



Course Handbook
BA (Hons) in Community Leadership (Top Up)
2018/19
Course Leader: Wajid Khan



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

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1. Welcome to the course

The Community Leadership Top Up programme has been developed to provide a programme of professional development for people committed to volunteering, citizenship and cohesive communities as well as progression for students that have completed a Foundation Degree in Community Leadership or relevant area.



It is acknowledged by all major international think tanks and governments that a fair and effective global society is best served by strong community leadership. This degree has been developed to provide a programme of professional development for people committed to volunteering, citizenship and Community Leadership. It offers you the opportunity to make a real and lasting impact on society as part of your studies, whilst developing highly transferable skills for education, employment, and life. This programme aims to be accessible and provide unique ways for you to explore policy and practice both in the UK and abroad. You will be encouraged to develop and deliver your own projects. This degree teaches people how to really make a difference in the society they live in.

A key element to the programme is the strong multi-cultural dimension and the opportunity to enhance learning from a global context. This includes the opportunity to study faith based leadership and inter-faith dialogue taught as part of an international visit to Andalusia in Spain, the role of gender as community leaders, global networks and trans-national project development.

The programme has been built upon the extensive experience of the Centre for Volunteering and Community Leadership (CVCL) and developed from a single project in 1999. CVCL has placed over 6000 young people and students in volunteering projects across Lancashire and the North-West and has acquired over £1.5m for community based projects since 2001. It has an extensive network of partners, regionally, nationally and internationally (including Russia and the USA), who will support the development of the programme through placements and expert contributions. CVCL is also noted for its work in developing community cohesion and active citizenship projects within East Lancashire, winning the CRAC Higher Education Active Community Fund Exceptional Student Volunteer of the Year 2004 and Exceptional Staff Volunteer of the Year 2008. Students will have the opportunity to develop projects within East Lancashire and through the extensive network of partnerships across the region.

This handbook aims to provide you with clear guidelines on all aspects of the course. It is also intended as a working document to be used by you and your tutors. It should be read in conjunction with the University 'Student Guide to Regulations and Policies.' If you are in any doubt about any aspect of your time here, please check the course handbook and other material you will have been given, or ask your tutor, administrative staff or myself. We hope you enjoy your studies, and look forward to working with you over the next few years.

Wajid Khan LLB MA FEHA – Course Leader

UCLan, School of Social Work, Care and Community
The Centre for Volunteering and Community Leadership
Preston Campus: Livesey House, Room 213
Burnley Campus: Room C113
Tel: 01772 893171/6062
Email: wkhan@uclan.ac.uk

1.1 Rationale, aims and learning outcomes of the course

The aim of this programme is to empower individuals and community activists to be more effective in voluntary work and community activities by providing them with core skills in leadership, project development and management, mentoring, health & safety, young people and community safety. The programme will enhance sustainability within community projects by providing the people who deliver at grass roots level with the personal with the personal tool for community regeneration which they can cascade within their peer groups through mentoring. The programme will enable individuals to develop action groups both to access funding and manage it effectively. The programme aims to engage individuals and groups who would not traditionally access education for cultural and social reasons. By doing so it will include previously excluded groups into the community regeneration agenda. The programme aims to empower communities to take control of regeneration and manage it positively.

By the end of the course you should have successfully completed the following Learning Outcomes of the course:

Knowledge and Understanding:

- Develop a comprehensive and detailed factual/conceptual knowledge base of the subject area
- Evaluate and reflect upon personal experience, policy and practice
- Be able to analyse abstract data/situations and be able to transform this into innovative solutions to identified complex problems
- Develop an awareness of personal responsibilities and professional/cultural codes of conduct.
- Be able to incorporate a critical dimension to practice and theory.

Subject-specific skills:

- Lead and contribute to a small group
- Develop and Manage a project
- Complete the Certificate of training in First Aid for the Appointed Person
- Understand and apply health & safety, including child protection and safeguarding as well as the HSE Steps to Risk Assessment, to a work assessment
- Mentor groups and individuals within a community context

Thinking Skills:

- Apply knowledge to practical contexts
- Evaluate concepts, theories and practice

Other skills relevant to employability and personal development:

- Communication
- Apply ICT to a number of contexts
- Manage time and resources
- Working with others and carry out team work

