

Course Handbook
BA (Hons) Accounting and
Financial Studies 2017/18
Course Leader Andrew Smerdon
Faculty of Business, Law and Applied Social Studies



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

Contents

- 1 Welcome to the Course**
- 2 Structure of the Course**
- 3 Approaches to teaching and learning**
- 4 Student Support**
- 5 Assessment**
- 6 Classification of Awards**
- 7 Student Feedback**
- 8 Appendices**
 - 8.1 Programme Specification(s)**

1. Welcome to the course

Dear Student

Welcome to the University of Central Lancashire! More specifically, welcome to your BA (Hons) Accounting and Financial Studies Degree Course.

We hope that during your time with us here at the University of Central Lancashire you will enjoy your studies and any other activities you may pursue. We have an active Students' Union and many interesting clubs and societies which you may be interested in joining.

The first few weeks of your course will probably be quite hectic - lots of new faces, travelling to different buildings, learning new skills and subjects, etc. Your Student Handbook is, therefore, designed to act as a reference guide for all the pieces of information you may need during your life here. So keep it safe!!

We are very proud of our BA (Hons) Accounting and Financial Studies degree and expect motivation and commitment from our students. For our part, we can promise you an enthusiastic teaching team and a genuine concern for each individual student. Throughout your time on the programme I shall be playing an active part in the day-to-day running of the programme and shall be available to offer guidance and support as and when necessary.

It is part of our University's philosophy to involve students in the running of their courses as much as possible. Quite soon therefore, we shall be asking you to nominate representatives to serve on the Course Staff/Student Liaison Panel (SSLM). So, perhaps at this early stage, you might like to be thinking about whether you personally would like to be a Student Representative.

Whatever part you play in student life, we would like to take this opportunity to wish you every success here at the University of Central Lancashire and to encourage you to strive to achieve your full potential.

Best wishes for your success.

Andrew Smerdon

Course Leader

BA (Hons) Accounting and Financial Studies

Foundation year: Introduction

The foundation entry year is designed for students who do not have the usual entry qualifications to directly join one of our main degree programmes. Foundation entry students are typically registered on a 4 or 5 year programme, linked to one of our 3 or 4 year Degree programmes in the **Lancashire School of Business & Enterprise**. i.e. the one in this handbook. The first year of this programme (or Year 0 as it is officially known) will prepare you to progress to a main degree programme on successful completion. Although you are registered on a particular programme, that you may have expressed an interest in upon application, you may switch to another appropriate programme during the course of your foundation year. Please speak to your academic adviser for further details.

Aims and Learning Outcomes of the Foundation Accounting Programme

Aims

- To provide the opportunity to students who do not have the normal entry qualifications, to prepare for and progress to one of the Business and Management undergraduate degree programmes.
- To provide a broad and academically rigorous business education, in preparation for undergraduate study in the Business and Management fields.
- To develop the students' personal and interpersonal skills in preparation for study at HE level.
- To develop the students' employability and business skills

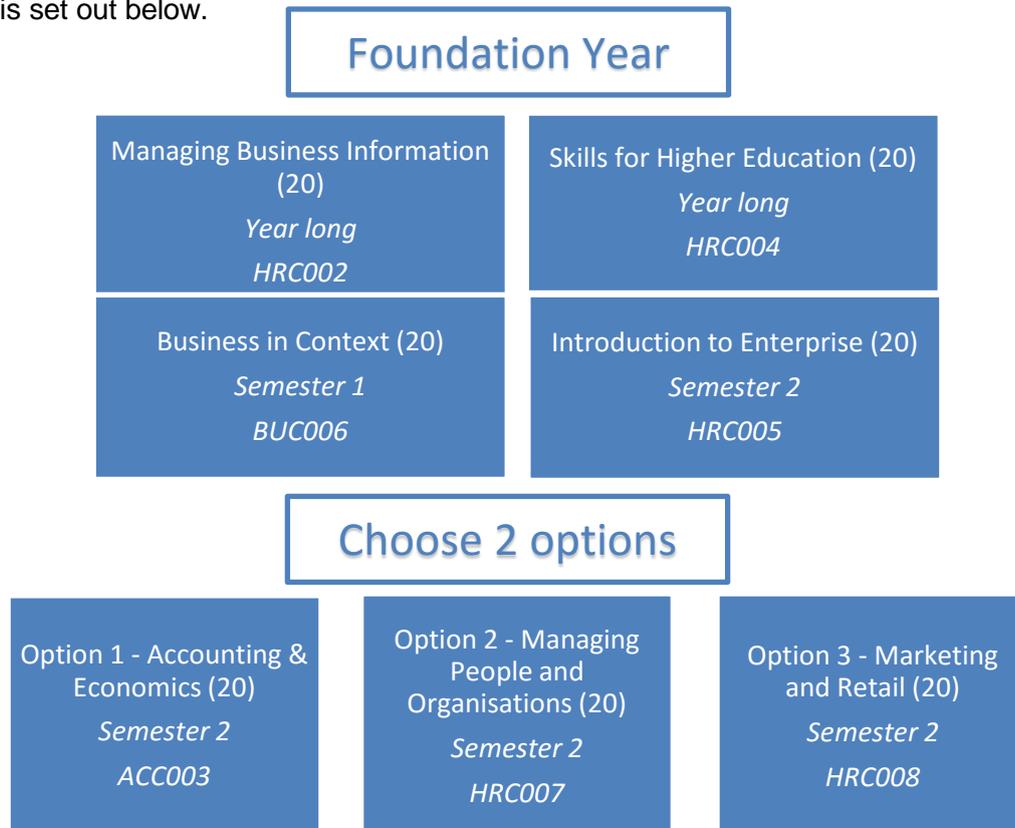
Learning Outcomes

The learning outcomes are as follows and on completion of the course students will be able to:-

- Select and collate information from a range of sources and analyse business problems.
- Construct and criticise proposed solutions
- Draw conclusions and recommend actions appropriate to the level of study
- Communicate knowledge and ideas effectively; orally and in writing.
- Identify and describe a range of management and business problems and situations both real and simulated.
- Demonstrate an ability to apply a range of business and management theories, models and perspectives to analyse management situations
- Perform effectively within a team environment including; building, developing and managing teams, planning.
- Conduct research into business and management issues, from a variety of business and academic sources.

- Effectively select and process information from a range of sources
- Describe and interpret theoretical, research and experiential data
- Evaluate problem-solving tools and methods applied to business and management case studies.
- Reflect and learn from own and others' experiences.
- Assess existing skills and identify needs for further development
- Develop effective negotiation skills
- Develop effective networking skills.
- Work independently
- Manage teamwork processes effectively
- Develop IT skills for data management and analysis

For students entering the programme on Year 0 the structure of the programme for that year is set out below.



The year leader for Year 0 is Barry Marshall-Kalina (BGMarshall-kalina@uclan.ac.uk).

1.1 Rationale, aims and learning outcomes of the course



The programme of study will be directed towards the attainment, assessment and evaluation of knowledge and skills required by you, the accounting graduate. The intention is to create an intellectually challenging degree that will prepare you as a graduate, for a career in the field of accounting or financial executive in industry, commerce or the public sector or who want to become a management consultant, or for further academic study. Upon successful completion of the course you will be awarded a **BA (Hons) Accounting & Financial Studies**.

Employment opportunities

All students have the opportunity to complete a **work placement** in Year 3 thus providing you with a great opportunity to experience real work and put theory into practice in a professional business environment. If students do not wish to complete a full year's placement we encourage them to take up smaller placement opportunities during their degree in, for example, the vacation periods. The University has links with local employers and a number of internships each year and can help students find appropriate placements.

To enhance their skills for the workplace students are encouraged to join the University mentoring scheme; where more senior students mentor their junior peers.

Study overseas

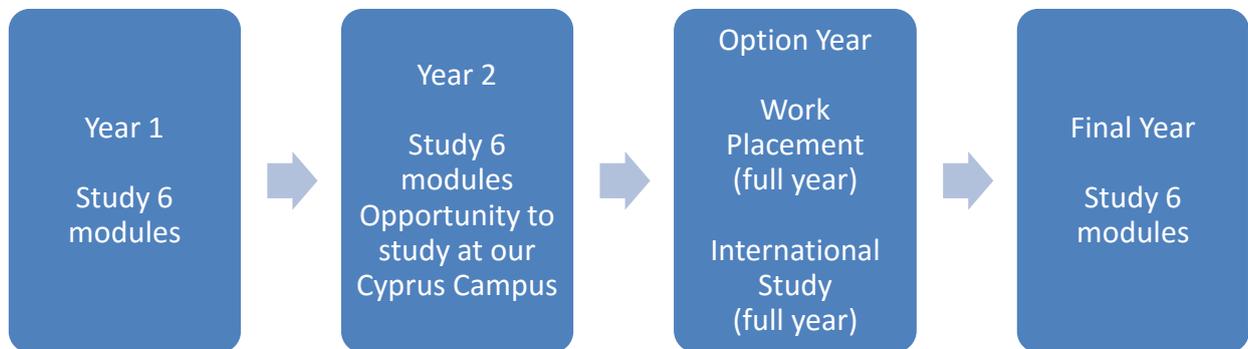
All students have the possibility to study overseas in Cyprus in Year 2. This is a very valuable experience which allows students to study the same modules as they would in the UK while experiencing life abroad and enhancing their CV.

