Course Handbook
BA (Hons) International Tourism Management

2017/18

Course Leader: Dr Carley Sutton

Lancashire School of Business and Enterprise

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

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

I would like to welcome all “new” students to the School of Management. More significantly, welcome to the BA (Hons) Degree in International Tourism Management. To those students who are returning to the University, I hope that you have had a good break and are looking forward to the programme of study that awaits you.

The degree in International Tourism Management is a dynamic course that examines a wide range of issues in this area of study. Throughout the course emphasis is placed on developing a range of professional and managerial knowledge and skills that are applicable to the industry. In addition, emphasis is also placed on developing an advanced understanding of your own development, skills and attributes in relation to the tourism sector.

The purpose of this handbook is twofold. First, it aims to address many of the administrative questions that you may have during the early stages of the course. This may relate to enrolment or registering for the appropriate number of modules. Secondly, it addresses many academic issues including the modules that are available during each stage of the course. This handbook should be used alongside other university guides.

The handbook has been structured and laid out in a number of sections. This is to ensure that the information is clear and accessible.

From past experiences, the first few weeks are a source of fun for students and we are very pleased to see our students enjoy their studies and personal time. The first few weeks can also be confusing. As a team of academics and administrators, we are here to help. Simply go to the Campus Administrative Services (CAS) Greenbank HUB based in Greenbank Building, where one of the School Administrators will assist, or see your Course Leader or Academic Advisor.

The School is very proud of its BA (Hons) International Tourism Management course and a team of dedicated and enthusiastic staff will be in charge of teaching. In return we expect the highest levels of motivation and commitment from our students.

I would like to take this opportunity to wish you the very best in your studies.

Dr Carley Sutton
Course Leader
BA (Hons) International Tourism Management
Telephone: 01772 89 5894 Room Greenbank 148 Email: csutton1@uclan.ac.k
1.1 Rationale, aims and learning outcomes of the course

The aims of the course are specifically:

• To provide a high quality, multi-disciplinary and intellectually challenging programme of business management study, related to the international tourism sector and its allied industries, which will enable students to gain critical skills, knowledge and experience in order for them to work in a managerial and sustainable capacity.

• To promote an ethos of self-development, self-management and critical self-reflection throughout the programme in order to foster greater personal awareness and confidence necessary for employment and enterprise.

Students will have to demonstrate that they have fulfilled a range of learning outcomes specific to each module. The learning outcomes from the modules aggregate to fulfil the programme learning outcomes. Students will be able to graduate from the programme upon the achievement of these outcomes.

The learning outcomes are as follows and on completion of the course students will be able to:

Critically analyse and evaluate contemporary issues within the subject area of international tourism management.

Appreciate the importance of both theory and practice for effective and efficient management within the international tourism sector.

Explain why reflective practice is essential for effective managerial performance within the international tourism sector.

Explain the intercultural dimensions of international tourism.

Assess and apply solutions to managerial problems within the international tourism sector using academic models and theories.

Critically evaluate business policies and practices within the wider socio-cultural, political and environmental context of tourism.

Utilize enhanced employability skills in developing a career within the area of international tourism management.

Utilise a range of source material in investigating tourism

Critically analyse issues and problems and develop rational solutions to a range of managerial and business concerns.

Utilize critical self-awareness and creativity in problem solving and reasoning.

Demonstrate an ability to apply practical solutions to real problems based upon the application of analysis and reflection.

Explain & consider the issues and principles of sustainability and social responsibility.
Explain the importance of reflective practice for continual professional development and career progression.

Work effectively to complete tasks as an individual or in groups within structured and unstructured contexts.

Effectively utilize a range of communication skills for different purposes including the effective use of ICT.

Practice and develop professional skills for graduate tourism managers.

When you successfully complete your programme and pass all the required modules, you will graduate with a BA (Hons) International Tourism Management.
### 1.2 Course Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Office</th>
<th>Telephone</th>
<th>Email</th>
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<tbody>
<tr>
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<tr>
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<td>4911</td>
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</tr>
</tbody>
</table>
1.3 Expertise of staff
The team involved in teaching on the programme are well qualified both academically and by their work experience. You are encouraged to read the mini biographies of staff on the School web page and check out information about their publications. Just click here to find out more about us.

