



Course Handbook
Ba (hons) Business Management and Chinese
2018-2019
Sunny Xin Liu
School of Languages and Global 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.

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1. Welcome to the course

Welcome and congratulations on gaining your place at the University of Central Lancashire.

Your choice of taking up the degree of BA (hons) Business Management and Chinese will provide an opportunity for you to develop your academic, cultural, linguistic and economic relationships with the rising superpower.

China increasingly drives world business and politics. As the world's 2nd largest and fastest growing economy, the largest trading nation, China has become the new land of opportunities. The richness of its civilization continues to attract many students. Learning the language is certainly a way of understanding its culture. Besides, many of the Pacific Rim economies, for example, Singapore, Taiwan, Hong Kong and Malaysia, have large Chinese populations. If the economies of these areas continue to flourish, more and more Chinese specialists will be highly sought after in the job market. This course will enable you to achieve a high level of linguistic competence in Mandarin and the study of Chinese culture and society in depth, along with expertise in international business and strategic management, thus give you an edge in the competitive job market. I hope, therefore, that your time with us will be both personally fulfilling, adding a truly international aspect to your degree, and also useful in later life.

This Handbook introduces the staff you will meet and the range of university services and facilities available to assist you over the duration of your programme. It contains information specific to your course as well as important information which is common to all students in the School of Journalism, Language and Communication.

It is our hope that you will enjoy your degree study as well as participating in the many other activities which university life provides. With real commitment to the subject, adaptability in approach and an enthusiasm to participate, you will enjoy the full support and benefit the most from the knowledge and experience offered by UCLAN.

May I take this opportunity to wish you every success in your studies and a happy and successful time with us.

Sunny Xin LIU

Senior Lecturer

Course Leader

1.1 Rationale, aims and learning outcomes of the course



The overall aim of the programme is to develop knowledge, understanding, skills (including Chinese language skills), competences and personal qualities, which will allow the student to succeed in a global business environment, with particular reference to China.

In particular, it aims:

- to equip the student with a broad range of business, Chinese language and transferable skills.
- to equip the student with a knowledge and understanding of international business operating in or with China, including an awareness of the interaction of business and the economic, technological, social and institutional dimensions of the international environment in which it operates, as well as an awareness and sensitivity to cross cultural communication issues.
- to develop the intellectual capacity, analytical powers and skills of students.
- to give students a sense of independence and confidence as a learner

Learning outcomes:

A knowledge and understanding of:

A1. the international business environment

A2. the nature of international business activity in the global economy

A3. the significance of effective strategic management in the sustaining of competitive advantage.

A4. China's geographical location, its population distribution and growth, the social structures, ethnic diversity, the relation between the individual and the State, the family and the broader community;

A5. recent economic and political transition in China, its relations with the international community, and their implications for the business environment of domestic and foreign firms;

A6. various aspects of contemporary Chinese Society, especially those in multi-national companies operating in China

A7. the concept of face and *guanxi*, negotiation styles and other etiquettes in the Chinese world of business

1.2 Course Team

As mentioned previously, staff teaching on the programme are engaged in different disciplines from several departments. The programme team is as follows:

<i>STAFF</i>	<i><u>Email</u></i>	<i><u>Module & Other Responsibilities</u></i>
Laura-Jayne Dobbins	LDobbins1	AC1010
Baugh, Philip James	PJBaugh	BU2441
Evans, Huw Gerallt	HGEvans	MK2003
Claire Ashworth	CAshworth2	HR1014
William Douglas Martin	wdmmartin	HR2050, HR3030
Stuart Horrocks	SHorrocks1	BU3442
Milward, Robert	RMilward	BC3012
Michael Brightman	MBBrightman	MD3115
Sunny Xin Liu	Xliu13	CL1203, CL2203, CL3202
Judith Broadbridge	OJBroadbridge	ML3205
Jiayi Wang	Jwang11	CL3004, ML3205
Guanyu Huang	ghuang	CL1202, CL2201, CL2202, CL3201

The above named represent the team of lecturers directly responsible for the teaching of your course. Any problems of an academic nature should be taken up with the lecturer concerned in the first instance.