Module progression

There are 18 modules to study and you must study 6 modules every year. **It is your responsibility to ensure that you are registered and study these.**

Progression from one year to the next is **dependent upon** successful completion of all the modules for that year and the passing of 6 modules in total each year.

It is **absolutely imperative** that you do register and study for 6 modules in total in each year.



The aims and learning outcomes

The programme is a three year full time degree programme providing a sound knowledge of accounting theory and practice, whilst at the same time allowing students to develop their own personal skills and area of interest. It is designed primarily for those who will seek training schemes within industry and commerce.

The aims of the programme

The individual modules have their own aims and objectives. Collectively they provide the overall aims and objectives of the programme, which are:

Aims

- To enable students to acquire a knowledge and understanding of accounting and related studies. This awareness will encompass the technological, social, institutional and economic dimensions of the environment in which accounting and finance is placed.
- To provide the student with technical competence in relevant disciplines in order to provide a sound basis for further study, training and work.
- To develop the intellectual capacity, analytical powers and skills of students through an academically rigorous programme of study.

Learning Outcomes

The learning outcomes are as follows and on completion of the course students will be able to:-

A. Knowledge and Understanding

- A1. analyse financial and organisational problems logically
- A2. apply relevant knowledge and techniques rationally
- A3. construct and criticise proposed solutions effectively
- A4. explain and evaluate the economic, legal and social environment in which finance and related business subjects operate

B. Subject-specific skills

- B1. evaluate financial data
- B2. analyse and evaluate financial and related business information in various formats
- B3. prepare and subsequently evaluate decision making information
- B4. incorporate appropriate information technology

C. Thinking Skills

- C1. select, collate, analyse and synthesise information from a range of sources
- C2. interpret and critically review theoretical concepts
- C3. relate theory to practice
- C4. reflect upon knowledge gained and its practical application

D. Other skills relevant to employability and personal development

- D1. develop verbal and written communication skills
- D2. apply financial and related business skills to personal financial situations
- D3. manage personal development
- D4. develop independent self-motivated study.

1.2 Course Team

Head of Division	Room	Ext.	E-Mail
Wayne Hawkins	Gr45	4720	whawkins@uclan.ac.uk

Course Leader	Room	Ext.	E-Mail
Andrew Smerdon	GR033	4621	ASmerdon@uclan.ac.uk

Course Team

Name	Room	Ext.	E-Mail
Atkinson, Bethan	GR032	4678	BLatkinson@uclan.ac.uk
Baker, Gill	GR037	4540	GBaker4@uclan.ac.uk
Bond, Rob	GR032	4537	RABond@uclan.ac.uk
Grout-Smith, Nicola	GR044	4543	NGrout-smith@uclan.ac.uk
Hawkins, Wayne	GR045	4720	WHawkins@uclan.ac.uk
Illingworth, Christine	GR033	4715	CJMillingworth@uclan.ac.uk
Kelsall, Chris	GR037	4548	CAKelsall@uclan.ac.uk
Massey, David	GR058	4608	DIAMassey@uclan.ac.uk
O'Brien, Vicki	GR041	4837	VLO-Brien@uclan.ac.uk
Patel, Shakil	GR032	4676	SIPatel3@uclan.ac.uk
Singleton, Steve	GR033	4608	SSingleton2@uclan.ac.uk
Smerdon, Andrew	GR033	4621	ASmerdon@uclan.ac.uk
Sutcliffe, Neil	GR051	4651	NSutcliffe1@uclan.ac.uk
Wood, Debbie	GR044		DWood8@uclan.ac.uk

1.3 Expertise of staff

The Course Team is well developed in terms of teaching and learning practice established over many years and builds upon the previous professional, business and industry experience of individuals, whilst maintaining good links with commerce and the professional bodies. A number of staff are active in research.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

1.5 Administration details

Campus Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.



Greenbank Building

Sport and Wellbeing

Management

Business

Telephone: 01772 891999

Email: GreenbankHub@uclan.ac.uk

1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

E-mail is the accepted means of communication with you the student generally about your course and for matters relating to you individually.

This is your UCLan e-mail address. Staff will make every effort to reply promptly, even if it is just to explain that we are unable to respond in full at this point but will do so as soon as we are able. Individual members of staff will provide office hours to identify when students will normally be able to contact staff and how appointments can be made.

In some circumstances telephone will be used: you should ensure that you update your mobile phone number. In some circumstances letter will be used e.g. re-sit notices. These will be sent to your home address, unless you notify the Greenbank Hub.

1.7 External Examiner

The University has appointed two External Examiners to your course which helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The names of these people, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. It is more likely that the Course Team will make contact with the External Examiner for advice about an individual student case, rather than the student instigating this.

Ms. Anna Hardy-Watmough
Senior Lecturer
Manchester Metropolitan University

Dr Carl Bridge
Senior Lecturer
The University of Bolton

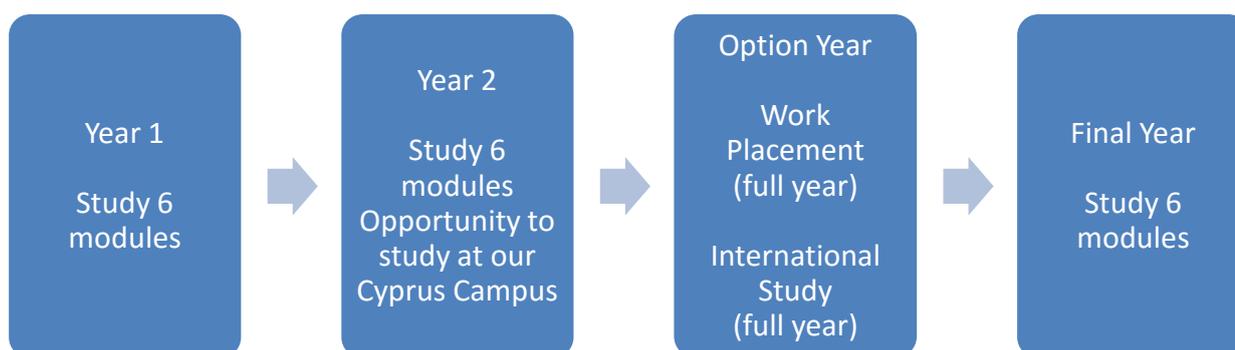
2. Structure of the course

2.1 Overall structure

This is a full time course. Students must complete a total of 120 credits each year. There are some options available during the second and third years of study.



Students are encouraged to take advantage of the opportunity for work placement and study internationally.



2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

There are 18 modules to study and you must study 6 modules every year. **It is your responsibility to ensure that you are registered and study these.**

Year 1

NQF Level Four (pass ALL modules below (120 credits) for progression to Level Five)

AC1002* Introduction to Economics

AC1100* Introduction to Financial Accounting (Co-requisite

AC1200* Introduction to Management Accounting

AC1300* Information Systems & Business Environment

AC1511* Law for Accounting

AC1600 Personal Skills Development

* Modules with Professional Body accreditation

Year 2

NQF Level Five (pass 6 modules (120 credits) for progression to Level Six)

You need to choose either AC2100 Financial Accounting or AC2200 Management Accounting plus 5 modules from the list below -

AC2000* Enterprise Operations for Financial Managers

AC2100* Financial Accounting

AC2155* Companies and the Law

AC2200* Management Accounting

AC2300 Professional Skills Development

AC2400* Finance for Managers

AC2500* Accounting Information Systems & Control Issues

AC2600* Taxation Theory and Practice

AC2650 Introduction to Financial Services Markets

AC2906 International Financial Management Techniques

* Modules with Professional Body accreditation

Year 3

NQF Level Six (pass 6 modules (120 credits) for progression to Graduate)

You need to choose either AC3100 Advanced Financial Accounting or AC3200 Advanced Management Accounting plus 5 modules from the list below -

AC3000* Enterprise Management

AC3100* Advanced Financial Accounting

AC3200* Advanced Management Accounting

AC3300* Auditing Theory and Practice

AC3400* Corporate Finance

AC3500 Business Strategy

AC3600* Advanced Taxation Theory and Practice

AC3650 Risk and Capital Markets

AC3700 Research Methods

AC3710 UG Dissertation

AC3908 International Financial Environment

* Modules with Professional Body accreditation

Progression from one year to the next is **dependent upon** successful completion of all the modules for that year and the passing of 6 modules in total each year.

It is **absolutely imperative** that you do register and study for 6 modules in total in each year.

Some options may clash with your timetable (as they are delivered by another department) in which case it may not be possible for you to take the module.

2.3 Course requirements

All students are registered for the Award of a **Bachelor Honours Degree Accounting and Financial Studies**. This requires 360 credits including a minimum of 220 at Level 5 or above with a minimum of 100 at Level 6.

To achieve the Award title of “Bachelor Honours Degree Accounting and Financial Studies with Work Placement” the Work Placement must be undertaken in Year 3 of the course and

successfully completed. The Work placement route requires successful completion of BC3000 which has a notional credit rating of 120 credits. International study route requires successful completion of BC3008 which has a notional credit rating of 120 credits.

To achieve the Award title of “Bachelor Honours Degree Accounting and Financial Studies with International Study” the overseas study year must be undertaken in Year 3 of the course and successfully completed. It is not sufficient to study overseas as part of or the whole of Year 2 on the course.

The **Course Board** has the right, at its discretion, to offer an individual student an **exit award** for partial completion, in line with the University regulations.

