Course Handbook

BA/BSc (Hons) Economics
2017-18
Paul McKeown
Lancashire School of Business and
Enterprise (& Uclan Cyprus)

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

Table of Contents

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 and 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 in the university.

- To provide intellectual and personal development to permit students to undertake undergraduate studies successfully.
- To provide a broadly based and academically rigorous business education, giving the necessary grounding for progression into level 1 of an undergraduate degree in the business or management fields.
- To develop the students' personal and interpersonal skills.

Learning Outcomes

Upon successful completion of the programme students will be able to demonstrate:

1. Knowledge and understanding of concepts and perspectives relevant to accounting, business information systems and economics, with an understanding of the business environment.

2. Cognitive skills, including the ability to select and collate information from a range of sources and analyse business problems logically; construct and criticise proposed solutions; draw conclusions and recommend actions appropriate to the level of study.

3. Subject specific skills, including simple accounting processes; small business information systems and basic spreadsheet models; the ability to present data in various ways, to think analytically, objectively and in terms of alternatives.

4. Transferable skills, including:
   a. Critical thinking and reasoning skills
   b. Ability to think conceptually
   c. Ability to work independently and with a team
   d. Effective communication skills
   e. Ability to learn from own experience and that of others
   f. Ability to manage one's own personal development and growth
   g. A basic ability to utilise both quantitative and qualitative data and appropriate communication and information technologies

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

Foundation Year

Managing Business Information (20) Year long	Skills for HE (20) Year long
Business Context (20) Semester 1	Introduction to Enterprise Skills (20) Semester 2

Choose 2 options

Option: Accounting and Economics (20) Semester 2	Option: Managing People & Organisations (20) Semester 2	Option: Marketing and Retail (20) Semester 2
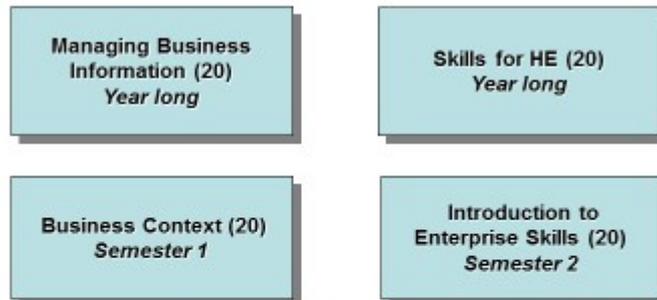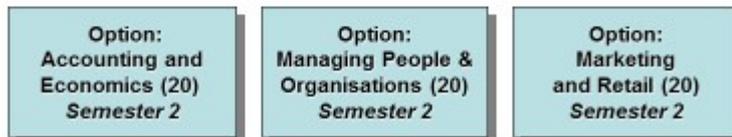
The year leader for Year 0 is Cath Toase (CMToase1@uclan.ac.uk) and the support tutors are Douglas Martin (WDMMartin@uclan.ac.uk) and Barry Marhsall-Kalina (BGMarshall-kalina@uclan.ac.uk).

1. Welcome to the course

I would like to take this opportunity to extend a warm welcome to the Lancashire School of Business and Enterprise at The University of Central Lancashire. Here in The Lancashire School of Business and Enterprise, we pride ourselves on our international reputation for delivering high quality education within a range of programmes, including our under graduate Economics degree.

This is an exciting year for the Economics programmes, as the course has just been redesigned through a formal Periodic Course Review process. All programmes are reviewed on a cyclical basis to ensure that the course and its content, continues to meet the needs of both students and industry. The course development process started in 2015 and this therefore has provided much time to consult with stakeholders and consider the ideas for development. The revisions to the course for this year include: the refreshing of content on the modules, a newly designed year 1 structure and the strengthening of the role of econometrics on the BSc programme.

Throughout your time on the programme, I shall be playing an active part in the day-to-day running of the programme and like to get to know students on an individual basis. I am also one of your main points of contact for academic guidance and support. In addition to your studies however, I hope that you will try to get involved in as many opportunities as possible during your time here on the Economics courses, which all contribute to making this Business School a great place to learn.