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

Location: Greenbank Building Room 1
Schools: School of Business, School of Management, School of Sport and Wellbeing
Contact Details: greenbankhub@uclan.ac.uk or +44 (0)1772 891998

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.

Your Course Academic team will communicate with you via your UCLan email – it is vital that you check this regularly for updates relating to your course. Communicating with the Course Leader, Module Leaders and Academic Advisors, and other students is a fundamental and important part of studying in a higher education environment. You are encouraged to maintain regular contact with members of the course team, especially your Academic Advisor. This is normally the best way to deal with any academic or personal issues and these should be dealt with as soon as they emerge.

You can arrange appointments with all members of staff. All members of staff display their availability on their office door along with instructions on how to arrange appointments. You should make sure that you have a clear agenda of what you would like to discuss in order to make sure that appointments are an effective use of time.

MyUCLan is the University’s online learning and portal environment. Here you can access support and information for all your learning, teaching and research activities across the University and organise your social life too.
Most of the course–related information will be posted on Blackboard our Virtual Learning Environment. On the platform you will find the site devoted to the Event Management course. You’ll find there an electronic copy of this handbook, as well as additional information about events, certificates, work placements opportunities and guest lectures that may be beneficial to you. Information on room changes and timetable changes are posted on the timetable website.

It is your responsibility to make sure that you are aware of the information that is posted on the course and general notice boards.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically, usually they are uploaded on the School Student Office Blackboard Organization site. Your Student Representatives will also receive a copy at the Staff-Students Liaison Meetings.

The School will also send a sample of student coursework to the External Examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

External Examiner for Undergraduate Tourism Courses:

Dr Jane Lovell – University of Canterbury.

2. Structure of the course

2.1 Overall structure

If you do not meet the formal entry requirements specified, Foundation Entry offers an alternative route to gain access to studying the International Tourism Management degree.

During your Foundation Entry Year you will study alongside peers from related courses (Hospitality and Events), whilst you gain a broad introduction to tourism, hospitality and event management. You’ll be taught by academic staff with a combination of industry and management expertise. Some have a background in a range of events and venues while others have specialised in marketing, human resource and consultancy. You’ll also benefit from the research of our academic staff and enjoy work experience opportunities, trips, and internships, with opportunities for international study and travel. Emphasis is also placed on developing an advanced understanding of your own development, skills and attributes in relation to the THE sectors.
2.2 Modules available

**Compulsory Modules**
You will automatically be registered for compulsory modules that form the dominant part of the programme of study. The teaching, learning and assessments that take place within the compulsory modules form the essential aspects of the programme at each level.

**Optional Modules**
In addition to the compulsory modules, you have the opportunity to select optional modules. You must adhere to the rules surrounding the selection of optional modules at each level. Please note that not all Option modules may run in any one year and will definitely not run if undersubscribed.

To register for modules or make changes to module registrations, you should fill in a Module Change Form. This must be signed by you and your Course Leader and submitted by the deadline indicated on the form. It is important that your programme of study is correct and you must regularly check all details on your profile (including home and term-time address details) via myUCLan.

*It is your responsibility to ensure that all details are correct and up-to-date!*

**Overall structure of the Course**

**Year One** [for module codes, please see appendix 8.1]
During this year students will be introduced to the University learning environment and the study of tourism and tourism related topics. There are only three compulsory modules on the programme this year, developing your academic thinking and study skills and practical tourism skills.