1.3 Expertise of staff

Course Leader: Sunny Xin Liu (BL, BA, MBA, PhD) has been an Associate Professor in translation since 2007. She had nine translated books published and wrote a column for China Daily for two years, she was also a contracted translator/interpreter for a number of international organizations in Beijing, including the World Bank, UNICEF, EU-China Policy Dialogue, British Council, and so on. She holds a certificate in teaching Chinese as a foreign language since 1996, and was awarded fellowship of the Higher Education Academy in 2012. Sunny teaches all year groups from UG to PG in three major areas: Business Chinese Conversation, all year content based modules about China, and translation/interpreting. Her research area is China's cultural diplomacy.

Dr. Jiayi Wang, Lecturer in Chinese Language and Studies. Jiayi holds a PhD from the University of Warwick on professional intercultural interaction which combines elements of

pragmatics, sociolinguistics, cross-cultural psychology, communication studies and translation and interpreting studies. She teaches modules on translation theory and practice, and interpreting and intercultural communication. Jiayi received her MA degree in Applied Linguistics (Interpreting and Translation) from Beijing Foreign Studies University. She has been a professional interpreter and translator since 2006, working for a number of organizations including Deutsche Bank, Fortune Magazine and Warwick Manufacturing Group. Jiayi has published research articles on intercultural pragmatics and comparative law as well as professional translations, and was editing a ministerial journal on international exchange. Her main research interests are pragmatics, intercultural interaction, and the interface between intercultural communication and translation and interpreting studies.

Carol Guanyu HUANG (BA, MA), Associate Lecturer in Chinese Language. After graduating from Beijing Normal University with a bachelor degree in Chinese Language and Literature in 2008, Carol obtained two MA degrees in 2011 – in Linguistics and Applied Linguistics from Nanjing University, and also in Teaching Chinese as a Foreign Language (TCFL) at the University of Sheffield. Carol has taught in the University of Sheffield Chinese language for specialists and non-specialists. Currently in the University of Central Lancashire, she teaches all year groups from 1st year undergraduate students to final year undergraduate students in three major areas: Business Chinese Conversation, Chinese Literacy and Advanced Chinese. Her academic interests include second language acquisition and language variation in speech community.

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. Your course leader, Sunny Liu, would be your academic advisor.

Contact details:

Office: AB130;

Tel: 01772-893121

Email: xliu13@uclan.ac.uk



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.

Computing and Technology Building

Art, Design and Fashion

Computing

Journalism, Media and Performance

Engineering

telephone: 01772 891994/891995

email: CandTHub@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.

Staff can be contacted by phone, e-mail or via the message trays on the ground floor of the Fylde Building. Please note that essays and assignments should not be left in the open message trays. In addition, each staff has dedicated office hours so students can come and discuss various issues. If you need to see a staff outside the office hour, it is advisable to make an appointment so save you a waste journey.

You will also be asked to leave your e-mail address and telephone number so that you can be contacted easily should it be necessary. It is important that you update your contact details with your tutors.

There is also a notice board on the first floor of Adelphi Building, outside the office of the Confucius Institute. Information regarding cultural events, HSK tests, timetable changes and exam arrangement will be posted on the notice boards. Please get into the habit of checking the notice boards on a regular basis.

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

Dr. Minjie Xing

Senior Lecturer in Chinese

Manchester University



2. Structure of the course

2.1 Overall structure

All full time students are required to take six modules in a year. The structure of the programme is as follows:

Level 4 Core Modules

Module Code	Module Title	Size	Credit	Sem 1 or 2
CL1201	Basic Chinese: Literacy	1	20	year
CL1202	Basic Business Chinese Conversation	1	20	year
CL1203	Introduction to Contemporary China	1	20	year
BU1006	The Business Environment	1.5	30	year
HR1005	Introduction to Business Functions	1.5	30	year

You must complete all core modules on your programme satisfactorily in order to progress to Stage 2.

Level 5 Core Modules

Module Code	Module Title	Size	Credit	Sem 1 or 2
CL2201	Chinese Language 2B	1	20	year
CL2202	Intermediate Business Chinese Conversation	1	20	year
CL2203	Preparation for Working and Living in China	1	20	year
BU2441	Multi-national Enterprises and Cross-cultural Management	1	20	year
MK2003	Marketing Principles for Business	1	20	Sem1
HR2050	Managing Personnel and Human Resources	1	20	year

Due to the intensive nature of the programme, there are a lot to be covered in both disciplines, there is no optional modules at Level 4 and 5.