If you wish to pursue an accounting qualification, you will receive partial exemption from professional examinations as this course is designated a relevant degree programme.

Professional bodies and qualifications

The BA (Hons) Accounting & Financial Studies degree allows students to apply for Professional Body exemptions from the Association of Chartered Certified Accountant (ACCA) & the Chartered Institute of Management Accountants (CIMA).

Some professional exemptions require completion of both the year 3 and preceding year 2 modules. Details of professional exemption mapping showing the necessary completion of modules in order to gain exemptions is noted in the Professional Body Exemptions Mapping to UCLAN Modules section below.

Students entering the programme directly into Year 2 or Year 3 may not be able to claim all exemptions where all mandatory modules required for the exemption have not been completed

ACCA: <http://www.accaglobal.com/>

CIMA: <http://www.cimaglobal.com>

Students may only claim exemptions upon successful completion of accredited modules.

Professional Body Costs of Claiming Exemptions

Students are responsible for claiming and paying for their own Professional Body exemptions, after they have graduated via the Body’s Website.

The following prices are correct for 2017 but increase each year at the discretion of the relevant professional body.

CIMA

CIMA Certificate in Business Accounting	£64 per paper
Operational and management level objective tests	£77 per paper
Operational and management level case study exams	£126 per exam

* Fees paid directly to CIMA by student

The maximum exemptions possible are noted below. Students must study the appropriate modules in order to be able to claim maximum exemptions. Where students select options that are not professionally accredited they will only gain exemption for those modules successfully studied and completed.

Certificate Level -

- C01 Management Accounting
- C02 Financial Accounting
- C03 Business Mathematics
- C04 Business Economics
- C05 Ethics, Corporate Governance & Business Law

Operational Level –

- E1 Organisational Management
- P1 Management Accounting
- F1 Financial Reporting & Taxation

Management Level –

- E2 Project & Relationship Management
- P2 Advanced Management Accounting
- F2 Advanced Financial Reporting

ACCA

F1, F2, F3
F4 to F9

£72 per paper
£97 per paper

* Fees paid directly to ACCA by student

The maximum exemptions possible are noted below. Students must study the appropriate modules in order to be able to claim maximum exemptions. Where students select options that are not professionally accredited they will only gain exemption for those modules successfully studied and completed.

Fundamentals level

- F1 Accountant in Business
- F2 Management Accounting
- F3 Financial Accounting

- F4 Corporate and Business Law
- F5 Performance Management
- F6 Taxation
- F7 Financial Reporting
- F8 Audit and Assurance
- F9 Financial Management

Professional Body Exemptions Mapping to UCLan Modules

At the time of writing this document, the professional exemption mapping for BA (Hons) Accounting and Financial Studies are shown in the table below:

ACCA			
	F1	Accountant in Business	Exemptions will be awarded upon successful completion of all compulsory year 1 modules
	F2	Management Accounting	
	F3	Financial Accounting	
	F4	Corporate and Business Law	
	F5	Performance Management	AC2200* & AC3200*
	F6	Taxation	AC3600*
	F7	Financial Reporting	AC3100*
	F8	Audit and Assurance	AC3300*
	F9	Financial Management	AC3400*

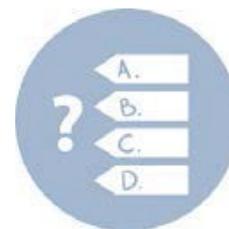
CIMA			
Fundamentals	C01	Management Accounting	AC1200
	C02	Financial Accounting	AC1100
	C03	Business Mathematics	MG1009
	C04	Business Economics	EC1002
	C05	Ethics, Corporate Governance & Business Law	LA1511
Operational	E1	Organisational Management	AC2000*
	P1	Management Accounting	AC2200*, AC3200*, AC2500* & AC3400*
	F1	Financial Reporting & Taxation	AC2100*, AC3100*, AC3300* & AC3600*
		Operational Case Study	X
Management	E2	Project & Relationship Management	AC3000*
	P2	Advanced Management Accounting	AC2200* & AC3200*
	F2	Advanced Financial Reporting	AC2100* & AC3100*
		Management Case Study	X
			* assuming module taken and passed

The BA (Hons) Accounting and Financial Studies course allows students various options. It is possible that some of the above options will not be selected and therefore the exemption will not be available

Some professional exemptions require completion of both the year 3 and preceding year 2 modules. Students entering the programme directly into Year 2 or Year 3 may not be able to claim all exemptions where all mandatory modules required for the exemption have not been completed.

2.4 Progression Information

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.



There will be an Attendance Board held mid-semester in both semester 1 and semester 2 and you will be advised if the Course Team has any concerns about your progress as a student.

It is very important for both you and your lecturers to diagnose any problems you may be having with your studies as soon as possible in your first year. This allows an 'individual learning' package to be put together if it is felt that extra support may be necessary.

Consequently, within the first 6 weeks of the first semester of the first year for each module, student progress will be carefully monitored by the lecturers to determine whether students are engaging with the module. Within this process the tutors will liaise with each other to establish student progress and determine whether any further steps need to be taken.

2.5 Study Time

2.5.1 Weekly timetable

The timetable for the course is set and will be the same for all students enrolled on the course for year one as all modules are compulsory. In year 2 and the final year there are more choices available to you and so the timetable will vary for each individual student. This does not, however, mean that you may not be joined in your lectures by students from other courses who are studying the same modules.

Contact hours are usually a 1 hour lecture and a 1 hour seminar/workshop for each module. As you study for 6 modules that gives 12 contact hours per week. There are also timetabled sessions for additional subjects such as study skills or English for international students.

You will have a personal on-line timetable when you have successfully registered for all your 6 modules in each year. The normal timetable week is Monday to Friday 9.00 am to 6.00 pm and most modules will be timetabled within this period, although it is possible that modules may be timetabled 6.00 pm to 9.00pm.

Timetable information for the Course will be available online.

2.5.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours. The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

Typically you will study 6 full modules each of 20 credits in a year, thus studying 200 hours per module: 1.200 hours per year.

Typically in any one week you can expect to work for 12 hours contact time on modules and twice this as directed self-study; thus making up the equivalent to the normal minimum business week of some 35 hours.

For the work placement year or international study year these are typically of 36-48 weeks duration.

Typically in any one week you can expect to work for 12 hours contact time on modules and twice this as directed self-study; thus making up the equivalent to the normal minimum business week of some 35 hours.

For the work placement year or international study year these are typically of 36-48 weeks duration.

2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to: greenbankhubattendance@uclan.ac.uk



If you are an international student from outside the EU and governed by Visas and Immigration (UKVI) Points Based System (PBS) - you **MUST** attend your course of study regularly; under PBS, UCLan is obliged to tell UKBA if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

You can monitor your attendance record on the SAM system at UCLan.

Each time you are asked to enter your details on SAM for a lecture or seminar you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

Students are supported by the electronic Blackboard system where materials are made available to them by module to support their learning. They are expected to complete guided self-study for each module in parallel to the taught inputs and other tutor-led work.

It is expected that students will enhanced their cognition of their subjects over the duration of the course and both acquire and enhance their skills.

Acquisition of core **knowledge and understanding** is through a variety of teaching and learning methods including lectures and seminars. Group activities are used to encourage social learning, interaction and encourage reflective practice. Particular emphasis is placed on applied, active learning with students participating in case studies, exercises and live project work. Explicit use of experiential learning will help to deepen understanding and encourage reflective practice.

For the teaching and learning of **subject specific material** theories and models will be explained in lectures and practiced and applied during the seminars. Students will undertake guided self-study.

For **thinking skills** the use of critical perspectives and applied accounting examples will be used in lectures, supported by seminars in which students have the opportunity to actively solve problems and apply principles.

Students will learn **study skills** from lecture and seminar activities and from both directed and student initiated self-study. The use of experiential learning and learner-centred activities such as presentations and projects, together with encouraging both self-analysis and evaluation will enable continuous personal and professional development.

3.2 Study skills

It is expected that students will over the duration of the course both acquire new skills and enhance their existing skills.

In particular students are recommended to take advantage of the UCLan support services such as WISER. International students have access to a dedicated Lancashire School of Business & Enterprise support service for support with learning and study skills

Website – the “I”

The electronic version of the “I” is the Student Lobby and a very useful site to direct you to sources of help and to aid your studies. Often you can find the answer here as a useful point to go to and which will direct you to important information. If you don’t know something then it is probably here.

Go to:

https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 33_1

Wiser

Wiser offers specialist advice and guidance to ALL students at the University, no matter what area of study, undergraduate or postgraduate; and for students of all levels of ability.

Learn how to study more effectively, write better and get the marks you deserve, so even the

confident able student can use the services to gain those extra marks.

WISER tutorials offer:

- 1-to-1 help – currently available in the Library;
- Feedback on your writing (either personally face to face or on-line);
- Advice on your specific study problems.

WISER can help you generally in your study and specifically to develop the communication skills that can contribute to your PDP portfolio and will be invaluable in future employment.

Go to: www.uclan.ac.uk/wiser

Peer mentoring

UCLan is the **UK's only University** to be awarded with APS 'Multi Site Mentoring Accreditation Status'

The Peer Mentoring Service is UCLan's centralised mentoring service responsible for co-ordinating a variety of fantastic independent peer support, advice and guidance to all year groups!

