Course Handbook

BA (Hons) Criminology and Sociology

2018/19
Dave Orr
Lancashire Law School (Runshaw College and Burnley College)

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

Contents

1. Welcome to the course

As you are reading this handbook it means you have just embarked on the B.A. (Hons) Criminology and Sociology Joint degree. The programme team would like to extend a warm and friendly welcome and sincerely hope that you enjoy studying here with us at the University of Central Lancashire.

The subject of Criminology is located in Lancashire Law School. Lancashire Law School is housed in Harris Building, and the Criminology staff are also based in Harris Building. Sociology is based in Livesey House, within the School of Humanities and Social Science, and the Sociology staff are also based in Livesey House.

For your purposes, your immediate concern is to familiarise yourself with the places that will be of importance to you. An important point of contact throughout your time here is the School Hub in Harris Building room HB120. This office is responsible for all the courses and students that belong to Lancashire Law School and the School of Humanities and Social Science. You will find the administrative staff very helpful, but please remember that they are exceptionally busy and calling at the office opening hours published on the School Office door would be very much appreciated.

Whilst the Office staff are knowledgeable and can generally point you in the right direction, it is important that you do as much as you can to help yourself. Taking responsibility for finding out information such as where your tutors are, where lecture and seminar rooms are, etc., will enable you to settle into your course and university life. Three very helpful points of reference for settling into your course are:

1) This handbook, which provides you with much of the essential information you need. It explains the structure of the degree programme and demonstrates what is compulsory and optional for you to complete in order to be considered for the award of B.A. (Hons) Criminology and Sociology Joint. It is advisable to read all the sections of this handbook at the time you commence your course as it contains essential information and advice about how you successfully complete your degree programme.

2) Contact through email. (In the event that urgent information needs to be communicated – such as the cancellation of a lecture – emails will be used when possible. It is therefore essential that you check email regularly. We will also text you if we have contact details).

3) Teaching staff in Lancashire Law School and the School of Humanities and Social Science have 'Office Hours' i.e. published times when they are available posted on their office doors. They can also be contacted by email. Addresses listed below.

1.1 Rationale, aims and learning outcomes of the course

Students reading B.A. (Hons) Criminology and Sociology Joint at UCLan will achieve general aims and objectives in accordance with other university programmes. Skills specific to this Award include:

The Programme Aims:

- To create a supportive teaching and learning environment that will assist students' academic development and seek to develop the wider potential of students from all educational backgrounds
- To provide students with an appropriate theoretical, conceptual, comparative and historical and methodological framework in which to locate their study of Criminology and sociology
- To develop an awareness of cultural identity, diversity and inequality within criminal justice and society in general
- To develop student's capacity to undertake independent critical inquiry into aspects of social or criminological concern
- To enable students to develop students' written and communication skills and a range of other transferable skills
- To provide students with an opportunity to study particular issues and themes in depth in Criminology and sociology
- To provide students with an understanding of the contribution made by a range of disciplines and methodologies to the study of crime and society
- To develop a comprehensive knowledge of the subjects with a detailed understanding of main specialised areas (including knowledge gained by individual dissertation study)

On completion of this programme students will have developed a wide range of skills, including: Key Skills, Subject Specific Skills, Subject Knowledge and Understanding, Thinking Skills, Employability and Personal Development Skills.

Key (transferable) Skills:

- Use information storage and retrieval systems in various media and formats
- Argue rationally and in concise, clear, logically structured ways
- Communicate information, ideas, concepts and in written and oral form
- Work as an autonomous learner and also as a collaborative team member
- Present evidence appropriate to support the contentions they make
- Interpret, analyse and synthesise materials from a range of sources
- Demonstrate critical self-awareness regarding personal faith/belief systems and engage in respectful dialogue about alternative faith/belief systems
- Demonstrate IT literacy

Subject Specific Skills

Students will be able to:

- access, evaluate and utilise differing theoretical perspectives in the context of contemporary policies and debates
- recognise and evaluate competing insights within social science
- recognise contested methodological and ethical implications of research within social science
- recognise the wider context of crime and the criminal justice system and their implications for society

Subject Knowledge and Understanding

Students will be able to:

- understand and challenge dominant ways of thinking about society and/or crime and how they are constituted and represented
- consider and articulate alternative explanations in social science
- recognise and assess competing theoretical and methodological positions from a variety of sources
- critically engage with and analyse the constitution and representation of crime and/or social identities

Thinking Skills

Students will be able to:

- critically evaluate key theoretical, conceptual, comparative and historical approaches within social science
- critically evaluate social processes in terms of cultural identity, diversity and inequality
- Identify the use and implications of methodologies applied to theories, practices and social institutions
- produce reasoned and evidence based arguments to justify conclusions and recommendations

Employability & Personal Development Skills:

Students will develop:

- effective personal development planning and time management skills
- writing and IT skills
- the ability to prepare and present arguments in appropriate written or oral language
- the ability to give reasoned evaluations of the opinions of others.

