.hub@manchester.ac.uk)
- Student Support
- [sbs.wellbeing@manchester.ac.uk](mailto:sbs.wellbeing@manchester.ac.uk)
- Assessments
- [sbs.assessment@manchester.ac.uk](mailto:sbs.assessment@manchester.ac.uk)
- Programmes and Curriculum
- [sbs.programmes@manchester.ac.uk](mailto:sbs.programmes@manchester.ac.uk)
- MAHSE Office
- [admin@mahse.co.uk](mailto:admin@mahse.co.uk)

### Student Representative

- To be appointed democratically

### Director of Education (UG and PGT)

- Professor Nicky High
- [nicky.high@manchester.ac.uk](mailto:nicky.high@manchester.ac.uk)

### Head of Teaching, Learning and Student Experience

- Kerry Mycock
- [kerry.mycock@manchester.ac.uk](mailto:kerry.mycock@manchester.ac.uk)

### Teaching and Learning Manager

- Kelly Salimian

- [kelly.salimian@manchester.ac.uk](mailto:kelly.salimian@manchester.ac.uk)

### **Student Service, Support & Development Manager**

- Sam Green
- [sam-green-1@manchester.ac.uk](mailto:sam-green-1@manchester.ac.uk)

### **Programme Directors**

- Dr Emma Jenkinson
- [emma.jenkinson@manchester.ac.uk](mailto:emma.jenkinson@manchester.ac.uk)
- Mr Andrew Devereau
- [a.devereau@manchester.ac.uk](mailto:a.devereau@manchester.ac.uk)

### **Pathway Leads**

#### **Genomic Counselling**

- Dr Rhona Macleod
- [rhona.macleod@mft.nhs.uk](mailto:rhona.macleod@mft.nhs.uk)

#### **Genomics**

- Dr Emma Jenkinson
- [emma.jenkinson@manchester.ac.uk](mailto:emma.jenkinson@manchester.ac.uk)

#### **Cancer Genomics**

- Prof Paul Shore
- [paul.shore@manchester.ac.uk](mailto:paul.shore@manchester.ac.uk)

#### **Clinical Bioinformatics**

- Mr Andrew Devereau
- [a.devereau@manchester.ac.uk](mailto:a.devereau@manchester.ac.uk)

## **1.05 Key dates in the academic year**

A summary of the key dates is given below and additional information can be found here:

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

## **1.06 Responsibilities of staff and students**

The University of Manchester believes that education is a partnership between the learner and the teacher, conducted within a context that provides properly for pastoral care and learner needs. In the School of Biological Sciences, we have created a list of responsibilities for staff and students. You can find it on the [Student SharePoint Site](#).

## 1.07 Canvas

[Canvas](#) is the University's digital learning environment. You will use Canvas to access online teaching material for your course units, in addition to interactive elements to assist your learning. Some Canvas spaces enable you to interact with other students as well as academic staff. Canvas can be used to submit work online and to receive feedback on this work once it has been marked.

## 1.08 My Manchester

[My Manchester](#) brings all your online university services together in one place. From My Manchester you can access the student self-service system, which allows you to view your timetable, select course units and access your grades for assessed work.

My Manchester also allows you to access University services including Canvas and your University library account. To access My Manchester fully, you will firstly need to register online at [my.manchester.ac.uk](http://my.manchester.ac.uk)

## 1.09 Changes/Updates to your personal details recorded in the Student System

It is your responsibility to ensure that the Student System is kept up to date with changes to your recorded personal or programme details. Any change of personal details must be completed online via My Manchester. Incorrect information can lead to problems with your fees and funding, at Examination times and with other official processes.

Please read guidance available on the University of Manchester Student Support webpage for details on [Updating your bank details](#) and changes to your [personal information](#) (for example, your address or name).

If you need any help, please contact the [Student Support Hub](#)

## 1.10 The Student Charter

Our [Student Charter](#), developed jointly by the University and the Students' Union, is an important part of how we establish and maintain clear mutual expectations for the experience of all undergraduate and taught postgraduates. It sets out what we can expect from each other as partners in a learning community.

The Charter provides an overview of the Manchester experience and refers to regulations, policies and procedures; it is not a detailed personal agreement or contract.

## 1.11 The Digital Equity Charter

Our [Digital Equity Charter](#), co-created with the Students' Union, sets out the University's commitment to ensuring that all our students can effectively engage with their learning and development opportunities.

This charter sets out the University's commitment to [ensuring all students have equitable access to development opportunities, hardware, software, connectivity and study space](#) to effectively engage with their learning and establishes the expectations on students to engage with the opportunities available.

## 1.12 Dignity at Work and Study

All members of the University community, whether staff or students, are required to treat each other in a friendly, courteous and dignified manner. This requirement also applies to visitors and those otherwise associated with the University. The [Dignity at Work and Study](#) Policy and Procedures provide more information about University's commitment to an environment in which there is no tolerance of discriminatory, bullying or harassing behaviour from any member of our community. The [Advice and Response service](#) provides support for anyone who experiences such behaviour.

## 1.13 Health and safety information

While student life is exciting and fun, we know it can also be challenging. We take the health, wellbeing and safety of our students seriously and offer you the encouragement and support you need to stay happy and healthy. We've put together an online module to help you [Starting University](#) to think about some things you might encounter, and resources to help you handle them. Further information is available on our [Health, Wellbeing and Safety webpages](#) including registering with a GP, vaccinations, mental health support, wellbeing, and our SafeZone app.

### Compulsory Introductory Course

All students are automatically enrolled onto an introductory unit (BIOL62000) that provides information on health and safety, academic malpractice and academic literacy. Completion instructions for each of these sections are clearly defined within the course.

**Completion of the academic malpractice and health and safety sections is mandatory for all students.** All assessments must be completed as soon as possible after the programme begins, with the academic malpractice assessment completed **before** the first piece of coursework is submitted and no later than **31 October 2025**.

Completion of these assessments is monitored by the School.

All students are also strongly advised to complete the academic literacy section.

## 1.14 University learning resources

**My Learning Essentials:** The Library provides a comprehensive programme of online skills resources, workshops and drop in support clinics throughout the year designed to help you to develop your academic and employability skills: <http://www.manchester.ac.uk/my-learning-essentials>.

