Course Handbook

BA (Hons) Business Management Top-Up by eLearning

2018/19

Course Leader: Karl Lester

Lancashire School of Business and Enterprise and UCLan Burnley College Campus

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

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1. Welcome to the course

Dear Student,

Welcome to the University of Central Lancashire! More specifically, welcome to the BA (Hons) Business and Management Top-Up Degree Course.

We hope that during your time with us here at the University of Central Lancashire and that your time working with us proves to be a stimulating and rewarding experience.

The first few weeks of your course will probably be quite testing as you make the transition to university and online study. You will begin to work with software platforms that will support your learning and some of this may, initially, be tricky to master. You will also be asked to complete some initial exercises that begin your interactions with the wider group – a crucial element of your learning. Finally, you will need to structure your time so you get the most out of flexible and distributed online learning.

The course is a mix of business and management theory and practice. It aims to build on your previous knowledge and experience and develop your understanding of contemporary business issues. You will be encouraged to consider the professional vocational skills that will enable you to progress in your preferred business area. You will also have the opportunity to complete a research project directly related to your job and choose a module from a range of options relevant to the contemporary world of business. By the end of the programme we hope that you will be an independent learner with the skills, knowledge and experience to make informed decisions about your future career.

It is important to stress that the programme will involve you in a great deal of hard work. Some of the challenges you will encounter will be very much along the lines that you might expect of an undergraduate programme. Some may be more of a surprise!

We would offer you the following as examples of some of the challenges you might face:

- Confronting your own personal strengths and weaknesses.
- Maintaining motivation and managing your time.
- Sharing insights, experience and knowledge with others to extend community learning.
- Reflecting on experience in order to develop an enhanced understanding of the principles of business and management and opportunities for further learning and development.
- Preparing to test out theoretical principles in the real world of business, rather than just in the safety of the classroom.

The course team will work with you in the development of these abilities. They will provide theoretical frameworks, cases and practical examples for you to explore. They will also lead you in discussions and provide opportunities for you to test ideas. However, it is important to understand that within this programme we operate as a learning community. This means that you are also responsible for your own and others’ development. This is achieved through interaction and sharing of knowledge, so it is important that you are confident and prepared to engage as an active participant.

It is part of our University’s philosophy to involve students in the running of their courses as much as possible. Quite soon therefore, we will be asking you to nominate representatives to serve on the Course Staff/Student Liaison Panel (SSLP). So, perhaps at this early stage, you might like to be thinking about whether you personally would like to be a Student Representative.
Whatever part you play in student life, we would like to take this opportunity to wish you every success here at the University of Central Lancashire and to encourage you to strive to achieve your full potential.

Best wishes for your success.

Regards,


Karl Lester
Course Leader (On behalf of the Course Team)

1.1 Rationale, aims and learning outcomes of the course

The BA (Hons) Business Management final year top-up programme is an 18-month part-time course delivered entirely online. It is specifically designed for students who have completed a Foundation Degree or HND (or an equivalent programme of study) in a business related discipline and allows you to progress to honours degree level.

The Course is delivered in two modes. The predominant mode is fully online, blended delivery. Students taking this route study six modules online. The subsidiary mode is delivered in partnership with Burnley College at the UCLan Burnley College Campus. Usually, your route of entry/application will define which study route you are assigned to.

The course is specially designed to allow you to:

• Convert a business and management related Foundation Degree or Higher National Diploma to a BA (Hons) in Business Management degree.
• Study in a way that’s tailored to your needs - any time, any place without the need to attend lectures on campus.
• Study at home or at work or anywhere in the world that has a connection to the Internet.
• Have regular tutor support, using multimedia technology, so you can learn in an interactive and stimulating way.
• Participate with fellow learners in online group discussions and experience the support of a learning community that is not available in conventional distance learning courses.

The programme of study will be directed towards the attainment, assessment and evaluation of knowledge and skills required by you for your personal and on-going career development.

The intention is to create an intellectually challenging course of study that will prepare you as a graduate to progress your career in the field of business and management, or for further academic study. Hopefully both!