1.2 Course Team

<p>Course Leader for BA Top-Up Community Leadership</p> <p>Wajid Khan Tel.: +44 (0)1772 893171/6062 Email: WKhan@uclan.ac.uk Room: Preston Campus, Livesey House 213 Burnley Campus, Room C113</p>	<p>Module Tutors</p> <p>Jennifer Lamb Tel.: +44 (0)1772 892775/6075 Email: JLamb1@uclan.ac.uk Room: Preston Campus, Livesey House 213 Burnley Campus, Room C113</p>
<p>Director of the Centre for Volunteering & Community Leadership</p> <p>Alethea Melling Tel.: +44 (0)1772 893666/6062 Email: AMelling@uclan.ac.uk Room: Livesey House 212 Burnley Campus, Room C113</p>	<p>Yasmeen Ali Tel.: +44 (0)1772 893117/6074 Email: YAli4@uclan.ac.uk Room: Preston Campus, Livesey House 213 Burnley Campus, Room C113</p> <p>Ridwanah Gurjee Tel.: +44 (0)1772 893669/6074 Email: RGurjee@uclan.ac.uk Room: Preston Campus, Livesey House 213 Burnley Campus, Room C113</p>
<p>Course Administration Service for the School of Social Work, Care and Community</p> <p>The Hub Information: Email: BrookHub@uclan.ac.uk Room: Brook Building, 204</p> <p>Opening Times: Mon-Thurs – 8.45am – 5.15pm Friday – 8.45am – 4.00pm</p>	<p>Dr. Mahmood Chandia Tel.: +44 (0)1772 893093/6074 Email: MChandia@uclan.ac.uk Room: Preston Campus, Livesey House 107 Burnley Campus, Room C113</p>

1.2 Expertise of staff

The Centre for Volunteering and Community Leadership (CVCL) is recognised to be at the cutting edge of youth led community cohesion, featuring as best practice in numerous national and international publications including the Cabinet Office Report into Community Cohesion – Our Shared Future for the Pendle schools based Centre for Citizenship at Marsden Heights Community College.

Currently, the Centre has a number of research areas linked to project delivery in a range of disciplines including peer leadership, mentoring, volunteering and community action.

Every member of CVCL staff are published experts in their fields. Recently a book deal has been successfully negotiated with global academic publishers Palgrave Macmillan, for the CVCL to author the definitive text book in Community Leadership.

1.3 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.



1.4 Administration details

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

Allen Building

Medicine

Dentistry

telephone: 01772 895566

email: AllenHub@uclan.ac.uk

Harris Building

Lancashire Law School

Humanities and the Social Sciences

Centre for Excellence in Learning and Teaching

telephone: 01772 891996/891997

email: HarrisHub@uclan.ac.uk

Foster Building

Forensic and Applied Sciences

Pharmacy and Biomedical Sciences

Psychology

Physical Sciences

telephone: 01772 891990/891991

email: FosterHub@uclan.ac.uk

Computing and Technology Building

Art, Design and Fashion

Computing

Journalism, Media and Performance

Engineering

telephone: 01772 891994/891995

email: CandTHub@uclan.ac.uk

Greenbank Building

Sport and Wellbeing

Management

Business

telephone: 01772 891992/891993

email: GreenbankHub@uclan.ac.uk

Brook Building

Community, Health and Midwifery

Nursing

Health Sciences

Social Work, Care and Community

telephone: 01772 891992/891993

email: BrookHub@uclan.ac.uk

1.5 Communication

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



E-mail and Blackboard are the usual means of mutual communication. As students on this course you may be working for substantial periods away from the university, communication via e-mail will be the usual method of contact. It will therefore be important to retain and contact tutors or the course team should you be having any problems associated with the course. The Administrative Hub will maintain basic contact information which must be updated when changes occur.

Good communication is a core principle of all social care practice and it is important that this underpins relationships in the School of Social Work, Care and Community between students and members of staff. The School has developed principles to guide students when communicating with staff members to achieve the most effective outcomes.

General points on Communication:

- It is important to remember that academic staff are involved in a range of activities, including teaching across a number of different courses; attending placement visits all over the North West; attending meetings inside and outside the University; and undertaking scholarly research. Consequently, although student emails and telephone messages are afforded a high level of priority, responses are unlikely to be instant, as staff are often not at their desk.
- The School has a large and diverse student body with a range of different needs. At times, some student's needs are particularly pressing. In such instances, staff will prioritise responding to those students, as in any other workplace.
- School staff are committed to supporting students with their studies; however, there is also an emphasis upon independent learning within the postgraduate Higher Education environment. Where students run into difficulty, they are strongly encouraged to seek help.
- Academic and Administrative staff are not permitted to give out marks via email or on the telephone, as stated in the Academic regulations. Students can access their results via 'MyUCLan' and/or Blackboard, and will be shown how to do this.
- Administrative staff will always do their best to help students. Students are asked to communicate with courtesy at all times. There is normally a member of administrative staff on reception at the Hub (Office hours are 8.45am-5.15pm Monday to Thursday and 8.45am-4pm on Fridays), if this is not the case, please ring the bell and someone will respond.
- Communication is a two-way process and it is important that students and staff work together to constantly improve communication, so that it is mutually beneficial. This will be discussed at Staff/Student liaison meetings with feedback sought from all.