Level 5 also includes a yearlong placement in China, which consists of both study and work placement.

Module Code	Module Title	Size	Credit	Sem 1 or 2
CL2883	Study and Work Placements in China	6		year

You must complete all the compulsory modules satisfactorily at the end of Year 2 before progressing to level 6.

Level 6 Core Modules

Module Code	Module Title	Size	Credit	Sem 1 or 2
CL3201	Chinese Language 3	1	20	year
CL3202	Understanding Chinese Economy and Society	1	20	year
BU3442	International Strategic Management			
BC3012	Business Management in China Dissertation	1	20	year
ML3205	Techniques and Practice of Interpreting <u>(alternative compulsory with CL3004)</u>	1	20	year
CL3004	Theory and Practice of Translation <u>(alternative compulsory with ML3205)</u>	1	20	year

The option may be chosen from the following list:

Module Code	Module Title	Size	Credit	Sem 1 or 2
AI3000	Development and Change in the Asia Pacific Region	1	20	sem 1
AI3001	Asia Pacific International Relations	1	20	sem 2
HR3030	Human Resource Management IN Multi-National Organizations	1	20	year
MK3111	International Marketing	1	20	year
AC2407	Financial Analysis	0.5	10	Sem 1
AC3409	Finance for Management	0.5	10	Sem 2
EB3102	Culture and Business in ICC	1	20	Sem 2
MD3115	UK China Business Creation	1	20	year

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 allow you to defer your assessment.

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.



2.3 Course requirements

Students need to obtain a pass mark in all compulsory modules and the requisite number of option and elective modules (see course structure and module list above).

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

Please check online timetable for changes.

<https://apps.uclan.ac.uk/MvcCompTimetable/CompTT/CompTTMatrix?entId=LCBMCL3009&entType=Programme&setId=201617&secParam=1>

2.5.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours.

It is crucial that you are prepared before you attend each class so you can follow and join in all the activities. In this way you can get more out of each contact hour. In addition, you will be expected to carry out homework and self-study in the Worldwide Language Learning Centre or via the Blackboard. It is advisable for you to spend some time on Chinese language **everyday**, especially during long holidays.

There are many Chinese students on the campus. You can make friends with them and form study pairs. It is the best way to develop your fluency and your ability to cope with new and/or colloquial expressions.

As for your content-based modules, the class contact is two hours per week: one hour for lecture and one for seminar. Attend the lectures, prepare for the seminars, identify issues that most interest you and explore them. Make yourself a frequent visitor to the library. The golden

rule is the more you read, the more you are able to synthesize your reading critically, the easier your essays and dissertation will be.



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:

C and T Hub. Students should report non-attendance to the hub email – CandTHubAttendance@uclan.ac.uk or by telephoning the hub on 01772 891994 or 01772 891995.

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.

Each time you are asked to enter your details on SAM 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

In general we have a commitment to the intellectual development of students. It is the aim of this programme to impart a knowledge base, extend students' capacities for analysis, critical awareness and evaluation, and develop intellectual and personal skills through discussion, debate and argument of issues arising from the materials studied. In terms of language teaching, we adopt a communicative approach to language teaching, placing emphasis on the acquisition of a high-level of communicative competence in the foreign language. In addition, the programme seeks to develop important transferable skills — for instance problem-solving, presentation and team-working skills — which can be applied to a wide range of situations.

We believe that an understanding of culture and cultural contexts is important to an evaluation of customer needs and expectations in business, as well as to an evaluation of its impacts upon a culture.

We stress the value of the active engagement of its students in the learning process. The WorldWide Centre, based in the whole of the left-hand side of the second floor of Fylde Building, is viewed as an essential tool in our student-centred approach to language teaching.

Both our language and cultural modules draw on group and student-centered activities, discussions, role-plays and case studies to maximize the teaching and learning experience. In all cases, we emphasize an interactive approach to our courses, where student participation and personal/communicative skills building form integral parts of the learning process. At all

levels, there is considerable scope to develop communication skills via activities specially designed for pair and small group work.

As you progress through the course programme, the tasks increase in complexity and difficulty, incorporating problem-solving activities and case study analyses which call for higher-order skills in order to evaluate, analyze, synthesize and reach conclusions.