I hope that you find the course interesting, thought-provoking, challenging and rewarding and I wish you the best of success on the course.

Paul McKeown
Course Leader for BA (Hons) Business Studies and BA (Hons) Business Administration

1.1 Rationale, aims and learning outcomes of the course

The Economics courses provide a good broad foundation of business knowledge to help you to both understand the modern world and prepare for a career in it. In the second year of the programme, there is more flexibility with regards to module choices, so you can start to tailor-make the course to align to your specific interests.

All students have the possibility to study overseas in Year 2, for either one semester, or the whole year. All study abroad or study exchanges are taught in English, but students are encouraged to study the native language before going abroad to help smooth transition. Students can study a language alongside their degree and the university provides the means and support for this. The title of the degree for those who complete a period of study abroad is: BA/BSc (Hons) Economics with International Study.

The specific aims and objectives of the BA/BSc (Hons) Business Economics course are:
• To provide training in the principles of Economics and their appropriate application

• To stimulate students intellectually and to lead them to appreciate the applicability of the subject to a range of problems and its relevance in a variety of contexts

• To provide a firm foundation of knowledge about the workings of economic systems and to develop the relevant skills for the constructive use of that knowledge

• To develop in students the ability to apply the knowledge and skills they have acquired to the solution of theoretical and applied problems in economics

• To equip students with appropriate tools of analysis to tackle issues and problems of economic policy

• To develop in students, through the study of Economics, a range of generic skills that will be of value in employment and self-employment

• To provide students with analytical skills and an ability to develop simplifying frameworks to study the real world. They should be able to appreciate what would be an appropriate level of abstraction in order to study a range of economic issues.

• To provide students with the knowledge and skill base from which they can proceed to further studies in Economics, related areas or in multidisciplinary areas that involve Economics

• To generate in students an appreciation of the economic dimension of wider social, political and environmental issues

• Work Placement Route Course Aim – to offer students an opportunity to undertake a placement year constituting an introduction to business practice through practical training and development and to integrate their academic studies with such experience

• International Study Route Course Aim – to offer students an opportunity to study abroad, demonstrate initiative, independence and motivation. They may also be required to develop a working knowledge of another language.

1.2 Course Team

The table below provides the names, job roles and contact details of the main members of staff who are involved in the course, either in teaching and delivering the modules, or as a contact person for further support and guidance.

Staff Name	Job Role	Contact Details
Paul McKeown	Course Leader and Academic Advisor for Economics	Room: Greenbank building, GR264 Email: pjmckeown@uclan.ac.uk Telephone: +44 (0) 1772 89 4696
Bob Milward	Senior Lecturer: Economics	Room: Greenbank building, GR264 Email: rmilward@uclan.ac.uk Telephone: +44 (0) 1772 89 4697
Michael Brightman	Lecturer in Economics and International Business	Room: Greenbank building, GR264 Email: mbrightman@uclan.ac.uk Telephone: +44 (0) 1772 89 4550

Giles Mcclelland	Division Leader for Business, Economics and International Business	Room: Greenbank building, GR046 Email: GPMcclelland@uclan.ac.uk Telephone: +44 (0) 1772 894639
Phil Whyman	Professor in Economics	Room: Greenbank building, GR047 Email: pbwhyman@uclan.ac.uk Telephone: +44 (0) 1772 89 4693
Alina Petrescu	Lecturer in Economics	Room: Greenbank building, GR040 Email: apetrescu@uclan.ac.uk Telephone: +44 (0) 1772 89 4678
Joe Riordan	Lecturer in Economics and International Business	Room: Greenbank building, GR265 Email: jriordan@uclan.ac.uk Telephone: +44 (0) 1772 89 4689
Support Tutors and International Support Tutors	The Student Support and Achievement Team	Room: Greenbank building, GR123 Email: greenbankhub@uclan.ac.uk Telephone: +44 (0) 1772 89 4670
Online system	Extension request for assessment	Email: greenbankextensions@uclan.ac.uk

1.3 Expertise of staff

There are a range of academic staff who teach on the BA/BSc (Hons) Economics course, as well as the specialised modules in Economics there are also general business modules areas. These academic staff have a variety of backgrounds, areas of expertise and skills which complement each other. In addition to teaching experiences, the teaching team, also needs to comprise of those who engage with, undertaken and publish academically rigours research. In achieving excellence in research and their outputs, staff are both directly impacting upon contemporary thinking as well as delivering evidence-based practice in their classrooms.