- Tourism Management in Action
- Developing Professionals in Tourism, Hospitality & Events
- Exploring Management in Tourism, Hospitality & Events

**Year Two**
In the second year there are five compulsory modules; two tourism-related, two management-related and one research-based module. You will also need to select one optional module. They come from areas related to tourism, events, employability and internationalisation. Full guidance is given to enable the choices to be made to relate to personal or career interests.
Compulsory:

- Tourism Development and Sustainability
- The Tourist: Behaviour and Culture
- Marketing & ICT for Visitor Economy Managers
- Applied Research and Service Quality in Tourism, Hospitality & Events
- Talent Management and Employability [HR]

Options (one only):

- Work and Learn
- Managing Sporting Events
- International Study Visit
- Language
- International Issues in Hospitality
- International Corporate Hospitality and Business Events

**Year Three** (optional placement)

<table>
<thead>
<tr>
<th>TL3101 Internship for TH&amp;E (Sandwich course only)</th>
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<tbody>
<tr>
<td><strong>48 weeks internship either in the UK or overseas in the tourism industry</strong></td>
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</table>

Three is an optional 48-week placement, otherwise you continue onto the final year of your course.

The degree course in International Tourism Management requires students to have demonstrated their abilities in the practical setting of work experience in the tourism industry, either in the UK or overseas. If you decide not to take the work placement, we advise you to consider as your options either TL2191 Learning from Work in the second year or TL3926, TH&E Experiential Learning, in your final year of the course (or both) to develop your employability skills.

All placements need to be agreed by the Placement Tutor before the placement can commence. It is also a requirement that placement providers adhere to all Health and Safety formalities. During the placement year, students may carry out project work and/or develop skills in operational issues including the possibility of management responsibility. All students will keep a personal development journal to record their learning experiences and their reflections on outcomes. A placement supervisor may visit students on the placement (depending on the location) and will remain in contact with the student during the year for assistance and guidance.

**Year Three / Four - Final Year**
The final year of the programme contains two compulsory modules in tourism alongside modules from the management and research strands. This is also the time to show off your critical and analytical skills, whilst preparing for graduate jobs or management schemes. This is the year, where you are asked to develop your management and leadership potential with a view of employing it in the tourism industry after completion of your degree.

Management Development in THE module continues the reflective learning and the emphasis on career development established in year two. For those students who have undertaken a placement year, the study of this module integrates learning from the workplace with future career choices. Those students who did not take the placement will benefit from the opportunity to focus on their career ambitions and relate these to their interests and capabilities.

In your final year you would need to select one of four Research options before choosing any other options. This represents your independent research, where you are evidencing your critical thinking and analytical skills, whilst exploring a tourism-related area, which is of interest to you.

The wide range of options that are available are designed to provide an opportunity to study areas that are central to the interests of School staff whilst ensuring that an appropriate mix of tourism, event and/or management themes are available. Students should select their options on the basis of their own personal interest and/or future career ambitions. The range of options will be presented based upon the potential for economic delivery and available tutor support. Please note that not all Option modules may run in any one year and will definitely not run if undersubscribed (the choices listed are valid at the time of publication of this Handbook).

Compulsory:

- Managing for Strategic Success in Tourism, Hospitality & Events
- The Tourist: Experience & Motivation
- Management Development in Tourism, Hospitality & Events
- Tourism Futures

Research option (you must pick one of these):

- Dissertation
- Consultancy Project
- Enterprise for Tourism, Hospitality & Events
- Single Research Project

Option two (you must pick one of these, unless you are undertaking a dissertation which is worth two modules):

- Industry Based Experience
- Contemporary Issues in Food and Drink
- Dark Tourism: managing difficult heritage
- International Fieldwork
- Sport Tourism Management
2.3 Course requirements

In order to achieve the BA (Hons) International Tourism Management students are expected to fulfil all the requirements of the programme. Students must complete all the compulsory modules indicated in the course structure and must achieve in total the required number of modules as indicated in academic regulations.

If you are interested in studying a foreign language, the information on those modules can be found in the Worldwise section on the main University website.

In some exceptional cases you may need to select a module from the Free Choice Electives Catalogue – please contact your Course Leader before you do so.

2.4 Progression Information

Discussions about your progression through the course normally take place around March / April each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.5 Study Time
2.5.1 Weekly timetable

Your timetable will be available online via https://apps.uclan.ac.uk/WeeklyTimetable. Please be aware your timetable may vary throughout the academic year therefore it is vital that you check your timetable on a regular basis.

2.5.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours. Students often ask about the workload on the Course. 20 credits is a standard module size and equals 200 notional learning hours.