E-mails:

- Students should take care to use appropriate language in emails and are reminded of the importance of being courteous at all times. Where inappropriate language is used, for example 'text language', members of staff will politely point this out to students.
- Where staff are away from University, they will routinely use their automated email response facility, which clearly states a return date. Similarly, staff will use their voicemail message to advise when they are away from the University on annual leave. This is important for students so that they understand when staff are on leave or working away from the University.
- Staff will aim to respond to emails from students within 3 working days (unless they are on annual leave), by providing an acknowledgement of the email, even if the matter cannot immediately be resolved. However, students are politely reminded that the answer to very many queries lies in module or course handbooks and they should consult these first to try and find an answer. This helps to ensure that students who are in genuine need of assistance will receive a prompt response.
- If students do not get a response in 3 working days, they should email the member of staff again. If there is still no response and the matter remains unresolved, students should bring this to the attention of another member of staff, such as their course leader, or the designated principal lecturer for an 'action request'. This colleague will then address the matter with the original member of staff.
- CC-ing in emails - Students are encouraged to send emails directly to the person from whom they want a response. Students should avoid needless copying in many staff members, as this decreases the likelihood of an efficient response and increases work for academic staff. Where other staff are cc'd into the email, it should be made clear why. eg. *I am copying in my course leader so that they are also aware of this situation.*

Appointments:

- Tutors will make it clear how students can make an appointment with them. Many tutors publish drop in times on their doors, and all have contact details posted on their doors. If you wish to request an appointment with a member of staff, it is usually best to email them to request a time, clearly stating what the matter is about.
- Students will be helped to understand the different roles of staff during induction. For example, all students will have an Academic Advisor who is normally the first port of call for personal issues, and advice and guidance about progression on the course. If students need advice on module specific matters, eg resubmission of essays, they should consult module staff, not their personal tutor. Module leaders will publish dates of assignment workshops for all students at the beginning of the semester.
- When students have appointments with staff, it is very important that they keep them. Where they are unable to keep them, students must let the member of staff know, out of courtesy, but also to ensure staff can manage their workload.

Written feedback:

- Students should ALWAYS read their written feedback, which is central to their progression and development on the course. This needs to be recognised and valued as a form of communication. It is extremely important for students to take the time to read and understand their written feedback, as well as accessing their mark. If students do not understand the feedback they have been given, they should seek clarification from the member of staff who will explain it to them.

1.6 External Examiner

The university has appointed an external examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your external examiner, you should do this through your course leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

External Examiner: Stuart Wroe

Lecturer on BA (Hons) Youth and Community Development
Faculty of Education
The Open University, Milton Keynes

2. Structure of the course

2.1 Overall structure

At Level 6 the student will be applying theory to practice, and reflecting on this process, the student will be making judgments based on practice and process and justifying these clearly. The student will be expected to develop and manage a project in the community as part of Year Three. The student will learn about capacity building and skilling communities for change. They will have the option of exploring community and social Enterprise; youth led regeneration, leading community projects, and practical volunteer management.



During Stage 3 students will have the option of applying to undertake the Global Community Exchange in abroad (Subject to successful application) This is a Stage Three Module where students will explore how grass roots action and leadership programmes can improve international communities. They will also look at federal policy and initiatives for regeneration. It provides the students with the opportunity to converse with activists, policy makers, and other leaders in the field.

Level 6 – Course Structure

Top Up	Compulsory Modules plus 1 Optional (double module) (120 Credits)
VO3002 VO3003 VO3005	Leading a Community Project (40 Credits, Year) Communities Skilled for Change (20 Credits, Year) Empowering and Engaging Marginalised Groups (20 Credits, Semester 2)
<u>Optional</u> VO3004 VO3007	Practical Volunteer Management (40 Credits, Semester 1) Global Community Exchange (40 Credits, Year)

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. You are also able to choose one module refer to the Free Choice [Electives Catalogue](#)

Please note: whether options run in any particular year will depend both on staff availability and the level of student demand. As you will appreciate, for an optional module to be made available there must be sufficient student numbers choosing the module to make it viable. As a general rule, if we have ten students or more signed up for a module it will take place. If the module you are interested in taking is not able to take place we will endeavour to help you find a suitable replacement.

A Student will require 6 modules to gain an honours degree (at level 6, some modules count as a double module i.e. 40 credits).