Aims

Through the curriculum the course team have designed a programme of study that aims to:

• Provide a programme that has a vocationally orientated curriculum which utilises different domains of knowledge to understand the practice of business management.
• Provide a learning experience which students find challenging and stimulating and which enables them to enhance their career potential and employability through the development of their own learning capabilities.
• Provide a context in which independent thinking and critical awareness is enhanced allowing a richer appreciation of the complexities of contemporary business management.
• Encourage engagement in business/management research in general.

Learning outcomes

Over the duration of the course you will acquire a diverse range of skills. By the end of the programme you should be able to demonstrate the following abilities:

Knowledge and Understanding.

The ability to:

• Evaluate principles underpinning business management and critically evaluate related concepts and theories.
• Select business management concepts to apply to a range of creative problem solving methods drawing appropriate conclusions.
• Plan a range of strategies and approaches that can be adopted to become a more reflective and active learner.
• Compose, assemble and communicate innovative responses to organisational problems and issues.
• Critique strategy and policy development within the business management context.

Thinking Skills.

The ability to:

• Select, collate, analyse and synthesise information from a range of sources.
• Interpret and critically review theoretical, research and experiential data.
• Critically and creatively relate conceptual material to practical applications and developments.
• Plan and conduct individual research projects and communicate the outcomes.

Other Skills Relevant to Employability and Personal Development.

The ability to:

• Apply a range of communication methods and abilities appropriately and in context.
• Collate, evaluate and transfer knowledge and information.
• Work independently and as an effective member of a team.
• Manage own and contribute to others’ personal and professional learning, development and growth.

1.2 Course Team

The BA (Hons) BA (Hons) Business Management Top-Up Degree is located in The Lancashire School of Business and Enterprise within the Division of Strategy and Enterprise.

The Course Team consists of the following people:
### Course Leader

<table>
<thead>
<tr>
<th>Course Leader</th>
<th>Room</th>
<th>Ext.</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karl Lester</td>
<td>GR334</td>
<td>+44 (0) 1772 894 666</td>
<td><a href="mailto:krlester@uclan.ac.uk">krlester@uclan.ac.uk</a></td>
</tr>
</tbody>
</table>

The Course Leader will be responsible for the following aspects of course management:

- Organising course delivery.
- Promoting good practice in learning, teaching and curriculum development.
- Fostering the development of staff contributing to the course.
- Encouraging student feedback and responding to it.
- Producing reports and information required for university quality enhancement procedures.
- Formulating proposals for further development or amendment of the course.
- Acting as Module Leader for those taught by SPH staff.

If you have any programme specific problems or general queries, Karl Lester will be your first point of contact. Enquiries about specific modules should be addressed to each module tutor. Contact details for module tutors are provided below.

### Teaching Staff

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<tr>
<th>Teaching Staff</th>
<th>Email</th>
<th>Module Responsibility/Role</th>
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</thead>
<tbody>
<tr>
<td>Dr Mitchell J. Larson</td>
<td><a href="mailto:MJLarson@uclan.ac.uk">MJLarson@uclan.ac.uk</a></td>
<td>Module Leader</td>
</tr>
<tr>
<td>Karl Lester</td>
<td><a href="mailto:KRLester@uclan.ac.uk">KRLester@uclan.ac.uk</a></td>
<td>Module Leader</td>
</tr>
<tr>
<td>Dr Nadia Rattoo</td>
<td><a href="mailto:NRattoo@uclan.ac.uk">NRattoo@uclan.ac.uk</a></td>
<td>Module Leader</td>
</tr>
<tr>
<td>Mark Rees</td>
<td><a href="mailto:MRees1@uclan.ac.uk">MRees1@uclan.ac.uk</a></td>
<td>Module Leader</td>
</tr>
<tr>
<td>Barrie Roberts</td>
<td><a href="mailto:BRoberts@uclan.ac.uk">BRoberts@uclan.ac.uk</a></td>
<td>eLearning Facilitator</td>
</tr>
<tr>
<td>Stewart Ellis</td>
<td><a href="mailto:S.Ellis@burnley.ac.uk">S.Ellis@burnley.ac.uk</a></td>
<td>Burnley Campus Course Leader and Burnley College Franchise Course Leader</td>
</tr>
</tbody>
</table>

Further contact details for each of your tutors will be provided through individual module Blackboard sites.