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

[Contact us \(The University of Manchester Library\)](#)

## 1.15 Library

The [University of Manchester Library](#) is one of only five National Research Libraries. With more than 4 million printed books and manuscripts, over 41,000 electronic journals and 500,000 electronic books, as well as several hundred databases, the library is one of the best-resourced academic libraries in the country. Library opening hours are available at: <https://www.library.manchester.ac.uk/locations-and-opening-hours/>

## 1.16 Computers

The University has [PC clusters](#) available for use across the campus, in addition to [Library laptop and iPad loans](#).

## 1.17 Developing Digital Skills

Throughout your time at University, you will be supported to develop the digital skills and confidence needed for your studies and career. A range of [support and development opportunities](#) are available to you, including being able to:

- Self-assess your digital skills with the Jisc Discovery tool, by completing questionnaires on digital capability, AI and Employability and getting your personalised report
- Enhance your digital and professional development through LinkedIn Learning
- Gain recognition through an industry recognised certification
- Become a [Digital Capability Student Rep](#) through the Studentsâ€™™ Union

Our University is committed to digital equity, and you can learn more about this in the [Student Digital Equity Charter](#) which is co-owned with the University of Manchester Studentsâ€™™ Union.

## 1.18 Social Space

There are lots of spaces to explore around the campus where you can eat, drink, study and socialise. There are cosy campus spaces, including one on the third floor of the Stopford Building, which provide hot water and microwave stations for students to use. If you are a commuter student, there is a student space designed just for you in the Booth Street East Building. The space has comfortable seating, study pods, kitchen facilities, lockers, prayer spaces and shower facilities.

In the Stopford Building, you can find the Student Common Room on the first floor which can be used for study, as well as a group space for discussion and socialising. The Stopford Support Hub and Library on the third floor also has facilities for quiet study as well as group work, and student activities are also organised in the Hub and advertised to students.

## 1.19 Other facilities/resources

## Food/Drink on Campus

There are a variety of places to eat and drink on campus. An up-to-date list can be found below.

[Further places to eat on campus](#)

## 1.20 University General Regulations

The University has produced [General Regulations](#), which are rules that students and staff must abide by. Academic-related regulations, including degree regulations, policies on assessment and feedback, and attendance monitoring can be found on our [Regulations webpages](#).

## 2. About your programme

### 2.01 Programme overview for the MSc Clinical Science “ Genomic Sciences

The MSc Clinical Science (Genomic Sciences) forms the academic component of your Scientist Training Programme and runs in parallel with your workplace training. All students complete core modules in genomic science, professional practice and research methods, alongside pathway-specific teaching. The four pathways are: **Genomics**, **Cancer Genomics**, **Genomic Counselling**, and **Clinical Bioinformatics (Genomics)**. The programme is 180 credits of which 120 credits are taught, and 60 credits are your research project.

### 2.02 Aims and Learning Outcomes of the Programme

#### Knowledge and Understanding

Students should develop a knowledge and understanding of:

- Demonstrate knowledge of the normal physiology and biochemistry of the major organ systems of the body (All pathways)
- Display a critical understanding of the regulatory processes and practices involved in conducting research in a health service or academic setting. (All pathways)
- Demonstrate a knowledge and critical understanding of the use of internal and external quality assurance systems in health service laboratories. (All pathways)
- Display knowledge of the theory and critical understanding of the use of the major analytical techniques employed within the genomic science disciplines. (All pathways)
- Exhibit knowledge of the scientific basis and practice of genomic counselling, and a critical understanding the role the discipline plays in the investigation, diagnosis and management of disease. (Genomic Counselling pathway only)
- Exhibit knowledge of the scientific basis and practice of genomics, and a critical understanding the role the discipline plays in the investigation, diagnosis and management of disease. (Genomics pathway only)
- Exhibit knowledge of the scientific basis and practice of molecular pathology, and a critical understanding the role the discipline plays in the investigation, diagnosis and management of disease. (Cancer Genomics pathway only)

- To systematically and critically employ the knowledge and understanding obtained during the taught component of the programme to address an original research question through the design and undertaking of a comprehensive research project and production of a dissertation. (All pathways)

## **Intellectual Skills**

- Critically reflect on and challenge their own practice, the practice of others and the organisation and delivery of clinical genomic services in order to ensure use of appropriate values and best evidence in delivering patient care and management.
- Appraise and interpret information from different sources in order to develop a coherent critical analysis of issues relating to the practice and delivery of clinical genomic services.
- Systematically and objectively evaluate what genomic investigations may be indicated in order to establish a genetic diagnosis in a patient with specific clinical signs and symptoms.
- Critically evaluate the performance of new analytical technologies in the context of the specific requirements of the health service.
- Critically analyse and objectively evaluate data from different analytical and diagnostic platforms.
- Interpret genomic data in the context of establishing a clinical genetic diagnosis and potentially informing appropriate treatment.
- To synthesis, analyse and systematically combine information obtained from different sources to develop a defined original research question and then to address it through the development of a coherent research project.
- Interpretation and interrogation of scientific data leading to the generation of valid and defensible scientific conclusions.

## **Practical Skills**

- To effectively communicate with colleagues within the clinical genomic service and ward staff through the presentation of verbal and written reports
- To collect, collate and record scientific data according to established health service practices.
- Draw on their knowledge and understanding of different analytical approaches to formulate appropriate analytical strategies to determine diagnosis and optimal clinical management for genomic disorders.
- Contribute to the advancement of effective and timely patient diagnosis through a knowledge and understanding of the multidisciplinary environment of the genomic science service within the modern health service.
- Utilise appropriate theoretical frameworks and evidence-based constructs to formulate proposals to advance clinical science practice that is responsive to the diverse needs of service users and carers.
- Contribute to the strategies for practice development and change at both a team and organisational level to enhance access to and effectiveness of clinical science services.
- Design a scientifically valid strategy to address a specific research question relevant to modern clinical science practice.
- Produce a cogent dissertation that contains a critical analysis and evaluation of data generated during research project, and a concise and scientifically valid interpretation of the research findings.