Each module has specific learning outcomes which incorporate personal development specific to module aims and some elements of employability skill building. To ensure you receive an opportunity to develop further Lancashire Law School has facilitated the development of practical intelligence and generic skill building; personal reflection and evaluation into Personal Development Planning (PDP). Employability enhancement has been integrated into personal reflection on learning, teaching and assessment, which are essential components for encouraging employability skills. Lancashire Law School have included elements of employability within PDP to ensure you have been given an opportunity to develop core skills, process skills, transferable skills and personal qualities, such as:

Personal Qualities	Core Skills	Process Skills
Self-awareness	Critical analysis	Ethical sensitivity
Self confidence	Listening	Influencing
Emotional intelligence	Oral presentations	Negotiating
Initiative	Information retrieval	Applying subject understanding
Independence	Global awareness	Decision-making & Problem solving
Adaptability	Reading effectiveness	Computer literacy
Reflectiveness	Self-management	Commercial awareness
	Creativity	Political sensitivity
	Written communication	Ability to work cross culturally
	Explaining: orally & written	Planning & Prioritising
		Coping with complexity
		Debating
		Resolving conflict
		Team work

Graduates in Criminology and Sociology are well placed in terms of employability. About two thirds of Criminology-Sociology graduates nationally obtain employment in the area of criminal justice and other related fields. In this sense the degree has a vocational character. But Criminology and Sociology are also recognised as a good 'general' degree with transferable skills in the wider field of employment. So, for example, Criminology is not a national curriculum subject yet a number of graduates enter the teaching profession on the basis of their degree and postgraduate teacher training.

1.2 Course Team

Sue Uttley Evans: Course Leader/Senior Lecturer in Criminology smuttley@uclan.ac.uk

Dave Orr: Course Leader/Senior Lecturer in Criminology/Sociology dorr@uclan.ac.uk

Dr Megan Todd: Course Leader/Senior Lecturer in Sociology mtodd2@uclan.ac.uk

Caroline Blunt Lecturer in Social Sciences CBlunt1@uclan.ac.uk

Debbie Conroy: Lecturer in Criminology dconroy@uclan.ac.uk

Dr Zachari Duncalf: Lecturer in Sociology ZDuncalf@uclan.ac.uk

Tara Styles: Lecturer in Criminology TSStyles1@uclan.ac.uk

Dr Tim Owen: Senior Lecturer in Criminology towen1@uclan.ac.uk

Dr Martin O Brien: Reader in Criminology MAO-brien@uclan.ac.uk

Laura Kelly: Lecturer in Criminology LKell13@uclan.ac.uk

Wayne Noble: Lecturer in Criminology WNoble1@ucaln.ac.uk

Jessica Marshall: Senior Lecturer in Sociology jmarshall@uclan.ac.uk

Dr Kate Bacon Senior Lecturer in Childhood Studies kvbaco@uclan.ac.uk

1.3 Expertise of staff
The Staff team have a wide variety of experience and research interests that feed directly into the course and specific module content. Current research activity covers Criminal Justice History, Contemporary Prisons, Policing, Human Trafficking, Male Violence against Women, Young people and Youth Justice, Cybercrime and Contemporary theory. This expertise forms the backbone of your degree, and informs other areas taught on the syllabus

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

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

Harris Building
Lancashire Law School
Humanities and the Social Sciences
Centre for Excellence in Learning and Teaching
telephone: 01772 893090
email: Harrishub@uclan.ac.uk

1.6 Communication

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

We also have the Starfish system, which allows you to book appointments at designated office hours. Finally, ensure you check

Blackboard on a regular basis for specific modular information, updates and communications.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. 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 current external examiner for Criminology and Sociology Joint (BA Hons) is Julie Scott Jones of Manchester Metropolitan University.

2. Structure of the course

2.1 Overall structure

The structure of the course is designed to enable students to study a wide range of modules according to individual interest. There are four main elements to the course.

i) There are a wide range of modules offered throughout the course considering issues relating to Criminology and Sociology. The multi-disciplinary nature of these modules provides the basis for a systematic study of issues relating to both subjects. Issues such as diversity, equality and identity are discussed within compulsory modules and provide the foundations for further study, leading students to pursue module options according to their individual interest.

ii) Criminology and Sociology are studied at each level throughout the course. It is assumed that students will arrive at the university with no prior knowledge of these subjects, and therefore all modules are designed to introduce students to the subjects.

iii) At level 3, students are currently required to undertake a dissertation in order to gain a classified honours award. It is the successful completion of a dissertation which constitutes the honours element of your degree award, and can be completed in either Criminology or Sociology.

Study Streams within Criminology and Sociology:

Within Criminology and Sociology there are a number of 'streams' which offer you a focus in a specific area or discipline. For example, you may decide to focus upon male violence against women within your degree – in which case your optional modules will include modules with both a CJ and SO code. Alternatively, you may decide to explore a more varied optional path within the Criminology and Sociology subject areas or you may decide to do neither and opt to study a university elective (such as a language) rather than an Criminology or Sociology optional module. Your Academic Advisor will be more than happy to discuss your pathway with you and offer advice and/or suggestions suited to your needs.