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 Admin Services 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
Lancashire School of
Business and
Enterprise.

telephone: 01772 891998/99
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.

Academic staff usually communicate with students via electronic means, which include emails, text messages and through Blackboard. For face-to-face discussions, staff also display details on their office doors of their office hours. Office hours are set times each week where the staff are available to see students. Some staff operate a 'drop-in' approach during their office hours, whilst other staff require an appointment-based approach. Students therefore are encouraged to familiarise themselves with their tutors office hours and the type of approach they take. If any student unsure about this, you can contact you Academic Advisor / Course Leader for guidance. Overall, staff are supportive and will try their best to communicate as timely and effectively as they can with students.

1.7 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. The name of this person, 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. 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. Our external examiner is Peter Dawson from the University of East Anglia

2. Structure of the course

2.1 Overall structure

Year 0	Year 1 Level 4 (Standard Entry Point)	Year 2 Level 5	Year 3 (Optional)	Year 3 / 4 Level 6
Foundation year	Full-time study at the university Four modules each 30 credits = 120 credits	Full-time study at the university Six modules each 20 credits = 120 credits	Full-time international study (optional in year 2 or year 3)	Full-time study at the university Six modules each 20 credits=120 credits
Stage 0	Stage 1	Stage 2		

BA/BSc (Hons) Economics: Requires 360 credits including a minimum of 220 at level 5 or above with a minimum of 100 at level 6. Optional Pathways named in degree dependent on modules chosen and student choice.

BA/BSc (Hons) Economics with international Study. Requires 360 credits including a minimum of 220 at level 5 or above with a minimum of 100 at level 6.

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.

Year 1 (level 4) four compulsory modules each worth 30 credits	
EC1001 Introduction to Economics	BU1006 The Business Environment
HR1005 Introduction to Business Functions	EC1201 Introduction to Applied Economics

Year 2 (level 5) Three/Four compulsory modules each worth 20 credits	
EC2002 Intermediate Principles of Economics	EC2003 Methodology and Diversity in Economics
MD2000 Transition to Work	EC2179 Quantitative Methods in Economics (BSc Hons title)

Students therefore choose three options from a list of modules for their year 2. For a full list of option modules available for year 2 of the course, please see the programme specification.

Year 3 (level 6) – Three/four compulsory modules each worth 20 credits	
EC3010 Economic Policy	EC3002 Philosophical Themes in Economics (BA Hons title) MG3004 Market Modelling (BSc Hons title)
MG3001 Post Placement Module	BC3012 Quantitative Dissertation (BSc Hons title) – 40 credits

Students therefore choose four options for their final year, from a list of modules. For the full list of option modules available in the final year of study, please see the programme specification attached at the end of this document.
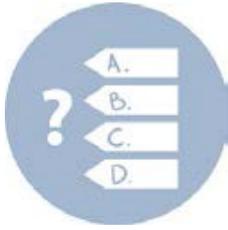
BA (Hons) Economics with International Study
For those students who study for part of their degree abroad, it is strongly encouraged that students study the language of the destination place of study prior to travelling. Whilst the course is taught in English, having knowledge of the language prior to living in another country helps the student to adapt more readily.

BA/BSc (Hons) Economics with Work Placement:
Students undertaking the BA/BSc (Hons) Economics with Work Placement, must first undertake the compulsory module MG2000 in year 2. Students are then required to have around 48 weeks in their work placement. The placements can be split across different placement providers, but must in total equate to a sufficient duration to qualify as a placement (typically around 48 weeks). Upon return to university for their final year, placement students then complete the module MG3001.