Peer Mentoring is centred on matching trained Peer Mentors to students who need someone to talk to about personal issues and general academic queries – the student requiring support is known as a mentee. The service matches students e.g. from Year 3 to support students from Year 1 during the whole year.

Go to: www.uclan.ac.uk/students/health/m_and_m/index.php

International student support, Lancashire School of Business & Enterprise

If you are a student from overseas then there is a dedicated support service for you to help you with studying modules and the assessments. The point of contact is:

Lisa Winder	Ext.5040 GR 261 lwinder@uclan.ac.uk
-------------	---



3.4 Learning resources

3.4.1 Learning Information Services (LIS)

Extensive [Resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study. During term times the library is open 24/7. Resources for Accounting is available at:

<https://portal.uclan.ac.uk/webapps/portal/frameset.jsp>

Here there are an increasing number of textbooks available electronically as well as the physical collection in the library itself. There are a number of databases with specialist publications for the business and marketing sector and academic sources including academic articles from academic journals.

3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

Course and Module information are available on Blackboard.

3.4 Personal development planning

PDP is introduced as an integral part of year 1 & 2 within modules AC1500 and AC2300. The nature of the other course modules and their operation enables students to plan their work throughout the semester, the year and the course. A scheme of work provides students with a clear map of the contents of the module, the reading they should undertake and the work they must prepare prior to attendance at the seminar. Additionally the management of assessments, their preparation and timely submission prepare students for the realities of life after graduation. As the student progresses the type of advice given could, for example, be of a general careers nature or more likely more specific such as assistance with the assessment of the results of an organisation with which the student has a forthcoming interview.



3.5 Preparing for your career

Achieving success in your chosen degree will be of great importance in your future career. The PDP module is particularly relevant in developing you for the work placement opportunity or your transition into a career.

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it at every level.

Indeed, so important is it to us to develop your employability that, the following key employability skills have been embedded within each of the modules you will study so as to ensure each one will be fully covered over the course of your studies.

- 1 Written, oral and media communication skills
- 2 Leadership, team working and networking skills
- 3 Creative & critical thinking
- 4 Information technology skills and digital literacy
- 5 Problem solving and decision making skills
- 6 Research skills
- 7 Intercultural and sustainability skills
- 8 Career management / professional skills
- 9 Learning to learn (managing personal and professional development, self- management/reflection)
- 10 Numeracy

These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self- employment,

You will then be ready to learn how to successfully tackle the recruitment process

It's your future: take charge of it!

[Careers](#) offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

4. Student Support

Students are directly supported by the Course Leader Andrew Smerdon. In the Lancashire School of Business & Enterprise there is an appointed Student Liaison Office whom they are encouraged to seek advice and support from.

If you are a student whose first language is not English then there is additional support available for you to help you with studying modules and assessments. You can contact your Academic Adviser or administrative hub for further details.



4.1 Academic Advisors

The Course Leader and Academic Advisor are available to give guidance or advice to students about both the academic part of their course and in counselling for more personal matters. You will be expected to meet your Academic Advisor on a regular basis to assess your progress. Please make sure that if you have any issues, either academic or personal that you **do** approach your course leader- they are there to help and if they cannot help they will be able to point you in the direction of someone who can.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service – disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Assessment arrangements for students with a disability

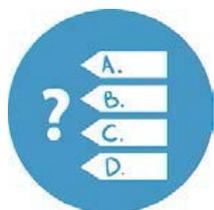
Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk.

The Lead for disability in LBS is Penelope Marshall-Kalina pmmarshall-kalina@uclan.ac.uk

4.3 Students' Union One Stop Shop

The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

5. Assessment



5.1 Assessment Strategy

Assessment is an important part of your development as a student both to test understanding and knowledge and as ever developing base upon which to build. The learning achieved from completing an assessment and from the feedback received, especially about how to improve are very valuable.

Each learning outcome of the course has to be assessed and this is achieved in the various modules. The level of difficulty increases each year. There is scope for modules to have more formative work or more summative work to be assessed as befits the module. Most modules are assessed by coursework including coursework tests and examinations at the end of semesters. The individual Module Information packs (MIPs) will outline the assessment strategy for each module and will also give details of assessment weightings etc.

Assessment covers four areas:

Knowledge and understanding

A variety of assessments are used including essays, examinations, presentations, case study analysis, business and market analysis including plans and reports. Essay-type questions and problem solving exercises are used in addition to written coursework projects, including both group and individual based assessment and presentations.

Subject specific skills

This may take the form of skills audits, reflective portfolios, case studies and learning contracts. Group based problem solving activities are assessed from both a process and output perspective. Presentations and reflective reports, in addition to marketing plans assist in the assessment of transferable skills.

Thinking skills

A variety of assessments are used including essays, examinations, exercises in problem solving including the use of case studies and business and market reports, presentations, dissertations and live project work.

Other skills relevant to employability and personal development

A variety of methods are used including critical essays, examinations, presentations, short tests, case study work and projects. If chosen the dissertation provides students with a means to apply thinking skills on a more theoretical level. The work-based project and the live client marketing research project modules are tested in more practical terms in delivering to the tasks or brief set.

5.2 Notification of assignments and examination arrangements

Students will be notified on Blackboard of the requirements for individual assessments and the deadlines for submission.

Your MIP will show assignment dates / coursework tests dates to help you plan your coursework. It will also show the weeks when examinations will take place, but specific exam timetables are published by the University on its website. It is your responsibility to use this properly. Do not book holidays during the examination periods at the end of each semester and particularly in June for resit exams. Students are advised to take note of any special or separate communication from individual module leaders as announcements by e.g. e-mail or in lectures.

Short Tests and Examinations may be set within the semester or at the end of a semester/year and students should ensure that they are fully aware of when and where these are.

Students should take note that some pieces of work have to be submitted by or on a particular day and sometimes by a particular set time on that day e.g. 9.00 am.

Section 5.1 above has general assessment criteria and each assessment will have particular criteria specified in the assessment brief. This will be published either as part of the Module Information Pack, or as a separate assessment document.

5.3 Referencing

It is important when writing in assessed work that you adopt the correct academic style used at the University. This may be very different from what you are used to from pre-degree study and especially if you are an international student. The following is given as a brief review of this important area. The most important point to remember is that you are expected to write in your own words, yet give reference to your source as you write within the text of your report. It is a common misunderstanding that it is all right to use your sources words so long as you give the source – no it isn't acceptable. Generally you should not use the words of your source at all and if you do you must identify this as such by putting the words exactly as originally written and within quotation marks. These should be short and form a very minor part of the overall work that you present. You are expected to build arguments not from your opinion but from your sources, using these as evidence to build up your points and citing their work i.e. giving references to them as the original source, but using your own words.

You are required to use the Harvard system of referencing when you write. You cite the short reference within your text of author, date and page and given the full reference in a listing at the end of your work. See the School of Business Referencing Guide at:

https://v3.pebblepad.co.uk/v3portfolio/uclan/Asset/View/Gm3mmGk6sM3RgHZnjGfh7mm6p_M

Writing in the correct style is very important and not doing so is often the cause of plagiarism which is considered to be against the university regulations and carries severe penalties. It is thus to be avoided, see section 5.7.

5.4 Confidential material

Students do not generally have to use confidential material but there are some situations in which they need to be cognisant of the legal and ethical requirements of protecting confidentiality e.g. when conducting research with respondents.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative

assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the [Academic Regulations](#)

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

Turnitin

Turnitin's originality reporting is text-matching software that checks written work submitted by students against web pages, academic and commercial journals and publications, and previously submitted student work from all institutions subscribing to Turnitin. The originality report does not necessarily detect plagiarism or collusion, but often work that has been partly created through plagiarism or collusion will show up as having a high percentage of matching content.

You will be required to submit your assignments through Turnitin. A draft submission point will be created to allow you to check your submission before you submit the final version through Turnitin. The electronic copy may be used for marking- arrangements for marking will be communicated to you via the module leader.

Your programme team may require you to submit your assignments through Turnitin - staff will advise you regarding this. They may use this so that they have an electronic copy for marking and/or so that they can see an originality report on it if they have concerns about your work when they mark it. The University intends to move steadily towards greater use of electronic submission, marking and feedback, for the benefit of students.

The process of investigation and penalties which will be applied can be reviewed in the [Assessment Handbook](#). If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment.
This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the [Students' Union Advice and Representation Centre](#) by emailing: suadvice@uclan.ac.uk for support and guidance.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

As a student your feedback is essential to inform the Course Team of your views about modules, the course as a whole and the University facilities. There are opportunities to do so personally in dialogue with the module tutors and the course leader through the year and more formally through the Student Liaison Officer and Student Representatives who represent all the students at the Staff Student Liaison meetings (see Section 7.1 below)

The SLO and the Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students

in their final year of study) or the UCLan Student Survey (all other students).

Course Representatives and School Presidents

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the [Students' Union](#) website or by emailing: coursereps@uclan.ac.uk.

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed.

If you wish to find out who is your School President or more about the role visit the [Students' Union website](#) or email: coursereps@uclan.ac.uk

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLM meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester. Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

Complaints

The University recognises that there may be occasions when you have cause for complaint about the service you have received, when this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system which ensures as effective, prompt and appropriate response. Click on this link for more information [Complaints Procedure](#).