3.2 Study skills

You may meet with difficulties in your academic assignments over the course of your university life. Wiser provides 1 to 1 tutorials for specific advice or help on your academic skills and language. A WISER tutor can help you by identifying strategies to overcome difficulties through **1-to-1 sessions**. Wiser also run free study skills workshops and have resources available on blackboard, please see the website for details: <http://www.uclan.ac.uk/students/study/wiser/index.php>

In our experience, there are still many students who do not take full advantage of the services provided by WISER. For example, essays have been failed because of a lack of clear structure and inadequate referencing; inappropriate delivery during oral presentations; and serious errors resulting from inadequate dictionary use. These are just a few examples of how WISER can help you to improve and achieve better grades. We would therefore strongly recommend that you use every opportunity to use WISER as part of your study techniques.

If you need further information on any of the above, please contact:

WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>

LIS https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 25_1



3.3 Learning resources

3.3.1 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.

3.3.2 Electronic Resources

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

The Worldwide Learning Centre, based on the second floor of the Fylde Building, is an important part of the School's initiative aimed at promoting and popularising the understanding of world cultures and languages among UCLan students and staff and the wider community of the North West of England.

Open year-round the Centre offers advice and support to anybody interested in world languages and cultures, travelling, and working or studying abroad. It also provides a comfortable place to meet and make friends with speakers of different languages in a welcoming environment.

The Centre is the place to:

- Access extensive resources including self-study books, dictionaries and digital video and audio material in a variety of languages;
- Borrow items such as digital voice recorders, video cameras, projectors and audio headsets;
- Access PCs equipped with specialist language learning software (including Rosetta Stone), digital video and audio recording apps and international TV;
- Find out about opportunities to apply for a travel bursary for studying or working abroad;
- Apply for short-term internships and work experience placements;
- Attend culture and language celebration events, shows, exhibitions and guest talks;
- Use our state-of-the-art interpreting and video conferencing facilities for international meetings.

Our website (www.uclan.ac.uk/worldwise) currently offers information on a number of languages and their associated cultures. Both the Centre and the website play an important role in offering users information and advice relating to the learning and understanding of international cultures and languages including Arabic, Chinese, English, French, German, Greek, Italian, Japanese, Polish, Portuguese, Russian, Spanish, Turkish and Urdu.

If you want to find more about the Worldwide Learning Centre or its activities, please visit the Worldwide Learning Centre Helpdesk or contact **Sofia Anysiadou** (Worldwide Learning Centre Resources Coordinator) on 01772 893155 or by email to worldwise@uclan.ac.uk.

3.4 Personal development planning

Personal Development Planning is managed through the Personal Tutoring System in line with university-wide requirement. Students are assigned a Personal tutor at the beginning of the programme and informed their tutor's office hours for regular meetings.

In addition, PDP is very much embedded in the teaching and assessment of both disciplines in this programme, particularly in the case of language based modules, which develop, practice, monitor and assess a wide range of skills at all levels. These include written and verbal communication, individual presentation, group work, public speaking, interpreting, research, time-management, and negotiation and so on.

The programme employs a varied diet of assessment, including portfolio assessment and placement reports, which are powerful tools that help students to reflect upon their skills, identify areas of strength and weakness, plan for development and demonstrate evidence of actions.

There is a strong focus on developing the individual's employability and lifelong learning skills. This is especially reflected in the year-long placement involving studying and living in a different culture.



3.5 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. 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. 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.

You will be able to record your journey using Pebblepad, the university’s e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

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

[The ‘i’](#) is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only), Printing and Printer Credit, UCLan Cards, the ‘i’ shop and UCLan Financial Support Bursary (first year students only).



4.1 Academic Advisors

Your course leader, Sunny Liu, would be your academic advisor.

Contact details: Office: AB130; Tel: 01772-893121

Email: xliu13@uclan.ac.uk

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.

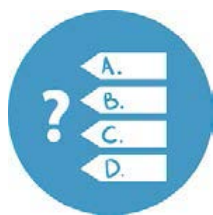
Assessment arrangements for students with a disability

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

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

The following assessment methods are used to test student achievement of these outcomes: Group and individual presentations, portfolios, essays, reports, projects, summary and critical commentary, dossier, oral, aural and written tests and exams, dissertation

Employability skills are assessed in the learning log, which includes job-search, letters of application, CV and interview role play.