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.

2.5 Study Time
2.5.1   Weekly timetable
You will have a personal online timetable when you have registered and enrolled for the year. This timetable is available electronically and is available through the following link:

http://www.uclan.ac.uk/students/cyprus/timetables_c.php

2.5.2   Expected hours of study
In year 1, your modules are 30 credits each. Contact hours for 30 credit modules are usually a total of three hours per week. As you study four 30 modules credit modules in your 1st year, your contact time in total equates to around 12 hours per week. In year 2 and the final year, modules are 20 credits each. This equates to around 2 hours per week per module. As you study 6 modules in year 2 and the final year, your total contact time is again around 12 hours per week. This weekly class contact time comes in the form of a range of lectures, seminars, workshops, IT/practical sessions.

In addition to this contact time, students are expected to undertake around an additional 20 hours per week engaging in independent learning. This independent study includes reading relevant material (directed material or not), researching for and undertaking assignments, preparing for seminars, revision of work etc.

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: greenbankhubattendan@uclan.ac.uk who will report your absence to your relevant tutors of the classes you will be missing.

If you are an international student from outside the EU and governed by the UK Border Agency (UKBA),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.

Students can check their attendance record through myUCLan and some government or employment sponsors also request to view relevant students' attendance records.

The Lancashire School of Business and Enterprise holds Attendance / Engagement Boards in which the attendance records and levels of engagement are discussed for all students. You will be advised if the Course Team has any concerns about your progress as a student.

3. Approaches to teaching and learning

3.1 Expertise of staff

As explained above in section 1, there are a range of academic staff who teach on the courses. Students will be taught by staff who have either industry experience or a background in academic research, or a combination of the two. Students will therefore get a well-rounded teaching experience, whereby the teaching team draw from both real-life industry examples as well as current and up-to-date academic research. The Course Team is therefore well developed in terms of teaching and learning practice, established over many years and builds upon the previous business and industry experience of individuals, whilst maintaining good links with commerce and the professional bodies.

For specific information about The Lancashire School of Business and Enterprise staff expertise, and their areas of research interest, please visit the staff profiles page at the following link: http://www.uclan.ac.uk/schools/business/staff.php

3.2 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, seminars and workshops. Group activities are used to encourage social learning and interaction. 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** for both business and

marketing the practice, theories and models will be explained in lectures and practiced and applied during the seminars and workshops. Students will undertake guided self-study. Students will learn to formulate, test and appraise their ideas through both individual work and group work in both exercises and assessed work.

For **thinking skills** the use of critical perspectives and applied marketing examples will be used in lectures, supported by seminars in which students have the opportunity to apply perspectives to case material, simulations and role plays. Interactive style workshops at all levels allow the students to actively solve problems and apply principles and data to their own research projects.

3.3 Study skills

It is expected that students will, over the duration of the course, both acquire new skills and enhance their existing skills. Students will learn from lecture, seminar and workshop activities and from both directed and student initiated self-study. The use of experiential learning and learner-centred activities such as presentations, dissertation and projects, together with encouraging both self-analysis and evaluation will enable continuous personal and professional development.

The newly developed year 1 structure has been resigned with more academic support and guidance built-in to facilitate students' transition to higher education. In addition to this early support, The Lancashire School of Business and Enterprise is supported by The Student Support and Achievement Team who include a team of support tutors (who specialise in both home and international student support) to help students develop their academic skills. Furthermore, students are also recommended to take advantage of wider UCLan support services such as WISER http://www.uclan.ac.uk/students/study/wiser/index.php

3.4 Learning resources
3.4.1 Learning Information Services (LIS)
Further information on this is included in The Student Handbook

3.4.2 Electronic Resources

Students are supported by the electronic Blackboard system where materials are made available to them by module to support their learning. During induction week (before the teaching on the course commences), there will be a session provided on Blackboard including how to access and use this resource.