## **Transferable Skills and Personal Qualities**

- Communicate effectively in a variety of settings with a range of individuals
- Effectively utilise information technology/health informatics.
- Demonstrate research and enquiry skills by accessing and analysing literature in order to inform and develop practice
- Work co-operatively and effectively with others as a member of a team. Reflect on their own academic and clinical performance and utilise strategies to improve these.
- Use logical and systematic approaches to problem-solving and decision-making.

## **2.03 Summary of Programme Structure**

### **Genomics pathway**

#### **Year 1**

#### **BIOL64560 Introduction Healthcare Science, Professional Practice and Clinical Leadership (30 credits)**

- Professional Practice (20 credits)
- Introduction to Bioinformatics (10 credits)

#### **BIOL63410 Introduction to Genomics and Clinical Practice (Genomics) (30 credits)**

- Introduction to Genetics, Genomics and Molecular Science (10 credits)
- Introduction to Cancer Genomics (10 credits)
- Introduction to Principles and Practice of Genomic Counselling (10 credits)

#### **Year 2**

#### **BIOL65620**

- Research Skills (10 credits)
- Paediatric Genomics (10 credits)
- Prenatal Genomics (10 credits)

#### **Year 3**

#### **BIOL72220**

- Adult Genomics (10 credits)
- Cancer (20 credits)

#### **BIOL68800 Research Project (60 credits)**

### **Genomic Counselling pathway**

## Year 1

### **BIOL64560 Introduction Healthcare Science, Professional Practice and Clinical Leadership (30 credits)**

- Professional Practice (20 credits)
- Introduction to Bioinformatics (10 credits)

### **BIOL63420 Introduction to Genomics and Clinical Practice (Genomic Counselling) (30 credits)**

- Introduction to Genetics, Genomics and Molecular Science (10 credits)
- Introduction to Genomics in Mainstream Health and Social Care (10 credits)
- Introduction to Principles and Practice of Genomic Counselling (10 credits)

## Year 2

### **BIOL65630**

- Research Skills (10 credits)
- Counselling and Communication Skills for Genetic Counsellors (10 credits)
- Applied Genetics and Genomics in Clinical Care (10 credits)

## Year 3

### **BIOL65001**

- Advanced Genomic Counselling and Ethical Practice (15 credits)

### **BIOL65011**

- Genomics and Bioinformatics in Advanced Clinical Care (15 credits)

### **BIOL69900 Research Project (60 credits)**

## **Cancer Genomics pathway**

### Year 1

### **BIOL64560 Introduction Healthcare Science, Professional Practice and Clinical Leadership (30 credits)**

- Professional Practice (20 credits)
- Introduction to Bioinformatics (10 credits)

### **BIOL63430 Introduction to Genomics and Clinical Practice (Cancer Genomics) (30 credits)**

- Introduction to Cancer Genomics (10 credits)
- Introduction to Histopathology (10 credits)

- Introduction to Haematology (10 credits)

## **Year 2**

### **BIOL65640**

- Research Skills (10 credits)
- Solid Cancer 1 (10 credits)
- Haematological Malignancies 1 (10 credits)

## **Year 3**

### **BIOL66532**

- Solid Cancers 2 (15 credits)

### **BIOL66521**

- Haematological Malignancies 2 (15 credits)

### **BIOL69770 Research Project (60 credits)**

## **Clinical Bioinformatics Genomics pathway**

### **Year 1**

#### **BIOL64560 Introduction Healthcare Science, Professional Practice and Clinical Leadership (30 credits)**

- Professional Practice (20 credits)
- Introduction to Bioinformatics (10 credits)

#### **BIOL63440 Introduction to Genomics and Clinical Practice (Genomics) (30 credits)**

- Introduction to Genetics, Genomics and Molecular Science (10 credits)
- Introduction to Cancer Genomics (10 credits)
- Introduction to Principles and Practice of Genomic Counselling (10 credits)

### **Year 2**

#### **BIOL65650**

- Research Skills (10 credits)
- Diagnostic Sequencing (10 credits)
- Software Engineering (10 credits)

### **Year 3**

## BIOL72241

- Applied Statistics, Data Science and Quality in Clinical Bioinformatics (15 credits)

## BIOL62252

- Service Delivery and Development (15 credits)

## BIOL61860 Research Project (60 credits)

### 2.04 Modes of Study

This is a part-time Master's course.

### 2.05 Programme Specification

These documents are stored internally within the School.

### 2.06 Course Units

The course units for this programme are detailed in section 2.03.

### 2.07 Information on the way in which a student can progress through the programme

Please be aware this programme has some higher requirements to the University degree regulations and details of these are outlined below:

- The programme employs a 50% pass rate across all pathways
- The programme will not apply compensation rules to any course unit

As per professional body requirements resit pass marks will be recorded on the transcripts as 50R. However, the actual awarded mark as described in the 'Late Submission Penalty (including Dissertation)' section below (i.e. 40-49R) will be used to calculate the overall weighted average and degree classification.

- **Each 10 or 20 credit subcomponent of the overarching unit must be passed individually with a cumulative assessment mark of 50% based on the assessments relating to each subcomponent.**

**For example**, BIOL64560 Introduction Healthcare Science, Professional Practice and Clinical Leadership (30 credits) consists of two sub-components. Professional Practice worth 20 credits and Introduction to Clinical Bioinformatics worth 10 credits. Both sub-component must be passed individually.

Reassessment will be required in the event that this cumulative subcomponent grade is not achieved. Standard reassessment credit limits will apply.

The University Postgraduate degree regulations can be found online:

[Postgraduate Degree Regulations](#)

In order to progress to the dissertation/research project you must have satisfactorily achieved the relevant pass mark in taught course units, including by use of resit and/or compensation as outlined in the degree regulations, in order to continue to this element of the programme.

## **2.08 Consequences of unsatisfactory progress**

Not relevant to this programme.

## **2.09 Programme Specific Regulations**

Not relevant to this programme.

## **2.10 Professional and Statutory Body Requirements**

Each 10 or 20 credit subcomponent of the overarching unit must be passed individually with a cumulative assessment mark of 50% based on the assessments relating to each subcomponent. The programme will not apply compensation rules to any course unit.

The NSHCS requires all trainees to successfully pass the MSc Clinical Science in order to receive their Certificate of Completion for the Scientist Training Programme (CCSTP). Failure to pass all elements of the MSc (once all re-sit opportunities available have been exhausted) means failure of the training overall and trainees will not be eligible to receive the CCSTP.