### 1.3 Expertise of staff

The course team delivering the programme have a wide range of expertise in their own subject disciplines and in the delivery of high quality learning and teaching experiences. The team have spent several years developing online learning strategies and course materials particularly relevant to this mode of delivery.

### 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 891998/891999 email: greenbankhub@uclan.ac.uk

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

Staff will communicate with you directly using email. It is therefore very important that you keep your contact details up to date. It is also very important that you regularly check your UCLan email account as well as your personal/preferred account for new messages.

Module tutors will define their own preferred modes of communication, usually through their module Blackboard sites in the Contact Information area.

To contact Karl Lester (Course Leader/Personal Tutor) you should apply the methods that follow. This approach is necessary due to the volume of communication your Course Tutor deals with in the administration of an online course.

The hierarchy of communication methods with your Course/Personal Tutor can be described thus:

- First line of communication: Skype/FaceTime/Google Chat.
- Second line of communication: Telephone.
- Third line of communication: Email.

You will also have access to a Google+ Community resource that should be checked for answers to your query before contacting the Course Tutor.

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.

Dr Yvonne Latham
Lecturer
Department of Organisation, Work and Technology
Lancaster University

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.

2. Structure of the course
2.1 Overall structure
The BA (Hons) Business Management Top-Up programme consists of:

- Five compulsory modules.
- One optional module.

Each of the modules (compulsory and optional) is worth 10, 20 or 30 credits. To successfully achieve the award, you must complete 120 credits at level six to graduate.

The following core modules must be successfully completed to qualify for the award:

- **MD3060** Digital Literacies and Professional Practice
- **MD3061** Research Methods
- **MD3059** Business Strategy
- **MD3056** Contemporary Issues in Management Theory and Practice
- **MD 3061** Digital Literacies and Professional Practice
- **MD 3058** Extended Research Project

One **optional** module must be taken from the four below:
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.

MD 3060 Digital Literacies and Professional Practice (20 Credits)

This module prepares the student for online learning and consolidates personal competencies in a wide range of areas associated with work activity and professional practice. Initially the module aims to induct the student within the technological framework adopted by the course team. This includes a series of exercises, readings and reflections about technology, learning and user interaction. The second part of the module concentrates on developing the students’ abilities, providing opportunities for students to audit and further develop professional capabilities. The module therefore combines digital literacies with professional practice to prepare students for the modern workplace. The module develops several themes with a focus on reflective practice:

- Digital literacies and digital engagement.
- Creative problem solving and innovation.
- Professional learning and development.
- Group development and the individual.
- The individual in the organisation.

MD 3056 Contemporary Issues in Management Theory and Practice (20 Credits)

This module aims to explore how management practice has evolved. It adopts a critical approach to management practice in organisational settings considering, in particular, how management has responded to contemporary drivers. Students will be encouraged to explore management theory through a critical lens with a view to challenging accepted managerial dogmas. Initially, the module will chart the development of management theory throughout industrial history and will identify the main tenets of this role. Later, the module will seek to deconstruct these ideas and explore alternative theories of management theory and practice.

- Management as an organisational role.
- The history and development of management.
• Management and leadership.
• Alternative approaches to interpreting management.
• Managing in contemporary settings.

**MD3059 Business Strategy (20 Credits)**

This module aims to provide students with an introduction to business strategy. Business strategy is a core element within business management. An understanding of internal and external business environments, utilisation of resources and the creation of competitive advantage are key factors for business management students to appreciate. This module will consider the main aspects of business strategy, thus preparing students for future careers in the business sector.

The module covers strategic issues such as:

- An introduction to strategy.
- The business environment.
- Internal strategic capability.
- Mission and vision.
- Culture and climate.
- Strategic planning.
- Managing change.
- Managing risk.
- Success and metrics.
- International dimensions of strategy.