2.2 Modules available

Year One:

CJ1101 Crime and Society (Compulsory)

CJ1102 Key Thinkers in Criminology (Compulsory)

CJ1106 Introduction to Criminal Justice (Compulsory)

SO1114 Doing Social Research (Compulsory)

SO1116 Sociological Ways of Thinking (Compulsory)

SO1115 Youth Identity and Difference (Option)

SO1004 Media and Culture (Option)

Adopted (optional) Module:

CI1501 Social Construction of Childhood

PO1101 Power, Politics and the State

Year Two:

CJ2101 Critical Thinker in Criminology (Compulsory)

or SO2214 Contemporary Thinkers (Compulsory)

CJ2102 Research Methods in Criminology (Compulsory)

or SO2015 Innovative Research (Compulsory)

CJ2016 Understanding Policing (Option)

CJ2029 Controversial Issues in Prison (Option)

CJ2007 Understanding Interpersonal Violence (Option)

CJ2021 Youth Justice (Option)

CJ2026 Policing Diversity (Option at partner colleges only)

SO2002 Sociology of Religion (Option)

SO2103 The Sociology of Social Movements (Option)

Adopted Modules:

ED2205 Sociology and Education (Option)

Year Three:

CJ3991 Dissertation (40 credits - Compulsory)

or SO3990 Dissertation in Sociology (20 credits - Compulsory)

Options

SO3003 Understanding Policing and Security

SO3004 Sexy Bodies: Gender, Sexuality and the Body

SO3020 Sociology of Childhood

SO3108 Global Social Divisions

SO3110 Sociology of Disability

CJ3007 Sex, Violence and Strategies

CJ3018 Understanding State Crime and Genocide

CJ3021 Drugs, Crime and Society

CJ3024 Why Prison?

PO3004 Terrorism and Security

CJ3026 Crime and New Technologies

CJ3027 Human Trafficking and 'Modern Day' Slavery

CJ3030 Diversity, Crime and Justice
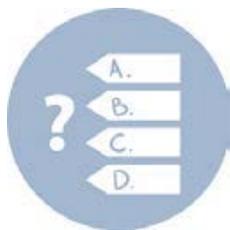
2.3 Progression Information

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you. It is also recommended that you discuss your options with your academic advisor, as they may be able to suggest a different progression route or activity to enhance employability in your chosen area

2.4 Study Time
The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per credit you need to achieve – this includes attendance at UCLan and time spent in private study.

2.4.1 Weekly timetable
The Criminology timetable for each cohort (1st, 2nd and 3rd year students) can be found at: https://intranet.uclan.ac.uk/ou/lis/Pages/DailyWeekly-Timetables.aspx

2.4.2 Expected hours of study
Teaching semesters are 12 weeks long, and you will study at least one module in semesters one and two. The other four modules (of your annual total of six) will be studied across the

two semesters. Whilst we recommend that you try to study three modules per semester, we realise that this is not always possible.

2.4.3 Attendance Requirements
You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to: Dave Orr

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

Your attendance for each and every class is monitored through Student Attendance Monitoring (SAM) system. You can check your attendance record through myUCLan.

3. Approaches to teaching and learning

3.1 Expertise of staff
Members of the Criminology and Sociology team have made a significant contribution to research, and are to continue to pursue further research opportunities in future years. Criminology and Sociology study at UCLan is therefore part of an expanding teaching and research culture that has international status and recognition. For you as students, this means you have access to tutors who are acknowledged experts in their field and who are involved in cutting edge research in a range of topics.

As you will learn – if you aren't already aware of it – Criminology and Sociology are interdisciplinary academic fields, meaning that it draws upon a huge range of other subject areas for parts of its underpinning theoretical knowledge (For example, History, Political Theory, Jurisprudence, Law, Social Policy). Brief examples of the teams research output include:

Hudson, B. (2013) edited by Uttley-Evans, S. (2014) 'Moral communities across the border: the particularism of law meets the universalism of ethics', in Weber, L (ed.) (2015) *Rethinking Border Control for a Globalizing World: A preferred future,* London: Routledge

O-Brien, M.A., Evans, D, Campbell , H. and Murcott, A. (2013) A "Lasting Transformation": From food stocks to feedstocks'. Special Issues: *Sociological Review Monograph* Series, 34: Waste Matters: New Perspectives on Food and Society - *The Sociological Review,* Volume 60, issue Supplement S2, pages 192-211, December 2012

Orr, D. (2012) 'Lehman Brothers, Obama and the Case for Corporate Regulation', in Stratos Georgoulas (Ed. 2012) *The Politics of Criminology*, Zurich and Berlin: LIT, 95-102

Owen, T. (2013) 'Towards a New Sociology of Genetics and Human Identity', *International Journal of Criminology and Sociological Theory*, 6 [3]: 68-80

National and international consultancy, examples include:

Sue Uttley-Evans Advisory Board Member for Home Office and Foreign Commonwealth Office Forced Marriage Unit [FMU]; Board of Trustees of Practical Solutions, specialist Advisors on 'honour'-based violence & forced marriage

3.2 Learning and teaching methods

Teaching and learning strategies are designed to enable students to acquire subject specific knowledge, critical facility and transferable skills. In addition, strategies are employed which will enable students to achieve module specific outcomes as outlined in each of the module descriptions.

Criminology and Sociology modules are taught primarily through a combination of lecture and seminar sessions, with additional workshops and individual tutorial sessions. Lectures and/or seminars are interactive, and are supported by Blackboard. Learning is student centred and assessment will be based on coursework, academic essays, individual presentations, individual projects. Formative assessment will be a major focus throughout the programme facilitated through discussions and/or debates, self-reflection, peer interactive work, ICT chat/discussion boards and Personal Development Planning (PDP). There will also be opportunities for students to participate in field trips relating to the specifications of individual modules.

Lectures are important for explaining often difficult theories and concepts, and in guiding students in the application of these models and methods. Lectures also allow students to enhance their notational and synthesising skills. In the seminar sessions emphasis is placed on student activity, both as presenters and as participants in feedback. Seminar discussion and, in some modules, formal presentations enable students to further develop their subject-specific knowledge and understanding, strengthen their communicative skills and pursue research projects whether independently or in teams.