Students are required to take three compulsory modules as follows:

Code	Module
VO3002	Leading a Community Project (40 Credits)

VO3003	Communities Skilled for Change (20 Credits)
VO3005	Empowering and Engaging Marginalised Groups (20 Credits)
TOTAL	THREE MODULES (80 credits)

Options – 40 Credits from this list:

Code	Module
VO3004	Practical Volunteer Management (40 Credits)
VO3007	Global Community Exchange (40 Credits)
	Or 1 Elective

Level 6 – Successful completion of 120 Credits

Target Award

Students successfully completing 80 credits on completion of level 6 can be awarded a BA in Community Leadership.

2.3 Course requirements

Students successfully completing 80 credits on completion of level 6 can be awarded a BA in Community Leadership.



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.

The Community Leadership Top Up has been designed with the aim of developing and enhancing your career progression. Throughout the degree you will be developing key skills you need to work in a wide variety of fields, such as working with young people, children and community groups. You will also be working to reflect on your career progression after graduating from the university and we will help you to consider how best to develop your career.

2.5 Study Time

2.5.1 Weekly timetable

You will be attending lectures around 3 days per week in both semesters. Days and times of when lectures and workshops will be held can be found on the [online timetable](#)

2.5.2 Expected hours of study

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



This programme is a full time mode of study by attending lectures. There is also the ability to attend via 'Live classroom' as the lecture is being delivered. Students will be expected to participate in and prepare for a mix of learning opportunities including full day workshops, and presentation of their work, group work, online discussions, guided and self-directed reading, learning sets and study skills development.

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:

Brook Hub on telephone: 01772 891992/891993 or email: BrookHub@uclan.ac.uk

Unauthorised absence is not acceptable and may attract academic penalties and may affect student loans and bursaries.

If you are absent for four weeks or more without authorisation and you do not respond to communications from the University, then you may be deemed to have withdrawn from the course and the date of withdrawal will be recorded as the last day of attendance.

Attendance is monitored online through Students Attendance Monitoring (SAM) and you can check your attendance record through MyUCLan. 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

Blended learning is a mixture of online lectures, chat discussions and face-to-face workshops and seminars. Students will be expected to participate in and prepare for a mix of learning opportunities including online lectures, full day workshops, and presentation of their work, group work, online discussions, guided and self-directed reading, learning sets and study skills development.

Staff also liaise closely with other sections of the University as necessary, particularly the library where the Specialised Learning Resources Unit is located. The Unit is concerned with assisting students in accessing day-to-day resources.

Lectures

Most modules will be taught via a combination of online lectures and day seminars/workshops once a month. Lectures will be a new experience for many of you and a few handy hints will allow you to make the most of them. First, do not try to write down everything the lecturer says. Rather note the key points and terms which you can expand on later by follow-up reading. Two common methods are either:

- *Bullet points*: Here the main issue is written down with supplementary points listed.
- *Spider graph* - Here the main point is circled with important points coming off.

You can of course use any system and develop your own 'short hand' and abbreviations. The important thing is not to be intimidated by the lecture setting or worried if the person next to you has 15 pages of notes and you have only 1 or 2 - Quality not quantity is what matters!

Second, be courteous in lectures. Do not talk or come in late as this disturbs other students and the lecturer.

Finally, if you do not understand a point then feel free to ask in the lecture. If time permits, the lecturer will deal with your point there and then, otherwise there is always time at the end of the lecture for you to approach whoever has taken the class or email your query at the earliest opportunity

Seminars

A seminar is a small class for discussion and debate, providing opportunities to question points made in online lectures, to examine some of the different ways in which writers and researchers have tackled a topic, to raise issues which puzzle you, and to learn from the challenges to your own views posed by other students. Seminar attendance is therefore a requirement of the course, and each student is expected to participate in the discussion of seminar topics.

Reading

Lectures and seminars can only introduce and outline the subject matter of the course. In higher education you are expected to read widely and critically, and you should plan to spend at least three hours reading for each hour of class contact - so if your weekly timetable includes about 6 hours of lectures and seminars, you should top this up with 18 hours of individual study. Plan this to make effective use of your week, including the odd hours between classes. It is not enough to rely only on lecture notes.

Suggested reading is recommended on the reading list in relation to specific topics. You should buy the recommended textbooks, but they should be supplemented by wider reading. You should use the Library catalogue, bibliographies in the Library, and the reading often recommended in text books to find further relevant material. Part of the interest in our subject lies in its relevance to current affairs

Quality newspapers (*The Independent, The Times The Guardian, The Daily Telegraph, The Scotsman*), the weeklies (*The Sunday Times, The Observer, The Economist, New Statesman and Society*, etc), monthlies - *Prospect, Red Pepper* etc, and the journals of political analysis (especially *Parliamentary affairs and Political Quarterly and Talking Politics*) provide valuable material, more up-to-date than a textbook. The Library takes a good selection of these and also holds back numbers.

But there is also much to be learnt from papers such as the Sun or Daily Mail – for example presentation of issues in society such as Asylum Seekers, homelessness or anti social behaviour.