**MD3061 Research Methods (10 Credits)**

This module is a prerequisite for MD3058 Extended Research Project. The aim of the module is to introduce students to the theories, techniques and methods needed to prepare, conduct and write up a research-based project in an area of business of their own choice.

The research methods module aims to prepare the student for their dissertation or work-based project. Specifically, this module will prepare you in:

- Choosing a project.
- Developing research aims and objectives.
- Sculpting literature reviews, citations, and bibliography.
- Carrying out empirical studies - research methods and techniques.

**MD 3058 Extended Research Project (30 Credits)**

The aim of the module is to enable students to pursue an extended research project within a self-defined business management area of interest. The Extended Research Project module is informed by work already completed in MD 3061 Research Methods.

A research topic should normally meet the following criteria:

- It should be deemed appropriate within the Business Management context of the course.
- It should be capable of drawing on one or more modules studied within the course.
- It should be restricted in scope so as to make possible treatment in depth, subject to the availability of adequate sources of information.
- It should be of interest to the student and offer the opportunity to contribute to their personal and professional development.
Optional modules:

**MK3034 Electronic Marketing (20 Credits)**

The module aims to provide students with a sound understanding of both theory and practice of electronic marketing; the confidence and ability to discuss the use of the Internet and other information and communication technologies in marketing; an ability to make marketing decisions using case study material and an appreciation of the practical issues concerned with electronic marketing.

This area of study is extremely dynamic at present. The following syllabus typifies issues and concepts for study and development within this module but is not exhaustive:

- Key elements of Digital Marketing.
- Internet usage and site design considerations.
- Internet User Characteristics and Behaviour – Consumer Personas.
- On-line marketing research.
- Business-to-business Digital Marketing.
- Business-to-consumer Digital Marketing.
- The Digital Marketing mix.
- E-CRM.
- Ethical, Legal and Societal Issues of Digital Marketing.

**MD3057 Contemporary Issues in the Global Digital Environment (20 Credits)**

Contemporary Issues in the Global Digital Environment will seek to explore the approaches business organisations have adopted to respond to challenges from developments in e-commerce and virtual organisations. The modern business world is an enormously complicated place. For example, many organisations now find that their boundaries are less clear and the extent of their operations is difficult to define. Networks are crucial the way business organisations achieve their objectives. The location and role of intangible resources, such as knowledge and intellectual property have become important considerations. The module will consider several dimensions of the new digital economy adopting a global view of change, competition and risk.

During the module students will engage with the following indicative themes:

- An introduction to the Digital Economy.
- The future of work.
- The evolution of business priorities.
- Changing organisational forms and organisational development.
- Knowledge and knowledge organisations.
- Network Organisations in the Digital Economy.
- Security and surveillance.
- Competition in the global digital economy.
- Sustainability and social responsibility.

**HR3007 Human Resource Management in Contemporary Organisations (20 Credits)**

Human Resource Management is an evolving and changing concept. The aim of this module is to provide a general critical introduction to the key areas of debate within the context of conceptual and theoretical frameworks informed by management theory, organisational sociology and psychology. It aims to encourage students to undertake a reflexive analysis of HRM and to question the claims, rationales and practices with which HRM is associated.
The first part of the module establishes the conceptual and theoretical framework against which the claims of HRM will be assessed. It provides students with an understanding of the development of HRM as an approach to labour management set within an international economic, social and political context.

Topics can include:
- Theoretical and practical development of HRM
- HRM - Japanese and American influences
- The Employment Relationship - the problem at the heart of HRM
- HRM, strategic partnership and the role of line management
- Change and Continuity at Work – flexibility and work-life balance

The second section of the module builds upon the critical and reflexive framework established in section one to explore in detail key elements of the HRM agenda and examine the evidence for the claims made for HR interventions.

Topics can include:
- HRM & managing Corporate Culture
- HRM & Commitment - the High-Performance Workplace
- Employee Involvement and Participation - concepts and changes.
- Empowering employees?
- HRM & the Management of ‘Knowledge’.

*It is a requirement that any student choosing this option has completed level 5 studies in HRM related areas prior to attempting this module.