3.5 Personal development planning

Alongside academic development, there is also a strong focus on employability and Professional Development Planning (PDP), which runs continuously throughout the programme. In year 1 of the programme, the employability and PDP streams are embedded within the four compulsory modules. Time is built in to these year 1 modules, to develop the PDP and employability skills, as well as open up dialogues about students' plans for the future in terms of internships, placements and other work experiences in preparation for work post-graduation.

For the second year, in addition to embedded material, there is a module which focuses on personal development and career planning. In addition to this, students can also take option modules in enterprise or a project, which again help students to plan and prepare for their future.

An additional support measure in terms of employability and Personal Development Planning, is the role of the Academic Advisor. Students meet their Academic Advisor during periodic meetings throughout the course of the degree, to discuss on an individual basis, the plans and aspirations of students, upon which, nurturing, signposting and encouragement are provided. Students are therefore supported from the beginning to the end of their degree with regards to employability and Professional Development Planning.

3.6 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 been designed with employability learning integrated into it (as highlighted above in section 3.5). This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is.

Furthermore, the UCLan Careers service has designated Careers Advisors for The Lancashire School of Business and Enterprise who work closely with Course Leaders and students to provide careers support and guidance.

4. Student Support

Students can access a variety of staff and services for support during their time on the BA (Hons) Business Administration degree. Usually, the Course Leader of Academic Advisor is the primary point of contact when seeking support.

4.1 Academic Advisors

Your Academic Advisor is there to help you with advice about both academic and administrative aspects of your course. If your Academic Advisor cannot help you directly, they will be able to sign post you to the relevant service or contact person. Your Academic Advisor will request to see you periodically throughout each academic year to ask how you are getting on and check on your progress on the course. Outside of these times, it is encouraged that you request to see your Academic Advisor as soon as possible if you are having difficulties and need support, rather than wait for the scheduled periodic meeting.

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.

The Lead for disability in The Lancashire School of Business and Enterprise is Penelope Marshall-Kalina [pmmarshall- kalina@uclan.ac.uk](mailto:pmmarshall-kalina@uclan.ac.uk) You may wish to contact Penelope directly for further guidance, support or advice.

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.
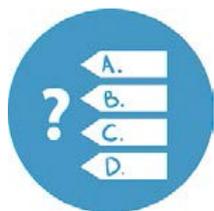
5. Assessment

5.1 Assessment Strategy

All of your modules will be assessed. 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 purely by course work, but some modules have examinations at the end of semesters; some have time-constrained assessments during semester

5.2 Notification of assignments and examination arrangements

Students are often notified about their assignments and examinations through a range of communications. Each module has a Module Information Pack, which details how the module will be assessed and may also contain the dates of when these assessments will occur. Further information about the assessments will also be communicated either by staff in the class time or on Blackboard, or both drawing students attention to the assignment brief and any marking criterion. It is the students' responsibility to manage their time effectively to ensure they complete the assessments in a timely manner and adhere to the deadlines (unless there is good reason to support otherwise).

5.3 Referencing

Students are expected to use the Harvard referencing system. See the school's guide to standard referencing at:

https://v3.pebblepad.co.uk/v3portfolio/uclan/Asset/View/Gm3mmGk6sM3RgHZnjGfh7mm6p M

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.

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. Students who's APM is bordering two degree classifications, are discussed as a team at the Assessment Boards. If that student meets the two criteria outlined in the regulations (below), they can be 'profiled' into the higher degree classification of the two:

1. A minimum of 3 modules (60 credits) at level 6 are in the classification band and
2. The APM is no lower than 2 percentage points below that required for the higher classification.'

This decision can only take place at an Assessment Board with the agreement and approval of the team.

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. Students are encouraged to nominate themselves for the Course Representative role who represent all the students at the Staff Student Liaison meetings (see section 7.1 below). Additionally, tutors seek both informal and formal feedback from students during the course of the modules they deliver. Furthermore, the Course Leader seeks feedback from students throughout the course of the degree programme. Students are therefore encouraged to be active in providing their feedback and have plenty of opportunities to do this.