## **2.11 Fieldwork and placements or study abroad**

Not relevant to this programme.

## **2.12 Additional costs**

Not relevant for this programme.

## **2.13 Degree classification algorithm**

During your degree programme, you will complete 180 credits; which will comprise of both Taught (teaching-based) course units and one larger Research-based course unit. Each course unit carries a weighting in credits and an average is calculated at the end of your degree programme of the marks you have achieved and this serves as your final degree mark out of 100. Course units are counted in to your degree mark based on their weighting in credits, so a 60 credit course unit would be counted in to the average 4 times, whilst a 15 credit course unit would be counted in to the average once. All degree marks are rounded to 1 decimal place. Please see below an example degree mark calculation:

Unit 1 (30 Credits): 67

Unit 2 (30 Credits): 55

Unit 3 (30 Credits): 78

Unit 4 (30 Credits): 70

Unit 5 (60 Credits): 75

The calculation would be:

$$67 + 67 + 55 + 55 + 78 + 78 + 70 + 70 + 75 + 75 + 75 + 75 = 840 / 12 = 70$$

Please note that in cases where students have approved mitigating circumstances for some of their marks, the final mark may be calculated differently, at the discretion of the exam board, for example a 15 credit unit where the student has under-performed may be excluded from the final calculation.

### Degree Classification

For Masters Programmes, students must achieve an overall average of at least 50 to be eligible for an MSc award. If you achieve an average below 50, you will not be awarded an MSc award, but may be eligible for a lower exit award of a Postgraduate Diploma or a Postgraduate Certificate.

Degree classifications are awarded as follows:

Final mark of 50 – 59.9 : Pass

Final mark of 60 – 69.9: Merit

Final mark of 70 or above: Distinction

### Classification Review:

For final degree marks which fall within the boundary zone; within 2 marks of the higher classification (68 – 69.9 for a Distinction or 58 – 59.9 for a Merit), the examination board will consider whether there is a case for the student to be awarded the higher classification and in some cases students will be awarded the higher classification where their final degree mark falls in the boundary zone.

PLEASE NOTE: There is no guarantee if your final degree mark falls in the boundary zone that you will be awarded the higher degree classification. This will only be awarded automatically if you have achieved a degree mark above the degree classification boundary (e.g. 70 for a Distinction).

If your mark falls in the boundary zone; you will be awarded the higher degree classification in the following situations:

- If two thirds or more of the credits you have completed during your degree programme (120 credits or more) are marks at the higher degree classification, you will be automatically promoted to the higher degree classification (so 120 credits with marks above 70 would be needed to be promoted to a distinction)
- If you do not have two thirds of credits at the higher classification but are in the boundary zone, there will be an independent review of your final research project by the external examiner who

will make a recommendation to the board as to whether or not there is a case for the student being awarded the higher degree classification. The board will then make a decision based on this and on the mark profile whether or not to promote the student to the higher classification. This is at the discretion of the examination board, is not a guarantee, and is a decision that cannot be questioned or challenged.

There is no classification review available for the classification of Pass; any degree mark below 50 cannot be awarded an MSc degree under any circumstances.

## 3. Assessment and academic standards

### 3.01 Assessment (methods, criteria, timing, logistics, feedback, return of marks)

#### Feedback for Assessments

The purpose of feedback is to provide constructive comments so that you can improve the standard of your work. Thus, in addition to marks you will receive written feedback on most of your assessed coursework.

Marks awarded for your assessments (i.e. everything which contributes to your final degree classification) are subject to ratification by the examination board and the external examiner at the awarding examination meeting. **Consequently all marks given before the final examiners' meeting has taken place must be regarded as provisional.** Shortly after the examinations meetings we will publish results and a breakdown of your marks. These will remain provisional until after the final examination board has met.

The marking process involves several steps to ensure appropriate academic consideration and quality assurance processes have been adhered to. Students will be notified by email once the work has been marked and grades are available. **We will endeavour to mark work and give feedback to students 15 working days after the hand-in date.** However, occasionally there may be delays as a result of staff illness or other unforeseeable factors. In these circumstances, you will be kept informed of this.

#### [The University Policy on Feedback to Undergraduate and Postgraduate Taught Students](#)

Following graduation you may obtain a detailed official written account of all your examination results (called a transcript) from the Student Services Centre on payment of a small fee. This carries the University stamp and is recognised for such purposes as admission to a further course of study at another institution, membership of professional bodies, exemption from sections of professional examinations etc. If you need an official transcript, contact the SSC on 0161 275 5000.

Unofficial transcripts can be provided by the Assessment and Progression Team upon request.

#### Assignment Word Count (Including Dissertation)

In accordance with the University [Policy on Marking](#):

Each written assignment has a word limit (or in some cases, a page limit), which you must state at the top of your first page. It is acceptable, without penalty for you to submit an assignment within a range

that is plus 10% of this limit. If you present an assignment with a word count exceeding the specified limit +10%. The assignment will be marked but 20 marks (out of 100) will be deducted for every page that exceeds the limit given. The marker will determine whether or not the limit has been exceeded.

In accordance with accepted academic practice, when submitting any written assignment for summative assessment, the notion of a word count includes the following without exception:

- All titles or headings that form part of the actual text. This does not include the fly page or reference list
- All words that form the actual essay
- All words forming the titles for figures, tables and boxes, are included but this does not include boxes or tables or figures themselves
- All in-text (that is bracketed) references
- All directly quoted material

Certain assessments may require different penalties for word limits to be applied. For example, if part of the requirement for the assessment is conciseness of presentation of facts and arguments. In such cases it may be that no 10% leeway is allowed and penalties applied may be stricter than described above. In such cases the rules for word count limits and the penalties to be applied will be clearly stated in the assessment brief and in the submission details for that assessment.

### **Late Submission Penalty (Including Dissertation)**

It is imperative that all work is submitted by the designated deadline. Students are expected to manage their time effectively to ensure timely submission. Technical issues and the system running slowly are not typically accepted as valid reasons for late submissions. To avoid penalties, please ensure that your work is submitted well in advance of the deadline.