There is also an opportunity for students to participate in field trips to various places relevant to their course. For example, Criminology runs an annual Trip to Auschwitz that relates to material covered in the *Crime and Society* 1st year core module and the *State Crime and Genocide* 3rd year option. NOTE, the cost of this trip will not be included in the course fees.

For more detailed information on teaching and learning strategies students should read the specific Criminology and Sociology module outlines

3.3 Study skills

Criminology and Sociology Joint (BA Hons) students are drawn from a variety of academic backgrounds, and bring a range of skills and needs to their studies. For those who feel they need or want some additional support to study more efficiently and effectively, the university offers a number of Study Skills packages. For those students requiring additional support, a series of workshops will be organised by the university on topics such as note-taking, reading skills, oral presentations, essay writing and revision and examination techniques. For more information, visit WISER http://www.uclan.ac.uk/students/study/wiser/index.php

3.3.1 Learning Information Services (LIS)

Make the most of all the resources available to you. The library is an obvious place to start. You should learn to use the library effectively and use it to your full advantage. Make sure you participate in any induction sessions that are offered. A full range of '***Getting Started'***

instruction sheets relating to all aspects of services provided by the LIS can be downloaded from: http://www.uclan.ac.uk/library/index.htm

It is particularly important that you locate the Criminology and Sociology resources, which because of their multi-disciplinary nature, are distributed throughout the library rather than in one easy location. There is a library leaflet to help you, which is also available as a downloadable file from:

http://www.uclan.ac.uk/library/usersupport/lrs/gsguides/index.htm

Help and advice can also be obtained from the librarians, who have a wealth of information at their fingertips, and **Annette Ramsden** is the College Librarian for Criminology and Sociology: aramsden@uclan.ac.uk ☎ 01772 89 2494

Specific references to journal articles are included in module bibliographies, and further help in identifying useful journals can be obtained from individual module tutors. Abstracts of articles from some journals can also be found online through electronic journal holdings directories such as Athens; further information on how to obtain passwords and access these resources is available from the library Helpdesk, or from the LRS web pages at

http://www.uclan.ac.uk/library/usersupport/lrs/eresources/index.htm

A full list of current electronic journal holdings can be found at: http://atoz.ebsco.com/home.asp?Id=zpucl

The **Lancashire Law School and Humanities and Social Sciences** websites have a range of useful advice relating to the courses offered by the School, study skills, careers and other general information:

3.3.2 Electronic Resources
LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. For examples of what is available please go to: http://www.uclan.ac.uk/students/study/library/e_databases.php

3.4 Personal development planning
Personal Development Planning is an important aspect of every student's learning experience at University. It has been defined (by the Quality Assurance Agency) as:

"a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement, and to plan for their personal, educational and career development".

As this implies, it is something you are ultimately expected to take responsibility for yourself. The basic idea is that from time to time you should lift your thoughts above the particular assignments or modules you are doing at that moment, and think about where your education is leading you, where you want to be in the future, and what you need to do in order to get there (such as developing particular skills or acquiring new knowledge).

We aim to support you in this process. Through course documentation, including assessment feedback, we will try to encourage reflection on your experience of study and your continuing

personal development. At the beginning and end of each year, course leaders will facilitate group sessions around PDP. During the course of the year, your personal tutor will be available to advise you on planning and development issues which may arise, including decisions on module choice for the following year, or career possibilities.

We will ask you to complete a PDP record as you progress through your programme. Though this will not form part of the assessment for the programme, it will be retained on your personal file and will help us in, for example, writing references on your behalf for potential employers. Further details of the recording procedure and guidance in completing this will be given throughout your time as a student.

Lancashire Law School have incorporated Personal Development Planning (PDP) into a centralised provision which will be facilitated via Blackboard. PDP handbooks will be disseminated to students by their personal tutors, who will discuss the relevance of PDP and explain the procedure adopted by Lancashire Law School. Reflective activities will be release via Blackboard, and students will be notified of the release date via e-mail by the School office. The first activity will be followed by four subsequent activities/tasks throughout the year. PDP activities/tasks will be released on specific dates to coincide with key times within the academic calendar e.g. enrolment, progression, assessment etc. You are advised to discuss PDP with your Personal Tutors at least once a semester.

Lancashire Law School has facilitated the development of practical intelligence and generic skill building; personal reflection and evaluation into PDP. Employability enhancement has been integrated into personal reflection on learning, teaching and assessment, which are essential components for encouraging employability skills. Lancashire Law School has included elements of employability within PDP to ensure you have been given an opportunity to develop core skills, process skills, transferable skills and personal qualities. There is also a separate PDP handbook as additional support.

3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it at every level. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These "Employability Essentials" take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self- employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

It's your future: take charge of it!

Careers offers a range of support for you including:

- Career and employability advice and guidance

- 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.

For more information visit The 'i'

Criminology and Sociology seek to develop skills and expertise which will serve and benefit local and national communities. The multi-disciplinary nature of Criminology and Sociology will enable students to gain knowledge and experience which will be valuable to them if they wish to work professionally within the local, national or international community both in the private and/or public sector.

Criminology and Sociology graduates are well placed in terms of employability. About two thirds of Criminology graduates nationally obtain employment in the area of criminal justice (nationally and internationally) and related fields. In this sense the degree has a vocational character. But Criminology and Sociology are also recognised as a good 'general' degree with transferable skills in the wider field of employment. So, for example, Criminology is not a national curriculum subject yet a number of graduates enter the teaching profession on the basis of their degree and postgraduate teacher training.