8. Appendices

8.1 Programme Specification(s)

BA (Hons) Accounting and Financial Studies

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	University of Central Lancashire
3. University School/Centre	Lancashire School of Business & Enterprise
4. External Accreditation	Association Chartered Certified Accountants (ACCA) Chartered Institute of Management Accountants (CIMA) (Allows students to apply for Professional Body exemptions from ACCA & CIMA)
5. Title of Final Award	BA (Hons) Accounting & Financial Studies
6. Modes of Attendance offered	3 years full time or 4 years full time with either Work placement or International study
7. UCAS Code	TBA
8. Relevant Subject Benchmarking Group(s)	Accounting/Finance
9. Other external influences	Refer to 4 above

10. Date of production/revision of this form	May 2017
11. Aims of the Programme	
<ul style="list-style-type: none"> To enable students to acquire a knowledge and understanding of accounting and related studies. This awareness will encompass the technological, social, institutional and economic dimensions of the environment in which accounting and finance is placed. 	
<ul style="list-style-type: none"> To provide the student with technical competence in relevant disciplines in order to provide a sound basis for further study, training and work. 	
<ul style="list-style-type: none"> To develop the intellectual capacity, analytical powers and skills of students through an academically rigorous programme of study. 	
<ul style="list-style-type: none"> To develop the following non subject-specific skills: numeracy skills, use of information technology, extraction of data, drawing conclusions from case study information, oral and written reporting. 	
12. Learning Outcomes, Teaching, Learning and Assessment Methods	
A. Knowledge and Understanding	
<p>An ability to:</p> <p>A1. analyse financial and organisational problems logically A2. apply relevant knowledge and techniques rationally A3. construct and criticise proposed solutions effectively A4. explain and evaluate the economic, legal and social environment in which finance and related business subjects operate</p>	
Teaching and Learning Methods	
Acquisition of knowledge and understanding (A1-A4) is mainly through lectures and related seminar work	
Assessment methods	
The outcomes (A1–A4) are assessed by coursework and examination. The course-works vary from traditional essays or the preparation of reports to methods of in-class assessment such as tests, quizzes and evaluation of competence in the use of a personal computer and associated software.	
B. Subject-specific skills	
<p>An ability to:</p> <p>B1. evaluate financial data B2. analyse and evaluate financial and related business information in various formats B3. prepare and subsequently evaluate decision making information B4. incorporate appropriate information technology</p>	
Teaching and Learning Methods	
The methodology used is a combination of lectures and seminars, offering the opportunity to apply the principles, techniques from the lectures to subsequent seminar work. Some of the seminars take place in dedicated computer rooms to facilitate information technology practice.	
Assessment methods	
For outcomes B1-B4 the assessment methods described in Part A are used.	
C. Thinking Skills	
<p>An ability to:</p> <p>C1. select, collate, analyse and synthesise information from a range of sources C2. interpret and critically review theoretical concepts C3. relate theory to practice C4. reflect upon knowledge gained and its practical application</p>	
Teaching and Learning Methods	
Outcomes C1-C4 are achieved by the preparation of seminar work, discussions within seminars and coursework (if appropriate)	
Assessment methods	
For outcomes C1-C4 the assessment methods described in Part A are used.	

D. Other skills relevant to employability and personal development			
D1. develop verbal and written communication skills D2. apply financial and related business skills to personal financial situations D3. manage personal development D4. develop independent self-motivated study.			
Teaching and Learning Methods			
Outcome D1 will be achieved through the methods identified for Section A-C. Outcome D2 will be achieved through the introduction of relevant examples within seminar material and discussion. This will include case studies and analysis of real world examples. Outcomes D3 and D4 are introduced as an integral part of a year one compulsory module (AC1600) and a year two optional module (AC2300) and are subsequently extended via self-learning with formal and informal support from module and academic advisors.			
Assessment methods			
These skills are formally assessed in course-works of various types and by end of year examinations. The acquisition and application of knowledge within different contexts is evidenced by successful completion of modules. Preparation for and participation in seminars requires time management, written and verbal communication skills which whilst recognised may not be formally assessed. Some modules require student to make presentations or lead discussions which assess skills acquired to enhance employability.			
13. Programme Structures			14. Awards and Credits
Level	Module Code	Module Title	Credit rating
Level 6	AC3100*	Either – Advanced Financial Accounting	20
	AC3200*	Or Advanced Management Accounting	20
	Optional Modules –		
	AC3000*	Enterprise Management	20
	AC3100*	Advanced Financial Accounting	20
	AC3200*	Advanced Management Accounting	20
	AC3300*	Auditing Theory and Practice	20
	AC3400*	Corporate Finance	20
	AC3500*	Business Strategy	20
	AC3600*	Advanced Taxation Theory and Practice	20
	AC3650	Risk and Capital Markets	20
	AC3700	Research Methods	20
	AC3710	UG Dissertation	40
	AC3908	International Financial Environment	20
BC3000	Work Placement	120	
BC3008	International Study	120	
Plus any available optional modules approved by the Course Leader			
* Modules with Professional Body accreditation			
			Bachelor with Honours Degree BA (Hons) Accounting and Financial Studies Requires 360 credits including a minimum of 220 at Level 5 or above with a minimum of 100 at Level 6 Work placement route requires successful completion of BC3000 which has a notional credit rating of 120 credits. International study route requires successful completion of BC3008 which has a notional credit rating of 120 credits
			Bachelor Degree BA Accounting and Financial Studies Requires 320 credits including a minimum of 180 at Level 5 or above with a minimum of 60 at Level 6 Work placement route requires successful completion of BC3000 which has a notional credit rating of 120 credits. International study route requires successful completion of BC3008 which has a notional credit rating of 120 credits

Level 5	AC2100*	Either – Financial Accounting	20	Diploma in Higher Education in Accounting & Financial Studies Requires 240 credits including a minimum of 100 at Level 5
	AC2200*	Or Management Accounting	20	
	Optional Modules –			
	AC2000*	Enterprise Operations for Financial Managers	20	
	AC2100*	Financial Accounting	20	
	AC2155*	Companies and the Law	20	
	AC2200*	Management Accounting	20	
	AC2410	Finance for Managers**	20	
	AC2300	Professional Skills Development	20	
	AC2500*	Accounting Information Systems & Control Issues	20	
AC2600*	Taxation Theory and Practice***	20		
AC2650	Introduction to Financial Services Markets	20		
AC2906	International Financial Management Techniques	20		
Plus any available optional modules approved by the Course Leader				
* Modules with Professional Body accreditation				
** Module code becomes AC2400 as from September 2018				
*** Module will only be available as from September 2018				
Level 4	AC1100*	Introduction to Financial Accounting	20	Certificate in Higher Education in Accounting & Financial Studies Requires 120 credits at Level 4
	AC1200*	Introduction to Management Accounting	20	
	AC1300*	Information Systems & the Business Environment	20	
	AC1002*	Introduction to Economics	20	
	AC1511*	Legal Obligations in Business	20	
	AC1600	Intro to Personal & Professional Practice	20	
* Modules with Professional Body accreditation				
Professional accreditation				
A number of modules are professionally accredited and students may apply for Professional Body exemptions from the Association of Chartered Certified Accountants (ACCA) and the Chartered Institute of Management Accountants. Professionally accredited modules are noted with an asterisk (*) above.				
Some professional exemptions require completion of both the year 3 and preceding year 2 modules. Details of professional exemption mapping showing the necessary completion of modules in order to gain exemptions is noted in the Professional Body Exemptions Mapping to UCLAN Modules section of the Course Handbook 2017/18.				
Students entering the programme directly into Year 2 or Year 3 may not be able to claim all exemptions where all mandatory modules required for the exemption have not been completed.				
15. Personal Development Planning				

Personal Development Planning is introduced as an integral part of a compulsory year one module (AC 1600) and an optional year two module (AC2300) & 2 within modules AC1600 and AC2300. These modules introduce students to a range of concepts and practices that will develop an understanding of personal strengths and areas for development; reflection on, and planning for, personal, academic and career goals. They also explore the skills and attributes needed to be successful in employment.

The nature of the other modules within the programme provide students with opportunities to plan their work throughout the semester, the year and the course. A scheme of work provides students with a clear map of the contents of the module, the reading they should undertake and the work they must prepare prior to attendance at the seminar. Additionally time management for assessments, their preparation and timely submission, prepare students for the realities of life after graduation. As the student progresses they are provided with advice of a general careers nature in addition to more specific guidance in areas such as the assessment of the results of an organisation. This type of activity can assist students with, for example, forthcoming interviews.

16. Admissions criteria (including agreed tariffs for entry with advanced standing)

*Correct as at date of approval. For latest information, please consult the University's website.

The minimum entry requirements are as follows:

- 112 points at A2 – General Studies accepted
- BTEC Extended Diploma : Distinction, Merit, Merit
- BTEC Diploma : Distinction*, Distinction*

Other acceptable qualifications include:

- Scottish Certificate of Education Higher Grade
- Irish Leaving Certificate Higher Grade
- International Baccalaureate
- BTEC National Certificate/Diploma
- Kite marked Access Course

Applications from individuals with non-standard qualifications, relevant work or life experience and who can demonstrate the ability to cope with and benefit from degree-level studies are welcome and will these applicants will be interviewed. If applicants have not studied recently they may need to undertake an entry programme first – BA Business (Foundation Entry).