5.2 Notification of assignments and examination arrangements

You will be notified of the requirements for individual assessments and their respective deadlines for submission / examination arrangements within module information pack, which is also available through blackboard.

Normally the deadline for submission of assignments is 17.00 on the date set (or 16.00 if this falls on a Friday)

Most assignments have individual marking criteria which will be made available to you by the individual module tutors within module information packs and/or via blackboard.

5.3 Referencing

5.3.1 References

All quotations must be referenced, as must paraphrases of someone else's ideas ("As Smith argues...."). We recommend that you use the Harvard referencing system, which is set out briefly below:

In the Harvard system, at every point in the text where reference to a document is made, its author's surname, the year of publication and the page number should be given in parenthesis, like this: (Perkins, 1973, p63). Internet sources need to be presented as follows: (author/owner/date accessed).

5.3.2 Bibliography

The bibliography should contain all the texts, which you have used in the preparation of your dissertation, **even if you have not quoted from them**. Works should be listed **alphabetically** in each section under the **author's surname** with full reference following.

The required information for books and articles is:

- author's surname (s) & initials
- date of publication
- title of publication
- place of publication
- publisher

Below are some examples, but please refer to the Library and Learning Resources web pages for future information.

a) Bibliography referencing for single authors looks like this:

Cutting, J. (2002) *Pragmatics and Discourse: A Resource Book for Students*, London: Routledge

b) Bibliography referencing for two authors looks like this:

Kang-Kwong, L. and P. Theodossia-Soula (2002) *Telephone Calls: Unity and Diversity in Conversational Structure Across Language*, Netherlands: John Benjamins

c) Bibliography referencing for three or more authors looks like this:

Schiffin, D., D. Tannen, D. Hamilton. and H. Ehernberger (2003) *A Handbook on Discourse Analysis*, London: Blackwell

d) Bibliography referencing for edited works looks like this:

Teubert, W. (ed.) (2004). *Corpus Linguistics: Critical Concepts*. London: Routledge

e) Bibliography referencing for journal works looks like this:

Guest, M. (2002) 'A critical checkbook for culture teaching and learning,' *ELT Journal*, Vol. 6/2, pp 154-161

f) Internet sources looks like this:

Economist Intelligence Unit, 'German Economic Data', *The Economist*, 25 May 2004,

<<<http://www.economist.com/countries/Germany/profile.cfm?folder=Profile-Economic%20Data>>>[accessed 25 March 2009]

5.4 Confidential material

The nature of the personal projects you devise e.g. for your dissertation may require access to confidential information. Please be aware of your ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations within assignments.

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. In simple terms an undergraduate honours degree classification is based on the highest classification:

1. The Average Percentage Mark (APM) of your level 5 and 6 modules (generally taken in years 2 and 3 of a full time course) weighted 30:70, or
2. Your Average Percentage Mark in year 3 only (ie your level 6 modules)

If the APM is near a borderline, 'at the discretion of the Assessment Board, students may be classified according to the academic judgement of the Assessment Board taking into account their overall profile and performance with the minimum requirement that:

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.'

In operating discretion for profiling Course Assessment Boards will use academic judgement and may refer to performance in core modules; the placement component, the dissertation/project or other factors which have been published to students.



7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

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 ongoing 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, including SSLCs and Module Feedback Questionnaires (MEQs). 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.

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 SSLC 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. Your Course Leader will facilitate the meetings using [Guidelines](#) and provide a record of the meeting 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). Your Student Liaison Officer will be invited to attend and support the resolution of any issues. 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, personal tutoring arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. resources, IT, library;
- Any other issues raised by students or staff.