This is a full-time programme of study and attendance at the University is not just for formally timetabled sessions. We try to organise the timetables to provide for full days of scheduled activity although this is not always possible. We acknowledge that students need to spend time on private study, in accessing the LIS, in working on group activities, and in completing assignments for a large proportion of the time at university.

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.

The contact time with module tutors is not the total number of learning hours. The contact time is simply the number of teaching hours and is a fraction of the total learning hours. The total number of learning hours includes personal study hours. The total number of learning hours depends on the level of study. Students should at all levels expect to engage in no less than
36 hours of learning and study each week. The following table outlines the key components of the approximate learning hours.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Total number of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures, seminars, workshops</td>
<td>12 - 15 hours</td>
</tr>
<tr>
<td>Personal learning and study, library research, writing assignments</td>
<td>24 - 30 hours</td>
</tr>
<tr>
<td><strong>Total workload per week</strong></td>
<td><strong>36 - 45 hours</strong></td>
</tr>
</tbody>
</table>

During the internship it is normal to follow a typical full-time working week with extra time needed for the internship assignments. Remember: it is students' responsibility to manage their time effectively. Note that time is “perishable” and lost time can never be regained.

### 2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be emailed through to: GreenbankHub@uclan.ac.uk, you will then receive an automated response with an absence form that you must complete.

#### International Students

It is your responsibility under the UK Border Agency (UKBA), Points Based System (PBS) – that you MUST attend your course of study regularly; under PBS, UCLan is obliged to tell UKBA if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly. Your attendance will be monitored closely.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

The School will monitor your attendance on a weekly basis to ensure that you are continuing to fully engage in your programme of study, if your attendance is poor than you will be referred and asked to attend a meeting with your course team, it is important that you respond to any correspondence regarding this.

You will be able to check your own attendance record through your myUCLan.

Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.
3. Approaches to teaching and learning

3.1 Learning and teaching methods
In the International Tourism Management Programme a wide variety of learning mechanisms are used. The skills nature of managerial competence is a feature of all years. Theoretical issues will be developed with increasing complexity as we move from the foundation themes in year one through to the contextualisation in year two and the critical and reflective final year.

The programme will be delivered with the following criteria in mind:

- The importance of offering a diverse range of teaching styles, both within modules where this is appropriate, and the programme as a whole.
- The need to ensure that the mode of delivery and learning for each module is appropriate to the aims and learning outcomes of both the module itself and the programme of study.
- The need to ensure the progressive development of knowledge and skill throughout each year of the programme.
- The need to develop confidence and independence of learning in a progressive manner through the course and encourage a reflective and critical approach to the process of learning about management issues within events.

We will encourage you to use a variety of resources available in the Library E-Resources to your advantage, to prepare for the sessions and enhance your skills and knowledge.

3.2 Study skills
The development of study skills are supported throughout the programmes in a number of ways, with the most significant of these being through the use of Personal Development Planning (PDP).

PDP is inherent within all our programmes so as to equip you with the essential skills required to successfully undertake the course and to develop additional skills which will enhance your future employability. The modules within the PDP and research strand are indicated as a ‘green strand’ in the overall course structure. In addition to this bespoke service which we offer within the School, you are also able to obtain further additional assistance from university wide services such as WISER and the Library (it is also worth adding their resources to your list of organisations in Blackboard).

Please follow the links to:
WISER: https://www.uclan.ac.uk/students/study/wiser/index.php
LIS https://www.uclan.ac.uk/students/study/
Blackboard support site https://www.uclan.ac.uk/students/study/elearn/index.php
3.3 Learning resources

3.3.1 Learning Information Services (LIS)
Information regarding information systems will be made available each year through the modules on your programme (especially your skills or PDP modules) and/or in induction week. Reading/resource lists will be available for each module through e-learn. Please see your student handbook for further information on LIS.

3.3.2 Electronic Resources
LIS provide access to a range of electronic resources – e-journals and databases, e-books, images and texts. Reading for each module can be found on the Reading Lists Online. Also, supporting materials for each module should be found on the eLearn Blackboard platform.