International students

International students with equivalent qualifications will be considered. All students applying to the University of Central Lancashire must show that they have a good level of spoken and written English and must demonstrate a minimum of **IELTS (Level 6.0) or equivalent**

17. Key sources of information about the programme

Prospectus <http://www.uclan.ac.uk/information/courses/prospectus.php>

University Admissions Department:

http://www.uclan.ac.uk/information/services/sss/admissions/admissions_apply.php

Advice about applications:

http://www.uclan.ac.uk/information/services/sss/admissions/admissions_contact.php

Open Days and Campus Tours: http://www.uclan.ac.uk/study/open_days/try_an_applicant_day.php

Programme Leader ASmerdon@uclan.ac.uk

Information about UCLan www.uclan.ac.uk

Information about the city of Preston http://www.uclan.ac.uk/study/up_north/up_north.php

Information about student life at UCLan http://www.uclan.ac.uk/students/student_life.php

Subject Benchmark Information:

<http://www.gaa.ac.uk/academicinfrastructure/benchmark/statements/Finance.asp>

<http://www.gaa.ac.uk/academicinfrastructure/benchmark/statements/Accounting.asp>

18. Curriculum Skills Map																				
To achieve a Certificate in Higher Education in Accounting & Financial Studies students will demonstrate the ability to:																				
Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed																				
Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																
				Knowledge and understanding				Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development				
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	
LEVEL 4	AC1100	Introduction to Financial Accounting	COMP	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	
	AC1200	Introduction to Management Accounting	COMP	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	AC1300	Information Systems and the Business Environment	COMP	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	
	AC1002	Introduction to Economics	COMP	*	*	*	*		*		*	*	*	*	*	*	*		*	*
	AC1511	Legal Obligations in Business	COMP	*	*	*	*				*	*		*	*	*			*	*
	AC1600	Personal Development for Accountants	COMP			*	*					*	*	*	*	*	*		*	*

18. Curriculum Skills Map																				
To achieve a Diploma in Higher Education in Accounting & Financial Studies students will demonstrate, in addition to the skills needed for the Certificate in Higher Education in Accounting & Financial Studies the ability to:																				
Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed																				
Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																
				Knowledge and understanding				Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development				
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	
LEVEL 5	Either / Or / Both - At least one of the following modules must be selected, however students may choose to study both if they wish																			
	AC2100	Financial Accounting	O	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	
	AC2200	Management Accounting	O	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
	Optional modules																			
	AC2000	Ent Op for Finance Managers	O	*	*	*	*	*	*			*	*	*	*	*	*	*	*	
	AC2155	Companies and the Law	O	*	*	*	*				*	*	*	*	*	*		*	*	
	AC2300	Professional Skills Development	O	*	*	*	*				*	*	*	*	*	*		*	*	
	AC2410**	Finance for Managers	O	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	
	AC2500	Accounting Information Systems & Control Issues	O	*	*	*	*	*	*		*	*	*	*	*	*	*		*	*
	AC2600** *	Taxation Theory and Practice	O	*	*	*	*		*		*	*	*	*	*	*	*	*	*	
	AC2650	Introduction to Financial Services Market	O	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	
AC2906	International Financial Management Techniques	O	*	*	*	*		*		*	*	*	*	*	*	*	*	*		

** Module code becomes AC2400 as from September 2018

*** Module will only be available as from September 2018

18. Curriculum Skills Map

To achieve a BA (Hons) in Accounting & Financial Studies students will demonstrate, in addition to the skills needed for a Diploma in Higher Education in Accounting & Financial Studies, the ability to:

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																
				Knowledge and understanding				Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development				
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	
LEVEL 6	Either / Or / Both - At least one of the following modules must be selected, however students may choose to study both if they wish																			
	AC3100	Advanced Financial Accounting	O	*	*	*	*	*	*			*	*	*	*	*		*	*	
	AC3200	Advanced Management Accounting	O	*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	
	Optional modules																			
	AC3000	Enterprise Management	O	*	*	*	*	*	*	*	*	*	*	*	*	*	*		*	*
	AC3300	Auditing Theory and Practice	O	*	*	*	*				*	*	*	*	*	*		*	*	
	AC3400	Corporate Finance	O	*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	
	AC3500	Business Strategy	O	*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	
	AC3600	Advanced Taxation Theory and Practice	O	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	
	AC3650	Risk & Capital Markets	O	*	*	*	*	*	*	*	*	*	*	*	*	*	*		*	*
	AC3700	Research Methods	O	*	*	*	*		*	*	*	*	*	*	*	*				
	AC3710	UG Dissertation	O	*	*	*	*	*	*	*	*	*	*	*	*	*				
	AC3908	International Financial Environment	O	*	*	*	*		*	*	*	*	*	*	*	*		*	*	
	BC3000	Work Placement	O										*	*	*	*	*		*	*
BC3008	International Study	O											*	*	*	*		*	*	

19. LEARNING OUTCOMES FOR EXIT AWARDS:

In addition to the skills matrix in **Section 18** students exiting from the degree will be able to demonstrate the following learning outcomes:

Learning outcomes for the award of: Certificate in Higher Education - Level 4

- B4.** Incorporate appropriate information technology
- D1.** Develop verbal and written communication skills
- D2.** Apply financial and related business skills to personal financial situations
- D3.** Manage personal development
- D4.** Develop independent self-motivated study.

Learning outcomes for the award of: Diploma in Higher Education, Accounting & Financial Studies - level 5

- A1.** Analyse financial and organisational problems logically
- A2.** Apply relevant knowledge and techniques rationally
- B1.** Evaluate financial data
- B4.** Incorporate appropriate information technology
- C3.** Relate theory to practice
- C4.** Reflect upon knowledge gained and its practical application
- D1.** Develop verbal and written communication skills
- D2.** Apply financial and related business skills to personal financial situations
- D3.** Manage personal development
- D4.** Develop independent self-motivated study.

Learning outcomes for the award of: BA Accounting & Financial Studies - level 6

- A1.** Analyse financial and organisational problems logically
- A2.** Apply relevant knowledge and techniques rationally
- A4.** Explain and evaluate the economic, legal and social environment in which finance and related business subjects operate
- B1.** Evaluate financial data
- B2.** Analyse and evaluate financial and related business information in various formats
- B3.** Prepare and subsequently evaluate decision making information
- B4.** Incorporate appropriate information technology
- C1.** Select, collate, analyse and synthesise information from a range of sources
- C3.** Relate theory to practice
- C4.** Reflect upon knowledge gained and its practical application
- D1.** Develop verbal and written communication skills
- D2.** Apply financial and related business skills to personal financial situations
- D3.** Manage personal development
- D4.** Develop independent self-motivated study.

BA (Hons) Business (Foundation Entry)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	University of Central Lancashire
3. University Department/Centre	School of Management
4. External Accreditation	N/A
5. Title of Final Award	BA Business (Foundation Entry) (non-award-bearing programme: initial stage of 4 year degree course)
6. Modes of Attendance offered	Full time
7. UCAS Codes	B278, B378, B478, B678, B778, B878 F424, F524, F724 L256 M234, M865
8. Relevant Subject Benchmarking Group(s)	Business and Management
9. Other external influences	N/A
10. Date of production/revision of this form	March 2016
11. Aims of the Programme	
<ul style="list-style-type: none">To provide the opportunity to students who do not have the normal entry qualifications, to prepare for and progress to one of the Business and Management undergraduate degree programmes.To provide a broad and academically rigorous business education, in preparation for undergraduate study in the Business and Management fields.To develop the students' personal and interpersonal skills in preparation for study at HE level.To develop the students' employability and business skills	

12. Learning Outcomes, Teaching, Learning and Assessment Methods
A. Knowledge and Understanding
A1. Select and collate information from a range of sources and analyse business problems. A2. Construct and criticise proposed solutions A3. Draw conclusions and recommend actions appropriate to the level of study A4. Communicate knowledge and ideas effectively; orally and in writing.
Teaching and Learning Methods
A combination of <i>lectures</i> , to aid development of subject specific skills, <i>seminars</i> , to include practical exercises, including case studies, discussion, individual and group oral presentations to further aid the development of subject specific skills and <i>workshops</i> , to allow the development and demonstration of transferable skills. E-Learn and on-line discussions will further develop students' communication skills and knowledge of the subject. These, together with guided self-study to widen sources of reference to support the above will form the teaching and learning methods.
Assessment methods
Individual and collective, reflective assignments involving peer feedback and assessment. Group and individual presentations. Business and research reports. Essay planning and writing. Tests. Case studies. Portfolio of employability documentation and progression
B. Subject-specific skills
B1. Identify and describe a range of management and business problems and situations both real and simulated. B2. Demonstrate an ability to apply a range of business and management theories, models and perspectives to analyse management situations B3. Perform effectively within a team environment including; building, developing and managing teams, planning. B4. Conduct research into business and management issues, from a variety of business and academic sources.
Teaching and Learning Methods
A combination of <i>lectures</i> , to aid development of subject specific skills, <i>seminars</i> , to include practical exercises, including case studies, discussion, individual and group oral presentations to further aid the development of subject specific skills and <i>workshops</i> , to allow the development and demonstration of transferable skills. E-Learn and on-line discussions will further develop students' communication skills and knowledge of the subject. These, together with guided self-study to widen sources of reference to support the above, will form the teaching and learning methods.
Assessment methods
Individual and collective, reflective assignments involving peer feedback and assessment. Group and individual presentations. Business and research reports. Essay planning and writing. Tests. Case studies. Portfolio of employability documentation and progression

C. Thinking Skills

Display an ability to:-

- C1. Effectively select and process information from a range of sources;
- C2. Describe and interpret theoretical, research and experiential data
- C3. Evaluate problem-solving tools and methods applied to business and management case studies.
- C4. Reflect and learn from own and others' experiences.