You may re-upload your work without penalty as many times as necessary before the deadline. We therefore recommend submitting your work as early as possible and then making any desired revisions before the deadline if required.

In the event of technical difficulties, please email a PDF of your work to [sbs.assessment@manchester.ac.uk](mailto:sbs.assessment@manchester.ac.uk) as soon as possible. This will be considered an on-time submission if received before the deadline. Submissions received after the deadline will still be subject to penalties.

All submission deadlines for summative coursework assessments are at 2pm. You may see in Canvas that your submission deadline is showing as 14:01 rather than 14:00. Your submission deadline is still 2pm, however the system will display this as 14:01 to ensure that any work submitted up to 14:00:59 is not incorrectly flagged as late and incorrectly penalised. Please keep in mind that all, submission times are 14:00 and whilst deadlines will show as 14:01 in Canvas, any submission from 14:01:00 onwards will be penalised.

If you have an extension to a piece of work, either due to a DASS auto extension or an extension approved through the School Extensions Request process, you may also see your deadline update in Canvas to the new deadline you have been assigned; this is so that your work is not incorrectly penalised for being late. The deadline you see in Canvas will be the correct final deadline inclusive of

any extensions, and does not mean that the extension can be used on top of the deadline displayed in Canvas. It is a student's own responsibility to ensure that they know what the original deadline is and what their new, extended deadline is.

Work submitted after the deadline without prior approval will be subject to a late penalty in accordance with the University [Policy on Submission of Work for Summative Assessment on Taught Programmes](#). The penalty applied is 10% of total available marks deducted per day/24 hours (from the time of the original or extended deadline), until the assignment is submitted or no marks remain. So for example a piece of work graded with a mark of 70% would be reduced to 60 if one day late, 50 if two days late, etc.

Penalties for late submission relate to 24 hours/calendar days, so include weekends and weekdays, as well as bank holidays and University closure days.

The mark awarded for the piece of work will be reduced by:

10% of the available marks deducted if up to 24 hours (1 day) late

20% of the available marks deducted if up to 48 hours (2 days) late

30% of the available marks deducted if up to 72 hours (3 days) late

40% of the available marks deducted if up to 96 hours (4 days) late

50% of the available marks deducted if up to 120 hours (5 days) late

60% of the available marks deducted if up to 144 hours (6 days) late

70% of the available marks deducted if up to 168 hours (7 days) late

80% of the available marks deducted if up to 192 hours (8 days) late

90% of the available marks deducted if up to 216 hours (9 days) late

100% of the available marks deducted if up to 240 hours (10 days) late

If the assessment is submitted within 10 days of the deadline the assessment should be marked and feedback to the student provided. If this mark before the penalty is applied reaches the appropriate pass mark but the applied penalty results in a fail of the assessment, the student will not be required to resit the assessment as the original mark can be taken as the resit mark, and the capped mark (e.g. 40R will be awarded immediately). Further information and examples can be found in the Policy and associated Guidance documents.

For work submitted more than 10 days late, it is regarded as a non-submission and will not be marked. In this case a mark of zero will be awarded and normal resit regulations will apply. \*

\*If a student has exhausted all their resit credit allowance, the standard regulations (as contained within the Degree Regulations) will apply, in terms of students being required to repeat the level, be issued with an exit award, etc., as appropriate.

The sliding scale will only be applied to first-attempt submissions. For all referred (resit) assessment, any late submission will automatically receive a mark of zero.

**For further information:**

[Guidance on Late Submission](#)

[Policy on the Submission of Work for Summative Assessment on Taught Programmes](#)

[Assessed Coursework Extension Request Form.](#)

## **3.02 Dissertation (presentation and submission)**

### **Guidance for Presentation of Taught Master's Dissertations**

The University of Manchester guidance on presentation of taught Master's Dissertations is available at:

[Guidance for the presentation of Taught Master's dissertations](#)

The guidance explains the required presentation of the dissertation, and failure to follow the instructions in the guidance may result in the dissertation mark being subject to a penalty.

You can view the full guidance on taught master's dissertation presentation requirements here:

<https://documents.manchester.ac.uk/display.aspx?DocID=2863>

## **3.03 Examinations and coursework**

For information about the policy see: <https://www.exams.manchester.ac.uk/conduct-and-regulations/>

### **Religious Observance**

The University supports a wide range of religions and will make every effort to support students in observing their religious beliefs.

For centrally timetabled examinations, the University will make every effort to note key dates in which undertaking assessment will be affected by religious observance. Please contact [sbs.assessment@manchester.ac.uk](mailto:sbs.assessment@manchester.ac.uk) with details of any assessments and teaching that may be affected. Please find the University policy here:

<https://documents.manchester.ac.uk/display.aspx?DocID=43243>. Please do not submit any religious observance forms to the exams office as your exams are not centrally-timetabled.

## **3.04 Laboratory work and practical reports**

Not relevant for this programme.

## **3.05 Examination Boards and release of marks**

At designated points in the academic year, after each assessment period, all marks and assessments are considered by the Board of Examiners. Members of the Exam Board normally include the Programme Director, Unit Leads, lecturers, including markers and moderators, External Examiners, representatives from the clinical practice areas (where relevant) and representatives from the Assessment and Progression team. No mark or grade is finalised until it has been considered by the board of examiners.

You normally receive marks and grades before they have been ratified by the examination board; therefore **all individual marks should be considered provisional until your final degree mark has been confirmed by the examination board and released to you**. Please be aware that provisional marks could change after consideration by the Exam Board. Any change of marks is rare but if it does occur, students will be informed immediately. If the mark has been changed from a pass grade to a fail grade, and if you are eligible for a resit, an appropriate date for resubmission of the assessment will be given.

It is the purpose of the Exam Board to review student mark profiles anonymously and make decisions on the progression of students through the programme (such as resits or compensation). It is also the role of the Exam Board to identify students who cannot progress and will be exited from the programme, with an exit award where applicable.

### **3.06 Programme-specific assessment requirements**

Not relevant for this programme.

### **3.07 Prizes and awards**

The examination board will award programme-level prizes to students and students who have won a prize will be notified of this ahead of the graduation ceremony, and would be presented with the prize after the ceremony has finished.