3.2 Study skills

The Department of Languages and International Studies offers specialist study advice and guidance to ALL students at the University, from Year 1 to postgraduates. This service will benefit students who want to learn more effectively and get better marks for their assignments and exams. Wiser can also help you with your Personal Development Planning (PDP) and the skills learnt can form part of your PDP portfolio. More information on WISER can be found at URL

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



3.3 Learning resources

3.3.1 Learning Information Services (LIS)

The University is well equipped with networked computer facilities, students have access to a large number of computers in the Library (mostly located on the third floor).

Most students are computer literate. But if you are not, or if you want to develop your abilities in computing, the University provides an extensive range of courses for absolute beginners through to advanced courses. Some of these courses carry qualifications that can help you during your student career and in subsequent employment. If you need any help regarding computers the following contacts will be able to help you:

- Within the Library on the first floor – there is the Helpdesk (Tel 01772 895355). The Helpdesk will be able to help you with any general computer problems. If you are an absolute beginner, we'd recommend that you go to the Helpdesk and sign up for their 'Computers for the Terrified' session. This is a one-off three hour session to get you started, teaching you how to log on etc.
- If you run into difficulties when you are using the computers on the third floor of the Library, you can contact one of the Student helpers (identifiable by their 'helpers' T-shirt) who will try to sort out the problem for you on the spot. If you feel that you are at the most basic level here, don't be intimidated by other students who may seem more expert in computing than you - make use of the help that is available - you *can* do it.

3.3.2 Electronic Resources

When appropriate, students will be encouraged to utilise the extensive range of web-based resources. There are many other websites that you might look at that may provide you with useful information linked to the work you are undertaking for this course.

Remember wherever you start with web searches, one thing often leads to another as you 'surf' the net. So think about how you record useful websites, for example using bookmarks for information you access.

Blackboard

Blackboard in MyUCLan is the on-line Managed Learning Environment (MLE) that the University uses to support and enhance teaching and learning. All University students have been allocated an area known as their MyUCLan (Web Course Tools) module space. Once logged into your area you can access all of the modules listed under your name without having to login to each module separately.

Online Journals

Almost all the journals included in the module reading lists below can be accessed free of charge via EBSCO Online's Internet site. For those of you using university computers accessing the site is a relatively simple procedure.

Type in the following web address: <http://ejournals.ebsco.com/home.asp>

this will take you to EBSCO online Homepage, to access a particular journal, type the title of the journal in the 'Find Journals box' on the top right hand side of the page, and then click Find Journals. After the database has found the journal, click on the title and you will then be provided with access to it. EBSCO online also allows you to conduct subject-related searches of all its journals. Simply type your search term in the Find Articles box (e.g. 'Community Cohesion' or 'Volunteering and Young People' and click the appropriate icon).

Accessing EBSCO online from home

You can also access EBSCO online from your computers at home, but in order to do so you will need an ATHENS password. Ask at the library help desk – they will give you a password and information on how to log on to EBSCO online. Note - You will only be able to download the journal articles from EBSCO online if you have the basic edition of Acrobat Reader software. Most computers now come with this ready-loaded, but it can also be downloaded free of charge from Acrobat's website.

3.4 Personal development planning

Personal Development Planning (PDP) is intended to provide a process by which students can reflect on their learning, performance and achievements and plan for their personal and career development. We are very keen to support this initiative and with colleagues provide a structured approach to PDP. This is not something that you need to worry about in your first weeks, but we will be telling you more about this in the first semester.

3.5 Preparing for your career

within the workplace in order to develop highly transferable skills for effective community leadership. Students will spend time working within the third sector to build up a substantial portfolio of work experience. Throughout the programme students will gain practical experience in managing projects, supporting volunteers, empowering marginalised groups, and leading communities. Students will complete the programme with a sound knowledge of both policy and practice in the field of active citizenship and volunteer development. Moreover, through the carefully planned practical projects, students will leave the programme with excellent skills for employability and life long learning that can be transferred into any context.



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.

The [UCLan Centre for Volunteering and Community Leadership](#) work with over 300 organisations across the country and have over 500 voluntary opportunities for students to get involved in, we work with the third sector voluntary organisations, charities and not for profit organisations. There are voluntary opportunities relating to Finance, Law, Business, Computing, Social work, Sports, Media, Events management and many more. Register online and get volunteering awards and accreditations along the way.

4. Student Support

Responsibility for managing the course lies with the Course Management Team in consultation with a Course Committee.

The Course Management Team consists of:

- Course Leader (Wajid Khan)
- All module leaders (see the list of staff teaching on the course)

The course management team will meet at least once a semester. Its role is to oversee the smooth running of the course.