AC3410 Financial Management for Business (20 Credits)

The aim of this module is to provide students with a concise understanding of fundamental concepts in financial management as well as introduce them to special topics in financial management.

Specifically, this module will focus on aspects of:
- The Finance Function
- The Time Value of Money
- The term Structure of Interest rates
- Risk and Rates of Return
- Stocks and Their Valuations
- Derivatives and Risk Management
- Multinational Financial Management
- Mergers and Acquisitions

At this point it is important to note that students progressing from Burnley College will study MD3060 Digital Literacies and Professional Practice and MD3059 Business Strategy on campus. The remaining four modules required for completion will be studied through the online, blended learning mode.
2.3 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.

2.4 Study Time

2.4.1 Weekly timetable

Your online timetable can be accessed by following this link.

2.4.2 Expected hours of study

The normal amount of work expected is 10 hours per credit you need to achieve – this includes attendance at online classes and time spent in private study. For a 20-credit module you will therefore be expected to commit to 200 hours of study time. This time will be divided between contact time, directed learning, personal research and scholarship.

To qualify for the award, you will study 6 modules, thus studying 1,200 hours.

2.4.3 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 Greenbank Hub.

The course team recognise that at times studying part-time using blended methods sometimes requires flexibility. To facilitate this need we aim to record all online sessions and make directed learning tasks as flexible as possible. However, it is the responsibility of each student to attend as many online sessions as possible and to interact in discussions and activities. Without this level of participation, the extent of the learning experience can be compromised. Students who are progressing from Burnley College will be expected to attend all class-based sessions.

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.

3. Approaches to learning and teaching

3.1 Blended Learning

As stated in the welcome statement of this handbook, the BA (Hons) Business Management Top-Up Degree explores a mix of theory and practice building on your previous knowledge and experience of business and management. Your tutors will support you through their specialist subject knowledge and reflective exercises when you will be able to integrate theory with practice.

The BA (Hons) Business Management Top-Up Degree employs blended learning as its primary mode of delivery. This mode of delivery differs from the traditional notion of distance learning in that you will have regular contact with your peers and module tutors.
Traditionally, distance learning adopted a postal system where the student received a package of learning resources and was then 'left to their own devices' in the execution of their studies. Assessment was often administered by associate tutors of the university who also ran seminars over the course of the module.

This type of learning is often described as *asynchronous*; in other words, each party was 'out of time' with each other. This meant that communication was extended and sometimes the meaning of what was being communicated was lost.

We like to think that the model adopted by The Lancashire School of Business and Enterprise differs from the traditional approach. We utilise the latest technologies to reduce the distance between tutors and students. By doing this we aim to create a *near synchronous* learning environment where tutors and students are able to communicate in real time thus enhancing educational outcomes.

You will have regular face-to-face contact with each of your module tutors through the Adobe Connect platform. Your tutors will use this resource to deliver mini-lectures and promote discussion around learning themes. You will be able to ask questions, both of your tutors and your peer group, in real time.

This platform is supported by Blackboard, which is our online learning system. This platform acts as a central point for learning resources, assessment and discussions (as well as a multitude of potential tools which your tutor may choose to employ at different stages of your learning).

Through the combination of these technologies we feel we can deliver a learning experience that is as rich as the traditional mode of face to face learning, if not richer. You will experience a wide variety of challenges to assist your learning and development and often these will draw upon your own experiences in business and management.

By means of example, the course team will use lectures, seminars, discussion groups, guided readings, web-resources, reflective writing and creative problem solving methods to further your learning and critical ability. These themes will be assessed in ways that include traditional essays and reports, as well as group writing assignments and research projects.

We maintain that when combined our approach is innovative in the way it combines technology with learning. We also hope that it provides the flexibility you need as people who are studying part-time.

### 3.2 Study skills

You may be approaching this course after taking a break from Higher Education, or in transition from workplace CPD or study in Further Education. You may also have some reservations about studying online for the first time. The Course Team are very experienced in supporting students making this transition and are aware of the challenges you might face. As stated earlier, there are modules within the degree that will assist you in developing your approach to the use of technology, academic writing and scholarship, reflective practice and research capabilities. There are also many electronic resources available to you that the course team build into their modules. You will be introduced to these at the start of each module and within the Module Information Packs.