For students wishing to pursue Postgraduate Study, there is a range of taught MAs and the opportunity to do an MA by research in Criminology and Criminal Justice. Other UCLan subjects that currently offer post graduate study can be found at: http://www.uclan.ac.uk/information/prospective_students/postgraduate_study/postgraduate_study.php

4. Student Support

The University provides a comprehensive support network, but it is not always clear who you should contact with specific queries or problems. For immediate support you should contact a member of the Criminology or Sociology team and the following is a basic guide (also refer to Section 1):

Course Leader – Dave Orr - Overall course related queries

Module Leaders - For module specific issues these are the staff you contact first if you have any academic queries.

You will receive a handbook for each module which will include all information regarding that module.

Academic Advisor - Is an academic member of staff who is allocated to you; providing support with your studies, helping you understand what is expected of you as a student and directing you to relevant University support agencies as necessary. Your Academic Advisor will be available to listen to any concerns you have and then advise you as best they can on how to resolve them. As your Academic Advisor is an *academic* expert, they may need to refer you onto someone who has more experience of other areas where you may be having problems. The induction sessions will discuss this further, as well as allocating you your Academic Advisor (see 1.4 below).

Administrative support - Campus Admin Services provides academic administration support for students and staff and are located at Harris Hub. The hub is open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. Any questions about the administrative way the course is organised should be made at this office. The student office is where you should go with questions about your student details, and for most forms. These include assignment cover sheets, extension forms, and so on. However, most of your administrative questions could be answered by checking on MyUclan first

4.1 Academic Advisors

You will be allocated an Academic Advisor in induction week. See above for the role of an Academic Advisor.

4.2 Students with disabilities

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


Assessment arrangements for students with a disability

4.3 Students' Union One Stop Shop

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

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
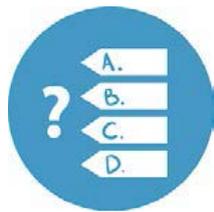
5.1 Assessment Strategy

Criminology and Sociology modules are taught primarily through a combination of lecture and seminar sessions, with additional workshops and individual tutorial sessions. Lecturers and/or seminars are interactive and lectures are supported by Blackboard. Learning is student centred and assessment will be based on coursework, academic essays, individual presentations, individual and/or group projects, and ICT interaction. Formative assessment will be a major focus throughout the programme facilitated through discussions and/or debates, self-reflection, peer interactive work, integrated ICT chat/discussion boards and Personal Development Planning (PDP). Criminology and Sociology offers students the opportunity to study abroad from three months to one year during year two of the degree. There will also be opportunities for students to participate in national and international field trips relating to the specifications of individual modules.

5.2 Notification of assignments and examination arrangements

You will be notified of assignment requirements for specific modules by module tutors. The module learning outcomes, assessment criteria, assignment deadline etc. will be explained to you fully and discussed during the first session of every module. This information, together with assessment marking criteria, will also be included in your module handbook, which will be made available on Blackboard. If you have any concerns or questions regarding the above, please book a tutorial with the module leader.

5.3 Referencing

Accurate referencing is one of the most important requirements of any academic work, whether they are essays, reports, examinations or presentations. References are used to attribute quotations, concepts or ideas formed or taken from the work of other writers. Failure to reference sources is one of the most serious breaches of the academic regulations

because, whether intentional or not, you are effectively passing other people's work off as your own. This offence is known as plagiarism and carries severe penalties.

Guidelines and/or classes on how to reference correctly are given by WISER. Alternatively, there are a number of Study Skills elective modules for which you can enrol. Fact sheets on referencing are also available from the Helpdesk in the library, and from the university website

Criminology and Sociology use the **Harvard system** of referencing, although other subjects may utilise a different referencing system. Therefore, you will be expected to use the Harvard system in your assignments.

Reference List

Reference lists or bibliographies should be given at the end of every assignment, and should **only** include those sources that you have referred to or quoted in your work. Sources used should be listed by the first named author, and should appear in alphabetical order in the style shown below. Titles of books or journals should be in italics – if in doubt, ask your tutor.

Example:

Hudson B and Utley Evans S (2012) 'Criminalisation of Migration', in the *Oxford Handbook on Crime, Gender and Sex*, Oxford University Press Law School

O-Brien, Martin Anthony, Evans, D, Campbell , H. and Murcott, A. (2013) A "Lasting Transformation": From food stocks to feedstocks'. Waste Matters: New Perspectives on Food and Society - *The Sociological Review Monograph* Series, 34

Orr D (2012) 'Lehman Brothers, Obama and the Case for Corporate Regulation', in Stratos Georgoulas (Ed. 2012) *The Politics of Criminology*, Zurich and Berlin: LIT, 95-102

Owen, T. [2013] 'Towards a New Sociology of Genetics and Human Identity', *International Journal of Criminology and Sociological Theory*, 6 [3]: 68-80

Some non-academic items are hard to fit into this kind of pattern. If there is no author named (e.g. on an institutional pamphlet), it is usually appropriate to treat the organisation who produced the material as the author.   Sometimes it is simply necessary to put 'No author'/'Author unknown' or 'No date' in the relevant slots. For other sources (e.g. TV/video) you should give where possible the name of the person with overall responsibility for the item in question. In many cases, this is hard to know who this is: at such times, it may be better to make full reference to the source within your text (or as footnote). David Fowler's comments on the environment on *See Hear!*, for instance, are best dealt with by saying "David Fowler (commenting on green issues on BBC1's *See Hear!* Programme, 6/7/97) argued that…..". In the final analysis, if in doubt, ask your tutor.