Teaching and Learning Methods

A combination of *lectures*, to aid development of subject specific skills, *seminars*, to include practical exercises, including case studies, discussion, individual and group oral presentations to further aid the development of subject specific skills and *workshops*, to allow the development and demonstration of transferable skills. E-Learn and on-line discussions will further develop students' communication skills and knowledge of the subject. These, together with guided self-study to widen sources of reference to support the above, will form the teaching and learning methods.

Assessment methods

Individual and collective, reflective assignments involving peer feedback and assessment. Group and individual presentations. Business and research reports. Essay planning and writing. Tests. Case studies. Portfolio of employability documentation and progression.

D. Other skills relevant to employability and personal development

To develop an ability to:-

- D1. Assess existing skills and identify needs for further development
- D2. Develop effective negotiation skills
- D3. Develop effective networking skills.
- D4. Work independently
- D5. Manage teamwork processes effectively
- D6. Develop IT skills for data management and analysis

Teaching and Learning Methods

A combination of *lectures*, to aid development of subject specific skills, *seminars*, to include practical exercises, including case studies, discussion, individual and group oral presentations to further aid the development of subject specific skills and *workshops*, to allow the development and demonstration of transferable skills. E-Learn and on-line discussions will further develop students' communication skills and knowledge of the subject. These, together with guided self-study to widen sources of reference to support the above, will form the teaching and learning methods.

Assessment methods				
Individual and collective, reflective assignments involving peer feedback and assessment. Group and individual presentations. Business and research reports. Essay planning and writing. Tests. Case studies. Portfolio of employability documentation and progression.				
13. Programme Structures*			14. Awards and Credits*	
Level	Module Code	Module Title	Credit rating	
3	HRC002	Managing Business Information	20	BA (Hons) Business (Foundation Entry) Requires completion of 120 credits at Level 3. Successful completion of six modules leads to progression to Year 1 of BA (Honours) in the following: Accounting Accounting and Finance Management Accounting and Financial Studies Advertising and Marketing Communication Business and Management Business and Marketing Business Administration Business Studies Economics International Business International Business and Management Marketing Management Retail Management Students who exit after successful completion of 120 credits at Level 3 will receive a transcript of the modules and grades
	HRC004	Skills for Higher Education	20	
	HRC005	Introduction to Enterprise	20	
	BUC006	Business in Context	20	
	ACC003	Accounting & Economics	20	
	HRC007	Managing People and Organisations	20	
	HRC008	Marketing and Retail	20	
15. Personal Development Planning				
A strong emphasis is placed upon personal development throughout the programme. Personal Development Planning exists as a formal strand through module HRC004 in which the learner's ability to reflect upon his/her skills base and plan for future personal development is developed, practiced, monitored and assessed. There is, in addition a strong focus on developing the individual's employability and lifelong learning skills. The academic advisor system additionally provides each student with an individual with whom they can consult on a wide variety of issues over the term of their study.				
16. Admissions criteria				
The entry requirements for Foundation Year entry is 180 points at A2 level or equivalent. Other acceptable qualifications include: Advanced VCE Scottish Certificate of Education Higher Grade Irish Leaving Certificate Higher Grade International Baccalaureate BTEC National Certificate/Diploma				

17. Key sources of information about the programme

- Fact sheet <http://www.uclan.ac.uk/courses/ug/>
- Prospectus <http://www.uclan.ac.uk/courses/index.htm>
- Prospectus Hard Copy: Contact University Admissions Department admissions@uclan.ac.uk
- University Admissions Department: email admissions@uclan.ac.uk
- Advise about applications <http://www.uclan.ac.uk/courses/ug/applying.htm>
- Open Days and Campus Tours <http://www.uclan.ac.uk/opendays/index.htm>
- Department Website <http://www.uclan.ac.uk/facs/lbs/depts/stratin/index.htm>
- Information about the UCLan <http://www.uclan.ac.uk>
- Information about the City of Preston <http://www.uclan.ac.uk/guide2/preston/index.htm>
- Information about Student Life at UCLan <http://www.yourunion.co.uk>

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																	
				Knowledge and understanding				Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development					
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6
LEVEL 3 (FE)	HRC002	Managing Business Information	COMP	x	x	x	x			X	x	x	x	x					x	x	X
	HRC004	Skills for Higher Education.	COMP	x			x			X	x	x	x		x	x	X	x	x	X	
	HRC005	Introduction to Enterprise	COMP	x	x		x	x	x	x	x	x	x	x	x	X	X		x	X	x
	BUC006	Business in Context	COMP	x			x	x	x		x	x	x	x					x	x	
	ACC003	Accounting and Economics	O	x		x	x	x	x		x	x		x						x	X
	HRC007	Managing People & Organisations	O	x	x	x	x	x	x	x	x		x	x	x	X	x			x	x
	BUC008	Marketing and Retail.	O	x	x		x	x	x	x	x		x	x	x					x	x

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

Addendum to the Course Handbook for
BA (Hons) Accounting and Financial Studies
Entry Year of Study 2017-18

Page	Section	Summary of change & previous text removed (state whether addition / deletion / amendment / etc)	Date of Approval
13-14	2.2	<p>Section 2.2 Modules Available</p> <p>Year 2 and Year 3 modules mandatory streams have been reduced. Previously students were required to complete a minimum of four streams. This has been reduced to one stream</p> <p>The number of non-Accounting modules available has been reduced.</p>	22 nd June 2017
15-17	2.3	<p>Section 2.3 Professional bodies and qualifications</p> <p>A new section has been included providing details of the cost of claiming professional body exemptions.</p> <p>A mapping has been provided between modules taken and the professional body exemptions.</p>	22 nd June 2017
33-34	8.1	<p>Sub-section 13 Programme Structures</p> <p>Sub-section 18 Curriculum Skills Map</p>	22 nd June 2017

and 37- 38		Year 2 and Year 3 modules have been updated in line with Section 2.2 Modules available as above	
39	8.1	<p>Sub-section 19 Learning Outcomes for Exit Awards</p> <p>Learning outcomes have been amended to reflect the learning outcomes of sub-section 12 of the programme specification</p>	22 nd June 2017

University Student Handbook



2017/18

Please read this Handbook in conjunction with your Course Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean/Head of School. This applies to the materials in their entirety and to any part of the materials.

This Handbook is produced centrally and locked for editing. Partner institutions only are given permission to contextualise the Handbook.

UCLan Mission statement

We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

UCLan Values

- The pursuit of excellence in all that we do.
- Equality of opportunity for all, supporting the rights and freedoms of our diverse community.
- The advancement and protection of knowledge, freedom of speech and enquiry.
- Supporting the health, safety and wellbeing of all.

Student Charter

The Student Charter has been developed by the University and the Students' Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or 'contract' between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students. [Read the full Student Charter](#)

Supporting Diversity at UCLan

UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination on various grounds including race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to

- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan [Equality and Diversity Policy](#) for further information.

Contents page

- 1. Welcome and Introduction to the University**
- 2. Learning Resources**
- 3. Preparing for your career**
- 4. Student support**
- 5. Students' Union**
- 6. Rationale, aims and learning outcomes of the course**
- 7. Assessment**
- 8. Student Voice**

1. Welcome and Introduction to the University

The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. Part one of this Handbook provides you with generic University level information and the Course Handbook provides specific information about your programme of study.

1.1 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded as unread.

1.2 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range. Details of the External Examiner associated with your course can be found in your Course Handbook.

1.3 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. Please note however that this may vary depending on your particular course and programme of study. You should therefore check your Course Handbook or contact a member of staff within the relevant School.

1.4 Attendance Requirements

Student attendance at timetabled learning activities of courses and modules is required. Notification of illness or exceptional requests for leave of absence must be made as detailed in the Course Handbook. Individual modules and/or courses may incorporate a specific attendance requirement as part of the assessment criteria for successful completion of a module.

Students with continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance. You may appeal this decision by following the [Complaints Procedure](#)

You must swipe in using your student card. Each time you are asked to enter your details on the Student Attendance Monitoring system (SAM) you must remember that the University has a responsibility to keep information up to date. **You must only enter your own details on the system** as to enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries, such as scanning but not attending, can be disciplined under the [Regulations for the Conduct of Students](#)

1.5 Data Protection

All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These purposes are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University's policy on the use and disclosure of

personal information, please see the University's Data Protection Policy and [Privacy Notice](#) or contact the Information Governance Officer, Clerk to the Board Service, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk.



2. Learning resources

2.1 Learning Information Services (LIS)

Extensive [resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

You can find the link to the Library Opening Hours here: http://www.uclan.ac.uk/students/study/library/opening_hours.php

2.2 Electronic Resources

LIS provide access to a range of electronic resources – e-journals and databases, e-books, images and texts.

3. Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has employability learning integrated into it. This is not extra to your degree, but an important part of it.

Your course will take you on a journey of development that will help you to map your personal story of your time at university.

You will be encouraged to record your learning journey so that you can demonstrate all the work-related skills you have developed, both before and during your time at UCLan. This will help you to show future employers just how valuable your degree is and the employability skills you have acquired.