WISER [http://www.uclan.ac.uk/students/study/wiser/index.php](http://www.uclan.ac.uk/students/study/wiser/index.php)
3.4 Learning resources

3.4.1 Learning Information Services (LIS)

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

You will find that your tutors include most resources on their Blackboard site for you, but for illustrative purposes, some examples are included in the following section.

3.4.2 Electronic Resources

LIS provide access to a huge range of electronic resources: e-journals and databases, e-books, images and texts. You can use the links below to begin accessing some of these resources.

Link: Subject Specific Resources for Business and Management
Link: Discovery

3.5 Personal development planning

We often find that many of our students are in employment and they have decided to complete the top-up degree for personal or professional development. The module MD3060 deals specifically with Digital Literacies and Professional Practice from an individual, group and organisational perspective, but this should not be considered to be the only opportunity for personal development. Essentially, every module on the programme is concerned with your personal and professional development and the feedback we receive from students is that they appreciate the applied nature of module materials and the relevance to their personal and professional development.

4. Student Support

Your Course Leader and Academic Advisor will support you throughout your studies. There is also a Student Support Office you are encouraged to seek advice and support from.

4.1 Academic Advisors

The Course Leader and Academic Advisors are available to give guidance or advice as to where to get that guidance, to students about both the academic part of their course and in counselling for more personal matters.

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).

4.2 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.

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

5. Assessment

5.1 Assessment Strategy

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

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.

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.

Assessment covers four areas:

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

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

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

Other Skills Relevant to Employability and Personal Development.
A variety of methods are used including critical essays, examinations, presentations, short tests, case study work and projects. If chosen, the dissertation provides students with a means to apply thinking skills on a more theoretical level.

5.2 Notification of assignment arrangements

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

Your respective Module Leaders will do so through the Module Information Packs and Assessment Briefs, which may be contained within the MIP or published separately.
Students are advised to take note of any special or separate communication from individual module leaders as announcements by e.g. e-mail or in lectures. Assessments will always be notified in writing.

Students should take note that some pieces of work have to be submitted by or on a particular day and sometimes by a particular set time on that day e.g. 17.00 hrs.

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

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

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

5.4 Cheating, plagiarism, collusion or re-presentation
Please refer to the information included in section 7.6 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.

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.

You may be interested in this website if you are unclear about plagiarism.

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

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

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

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

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

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

Contact the Students’ Union Advice and Representation Centre by emailing suadvice@uclan.ac.uk for support and guidance.

6. Classification of Awards

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

The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulation Section H. 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
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 respectively. You will find the APM calculator in the Google+ Community Resource.

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

- A minimum of 3 modules (60 credits) at level 6 are in the classification band, and
- 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 judgment 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.

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 Course Team are continually seeking to improve the student experience and your feedback is important in helping us to achieve this. A great example of the way we have responded to feedback in the past is the Google+ Community Resource. This was developed following research into online communities and blended learning as well as feedback and discussions with students on the programme. So, if you have any ideas for improvement, please contact your Course Leader directly.

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 as high as the University Board. 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.

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.

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).

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 or personal tutoring arrangements.
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library.
  - Any other issues raised by students or staff.

Course SSLCs will be held online each semester. The meetings will take place using Adobe Connect and will be recorded. The recording will be distributed to students on the course using the Google+ Community Resource along with action points and responsibilities.