5.4 Confidential material
It is unlikely that you will access confidential information during the course e.g. patient notes which might inform assignments, but if for any reason you are required to do so, 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.

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.

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

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

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

7. Student Feedback

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

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

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

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

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

7.1 Student Staff Liaison Committee meetings (SSLCs)
Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a 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. resources, IT, library;
- Any other issues raised by students or staff.

We will ask for representatives at induction/returners events in the first week of the new academic year, and send a further email request for volunteers if we do not recruit a sufficient number of course representatives at these events

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 and Location of Delivery**	UCLan, Preston Campus and Burnley Campus Runshaw College (Year 1) Burnley College (Year 1 and part 2)
3.	**University School/Centre**	Lancashire Law School
4.	**External Accreditation**	N/A
5.	**Title of Final Award**	BA (Hons) Criminology and Sociology
6.	**Modes of Attendance offered**	Part Time or Full Time
7.	**UCAS Code**	LM39
8.	**Relevant Subject Benchmarking Group(s)**	Criminology and Sociology
9.	**Other external influences**	N/A
10.	**Date of production/revision of this form**	Sept 2016 / Revised May 2017
11.	**Aims of the Programme**	

- To create a supportive teaching and learning environment that will assist students' academic development and seek to develop the wider potential of students from all educational backgrounds
- To provide students with an appropriate theoretical, conceptual, comparative and historical and methodological framework in which to locate their study of criminology and sociology
- To develop an awareness of cultural identity, diversity and inequality within criminal justice and society in general
- To develop student's capacity to undertake independent critical inquiry into aspects of social or criminological concern
- To enable students to develop students' written and communication skills and a range of other transferable skills
- To provide students with an opportunity to study particular issues and themes in depth in criminology and sociology
- To provide students with an understanding of the contribution made by a range of disciplines and methodologies to the study of crime and society
- To develop a comprehensive knowledge of the subjects with a detailed understanding of main specialised areas (including knowledge gained by individual dissertation study)

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

Students will be able to:

A1. understand and challenge dominant ways of thinking about society and/or crime and how they are constituted and represented

A2. consider and articulate alternative explanations in social science

A3. recognise and assess competing theoretical and methodological positions from a variety of sources

A4. critically engage with and analyse the constitution and representation of crime and/or social identities

Teaching and Learning Methods

- Lectures – supported by technology such as Blackboard
- Seminars/tutorials – requiring students to read and prepare in advance
- Presentations by occasional guest lecturers/professionals with specialist expertise/knowledge
- Communication – by liaison and learning from others including seminar presentations
- Participating in debate – engaging in questions and responses with student group and course staff
- Individual supervision of dissertations at level 3

Assessment methods

- Formative and summative assignments
- End of module tests
- An extended investigation of a criminologically or sociologically informed question
- Student presentations/group projects in optional modules

B. Subject-specific skills

Students will be able to:

B1. access, evaluate and utilise differing theoretical perspectives in the context of contemporary policies and debates

B2. recognise and evaluate competing insights within social science

B3. recognise contested methodological and ethical implications of research within social science

B4. recognise the wider context of crime and the criminal justice system and their implications for society

Teaching and Learning Methods

- Lectures – supported by technology such as Blackboard
- Seminars/tutorials – requiring students to read and prepare in advance
- Presentations by occasional guest lecturers/professionals with specialist expertise/knowledge
- Communication – by liaison and learning from others including seminar presentations
- Participating in debate – engaging in questions and responses with student group and course staff
- Individual supervision of dissertations at level 3

Assessment methods

- Formative and summative assignments
- End of module tests
- An extended investigation of a criminologically or sociologically informed question
- Student presentations/group projects in optional modules

C. Thinking Skills

Students will be able to:
  C1 critically evaluate key theoretical, conceptual, comparative and historical approaches within social science
  C2. critically evaluate social processes in terms of cultural identity, diversity and inequality
  C3. Identify the use and implications of methodologies applied to theories, practices and social institutions
  C4. produce reasoned and evidence based arguments to justify conclusions and recommendations

Teaching and Learning Methods

- Lectures – supported by technology such as Blackboard
- Seminars/tutorials – requiring students to read and prepare in advance
- Presentations by occasional guest lecturers/professionals with specialist expertise/knowledge
- Communication – by liaison and learning from others including seminar presentations
- Participating in debate – engaging in questions and responses with student group and course staff
- Individual supervision of dissertations at level 3

Assessment methods

- Formative and summative assignments
- End of module tests
- An extended investigation of a criminologically or sociologically informed question
- Student presentations/group projects in optional modules

D. Other skills relevant to employability and personal development

Students will demonstrate the ability to employ:
  D1. effective personal planning and time management skills
  D2. writing and IT skills
  D3. prepare and present arguments in appropriate written or oral language
  D4. reasoned evaluations of the opinions of others.