Furthermore, the first section of this handbook; 'welcome to the course', detailed the recent Periodic Course Review process, during which the BA (Hons) Business Studies course has been redesigned. As a part of this course development, student feedback was used in the decision-making process. For example, in rewriting the year 1, the number of assessment and learning outcomes have been reduced slightly in response to student feedback.

Additionally, for year 2 of the programme, the number of optional modules have been reduced. This change was made primarily because the number of options available was overwhelming to students, which led to confusion and a paradox of choice.

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.

8. Appendices

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

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	UCLan – Main Campus
3. University School/Centre	School of Business
4. External Accreditation	N/A
5. Title of Final Award	BSc (Hons) Economics (3 Years) BSc (Hons) Economics *with* International Study (4 years) BSc (Hons) Economics *with* Placement Year (4 Years)
6. Modes of Attendance offered	F/T and P/T and Sandwich
7. UCAS Code	L101
8. Relevant Subject Benchmarking Group(s)	Economics
9. Other external influences	N/A
10. Date of production/revision of this form	March 2016
11. Aims of the Programme	

- To provide education and training in economy concepts, theories, ideas and tools and their application
- To foster an understanding of alternative approaches to the analysis of economic phenomena
- To stimulate students intellectually and to lead them to appreciate the applicability of the subject to a range of problems and its relevance in a variety of contexts
- To provide a firm foundation of knowledge about the workings of economic systems and to develop the relevant skills for the constructive use of that knowledge
- To develop in students the ability to apply the knowledge and skills they have acquired to the solution of theoretical and applied problems in economics
- To equip students with appropriate tools of analysis to tackle issues and problems of economic policy

- To develop in students, through the study of Economics, a range of generic skills that will be of value in employment and self-employment

- To provide students with analytical skills and an ability to develop simplifying frameworks to study the real world. They should be able to appreciate what would be an appropriate level of abstraction in order to study a range of economic issues.

- To provide students with the knowledge and skill base from which they can proceed to further studies in Economics, related areas or in multidisciplinary areas that involve Economics

- To generate in students an appreciation of the economic dimension of wider social, political and environmental issues

- To emphasise the use of quantitative techniques in economic problem-solving

- Work Placement Route Course Aim – to offer students an opportunity to undertake a placement year constituting an introduction to business practice through practical training and development and to integrate their academic studies with such experience

- International Study Route Course Aim – to offer students an opportunity to study abroad, demonstrate initiative, independence and motivation. They may also be required to develop a working knowledge of another language.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

Students must -

A1. Critically discuss core economic, concepts principles and tools.
A2. Select and apply relevant quantitative techniques.
A3. Discuss sources of economic data, both quantitative and qualitative.

A4. Accurately apply links between economic theory and policy and the techniques used to analyse policy outcomes

Teaching and Learning Methods

Lectures (A1, A2, A4), tutorials (personal and group) (A1 – A4), workshops (A2, A3, A4), seminars (presentations – individual and group) (A3, A4,), planning and feedback sessions (individual and group) (A1 – A4)

Assessment methods

Essay (A1, A5), précis (A1), report (A1, A3, A4, A5) problem solving exercise (A2, A3, A4), seminar presentation (A3, A4, A5), project (A1 – A5), dissertation (A1 – A5) and examination (A1, A5)

B. Subject-specific skills

B1. Apply abstraction and model building.

B2.Analyse economic data using both , deduction and induction
B3. Evaluate quantitative data. This to include a knowledge of reliable sources and an appreciation of relevance.

B4. Contextualise economic problems within the wider sphere of human behaviour, to include political, sociological and psychological concerns which may influence outcomes

Teaching and Learning Methods

Lectures (B1 – B4), tutorials (B1 –B4), workshops (B2, B3), seminars (B1, B4), planning and feedback sessions (B1 – B4)

Assessment methods
Essay (B1, B2, B4), précis (B1), report (B1 – B4), problem-solving exercise (B1, B2, B3), seminar presentation (B1, B4), project (B1 – B4), dissertation (B1 – B4), examination (B1, B2, B4)

C.   Thinking Skills

C1. Interpret and criticaly review emotive (ideological) issues

C2. Evaluate opportunities, strategies, outcomes, information and motivation in the analysis of strategic actions

C3. Challenge *arguments* using principles, logic and evidence.