The link below will take you to the LIS page for the Tourism, Hospitality and Events Management section, where you can see subject guides and find how to access a range of on-line databases. If you need any specific help with the LIS you should contact the specialist subject liaison officer for our area - Jane Bruney, jbruney@uclan.ac.uk, ☎ 01772 892303. THE Library Resource section
http://www.uclan.ac.uk/students/study/library/tourism_hospitality_guide.php

3.4 Personal development planning
The programme provides an intellectually rigorous programme of academic study and enables students to demonstrate a depth of understanding in issues central to hospitality management both theoretically and practically. The modules within the PDP and research strand are indicated as a 'green strand' in the overall course structure.

The modules on personal development enable students to develop professional and personal skills in order to enhance future career prospects. Students will evaluate their core skills and assess their personal, academic and professional competencies with the view of developing appropriate strategies to enhance these in the context of a service sector environment.

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

It’s your future: take charge of it!

**Careers (Enterprise and Entrepreneurship)** offers a range of support for you including:

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 10.30am-3pm 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 ([http://www.uclan.ac.uk/students/careers/index.php](http://www.uclan.ac.uk/students/careers/index.php)).

The courses offered by the school allow for a great deal of flexibility in career choices and past students have gained employment with hundreds of different employers including local authorities, colleges, airports, visitor attractions, hotels, sport organisations, tourism, hospitality and event companies and football clubs. Students are well placed for career opportunities in many locations and can undertake periods of work as part of their study within organisations situated all around the world. Many of our past graduates have also embarked upon teaching as a career and have been able to enhance their chances of entry into this area by undertaking specific modules of particular relevance to teaching. You should also be aware that should you decide not to pursue a career not directly related to your degree subject you will still have developed the transferable skills needed to embark upon a wider range of career opportunities including retail management, the armed forces, and standard graduate training programmes. The graduate employment rate for the school is consistent with the university average and you will have plenty of opportunity to engage with all types of organisations during your period of study.

**Mapping the Programme against the Employability Framework**

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<thead>
<tr>
<th>“Smarties”</th>
<th>Employability Skills</th>
<th>Module Name</th>
</tr>
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<tbody>
<tr>
<td>PD</td>
<td>Personal Development</td>
<td>Exploring Tourism, Hospitality and Events Management</td>
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<tr>
<td></td>
<td></td>
<td>Talent Management and Employability</td>
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<tr>
<td></td>
<td></td>
<td>Management Development in THE</td>
</tr>
<tr>
<td>RS</td>
<td>Research Skills</td>
<td>All modules leading to the research strand in the final year</td>
</tr>
<tr>
<td>PS</td>
<td>Problem Solving</td>
<td>All modules</td>
</tr>
<tr>
<td>R</td>
<td>Reflection</td>
<td>Personal Development Planning (PDP) strand</td>
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<tr>
<td></td>
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<td>Internship for THE</td>
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<tr>
<td></td>
<td></td>
<td>Learning from Work</td>
</tr>
<tr>
<td>Module</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>--------</td>
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<td></td>
</tr>
<tr>
<td>PP</td>
<td>International Fieldwork and operational modules like Principles, Planning and Practice of Events Events in Action</td>
<td></td>
</tr>
<tr>
<td>Project Planning and Evaluation</td>
<td>Research strand and PDP strand Management Development in THE Principles, Planning and Practice of Events Events in Action Talent Management and Employability</td>
<td></td>
</tr>
<tr>
<td>Social and Cultural Awareness</td>
<td>Principles, Planning and Practice of Events Arts, Cultural and Heritage Events Festivals and Events in Society &amp; Culture</td>
<td></td>
</tr>
<tr>
<td>Work Experience</td>
<td>Internship for THE Learning from Work THE Experiential Learning</td>
<td></td>
</tr>
<tr>
<td>Business Skills</td>
<td>All modules</td>
<td></td>
</tr>
<tr>
<td>Sector Skills</td>
<td>All compulsory event management-related modules</td>
<td></td>
</tr>
<tr>
<td>Innovation</td>
<td>Marketing &amp; ICT for Visitor Economy Managers</td>
<td></td>
</tr>
<tr>
<td>Career Development</td>
<td>PDP strand Internship for THE, Learning from Work, THE Experiential Learning, Talent Management and Employability, Management Development in THE</td>
<td></td>
</tr>
<tr>
<td>Subject Skills</td>
<td>All core modules</td>
<td></td>
</tr>
<tr>
<td>Team Working</td>
<td>PDP strand All modules with the group-based assessments</td>
<td></td>
</tr>
<tr>
<td>Communication Skills</td>
<td>All modules</td>
<td></td>
</tr>
</tbody>
</table>