The Course Committee consists of:

- Student Representatives (two people from each year of the course)
- Teaching and tutorial staff on the course

The Course Committee will meet at least once a semester. Its role is to provide a bridge between the course management team and students on the course, and to discuss / rectify any issues of concern.



4.1 Academic Advisors

In your first week you will be assigned to an Academic Advisor whose role is to guide your learning and generally advise on academic work. You will be invited to meet with your Academic Advisor on a regular basis, either individually or in a small tutor group. However, you can arrange to see your Academic Advisor at other times as well. The purpose of such meetings is to enable you to meet course deadlines for submission of assessed work and progress effectively in your studies.

Academic tutorial sessions are confidential to the student and tutor concerned; unless issues arise that have general implications for the course or which may affect the student assessment. In the event of such issues arising the student and Tutor will be expected to agree on how the matter should be progressed. Module tutors provide advice & help with module coursework and many schedule group sessions on assessment during teaching. For help with specific module assignments, students should contact module tutors in the first instance. Year leaders provide additional support and general advice and information about progression. In addition the University has a Health Centre and a Student Services Section, which offers a confidential counselling service to students. Information given to student counsellors is never disclosed to teaching staff without the permission of the student.

One thing that might take some getting used to, is that in university, tutors have many other jobs to do aside from teaching (attendance at meetings, research projects, external consultancy, writing books etc), which may mean that they are not in their office everyday. They might also spend some time working from home on written work or research. Each tutor can collect their work emails from home (which many do) and can also pick up their phone messages. Tutors display times and methods of contact on their doors and can be contacted via email, telephone, voicemail or by notes left in the Course Administration Service - Hub. So if you want to see a tutor or the course leader don't keep turning up in hope, leave a message and let them contact you. This will be a much effective method for getting your problem addressed.

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 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 we do and is encompassed by our 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 Union is where your voice can be heard, actions taken, or campaigns launched.

Your 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 our dedicated

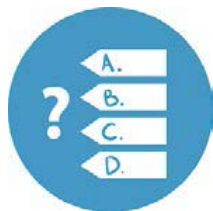
staff team in the [Advice and Representation Centre](#) are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at <http://www.uclansu.co.uk/>.

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.

As one of the thousands of students who are not studying on the main UCLan campus in Preston, the Students Union is still your union, please check <http://www.uclansu.co.uk/> for full details on what we may be running in your partner institution.

5. Assessment



5.1 Assessment Strategy

There are a wide variety of assessments you will have to accomplish including essay writing, reports, individual and group presentations. Course work for all modules will be assessed using percentage [%] marks and **you must pass each element of assessment within a module to pass the module at a minimum of 40%**. Those responsible for individual modules have developed assessment systems that they feel are appropriate to the aims of the module. Our approach has three strands:

- (a) To adopt assessment techniques that are appropriate to the individual module's objectives and to the level at which it is offered.
- (b) To ensure that students will be exposed to and benefit from a broad range of assessment experience.
- (c) At level 7 the assessment will be broadly comparable with other modules offered at that level (for example, around word length). The course team have benchmarked each module to ensure that there is consistency across our modules.

This programme contains modules that are continuously assessed and modules that have a written exam as part of the assessment. Core and Compulsory modules do not contain a written exam. Some department electives might contain exams. Check the University module handbook for further details

5.2 Notification of assignments and examination arrangements

The requirements of individual assessments and their respective deadlines for submission will be covered in a timetabled session and can also be found within module handbooks on Blackboard.

Individual module tutors will set assignments and deadlines for submission. When you have a piece of assessment to hand in:

1. Log in to MyUCLan account which can be found at the following link <https://portal.uclan.ac.uk/webapps/portal/frameset.jsp>
2. Open the module you are submitting the assessment for and then click the Turn it in link.
3. Complete the steps and upload the completed assessment. The file must be a Microsoft Word file.

NOTE: Tutors **WILL NOT** accept any work given to them by students under any circumstances.

5.3 Referencing

References are not just to be used where a piece of text has been quoted. They may be used to refer to arguments which support your own, or which you are taking issue with, or which impinge on your essay in some other specified way. You should adopt the 'Harvard' System of Referencing!

The Harvard system lists author, date of publication and (where relevant) page number(s) in parentheses after the relevant passage, thus: (*Wandberg, 2002, page 52*).

You must also include full publication details of all texts cited (author, place of publication, publisher, date of publication) in your bibliography.

Bibliography

This should comprise an alphabetical list of all of the books or articles cited, or drawn on, in the course of the dissertation. For all sources, quote:

- a. Name of author
- b. Date of publication
- c. Title of publication or article
- d. Journal title (for journal articles), with volume and number
- e. Name of publisher (for books)
- f. Place of publication (for books)
- g. Page references (for journals)

Example of sources from books and journals:

Wandberg, R. (2002). *Volunteering: Giving Back*. Capstone Press, Mankato, Minnesota.