Teaching and Learning Methods
All learning methods should inculcate these skills

Assessment methods
Essay (C1, C3), problem solving exercise (C1, C2), project (C1, C2), dissertation (C1 – C3), examination (C1, C3)

D.   Other skills relevant to employability and personal development

D1.Distinguish between, and interpret numerical data
D2. Distinguish between and interpret written data
D3. Collate, evaluate and shape information purposively
D4. Work independently and as a member of a team

Teaching and Learning Methods
Lectures (D1 –D3), tutorials (D1 – D3), workshops (D1, D4), seminars (D3, D4,), planning and feedback sessions (D3, D4), dissertation (D1 – D4)

Assessment methods
Essay (D2, D3), problem solving exercise (D1), project (D1, D2, D4), seminars (D3) dissertation (D1 – D4)

13. Programme Structures*				**14. Awards and Credits***
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 6	BC3012	Dissertation	40	**BSc (Hons) Economics** Requires 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6
	EC3010	Economic Policy	20	
			20	**BSc Economics** Requires 320 credits including a minimum of 180 at Level 5 or above and 40 at Level 6
	MG3004	Market Modelling	20	
	BC3001	Post Placement Module (if Placement Route chosen)		
	Options			**BSc (Hons) Economics with international Study** Requires 360 credits including a minimum of 220 at level 5 or above with a minimum of 100 at level 6, including the year-long
	EC3002	Philosophical Themes in Economics	20	
	EC3004	Labour Market Economics	20	
	EC3005			

	EC3007	Economics of the Public Sector	20	optional module BC3008, International Study.
	EC3406	Economics of Trade Aid and Development	20	**BSc (Hons) Economics with Placement Year**
	EC3408	International Financial Economics	20	Requires 360 credits including a minimum of 220 at level 5 or above with a minimum of 100 at level 6, including the year-long optional module MD3000, Work Placement
	EC3167	Europe and the World Economy	20	
		Economic Behaviour, Game Theory and Business Models	20	
Level 6 (Pathway options)	BC3008	International Study	120	
	MD3000	Work Placement	120	
Level 5	EC2002	Intermediate Principles of Economics	20	**Diploma of Higher Education Economics**
	EC2003	Methodology and Diversity in Economics	20	Requires 240 credits including a minimum of 100 at Level 5 or above
	EC2179	Quantitative Methods for Economics	20	
	BC2000	Transition to Work	20	
	Options			
	EC2006	Economics and Business in the European Union	20	
	EC2007	Social Economics	20	
	EC2009	European Economic Development	20	
	EC2102	Global Environment of Business Business Economics	20	
	EC2401	Economics of Sport	20	
			20	
	EC2011			

Level 4	EC1001	Introduction to Economics	30	**Certificate of Higher Education** Requires 120 credits at Level 4 or above
	EC1201	Introduction to Applied Economics	30	
	BU1006	Business Environment	30	
	HR1005	Business Functions	30	

*   Delete rows not applicable to this Programme Specification

15. Personal Development Planning

Integrated with all modules at Level 4, compulsory module (BC2000) at Level 5 and BC3001 at Level 6.

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 Programme adopts the University's minimum standard entry requirements for degree level study, in addition to which GCSE grade C in English Language (or equivalent) and GCSE grade C in Mathematics (or equivalent) are also required.

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. These applicants will usually be interviewed.