8. Appendices

8.1 Programme Specification(s)

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	University of Central Lancashire
3. University Department/Centre	Language and Global Studies
4. External Accreditation	N/A
5. Title of Final Award	BA (Hons) Business Management and Chinese
6. Modes of Attendance offered	4 year full-time (the third year is a study and work placement in China) 6-8 year part-time
7. UCAS Code	C30CLANCNT1CBA/IntBusC LCBMCL300(UCLAN code)
8. Relevant Subject Benchmarking Group(s)	Languages and Chinese Studies Business and Management
9. Other external influences	
10. Date of production/revision of this form	June 2017
11. Aims of the Programme	
<p>The overall aim of the programme is to develop knowledge, understanding, skills (including Chinese language skills), competences and personal qualities, which will allow the student to succeed in a global business environment, with particular reference to China.</p> <p>In particular, it aims:</p> <ul style="list-style-type: none"> • to equip the student with a broad range of business, Chinese language and transferable skills. • to equip the student with a knowledge and understanding of international business operating in or with China, including an awareness of the interaction of business and the economic, technological, social and institutional dimensions of the international environment in which it operates, as well as an awareness and sensitivity to cross cultural communication issues. • to develop the intellectual capacity, analytical powers and skills of students. • to give students a sense of independence and confidence as a learner 	
12. Learning Outcomes, Teaching, Learning and Assessment Methods	

A. Knowledge and Understanding

A knowledge and understanding of:

- A1. the international business environment
- A2. the nature of international business activity in the global economy
- A3. the significance of effective strategic management in the sustaining of competitive advantage.
- A4. China's geographical location, its population distribution and growth, the social structures, ethnic diversity, the relation between the individual and the State, the family and the broader community;
- A5. recent economic and political transition in China, its relations with the international community, and their implications for the business environment of domestic and foreign firms;
- A6. various aspects of contemporary Chinese Society, especially those in multi-national companies operating in China
- A7. the concept of face and *guanxi*, negotiation styles and other etiquettes in the Chinese world of business

Teaching and Learning Methods

Acquisition of core knowledge and understanding is mainly through lectures and seminar work. A variety of resources are used. Group activities are used to encourage independent learning and interaction.

Assessment methods

By tests, essays, presentations and assignments.

B. Subject-specific skills

An ability to:

- B1. analyse and evaluate the factors in the international business environment that have a significant impact upon the activities and operation of the international firm;
- B2. assess challenges and opportunities for the international firm;
- B3. evaluate strategic decisions and assess their significance for the performance and competitiveness of the international firm;
- B4. apply the basic skills of numeracy and accounting in given situations;
- B5. demonstrate a high level of competence in the spoken and written Chinese;
- B6. mediate linguistics exchanges in bilingual and bi-cultural context;

Teaching and Learning Methods

The teaching of subject-specific theories, models and methodologies will be explained in lectures and practiced and applied during seminars.

In addition, students are required to undertake independent and guided self-access work at the Language Learning Centre to consolidate and develop their language skills.

Assessment methods

Unseen tests and examinations; practical exercises. Written reports and essays; Individual and group oral presentations.

In addition, Chinese language skills are assessed both continuously throughout the programme by portfolio and dossiers, and at the end of each module by written tests or exams.

C. Thinking Skills			
<p>An ability to:</p> <p>C1. select and collate information from a range of sources;</p> <p>C2. analyse problems logically;</p> <p>C3. construct and criticise proposed solutions, and draw conclusions and recommend actions;</p> <p>C4. work in groups;</p> <p>C5. effectively present ideas orally and in writing.</p>			
Teaching and Learning Methods			
<p>Examples of critical perspectives and problems from case studies will be used in lectures. This will be supported by seminars in which students have the opportunity to apply principles and perspectives, and to analyse and solve problems through the use of case studies, simulations and role-plays.</p>			
Assessment methods			
<p>Individual and group oral presentations; written reports, portfolios and essays.</p>			
D. Other skills relevant to employability and personal development			
<p>An ability to:</p> <p>D1. research a wide range of sources of information from professional and academic journals and the Internet;</p> <p>D2. communicate ideas;</p> <p>D3. demonstrate effective presentations skills, IT skills, networking skills and negotiation skills;</p> <p>D4. work independently or within a team.</p> <p>D5. operate independently and with confidence in the foreign culture;</p> <p>D6. adapt to the different education and work system</p>			
Teaching and Learning Methods			
<p>Students will participate in a wide variety of learning activities and will engage in individual and group presentations on a regular basis.</p> <p>There are also many practical problem solving tasks which students will attempt in the preparation for going to China.</p>			
Assessment methods			
<p>Research and referencing skills assessed in essays, dossier and dissertation;</p> <p>IT, communication and team work skills are assessed in independent and group presentations, role plays and assignments with evidence required of use of a wide range of sources;</p> <p>Employability skills are assessed in the learning log, which includes job-search, letters of application, CV and interview role play.</p> <p>PDP skills are embedded in most modules and are also specifically assessed in the reflective learning log and the year abroad reports.</p>			
13. Programme Structures			14. Awards and Credits
Level	Module Code	Module Title	Credit rating