- You will be given the opportunity to explore your identity, your strengths and areas for development, your values and what you want to get out of life.
- You will be able to investigate a range of options, including jobs and work experience, postgraduate study and self-employment.
- We will support you to enable you to successfully tackle the recruitment process and to develop your enterprise skills.

UCLan [Careers](#) offers a range of support for you including:-

- One to one career and employability advice and guidance appointments.
- Advice on finding graduate jobs, including how to improve your CV with work placements, internships, voluntary opportunities and part-time employment.
- Workshops, seminars, and events to enhance your learning and develop your skills.
- Employer presentations and events, to give you the chance to network with potential employers and find out from them what they are looking for.

Our drop-in service is available from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. We offer CV and cover letter checks, careers information and can tell you about our full range of services. For more information come along and visit the team (in Foster building

near the main entrance) or access our careers and employability resources via the [Student Portal](#)

It's your future: take charge of it!

UCLan Careers | Foster Building | University of Central Lancashire, Preston PR1 2HE 01772 895858

careers@uclan.ac.uk

www.uclan.ac.uk/careers

4. Student support, guidance and conduct



4.1 Student Support

“Got a Problem to Sort? Come to us for Support”.

The <i> is your first point of call for all enquiries, help and advice. We provide guidance to all UCLan students whatever the query may be. We are based on the ground floor of the UCLan Library and open 7 days a week most of the year. Our friendly and approachable team will do their best to ensure your query is answered. Come and have a chat with us if you have a query on any aspect of student life and study.

http://www.uclan.ac.uk/students/study/library/the_i.php

4.2 Students with disabilities

You are strongly encouraged to declare your disability on your application form when you apply to study at UCLan. If you have declared this Disability Services will be in contact with you to advise you about reasonable adjustments which may be appropriate in the circumstances. You can also tell any member of staff at the University, who will ask you to sign a disability disclosure form, to let the Disability Service know that you have a disability and agree to share this information with them. Disability Services will then get in touch with you to discuss your available options. Following this you will be assigned a Disability Adviser whom you can contact should you need any further help or assistance.

https://www.uclan.ac.uk/students/health/disability_services.php

4.3 Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/specific learning difficulty for which valid supporting evidence can be made available. Contact your Disability Adviser for advice and information, disability@uclan.ac.uk



4.4 Health and Safety

As a student of the University you share responsibility for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment.

Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

4.5 Conduct

You will be expected to abide by the [Regulations for the Conduct of Students](#) in the University. UCLan expects you to behave in a respectful manner towards all members of

the University at all times demonstrated by using appropriate language in class, switching mobile phones / other devices off prior to attending classes, and also in your use of any social networking sites.

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the regulations for the Conduct of Students.



5. Students' Union

You can play an important part in the process of improving the quality of your course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feed back about your experience of teaching and learning. Where appropriate, we aim to respond to your feedback and let you know of our plans for improvement.

The Students' Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students' Council. The Students' Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students' rights is at the core of what the Students' Union does and is encompassed by its tag line of, *Making Life Better for Students*. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Students' Union is where your voice can be heard, actions taken, or campaigns launched.

Your Students' Union is also the home to a fantastic range of student-led [societies](#), [sports teams](#) and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go? Pop into the [Opportunities Centre](#) on the ground floor of the Students' Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then the Student Union's dedicated staff team in the [Advice and Representation Centre](#) are on hand to help and offer impartial advice.

More information on all these things, as well as details about all the Student Union's (not-for-profit) commercial services, including its student supermarket (Essentials) and student-bar (Source) can be found at www.uclansu.co.uk

6. Rationale, aims and learning outcomes of the course

6.1 You will find information specific to your chosen course of study in your Course Handbook, in the form of a 'programme specification'. As defined by the QAA (Quality Assurance Agency) - the regulatory body responsible for overseeing quality compliance in the Higher Education Sector - a programme specification is a concise description of the intended learning outcomes of an HE programme. It is the means by which the outcomes are achieved and demonstrated. In general, modules or other units of study have stated outcomes, often set out in handbooks provided by institutions to inform student choice. These intended learning outcomes relate directly to the curriculum, study and assessment methods and criteria used to assess performance. Programme specifications can show how modules can be combined into whole qualifications. However, a programme specification is

not simply an aggregation of module outcomes; it relates to the learning and attributes developed by the programme as a whole and which, in general, are typically in HE more than the sum of the parts.

6.2 Sometimes certain aspects of courses may be subject to change. Applicants are encouraged to check information on our relevant course pages from time to time, particularly before submitting any application for their academic year of study. Material changes about a course will be notified to you in material produced after the change is made and at the time you are made any offer of a place of study for that course. For details about changes to course information after you have accepted any offer, please see our [Additional Information and Conditions of Offer](#)



7. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances have been expressly agreed by the University to allow you to defer your assessment.

7.1 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the time and date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity. An academic staff member, such as your Academic Advisor or Module or Course Leader, will be able to provide advice to you on how to do this. Extenuating Circumstances are defined as unforeseen, unpreventable circumstances that significantly disrupt student performance in assessment. Where students have a temporary unexpected circumstance that means that they are unable to complete a particular assignment on time the student may apply for an extension of up to ten working days.

7.2 Extensions

Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for **one extension period of between 1 and 10 working days** where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances. Requests for extensions should be made prior to the submission date as extensions cannot be given Retrospectively ([Academic Regulations](#)).

You should complete and submit an extension request form, with any supporting evidence, to your CAS Hub. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extensions.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University's Policies and Procedures on Extenuating Circumstances ([Academic Regulations](#) and [Assessment Handbook](#)).



7.3 Extenuating circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready

to support you, with both your course and your personal wellbeing, through a process called Extenuating Circumstances (see [Academic Regulations and Assessment Handbook](#))

You can apply for Extenuating Circumstances online via [myUCLan](#). You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester in which they apply. All evidence provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

[Further information about the submission process](#)

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances ([Academic Regulations](#) and [Assessment Handbook](#)).



7.4 Late submissions

If you submit work late without authorisation, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

You may apply to appeal this decision in accordance with the University's [Academic Regulations](#).

7.5 Feedback Following Assessments

UCLan is committed to giving you clear, legible and informative feedback for all your assessments ([Academic Regulations](#)). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

For courses (except distance learning):

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Generic feedback may be oral, written, posted on a website or other.

For distance learning courses:

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Generic feedback may be oral, written, posted on a website or other.



7.6 Unfair Means to Enhance Performance

The University regards any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained as a serious academic and/or disciplinary offence. Such offences can include, without limitation, cheating, plagiarism, collusion and re-presentation ('unfair means').

You are required to sign a declaration indicating that individual work submitted for assessment is your own and will be able to view your Originality Report following e- submission of assessed work.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the [Academic Regulations](#) and the [Assessment Handbook](#) .

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the [Assessment Handbook](#).
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the [Assessment Handbook](#). If an allegation is found to be proven then the appropriate penalty will be implemented as set out below:

In the case of a **single** offence of unfair means in an undergraduate or postgraduate assessment:

- the appropriate penalty will be 0% for the element of assessment, and an overall fail for the module (whether or not the resulting numeric average mark is above or below the minimum pass mark). The affected element of the assessment must be resubmitted to the required standard. The mark for the module following resubmission will be restricted to the minimum pass mark. Where unfair means is detected for the first time on a reassessment for an already failed module, no further reassessment for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a **repeat** offence of unfair means (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the [Students' Union Advice and Representation Centre](#) by emailing: suadvice@uclan.ac.uk for support and guidance.

7.7 Appeals against assessment board decisions

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University [Academic Regulations](#): Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student's academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations (this fourth ground will not be relevant to an appeal against a decision relating to an interruption or discontinuance of study. Such an appeal should be based on one or more of the three grounds above.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the [Students' Union Advice and Representation Centre](#) by emailing: suadvice@uclan.ac.uk for support and guidance.



8. Student voice

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities and are involved with decision making committees at levels as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

8.1 Course Representatives and School Presidents

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the University. It enables students to have ownership of their student experience, to voice their opinions and to share positive practice with the course team, primarily at the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect, being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the [Students' Union](#) website or by emailing: coursereps@uclan.ac.uk.

School Presidents are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who your School President is or more about the role visit the [Students' Union website](#) or email: coursereps@uclan.ac.uk



8.2 Student Staff Liaison Committee Meetings (SSLC)

The purpose of a SSLC meeting is to improve courses, to have an open discussion and respect each other's views, to share good practice where identified, to provide opportunity for students to feedback to staff about their course and student experience, to regularly review the course to improve its development, and to jointly work together to action plan

against issues raised.

There will normally be one meeting per semester which will last no more than 2 hours. Your School President will Chair the meetings with an academic co-Chair, using guidelines and will provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. A standard agenda and action grid template will be used. Course representatives will gather feedback from students and communicate this to the School President in advance of the meetings.

8.3 Complaints

The University recognises that there may be occasions when you have cause for complaint about the service you have received. When this happens, the University's Complaints Procedure is intended to provide an accessible, fair and straightforward system which ensures an effective, prompt and appropriate response. Click on this link for more information University's [Complaints Procedure](#)

If you are a student registered for a University award at a partner college, who is dissatisfied with the provision at the college, you should pursue your complaint in accordance with the college's complaints procedure in the first instance. In the event of continuing dissatisfaction when you have completed the college's procedure, you will be entitled to submit your complaint to UCLan.