8. Appendix

8.1 Programme Specification
# 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.

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
</table>
| 2. Teaching Institution and Location of Delivery | University of Central Lancashire (Preston Campus)  
University of Central Lancashire (Burnley Campus) |
| 3. University School/Centre | School of Management |
| 4. External Accreditation | |
| 5. Title of Final Award | BA (Hons) Business Management |
| 6. Modes of Attendance offered | Part Time e-learning  
Part Time eLearning/Class Based (Burnley Campus) |
| 7. UCAS Code | BZBUMN550 (September Entry)  
BZBUMN555 (January Entry) |
| 8. Relevant Subject Benchmarking Group(s) | QAA Business and Management Benchmarks 2015 |
| 9. Other external influences | None |
| 10. Date of production/revision of this form | March 2016 |
| 11. Aims of the Programme | To provide a programme that has a vocationally orientated curriculum, which utilises different domains of knowledge to understand the practice of business management.  
To provide learning experience which students find challenging and stimulating and which enables them to enhance their career potential and employability through the development of their own learning capabilities.  
To provide a context in which independent thinking and critical awareness is enhanced allowing a richer appreciation of the complexities of contemporary business management.  
To encourage engagement in business/management research in general. |
### 12. Learning Outcomes, Teaching, Learning and Assessment Methods

#### A. Knowledge and Understanding

An ability to:


A2. Select business management concepts to apply to a range of creative problem solving methods drawing appropriate conclusions.

A3. Plan a range of strategies and approaches that can be adopted to become a more reflective and active learner.

A4. Compose, assemble and communicate innovative responses to organisational problems and issues.

A5. Critique strategy and policy development within the business management context.

**Teaching and Learning Methods**

Particular emphasis is placed on active learning and reflective practice with students participating in a range of online teaching and learning methods. Acquisition of core knowledge and understanding (A1–A5) is mainly from online lectures and guided activities including: structured reading (online and books), formative exercises, discussions and online postings that will encourage formal, informal independent and social learning.

**Assessment methods**

For outcomes A1 - A5 a variety of assessments will be used including: essay-type questions, case studies, reports, group work and problem solving exercises in addition to written coursework projects, research proposals and online presentations.

#### B. Subject-specific skills

An ability to:

B1. Categorize the main activities of business management.

B2. Appraise internal and external factors which impact upon business organisations.

B3. Critically appraise operational and strategic techniques within business organisations.

B4. Identify and analyse business management issues in relation to international environments, sustainability and social responsibility.

**Teaching and Learning Methods**

Subject-specific theories, models and methodologies will be explained via online materials and guided activities. Learners will apply this knowledge to appropriate cases, exercises, related online activities and demonstrate ideas in structured and unstructured discussions.

**Assessment methods**

For outcomes B1 - B4 a variety of assessments will be used including: essay-type questions, case studies, reports, self-assessments, quizzes and problem solving exercises, in addition to written coursework projects, research proposals and online presentation.

#### C. Thinking Skills

An ability to:

C1. Select, collate, analyse and synthesise information from a range of sources.

C2. Interpret and critically review theoretical, research and experiential data.

C3. Critically and creatively relate conceptual material to practical applications and developments.

C4. Plan and conduct individual research projects and communicate the outcomes.

**Teaching and Learning Methods**
For learning outcomes C1 – C4, critical perspectives and case study problem examples will be used in online sessions. This will be supported by online activities in which students have the opportunity to apply principles and perspectives, and to analyse and solve problems through the use of case studies, online discussion and self-report inventories.

Assessment methods

For outcomes C1 - C4 a variety of assessments will be used including: essay-type questions, case studies, reports, self-assessments, quizzes and problem solving exercises, in addition to written coursework projects, research proposals and online presentation.

D. Other skills relevant to employability and personal development

An ability to:

D1. Apply a range of communication methods and abilities appropriately and in context.
D2. Collate, evaluate and transfer knowledge and information.
D3. Work independently and as an effective member of a team.
D4. Manage own and contribute to others’ personal and professional learning, development and growth.

Teaching and Learning Methods

Experiential learning and learner-centred activities such as online presentations, together with encouraging both peer self-analysis and evaluation will enable continuous personal and professional development.

Assessment methods

For outcomes B1 - B4 a variety of assessments will be used including essay-type questions, case studies, reports, self-assessments, quizzes and problem solving exercises, in addition to written coursework projects, research proposals and online presentation.