Teaching and Learning Methods

- Lectures – supported by technology such as Blackboard
- Seminars/tutorials – requiring students to read and prepare in advance
- Presentations by occasional guest lecturers/professionals with specialist expertise/knowledge
- Communication – by liaison and learning from others including seminar presentations
- Participating in debate – engaging in questions and responses with student group and course staff
- Individual supervision of dissertations at level 3

Assessment methods

- Formative and summative assignments
- End of module tests
- An extended investigation of a criminologically or sociologically informed question
- Student presentations/group projects in optional modules

13. Programme Structures				**14. Awards and Credits***
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 6		**Compulsory Modules**		**Bachelor Honours Degree in Criminology and Sociology**
	CJ3991	Dissertation	40	
		OR		**Sociology**
	SO3990	Dissertation in Sociology	20	Requires 360 credits, including a minimum of 220 at Level 5 or above, and including 100 at Level 6
		Optional Modules		
	CJ3007	Sex, Violence and Strategies	20	
	CJ3018	Understanding State Crime and Genocide:	20	**Bachelor Degree in Criminology and Sociology**
	CJ3021	Drugs, Crime and Society	20	Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6
	CJ3024	Why Prison?	20	
	PO3004	Terrorism and Security	20	
	CJ3026	Crime and New Technologies	20	
	CJ3027	Human Trafficking and 'Modern Day' Slavery	20	
	CJ3030	Diversity, Crime and Justice	20	
	SO3003	Understanding Policing and Security	20	
	SO3020	The Sociology of Childhood	20	
	SO3004	Sexy Bodies: Sexuality and the Body	20	
	SO3110	The Sociology of Disability	20	
	SO3108	Global Social Divisions	20	
Level 5		**Compulsory Modules**		**Diploma of Higher Education in Criminology and Sociology**
	CJ2101	Critical Thinkers in Criminology &	20	
	CJ2102*	Research Methods in Criminology	20	Requires 240 credits including a minimum of 100 at Level 5 or above
		or		
	SO2214*	Contemporary Thinkers* &	20	
	SO2015*	Innovative Research	20	
		Optional Modules		
	CJ2007	Understanding Interpersonal Violence	20	
	CJ2016	Understanding Policing	20	
	CJ2021*	Youth Justice*	20	
	CJ2029	Controversial Issues in Prisons	20	

	CJ2026*	Policing Diversity – Debates & Dilemmas*	20	
	SO2002	Sociology of Religion	20	
	SO2103	Sociology of Social Movements	20	
	ED2205	Sociology and Education	20	
Level 4		**Compulsory Modules**		**Certificate of Higher Education**
	CJ1101**	Crime and Society	20	Requires 120 credits at level 4 or above
	CJ1102**	Key Thinkers in Criminology	20	
	CJ1106	Introduction to Criminal Justice	20	
	CJ1004**	Crime and Morality	20	
	SO1116**	Sociological ways of thinking	20	
	SO1114**	Doing Social Research	20	
		Optional Modules		
	SO1004	Media and Culture	20	
	SO1115	Youth, identity and difference	20	
	PO1101**	Power, Politics and the State	20	
		Elective		
		Module selective from university 'electives' catalogue (e.g. A Language) in place of PO1101	20	

*denotes modules intended to run at Burnley (initially).

** denotes modules intended to run at Burnley and Runshaw (initially).

15. Personal Development Planning

Personal development planning (PDP) is present throughout the course both implicitly and explicitly. Each module that contributes to the course has implicit elements of personal development, which has been addressed in the construction of the module through content, structure and assessment to lead students to the required end point. PDP will also be delivered separately to the programme utilising the ESS Personal Development Planning Activities via Blackboard, Personal Tutorials for students on individual and group basis throughout the programme.

Examples of topics to be addressed through the course are:

- What do I hope to gain from my degree course?
- What academic skills have I already developed and which do I need to develop further or improve on?
- Which skills can I develop that will help me with my career plans?
- How do I rate my own skills against those that I am going to be assessed against?
- How do I become a more effective independent learner?
- Are my IT skills good enough to participate fully in the course, which areas could I improve on to gain the most from my course?
- What personal goals will I need to set myself to achieve the standards required of undergraduate study?
- How do I monitor my progress and use this as an effective tool?
- What can I learn from reflecting on this process?

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study.   These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have

been made after these documents were published and you should consult the University's website for the most up to date information.

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

The University's minimum standard entry requirements for degree level study is made up from one of the following :
- At least two A2 level subjects
- One A2 level subject plus on single award Advanced VCE
- One double or two single award(s)
- Advanced VCE

Other acceptable qualifications include:
- Scottish Certificate of Higher Education
- Higher grade passes
- Irish leaving certificate Higher Grade
- International Baccalaureate
- BTEC National Certificate/Diploma
- Kite marked Access Course

In line with our support of Access to Higher education your application will be considered without this if you can show the ability to enjoy and benefit from degree level studies. We look for alternative or professional qualifications, life experience, motivation and commitment. If you have not studied recently, you may be given a key skills assessment to enable the teaching team to direct support appropriately.

Applications from individuals with non-standard qualifications or relevant work/life experience who can demonstrate the ability to cope with and benefit from degree level studies are welcome. In some cases these non-standard qualifications and experiences can be treated as Accredited Prior Learning or Accredited Prior Experiential Learning (APL/APEL) and form the basis of exemptions from modules in the degree programme. If you have not studied recently you may need to undertake foundation entry programme first. For details of those offered by the University, please contact Enquiry Management on 01772 892400.