### **3.08 Statement about the use of Turnitin**

The University uses electronic systems for the purposes of detecting plagiarism and other forms of academic malpractice and for marking. Such systems include TurnitinUK, the plagiarism detection service used by the University. All work will be submitted through Canvas but is all checked for plagiarism against the Turnitin database.

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

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

Please note that when work is submitted to the relevant electronic systems, it may be copied and then stored in a database to allow appropriate checks to be made.

### 3.09 Plagiarism and academic malpractice

Please find below information and resources about academic integrity and academic malpractice:

- [Regulation XVII \(Conduct & Discipline of Students\)](#)
- [Academic malpractice procedure](#)
- [Plagiarism and Academic Malpractice - Guidance for Students](#)
- University of Manchester Library My Learning Essentials, including workshops and online resources such as '[Getting started with referencing](#)' and '[Avoiding plagiarism](#)'
- [The University of Manchester referencing guide](#)
- [An Introduction to Referencing and Avoiding Plagiarism](#) (Student Guidance Service)
- Student Support Website – "[Good Study Skills](#) and [Avoiding academic malpractice](#)

### 3.10 Referencing and Proofreading statement

#### University Proofreading Statement

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

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

### 3.11 Artificial Intelligence (AI) statement

We urge students to be cautious when using a chatbot or AI tool within their learning. Chatbots and AI tools can be useful, but there are a number of risks associated with using them. Please ensure that you are aware of what is permissible use of AI for each assignment. You can utilise AI to generate ideas, key themes, and plan your assessment but not to write your assessment. Do not use AI to generate text, or partial text for use in your assessment unless the assignment brief explicitly states that this is permitted, otherwise use will be deemed academic malpractice. This is academic malpractice because the words and ideas generated are not your own and not an accurate reflection of your learning. Further to this, the words and ideas generated by the chatbot or AI tool may make use of other, human authors' ideas without referencing them, which is plagiarism. Where a chatbot or other form of AI has been used, make sure you acknowledge that use. Information on how to cite can be found here: <https://manchester-uk.libanswers.com/teaching-and-learning/faq/264824>. Some units, for example those on AI and technology, permit the use of AI. However, they require you to sign a code of conduct which must be adhered to. Make sure you understand and follow these codes. If you are unclear on what is permissible, speak to the unit lead or for general information, please read our [AI guidelines](#).

### 3.12 External Examiner

External Examiners are individuals from another institution or organisation who monitor the assessment processes of the University to ensure fairness and academic standards. They ensure that assessment and examination procedures have been fairly and properly implemented and that decisions have been made after appropriate deliberation. They also ensure that standards of awards and levels of student performance are comparable with those in equivalent higher education institutions.

The External Examiner for the Genomic Counselling pathway is Nicola Taverner, Cardiff University; Genomics pathway is Emma Baple, University of Exeter; Cancer Genomics pathway is Jude Fitzgibbon, Queen Mary University, London and Clinical Bioinformatics Genomics pathway is Professor Damien Smedley, Queen Mary University of London.

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

### 3.13 Academic Appeals

An academic [appeal](#) is your way of asking the University to review a recent decision taken by an Examination Board or equivalent body.

If you think there are adequate grounds for an appeal against a decision of the examination board, in the first instance, please refer to the University's [Appeals Procedure \(Academic Appeals â€“ Regulation XIX\)](#). Please read the documentation carefully.

If you wish to pursue an appeal, your first step would be to submit a Stage 1 appeal, which will be sent directly to the school for consideration. You will then receive an outcome from the school, and can then proceed to Stage 2 if your Stage 1 appeal is unsuccessful. A Stage 2 appeal would instead be reviewed by the Faculty of Biology, Medicine and Health Appeals, Complaints and Discipline team.

Please submit your Stage 1 appeal through [this online form](#). The form will tell you what information you need to provide. You cannot submit a Stage 2 appeal until the school has already considered a Stage 1 appeal.

#### **Please Note:**

- Your Stage 1 appeal must be submitted within **20 working days** of the date you were informed of the decision you wish to appeal against, e.g. when your results are released. Any appeal received outside of this timeframe will be automatically rejected.
- Evidence (e.g. medical evidence) must be provided to support the appeal. Any appeal that does not provide evidence will not be considered.
- We will not consider any appeals which challenge academic judgment or are in relation to generally being unhappy with a mark that you have been awarded.
- If you are appealing on the grounds of mitigating circumstances, your appeal must evidence why you did not submit an application for mitigating circumstances to the school prior to the examination

board.

If you have any generic appeal-related queries, please direct these to [sbs.appealsandconduct@manchester.ac.uk](mailto:sbs.appealsandconduct@manchester.ac.uk). Please note we will not accept appeals submitted to this address, they must be submitted through the form linked above.

The [Students' Union Advice Service](#) also provides useful information on the appeals process and can provide advice and guidance.

## 4. Student Voice

### 4.01 Representation at programme, School and Faculty level

Every year, Student Representatives will be recruited to represent each of the specialist pathways on the programme. Student Reps are the link between the study body and the University on all things course related. They listen to your thoughts and ideas about your programme and feed this back to your School. Student Reps represent their cohorts at every level of the decision-making process within the University. Student Representatives help to drive positive change within the University to make sure you are getting the best experience you can whilst at Manchester.

If you are interested in becoming a Student Representative, please speak to your Programme Director or respond to the email from the SBS Hub which you will receive shortly after you start your programme. Student Reps are also invited to attend Programme Committee meetings and School Board meetings to represent their student cohorts.

### 4.02 Role of the Student Voice Committee

Not relevant to programme.

### 4.03 Role of the Programme meeting

The PGT Programme meeting meets twice a year. The committee's functions and responsibilities are to maintain the standards of teaching, to evaluate and revise the programme in the light of feedback, to monitor student progression and to provide a forum for discussion between the University and the students.

The meeting acts on recommendations arising from the annual monitoring process.

The membership of the meeting includes: the Programme Directors; the Programme Administration Team; Teaching Staff and Student Representatives.

The PGT Programme meeting reports to the PGT Programme Committee.

#### **4.04 Mechanisms for collecting and reporting back on feedback from students**

As a University, we're committed to elevating the student voice and bringing the senior leadership team (SLT) together with our students to discuss and raise awareness of key issues and opportunities at Manchester. We have introduced a number of ways in which students can provide feedback and input, which you can learn more about through the [Your Voice Matters](#) pages.