4. **Student Support**

Please refer to the information included in section 4 of the University Student Handbook as the main source of information.

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

The ‘i’ is the first point of call for advice and support on all aspects of University life, from accommodation to Access to Learning grants, child care to car parking, as well as offering a wide range of products at The ‘i’ shop. The ‘i’ is located on the ground floor of the library. Follow this link to see details of our services, opening times and drop-in sessions.
At the 'I' you can ask about:

- Bank & Confirmation of Study Letters
- Council Tax Exemption Certificates
- Library Services and Support
- Printing and Printer Credit
- UCLan Cards

### 4.1 Academic Advisors

Your Academic Advisors are here to work with you to help you understand your assignment feedback and help you reflect and action plan in order to improve your performance within and across academic years.

They will be able to help you plan for your intended future careers and encourage you to take up additional qualifications and opportunities that are available. They will help you collect evidence to create and dress CV’s alongside the Careers support in this area. If you build your relationship with your Academic Advisor, you may find them a great source for your academic references (but please remember to ask for them).

Your Academic Advisor will work with you to create an individualised learning / development plan that will see you becoming active, global citizens as per the UCLan Medium Term Strategy.

You will normally see your academic advisor at least once per semester and their primary role is to guide you on the academic aspects of your programme. However, if you are encountering personal problems or difficulties, your Academic Advisor will be able to provide assistance and where appropriate refer you to specialist services within the University such as the Student Counselling Service.

### 4.2 Students with disabilities

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

**Assessment arrangements for students with a disability**

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

The disability contact for Tourism, Hospitality and Events is:

Angela Mackenzie ammackenzie@uclan.ac.uk Tel: 01772 894910
4.3 Students’ Union One Stop Shop
The Opportunities Centre is the Union’s One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

5. Assessment

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

Assignments allow you to develop your own arguments and conclusions related to set tasks as there are often many possible solutions to a particular problem. Assessment is largely based on the ability to demonstrate clearly which approach you have taken and why.

The most appropriate method of assessment has been selected in order to meet the specified learning outcomes outlined in the module information pack. Assessment methods used include:

- Formal essays and reports
- Practical observations and skill competence
- Individual and group presentations
- Seminar papers on nominated topics
- Log books, diaries and portfolio of practical work
- Industry-based project.

The course team have devised the assessment strategy with the needs of the Hospitality industry in mind. You will find weightings assigned to each assessment in module information packs. The emphasis towards group work and presentational skills reflect the need and abilities of the industry more adequately than conventional examinations you would be expected therefore to have a professional approach to a wide range of assessment situations.

5.2 Notification of assignments and examination arrangements
The Module Information Packs (MIPs) and briefing sessions for assignments are designed to let you know what you should do to submit a successful assessment. Make sure that you attend these sessions!

All of the hand-in deadlines for formal assessments are published in the Module Information Packs at the start of the academic year. It is your responsibility to manage the research, synthesis and production of your assignments throughout the year to ensure you submit within the hand-in deadlines. Lead lectures, seminars and applied ‘practicals’ are designed to support your assignment submission and failure to attend any of these sessions may result in module tutors not offering additional individual tutorials.

All coursework must be submitted with a Student Submission Form and Assessment Feedback Form (available on the Blackboard site for each module). The Student Submission
form must be completed and signed. It is a declaration that the work that has been submitted has not been plagiarised as well as providing appropriate details.