17. Key sources of information about the programme

- Fact sheet
- School Webpage: www.uclan.ac.uk/courses/depts.htm
- School Contact: Megan Todd – Subject leader tel. 01772 892259 mtodd2@uclan.ac.uk
- Entry in UCLAN undergraduate prospectus
- Entry in School/ Faculty undergraduate course publicity material
- Entry in undergraduate course directories
- Burnley College website: www.burnley.ac.uk

18. Curriculum Skills Map

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

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Knowledge and understanding				Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
LEVEL 6	CJ3991	Dissertation	**(COMP)**	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
		OR																		
	SO3990	Dissertation in Sociology	**(COMP)**	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
	CJ3007	Sex, Violence and Strategies	(O)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	CJ3018	Understanding State Crime and Genocide	(O)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	CJ3021	Drugs, Crime and Society	(O)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	CJ3024	Why Prison?	(O)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	PO3004	Terrorism and Security	(O)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	CJ3026	Crime and New Technologies	(O)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	CJ3027	Human Trafficking and 'Modern Day' Slavery	(O)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	CJ3030	Diversity, Crime and Justice	(O)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	SO3110	The Sociology of Disability	(O)	X	X		X	X		X	X	X		X	X	X	X	X	X
	SO3003	Understanding Security and Policing in the Twenty First Century	(O)	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
	SO3004	Sexy Bodies: Sexuality and the Body	(O)	X	X	X	X	X	X			X	X	X	X	X	X	X	X
	SO3020	The Sociology of Childhood	(O)	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
	SO3108	Global Social Divisions	(O)	X	X		X	X	X	X	X	X	X			X	X		X	X
LEVEL 5	CJ2101	Critical Thinkers in Criminology **OR**	**(COMP)**	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	SO2214	Contemporary Thinkers*	**(COMP)**	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X

Code	Title	Type	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CJ2102	Research Methods in Criminology **OR**	**(COMP)**	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SO2015	Innovative Research	**(COMP)**	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
CJ2007	Understanding Interpersonal Violence	(O)	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
CJ2016	Understanding Policing	(O)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
CJ2021	Youth Justice*	(O)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
CJ2029	Controversial Issues in Prison	(O)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
CJ2026	Policing Diversity- Debates & Dilemmas	(O)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SO2002	Sociology of Religion	(O)	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
SO2103	Sociology of Social Movements	(O)	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
ED2205	Sociology and Education	(O)	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
CJ1101	Crime and Society**	**(COMP)**	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
CJ1102	Key Thinkers in Criminology**	**(COMP)**	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
CJ1106	Introduction to Criminal Justice	**(COMP)**	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
CJ1004	Crime and Morality**	**(COMP)**	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SO1114	Doing Social Research	**(COMP)**	X	X		X	X	X	X	X	X		X	X	X	X	X	X
SO1116	Sociological Ways of Thinking**	**(COMP)**	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
SO1115	Youth Identity and Difference	(O)	X		X	X	X	X	X		X	X	X	X	X	X	X	X
SO1004	Media and Culture	O	X		X	X	X	X	X		X	X	X	X	X	X	X	X
PO1101	Power, Politics and the State**	(O)	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X
	OR																	
ECTV	Elective (such as a Language)	(O)																

**Modules intended to run at Burnley and Runshaw (initially)
*Modules intended to run at Burnley (initially)

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

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 Student*s. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Students' Union is where your voice can be heard, actions taken, or campaigns launched.

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

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

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

6. Rationale, aims and learning outcomes of the course

6.1 You will find information specific to your chosen course of study in your Course Handbook, in the form of a 'programme specification'. As defined by the QAA (Quality Assurance Agency) - the regulatory body responsible for overseeing quality compliance in the Higher Education Sector - a programme specification is a concise description of the intended learning outcomes of an HE programme. It is the means by which the outcomes are achieved and demonstrated. In general, modules or other units of study have stated outcomes, often set out in handbooks provided by institutions to inform student choice. These intended learning outcomes relate directly to the curriculum, study and assessment methods and criteria used to assess performance. Programme specifications can show how modules can be combined into whole qualifications. However, a programme specification is not simply an aggregation of module outcomes; it relates to the learning and attributes developed by the programme as a whole and which, in general, are typically in HE more than the sum of the parts.

6.2 Sometimes certain aspects of courses may be subject to change. Applicants are encouraged to check information on our relevant course pages from time to time, particularly before submitting any application for their academic year of study. Material changes about a

course will be notified to you in material produced after the change is made and at the time you are made any offer of a place of study for that course. For details about changes to course information after you have accepted any offer, please see our Additional Information and Conditions of Offer

7. Assessment

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

7.1 Dealing with difficulties in meeting assessment deadlines

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

7.2 Extensions

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

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

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

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

7.3 Extenuating circumstances

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

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

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

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

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

7.4 Late submissions
If you submit work late without authorisation, a universal penalty will be applied in relation to your work:
- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.
You may apply to appeal this decision in accordance with the University's Academic Regulations.

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

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

For distance learning courses:
You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled

submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Generic feedback may be oral, written, posted on a website or other.

7.6 Unfair Means to Enhance Performance

The University regards any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained as a serious academic and/or disciplinary offence. Such offences can include, without limitation, cheating, plagiarism, collusion and re-presentation ('unfair means'). You are required to sign a declaration indicating that individual work submitted for assessment is your own and will be able to view your Originality Report following e-submission of assessed work.

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

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

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

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

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

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

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

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

7.7 Appeals against assessment board decisions

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

1.   that an Assessment Board has given insufficient weight to extenuating circumstances;
2.   that the student's academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3.   that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
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.