13. Programme Structure

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 6</td>
<td>MD3060</td>
<td>Digital Literacies and Professional Practice</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>MD3056</td>
<td>Contemporary Issues in Management Theory and Practice</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>MD3059</td>
<td>Business Strategy</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>MD3061</td>
<td>Research Methods</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>MD3058</td>
<td>Extended Research Project</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>MD3057</td>
<td>Contemporary Issues in the Global Digital Environment</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>HR3007</td>
<td>Human Resource Management in Contemporary Organisations</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>MK3034</td>
<td>Electronic Marketing</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>AC3410</td>
<td>Financial Management for Business</td>
<td>20</td>
</tr>
</tbody>
</table>

14. Awards and Credits*

BA (Hons) Business Management
Requires 120 credits including a minimum 100 at Level 6

15. Personal Development Planning

Personal Development Planning exists as a formal strand of the programme in which the student ability to reflect upon his/her skills base and plan for future personal development is developed, practiced, monitored and assessed. This is accommodated in the module MD3060 Digital Literacies and Professional Practice that will draw together elements of PDP, inter and intra module in addition to drawing upon student experiences within the workplace and other extra curricular scenarios. There
will be a strong focus on developing the individual in terms of digital literacies, employability and lifelong learning skills.

### 16. Admissions criteria

The University’s minimum standard entry requirements for degree level study on a top up programme is completion of study up to a level that is equivalent to the first two years of a university degree programme in that topic e.g.:

- HND Business
- FDA Business studies
- Diploma of Higher Education (following two years of advanced study)
- Or Equivalent UK or Overseas award.

Applications from individuals with non-standard qualifications, relevant work or life experience and who can demonstrate the ability to cope with and benefit from this degree-level programme will be welcome, but these applicants will be interviewed and will need to be able a propensity to complete the course. If applicants have not studied recently they may need to undertake an access programme before entry.

### 17. Key sources of information about the programme

- Applicant Letter: [http://bit.ly/1jCOQPg](http://bit.ly/1jCOQPg)
- Prospectus: [http://www.uclan.ac.uk/study_here/undergraduate_study.php](http://www.uclan.ac.uk/study_here/undergraduate_study.php)
- University Admissions Department: email uadmissions@uclan.ac.uk
- Advice about applications: [http://www.uclan.ac.uk/courses/ug/applying.htm](http://www.uclan.ac.uk/courses/ug/applying.htm)
- Open Days and Campus Tours: [http://www.uclan.ac.uk/opendays/index.htm](http://www.uclan.ac.uk/opendays/index.htm)
- Information about the University: [http://www.uclan.ac.uk/about_us/index.php](http://www.uclan.ac.uk/about_us/index.php)
- Information about the City of Preston: [http://www.uclan.ac.uk/visit/about_preston.php](http://www.uclan.ac.uk/visit/about_preston.php)
- Information about Student Life at UCLan: [http://www.uclansu.co.uk](http://www.uclansu.co.uk)
### 18. Curriculum Skills Map

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Knowledge and understanding</td>
<td>Subject-specific Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A1</td>
<td>A2</td>
</tr>
<tr>
<td>LEVEL 6</td>
<td>MD3060</td>
<td>Digital Literacies and Professional Practice</td>
<td>Comp</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>MD3056</td>
<td>Contemporary Issues in Management Theory and Practice</td>
<td>Comp</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>MD3059</td>
<td>Business Strategy</td>
<td>Comp</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>MD3061</td>
<td>Research Methods</td>
<td>Comp</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>MD3058</td>
<td>Extended Research Project</td>
<td>Comp</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>MD3057</td>
<td>Contemporary Issues in the Global Digital Environment</td>
<td>O</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>HR3007</td>
<td>Human Resource Management in Contemporary Organisations</td>
<td>O</td>
<td>X</td>
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<td>O</td>
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<td>Financial Management for Business</td>
<td>O</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Please read this Handbook in conjunction with your Course Handbook.

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

This Handbook is produced centrally and locked for editing. Partner institutions only are given permission to contextualise the Handbook.
UCLan Mission statement
We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

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

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

Supporting Diversity at UCLan
UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination on various grounds including race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to
- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan Equality and Diversity Policy for further information.
Contents page

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

The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. 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 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](mailto:suadvice@uclan.ac.uk) 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](mailto:suadvice@uclan.ac.uk) 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.