Grover, C. & Stewart, J. (2000) Modernizing Social Security? Labour and its Welfare-to-work Strategy, in *Social Policy & Administration*, Vol. 34, No. 3, Page. 235-252.

Example of sources from the World Wide Web:

Philip-Jones, L. (2004). *The Mentoring Group – Basics for Mentors Part 3*. Last accessed online on 22 February 2008 at URL http://www.mentoringgroup.com/html/articles/mentor_53htm

Note: *be consistent* in references and bibliographies. Always give titles of chapters or articles in single quotation marks. *Italicise* titles of books, and journals. All these point should be clear if you study the above examples.

5.4 Confidential material

You may access confidential information during the course e.g. organisation information whilst on placement which might inform assignments. As a student you have an ethical and legal responsibility to respect confidentiality and maintain the anonymity of individuals and organisations within your 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.

5.6 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.

On successful completion of all components of the course, you will receive a Foundation Degree in Community Leadership. Degree classifications will be awarded on the basis of the university system that calculates the Average Percentage Mark (APM). The following scale is used to determine the degree classification:

70% or above	Distinction
60-69.99%	Merit
40-59.99%	Pass
0-39.99%	Fail

At assessment boards fail marks will be reclassified into letter grades as follows:

- R - Referral recommended
- N - No reassessment recommended
- X - No attempt made, reassessment inappropriate

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. For example, we now offer students the flexibility of accessing module content via the online 'Live Classroom' link on Blackboard as well as providing students with recorded lectures that can be viewed 'on demand.'



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. 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.

Other opportunities available for students to voice their opinion include course management committees, timetabled sessions with whole cohort of students, on-line and Module Evaluation Questionnaires (MEQs).

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).

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. learning resources, IT, library;
- Any other issues raised by students or staff.

If you are interested in being elected as a course representative please inform your course leader who will provide you with further information and requirements.

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	School of Social Work, Care and Community, Centre for Volunteering and Community Leadership
4. External Accreditation	
5. Title of Final Award	BA (Hons) Community Leadership Top up
6. Modes of Attendance offered	Full Time/Part Time
7. UCAS Code	L900

8. Relevant Subject Benchmarking Group(s)	Politics and Sociology
9. Other external influences	Freire Institute, Volunteering Services Overseas, Association of Young Leaders, Department for Communities and Local Government, Lancashire Constabulary
10. Date of production/revision of this form	December 2013

11. Aims of the Programme

- To value and validate the experience of volunteers and enable them to progress through to formal qualification
- To provide an intellectually stimulating programme in Community Leadership which will appeal to students with diverse interests
- To develop skilled and innovative community leaders from all backgrounds
- To develop excellent transferable skills for employment and life
- To promote Community leadership, volunteering and active citizenship
- To provide students with the opportunity for intense and challenging personal development experiences in diverse contexts
- To provide students with an educational experience whereby they can leave a positive tangible legacy through practical placements.
- To enable students to develop an understanding of what makes a successful cohesive community.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

Students will be able to:

- A1 Identify and apply a broad range of theoretical frameworks for community leadership
- A2 Critically evaluate personal experience in relation to Community Leadership
- A3 Analyse abstract data and situations and develop innovative solutions to identified complex problems in community settings
- A4 Acknowledge personal and social accountability and responsibilities in relation to professional/cultural codes of conduct.
- A5 Critically evaluate policy and practice in relation to active citizenship, volunteering and Community Leadership
- A6. Discuss in detail ethical and legal issues related to practical Volunteering

Teaching and Learning Methods

Students will develop knowledge and understanding through:

- Lectures
- Seminars
- Presentations to peers
- Self-Directed Study, where the student will be presented with a task or problem and be expected to explore solutions with minimum tutorial input.
- Projects
- Directed Study
- Group work
- Experiential Learning
- Debates

Assessment methods

Students will be assessed by:

- Portfolio of Evidence, which will include a reflective diary, notes and personal observations, plus feedback from the host organisation/clients/colleagues
- Reflection and discussion
- Written Evidence in the form of reports and essays
- Presentation
- Role play

B. Subject-specific skills

Students will be able to:

B1. Evaluate Health and Safety, Child Protection and Equal Opportunities policies
B2. Develop and Manage a community based project
B3. Draw on concepts in community leadership, social capital and active citizenship to underpin decision making

Teaching and Learning Methods

Students will develop Subject specific Skills through:
Lectures
Seminars
Self-Directed Study, where the student will be presented with a task or problem and be expected to explore solutions with minimum tutorial input.
Projects
Directed Study
Group work
Experiential Learning