#### **4.05 Use of University unit surveys and other questionnaires**

[University surveys](#) provide one of the easiest ways to share your opinions and feedback on your experiences as a student. Throughout the academic year, all students have the opportunity to take part in at least one University-recognised survey.

Your feedback from these surveys is used across the University to implement real and positive changes to the student experience, from course specific changes to updating facilities and the support we provide you.

#### **4.06 Student Complaints**

If you have any concerns about your course or a service, we'd always recommend that you try to resolve the issue informally in the first instance. However, if this is not possible or you aren't happy with the outcome you can pursue a formal complaint via the [university complaint procedure](#).

## **5. Attendance requirements, interruptions and mitigating circumstances**

### **5.01 Attendance Requirements**

Monitoring your attendance is part of our commitment to providing a supported learning environment in which students are encouraged to develop knowledge, understanding and the range of skills and attributes expected of a Manchester Graduate. It encourages your active participation in all learning activities through regular attendance. Further information is provided in our [Policy on Recording and Monitoring Attendance and Engagement](#) and [Regulation XX Monitoring Attendance and Wellbeing of Students](#).

**The expectation for attendance set by the National School for Healthcare Science (NSHCS) is 100% unless there are clearly valid mitigating circumstances such as illness or bereavement. All absences should be communicated at the earliest opportunity to your pathway and unit leads.**

You are expected to log your attendance at all timetabled on-campus sessions using the [Student Engagement and Attendance System](#) (SEAtS). You can download the SEAtS app from the [Apple App Store](#) or [Google Play Store](#). If you are unable to access SEAtS on your phone or do not have a smartphone, you can log your attendance using the [SEAtS webpage](#). Your academic or teaching staff

will provide a QR or PIN code so you can check-in to your timetabled teaching session.

For further information on SEAtS including top tips, video guides and frequently asked questions, please visit the student support page at: <https://www.studentsupport.manchester.ac.uk/study-support/seats/>.

## 5.02 Student Engagement

Attendance is expected at all timetabled postgraduate sessions, as active engagement is essential for academic progress. Students are responsible for attending regularly and engaging fully with the course material.

## 5.03 Consequences of paid employment

Not relevant for this programme.

## 5.04 Procedure for reporting ill health

### Absence from examinations due to ill health

You should make every effort to participate in all examinations. It will not be possible to make special arrangements to take the exams in an alternative location, unless this has been arranged through the Disability Advisory Support Service.

If you are so ill you are unable to take an exam, you **must** contact the SBS Hub – email [sbs.hub@manchester.ac.uk](mailto:sbs.hub@manchester.ac.uk) or telephone **0161 275 1387** as soon as possible, and certainly **no later than the day and start time of your examination**. You should complete a Mitigating Circumstances application which must be accompanied by appropriate evidence.

### Illness not resulting in absence from examinations

You may be unwell but able to proceed with an examination but feel that your performance will have been impaired. If you wish this to be taken into account, you must follow the same procedures as stated in the earlier Section Absence from Examinations due to Ill Health by applying for mitigation. Note that typical levels of exam stress that are not diagnosed as a long-term condition, would not normally be considered a mitigating circumstance. If you anticipate or experience high levels of stress related to your exams, or studies in general, we strongly recommend you contact the Student Support and Wellbeing team ([sbs.wellbeing@manchester.ac.uk](mailto:sbs.wellbeing@manchester.ac.uk)), who will be able to support you.

## 5.05 How to change, interrupt or withdraw from a programme

If you come across difficulties during your studies which mean that completing the semester, year or remainder of your degree is not possible, you might want to consider a temporary interruption or withdrawal from your course. Please visit the Student Support webpages for further guidance on [interruptions and withdrawals](#).

### Interruptions

It is the expectation of the University that postgraduate taught students pursue their studies on a continuous basis for the stipulated duration of their programme. However, it is recognised that students may encounter personal difficulties or situations which may seriously disrupt or delay their studies. Another reason for an interruption may be maternity leave. In some cases, an interruption or extension to your programme of study may be the most sensible option.

Students who wish to interrupt the programme or extend to write up the dissertation should initially discuss their plans and reasons with the Programme Director.

Students must also provide documentary evidence when appropriate, for example, doctor's letter, sick note, etc.

An application must be submitted to the Programme Director in the first instance. The form will then be submitted for consideration to the School Interruptions Panel who will make the final decision.

The forms required for formal application are available from the Student Support Team, please email [sbs.wellbeing@manchester.ac.uk](mailto:sbs.wellbeing@manchester.ac.uk) if you wish to request an interruption form.

## **Withdrawals**

Students who are considering withdrawing from the programme should discuss this either with the Programme Director and, if in their dissertation year, with their research supervisor, and make the application by formal letter.

Any student wishing to withdraw from their programme of study will need to complete a withdrawal form. Please email [sbs.wellbeing@manchester.ac.uk](mailto:sbs.wellbeing@manchester.ac.uk) if you wish to request a withdrawal form. The Student Support and Wellbeing team can provide further advice on how withdrawing may impact fees, accommodation and a student visa.

## **5.06 Mitigating circumstances**

If personal circumstances affect your exams/assessments or your attendance at teaching activities, you can make a request for mitigating circumstances. This includes extension requests on assessment deadlines. Each request will be assessed and, where necessary, action will be taken to mitigate for any impact on your performance.

Mitigating circumstances might include a significant short-term illness or injury, a long-term or recurring medical or mental health condition, the death or illness of a close family member, acute stress from personal or financial issues, absence for public service (e.g. jury service), or technical issues during an online exam or assessment. If you are going through any of these circumstances, remember that there is support available and always somebody to talk to. As well as applying for mitigating circumstances, be sure to seek [additional support](#) if you need it.

Our [mitigating circumstances policy](#) gives further examples of what are and are not considered mitigating circumstances.