17. Key sources of information about the programme

- Course Leader: Paul McKeown, GR264, Ext.4696, pjmckeown@uclan.ac.uk
- Fact Sheet: www. Uclan.ac.uk/courses/ug/subjects/economics
- LBS Website: www.uclan.ac.uk/facs/lbs
- Admissions Department email: admissions@uclan.ac.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)	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	D1	D2	D3	D4
e.g. LEVEL 6	BC3012	Dissertation	Comp		√	√	√	√	√	√			√		√			
	EC3010	Economic Policy	Comp	√				√		√	√	√	√	√		√	√	√
	MG3004	Market Modelling	Comp		√	√	√	√	√	√			√		√			
e.g. LEVEL 5	EC2002	Intermediate Principles	Comp	√		√	√		√		√		√	√	√	√	√	√
	EC2003	Methodology and Diversity	Comp			√			√		√		√	√		√	√	√
	BC2000	Integrating Learning and Work	Comp										√			√		√
	EC2179	Quantitative Methods for Economics	Comp			√	√		√	√	√				√			
e.g. LEVEL 4	EC1001	Intro. To Economics	Comp			√					√			√	√	√	√	
	EC1201	Intro. To Applied Economics	Comp			√					√				√	√	√	√
	BU1006	Business Environment	Comp								√					√	√	
	HR1005	Business Functions	Comp								√				√			

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

19. Learning Outcomes for Exit Awards

Learning outcomes for the award of: Certificate in Higher Education, Economics (level 4)
A3. Discuss sources of economic data, both quantitative and qualitative.
  B4. Contextualise economic problems within the wider sphere of human behaviour, to include political, sociological and psychological concerns which may influence outcomes

C3. Challenge arguments using principles, logic and evidence.

D1.Distinguish between, and interpret numerical data
D2. Distinguish between and interpret written data
D3. Collate, evaluate and shape information purposively
D4. Work independently and as a member of a team

Learning outcomes for the award of: Diploma in Higher Education, Economics (level 5)

A1. Critically discuss core economic, concepts principles and tools.
A3. Discuss sources of economic data, both quantitative and qualitative.

A4. Accurately apply links between economic theory and policy and the techniques used to analyse policy outcomes

B3. Evaluate quantitative data. This to include a knowledge of reliable sources and an appreciation of relevance.

B4. Contextualise economic problems within the wider sphere of human behaviour, to include political, sociological and psychological concerns which may influence outcomes

C1. Interpret and criticaly review emotive (ideological) issues

C2. Evaluate opportunities, strategies, outcomes, information and motivation in the analysis of strategic actions

C3. Challenge arguments using principles, logic and evidence.

  D1.Distinguish between, and interpret numerical data
D2. Distinguish between and interpret written data
D3. Collate, evaluate and shape information purposively
D4. Work independently and as a member of a team

Learning outcomes for the award of: BA Economics (level 6)

A1. Critically discuss core economic, concepts principles and tools.
A3. Discuss sources of economic data, both quantitative and qualitative.

A4. Accurately apply links between economic theory and policy and the techniques used to analyse policy outcomes

B2.Analyse economic data using both , deduction and induction
B3. Evaluate quantitative data. This to include a knowledge of reliable sources and an appreciation of relevance.

B4. Contextualise economic problems within the wider sphere of human behaviour, to include political, sociological and psychological concerns which may influence outcomes

C1. Interpret and critically review emotive (ideological) issues

C2. Evaluate opportunities, strategies, outcomes, information and motivation in the analysis of strategic actions

C3. Challenge arguments using principles, logic and evidence.

D1.Distinguish between, and interpret numerical data
D2. Distinguish between and interpret written data
D3. Collate, evaluate and shape information purposively
D4. Work independently and as a member of a team

<div style="text-align: center;">

UNIVERSITY OF CENTRAL LANCASHIRE

</div>

<div style="text-align: center;">

Programme Specification

</div>

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	OFull 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

- 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 *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
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 *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

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)**
	HRC004	Skills for Higher Education	20	
	HRC005	Introduction to Enterprise	20	Requires completion of 120 credits at Level 3.
	BUC006	Business in Context	20	
	ACC003	Accounting & Economics	20	
	BHRC007	Managing People and Organisations	20	Successful completion of six modules leads to progression to Year 1 of BA (Honours) in the following:
	HRC008	Marketing and Retail	20	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

15. Personal Development Planning
A strong emphasis is placed upon personal development throughout the programme. Personal Development Planning exists as a formal strand though 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

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)	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	
	BHRC007	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	X

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

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 Student*s. 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 though 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.