Level 6	CL3201	Chinese Language III	20	Bachelor Honours Degree Business Management and Chinese requires 360 credits including a minimum of 220 at Level 5 and 100 at Level 6 Bachelor Degree Business Management and Chinese requires 320 credits, including a minimum of 180 at Level 5 and 60 at Level 6
	CL3202	Understanding Chinese Economy and Society	20	
	ML3205	Techniques and Practice of Interpreting	20	
	or	or		
	CL3004	Theory and Practice of Translation*	20	
	BU3442	International Strategic Management	20	
	BC3012	Dissertation	20	
		* ML3205 and CL3004 are alternative compulsory modules that student can choose one		
		<i>plus 20 credits from following options:</i>		
	AI3000	Development and Change in the Asia Pacific Region	20	
AI3001	Asia Pacific International Relations	20		
HR3047	Human Resource Management in Global Context	20		
MK3111	International Marketing	20		
EB3102	Culture and Business in ICC	20		
MD3115	UK – China Business Creation	20		
Level 5	CL2883	Study and Work Placements in China	120	HE Diploma Business Management and Chinese Requires 240 credits, including a minimum of 100 credits at Level 5
	CL2201	Intermediate Chinese: Literacy	20	
	CL2202	Intermediate Business Chinese Conversation	20	
	CL2203	Preparation for Working and Living in China	20	
	BU2441	The Mutli-national Enterprises and Cross-cultural Management	20	
	MK2003	Marketing Principles for Business	20	
	HR2050	Managing Personnel & Human Resources	20	
Level 4	CL1201	Basic Chinese: Literacy	20	HE Certificate requires 120 credits, with 6 modules successfully completed including all the compulsory modules
	CL1202	Basic Business Chinese Conversation	20	
	CL1203	Introduction to Contemporary China	20	
	BU1006	The Business Environment	30	
	HR1005	Introduction to Business Functions	30	

15. Personal Development Planning

Personal Development Planning is managed through the Personal Tutoring System in line with university-wide requirement. Students are assigned a Personal tutor at the beginning of the programme and informed their tutor's office hours for regular meetings.

In addition, PDP is very much embedded in the teaching and assessment of both disciplines in this programme, particularly in the case of language based modules, which develop, practice, monitor and assess a wide range of skills at all levels. These include written and verbal communication, individual presentation, group work, public speaking, interpreting, research, time-management, and negotiation and so on.

The programme employs a varied diet of assessment, including portfolio assessment and placement reports, which are powerful tools that help students reflect upon their skills, identify areas of strength and weakness, plan for development and demonstrate evidence of actions.

There is a strong focus on developing the individual's employability and lifelong learning skills. This is especially reflected in the year-long placement involving studying, working and living in a different culture.

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

The University's minimum standard entry requirements for degree level study is a 12 unit profile, made up from one of the following:

At least two A2 level subjects including
One A2 level subject plus one single award Advanced VCE
One double or two single award(s) Advanced VCE

Specific entry requirements for this course are:

280-320 points are A-Level

No previous Chinese study or qualifications are required although evidence of language skills is needed.

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 Access programme first.

17. Key sources of information about the programme

- Fact sheet
- http://www.uclan.ac.uk/information/courses/ba_honours_business_management_in_china.php
- Prospectus <http://www.uclan.ac.uk/courses/index.htm>
- University Admissions Department: email aadmissions@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/study/open_days/index.php
- Department Website <http://uclanlanguages.org/>
- Direct from Programme Leader xliu13@uclan.ac.uk
- 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> and www.prestonscene.com