Assessment methods

Students will be assessed through the following:
Portfolio of Evidence
Written Evidence in the form of essays and reports
Discussion and Reflection
Presentation.
Peer Evaluation

C. Thinking Skills

Students will be able to:
C1 Apply knowledge to practical contexts
C2 Analyse information, concepts and theories, by critically examining policy and practice.
C3 Design strategies and interventions in community practice..
C4 Evaluate concepts, theories and practice
C5 Reflect on their practical placement experience

Teaching and Learning Methods

Students will develop thinking skills through:
Lectures
Seminars
Self-Directed Study, where the student will be presented with a task or problem and be expected to explore solutions with minimum tutorial input.
Projects
Directed Study
Group work
Experiential Learning

Assessment methods

Students will be assessed by:
Portfolio of Evidence
Reflection and discussion
Written Evidence in the form of reports and essays
Presentation

D. Other skills relevant to employability and personal development

Students will be able to:
D1 Communicate effectively
D2 Use ICT
D3 Manage time and resources
D4 Work with others valuing diversity
D5 Empower people through mentoring and leadership

D6 Manage and lead a team through volunteering project development D6 Manage and lead a team

Teaching and Learning Methods

Students will develop knowledge and understanding through:

Lectures

Seminars

Self-Directed Study, where the student will be presented with a task or problem and be expected to explore solutions with minimum tutorial input.

Projects

Directed Study

Group work

Experiential Learning

Assessment methods

Students will be assessed by:

Portfolio of Evidence

Reflection and discussion

Written Evidence in the form of reports and essays

Presentation

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6	VO3002	Leading a Community Project (Comp)	40	BA Honours Degree in Community Leadership Requires 120 credits including a minimum of 240 at Level 5 or above and a minimum of 100 at Level 6 or above Bachelor Degree in Community Leadership Requires 80 credits
	VO3003	Communities Skilled for Change (Comp)	20	
	VO3005	Empowering and Engaging Marginalised Groups (Comp)	20	
	VO3004	Plus 1 from the following: Practical Volunteer Management	40	
	VO3007	Global Community Exchange	40	

15. Personal Development Planning

Students will be supported in PDP in the following ways:

1. There are opportunities of gaining externally accredited awards in addition to their Degree, including accreditation from the Institute:
 - V Impact Award
 - UK Youth Platinum Award
 - UK Youth Achievement Awards
 - Duke of Leadership and Management. Edinburgh (Service)
 - First Aid (Compulsory)
 - Child Protection Training (Compulsory)
 - Sports Coaching
2. All students develop the following key skills:
 - Communication
 - Working with Others
 - Literacy
 - ICT
 - Problem Solving
 - Organisation
 - Managing Self
3. Students are also expected to complete action plans for project work, to
4. Students are expected to keep a reflective diary,
5. Students will be expected to produce a CV and letter of Application as part of a compulsory module and.
6. Students will have regular tutorials where progressions to employment or further opportunities are discussed.

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.

This programme does not recruit into the first year of the course. It is designed to allow Year 3 entry onto the programme for applicants who meet one of the following criteria; Students will need to have one of the following admissions criteria:

- Applicants who have completed Foundation Degree in Community Leadership Pass
- Applicants who hold a HE Diploma (240 credits)
- Applicants who hold relevant Foundation Degree awarded by other higher education institutions will be considered positively.
- Relevant Experiential Prior Learning and successful interview / portfolio

All potential students will be interviewed and students and rigorous screening of all candidates for their suitability for working with young people and vulnerable adults will take place (i.e. CRB checks wherever possible). Where full clearance is not obtained, alternative volunteering opportunities will be offered.

Consideration will also be given to non-traditional qualifications and relevant work experience. Applicants are encouraged to produce evidence of their potential to benefit from the course. Applicants who believe they may be eligible for Accreditation of Prior (certificated or uncertificated) and/or Experiential Learning (APCL/APEL) for certain modules will be considered on an individual basis.

17. Key sources of information about the programme

University of Central Lancashire
School of Social Work, Care and Community
Centre for Volunteering and Community Leadership
Burnley Campus - Room C113
Preston Campus – Room LH213
01772893662/6075

18. Curriculum Skills Map

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	B1	B2	B3	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
LEVEL 6	VO3002	Leading a Community Project	COMP	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√			√	√
	VO3003	Communities Skilled for Change	COMP	√		√	√	√	√	√	√	√		√	√	√		√	√	√	√		√	
	VO3004	Practical Volunteer Management	O	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		√	
	VO3005	Empowering and Engaging Marginalised Groups	COMP	√	√	√		√	√	√		√		√	√	√		√	√	√				√
	VO3007	Global Community Exchange	O	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√			√

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.

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 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.