- You should include any evidence that supports your request, such as:
- Extracts from your medical notes (you can request these from your GP practice)

- Copy of prescription or photo of name label on prescribed medication
- Photo of labelled positive COVID-19 test result
- Appointment cards from medical unit or hospital admissions letter
- Confirmation text of medical appointment
- Communications from a school or care facility confirming that they are closed or the person you care for is unable to attend
- An obituary or letter from a family member, in the case of bereavement
- Police, security or insurance report
- Press or media report
- Internal confirmation of existing engagement with our counselling / Advice and Response service

If you are registered with DASS, and you are submitting mitigating circumstances due to your DASS registered condition, you do not have to provide evidence with your application.

**Please note** some third-party providers can take several weeks to provide you with supporting evidence, so it is important to organise this as soon as possible. If your evidence will not be available until after the deadline, you must ensure your application is submitted on time and notify [sbs.mitcircs@manchester.ac.uk](mailto:sbs.mitcircs@manchester.ac.uk) when they can expect to receive the evidence.

If due to an emergency you have attended a hospital Accident and Emergency (A&E) Department, you must obtain written confirmation of attendance either from the hospital or subsequently from your GP confirming your attendance and stating the nature of the emergency.

If the information is of a highly confidential nature, you may submit your evidence in a sealed envelope to the SBS Student Hub, marked for the attention of the Chair of the Mitigating Circumstances Committee.

[Mitigating Circumstances for Coursework and Attendance Request Form](#)

[Mitigating Circumstances for Exams Request Form](#)

## 5.07 Policy on Supporting Health, Fitness and Return to Study

The University is committed to supporting students and recognises the impact that a student's health, wellbeing, behaviour and conduct can have on their academic progression and wider university experience. Issues with any of these may affect a student's fitness to study. The University's [Policy on Supporting Health, Fitness and Return to Study](#) provides further information.

## 6. Support for students

### 6.01 Student Support microsite

The University's [Student Support](#) site is a central place for you to access support services, resources to support your day-to-day wellbeing and find answers to common queries. The site provides essential advice, information and guidance for students.

Student parents and carers can find specific student study support information for them at:  
<https://www.studentsupport.manchester.ac.uk/tailored-support/parents-network/>

## 6.02 The role of the Programme Director, Academic Advisor and Student Support Hubs

### Your Programme Director

Programme Directors lead the academic development of the programme and Chair Programme Committee meetings. They also attend relevant Teaching and Learning Committees, and Examination Boards. They act as one of your key contacts and will liaise with student representatives. Programme Director also monitor the delivery of the programme and will act proactively on feedback to address any emerging issues to ensure a positive student experience.

### Your Academic Advisor

[Academic Advisors](#) are members of academic staff associated with your degree programme and/or School, who are here to support you throughout your time at university. All new students are invited to attend a meeting with their Academic Advisor as part of Welcome and Induction activity. Following that, you will be expected to arrange a meeting with your advisor once a semester during each year of study. Please refer to the programme logbook for academic advisement for further details. .

### Student Support Hubs

The [Student Support Hubs](#) are here to provide you with help and guidance. Whether you need career advice, wellbeing support or help with course information, the Hubs team will be able to point you in the right direction. There are nine Student Support Hubs located across campus. Youâ€™ll be able to access the same University support services from every Hub, no matter where youâ€™re usually based or what subject youâ€™re studying. If you have a query about your particular study programme, you can visit your â€˜homeâ€™ Hub, which will be located within your School.

## 6.03 Studentsâ€™ Union and SU Advice Service

The [University of Manchester Studentsâ€™ Union](#) is one of the largest student unions in the country, with approximately 40,000 University of Manchester student members. The organisation is democratically run, with eight sabbatical officers (elected annually) directing our work. However the overall responsibility for the Studentsâ€™ Union is overseen by our Board of Trustees, who have ultimate responsibility for the organisation. The [Studentsâ€™ Union Advice Service](#) can provide information on academic, finance, student life and housing issues.

## 6.04 Counselling and Mental Health Service

[The Counselling and Mental Health Service](#) is available to all students. The service provides confidential counselling by a team of professional counsellors for students who want help with personal problems affecting their studies or well-being. It is a free service. You can contact the Counselling Service via their website to make an appointment or to access self-help resources and workshops.

## **6.05 Disability Advisory and Support Service**

The [Disability Advisory and Support Service \(DASS\)](#), aims to assist students who are affected by substantial and long-term conditions. If you choose to register with DASS the team can assess and identify your individual support needs whilst studying at the University.

With your consent, the Disability Advisory and Support Service will inform the School of your condition and suggest ways in which the School and academic staff can support you throughout your duration of your studies as part of your individual support plan. If you choose not to disclose the details of your disability/support needs to the School, please note that this will affect the level of support that the School is able to provide.

## **6.06 Student Occupational Health Service**

The University of Manchester [Occupational Health Service](#) provides confidential services to protect the health of staff and students, assessing and advising on fitness for work, training and study, so as to ensure that health issues are effectively managed.

## **6.07 PASS (Peer Assisted Study Schemes)**

Not relevant for this programme.

## **6.08 Careers Service**

The [Careers Service](#) offers support and advice throughout your time at The University of Manchester, to help you make the most of your time here and best prepare you for your future.

## **6.09 University College**

Not relevant for this programme.

## **6.10 Stellify**

The [Stellify Award](#) is a unique University of Manchester award supporting your personal development and graduate outcomes alongside your studies.

The Stellify Award gives you the chance to make a difference in a way that feels authentic to you, your passions and interests. Through volunteering, leadership roles and ethical grand challenges, youâ€™ll not only take action to help causes you truly care about, but will also be prepared for life after university and will enter the world of work feeling confident in your abilities.

## **6.11 International Society**

The [International Society](#) has more than 6,000 members from more than 130 different countries, making it a great place to meet friends and make contacts during your stay. Its members, many of whom have themselves experienced living away from their native country, aim to ensure students have

a rewarding experience in the UK.

The society arranges weekend trips around the UK, offers over 40 different classes each week and organises over 100 different social events throughout the year, helping you to make the most of your time in the UK.

## **6.12 University Centre for Academic English**

The [University Centre for Academic English](#) courses are designed to help students learn and improve in all areas of English Language.

One of the main advantages of studying English in the University Centre for Academic English is that courses are specially designed to take students from A2 level of the Common European Framework for Languages right through to the levels needed for undergraduate or postgraduate study, or research.