18. Curriculum Skills Map with proposed minor changes

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	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6
L E V E L 6	CL3201	Chinese Language III	COMP					√							√	√	√	√	√	√	√	√	√	√	√		
	CL3202	Understanding Chinese Economy and Society	COMP	√	√					√					√	√	√	√	√	√	√	√	√	√	√		
	ML3205	Techniques and Practice of Interpreting	Alternative COMP	√	√					√					√	√	√	√	√	√	√	√	√	√	√		
	CL3004	Theory and Practice of Translation	Alternative COMP					√	√	√					√	√	√	√	√	√	√	√	√	√	√		
	BU3442	International Strategic Management	COMP	√	√	√					√	√	√					√	√	√	√	√	√	√	√		
	BC3012	International Business Dissertation	COMP	√	√	√	√				√	√	√	√				√	√	√		√	√	√	√		
L E V E L 5	CL2883	Study and Work Placements in China	COMP	√			√		√					√	√	√	√	√	√	√	√	√	√	√			
	CL2201	Intermediate Chinese: Literacy	COMP												√	√	√	√		√	√		√	√			
	CL2202	Intermediate Business Chinese Conversation	COMP							√					√	√			√	√		√		√			
	CL2203	Preparation for Working and Living in China	COMP	√	√		√		√	√								√	√	√	√	√	√	√	√		
	BU2441	The Mutli-national Enterprises and Cross-cultural Management	COMP	√	√	√	√	√	√	√	√	√						√	√	√	√	√	√	√	√		
	MK2003	Marketing Principles for Business	COMP	√	√							√						√	√	√		√	√	√	√		

	HR2050	Managing Personnel & Human Resources	COMP	√	√						√						√	√	√	√	√	√	√	√	√	√
L E V E L 4	CL1201	Basic Chinese: Literacy	COMP											√			√					√	√	√		
	CL1202	Basic Business Chinese Conversation	COMP											√										√		
	CL1203	Introduction to Contemporary China	COMP	√	√		√	√	√								√	√				√	√	√	√	
	BU1006	The Business Environment	COMP		√												√	√					√	√	√	
	HR1005	Introduction to Business Functions	COMP	√	√		√	√			√	√					√	√	√	√	√	√	√	√	√	√

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

	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	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6
L E V E L 6	AI3000	Development and Change in the Asia Pacific Region	O	√			√	√	√		√	√						√	√	√	√	√	√	√	√	√	√
	AI3001	Asia Pacific International Relations	O				√	√	√		√	√						√	√	√	√	√	√	√	√	√	√
	HR3047	Human Resource Management in Global Context	O	√	√					√								√	√	√	√	√	√	√	√	√	√
	MK3111	International Marketing	O	√	√													√	√	√		√	√	√	√		
	EB3102	Cultural and Business in ICC	O	√	√						√	√						√	√	√	√	√	√	√	√	√	√
	MD3115	UK – China Business Creation	O	√	√	√		√			√	√						√	√	√	√	√	√	√	√	√	√



Addendum to the Course Handbook for
 BA (Hons) Business Management and Chinese
 Entry Year of Study 2017-18

Page	Section	Summary of change & previous text removed (state whether addition / deletion / amendment / etc)	Date of Approval
9		Addition of CL3004 Theory and Practice of Translation	
22		Addition of CL3004 Theory and Practice of Translation	
24		Addition of CL3004 Theory and Practice of Translation	

University Student Handbook for Taught Courses



2018/19

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.

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- 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. 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 request a review of this decision if you have grounds in line with the [Academic Appeals Procedure](#). Tuition fees will be charged in accordance with Appendix 2 of our [Tuition Fee Policy](#).

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, Office of the University Secretary and Legal Officer, 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.

The UCLan careers portal [careerEDGE](#) contains all the information and resources you will need to help navigate your way to a successful career, including access to hundreds of graduate vacancies, placements and part-time jobs.

We are based in the entrance to Foster building and are open from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. Come to see us to arrange your guidance appointment, have your CV and cover letter checked, get help in applying for a job or just to find out more about our full range of services. 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 offer advice on:

- Bank and Confirmation of Study Letters
- Council Tax Exemption Certificates
- International Student Support
- Library Services and Support
- Printing and Printer Credit
- Student Financial Support
- UCLan Cards
- UCLan Financial Bursary (1st year students only)
- Student Support and Wellbeing (including Disability)

and much more.

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

If you are struggling financially or have financial concerns which may prevent you from continuing on your course, you are advised to seek advice from the University's Finance Support Team, based in the <i>, or in the Advice and Representation Centre at the Students' Union.

If you are finding the course challenging or cannot complete independent study and assessments on time you should consult your Academic Advisor.

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

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;
- 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 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 which are outlined below. Where appropriate, 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 Student 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 Student [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 under stage 3 of the procedure.