The Assessment Feedback Form is a medium for providing formal feedback on coursework. Coursework submitted without a completed Student Submission Form may be treated as a non-submission and marks may be deducted in accordance with the University regulations on late and non-submissions. Update needed – is it still the case?

5.3 Referencing
This is an important aspect of academic work and is very easy to understand. A key starting point in understanding referencing is to address the questions, what, why, when and how.

What is referencing?
Referencing is a simple issue but one that many students avoid getting just right. Referencing is the process of ensuring that any sources used are appropriately acknowledged. It is about being fair. If the ideas presented are not that of the students, its sources and authors need to be highlighted.

Why reference?
Learning to be an effective student is also about learning to be an effective academic. In other words, it is important to understand the ways that effective academics carry out their work. Referencing is carried out by all academics in a specific way appropriate to their discipline. Students’ work becomes professional and demonstrates higher levels of academic attainment if methods and modes of referencing are learnt. If referencing is not learnt and applied, students will be deemed to be incompetent academics at first glance and this generally leads to a loss of substantial marks.

Essentially the purpose of referencing is to ensure that presented work is substantiated with and supported by appropriate theories and evidence. By referencing, presented work for the most part becomes more reliable and valid. As a result, examiners are more likely to reward greater credit to students for their work.

When to reference?
The need to reference occurs at either of two specific moments. If any ideas “that belong to an author” is being expressed, it must be identified as belonging to that author. If any words are being written from the words of the author, then these must be clearly identified as not the students’ but the author. There must be no doubt in the examiners mind as to when your words and ideas start and finish and where the words and ideas of others are included.

Another key moment is when specific ideas that are being presented in assignments need substantiating and justifying. This can often be done by using the work of others to provide evidence and support for the ideas that are being presented. Throughout the three years of the degree, referencing should, for the most part, occur in the majority of written work (and presentations too). If there is any doubt, students must seek guidance from their module tutors.
How to reference?
Referencing within assignments can take many different forms. The Harvard style of referencing is the style that must be adopted in your academic work unless it has been specified otherwise. The following are some of the more common approaches and techniques within the style.

A common approach is to directly or explicitly quote the work of other academic(s) or author(s). It is normal for the direct quotation to be placed in quotation marks, followed by the surname of the author(s), the year of the publication and the page number(s) where the quote may be found. Where the extract is longer than three lines of normal text, it is convention to have the quote as a separate paragraph indented from the left and right margins without quotation marks.

An alternative is to make reference to the work of others indirectly. In this case quotations marks are not used and the page number is omitted. There are numerous sources of information in the University library on referencing. One such example is:


The list of references that has been used in compiling the work follows the conclusion to a piece of academic work. Note: This is not called a bibliography. The reference List will include all the references that have been used in the study. In addition, it should NOT include additional reading that has not been referred to or referenced in the study. All entries in the reference list, must be in alphabetical order.

The following are examples of how a reference list would appear.

References

5.4 Confidential material
It is possible that during your programme of study you will require access to sensitive information, particularly when working in professional domains. It is essential that you ensure that any participants remain anonymous if they are reported as part of an assignment submission.

Students should be committed to pursue their research activities (project, investigation, enquiry, survey, or any other interaction with people, including the use of data derived from that interaction) in an ethical manner. The practice of ethics is about conducting one’s research activity in a disciplined manner within legal and other regulated constraints and with minimal impact on and detriment to others. In the process of research the student should:

- safeguard the interests of those involved in or affected by their work
- report their findings accurately and truthfully
- consider the consequences of their work or its misuse for those they study and other interested parties.

Students are responsible for considering the ethical implications of all research activities and should familiarise themselves with the University’s ethical framework available at:

https://www.uclan.ac.uk/students/research/ethics.php

If in doubt about any ethical issues related to their research students should consult their dissertation supervisor for advice.

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 Section H. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

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

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

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

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

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

Students will be considered for profiling within the following range ‘borderline’ APMs:-

48.00 – 49.99 for the award of a Lower Second
58.00 – 59.99 for the award of an Upper Second
68.00 – 69.99 for the award of a First

However, according to the regulations APMs of x9.5 and above will automatically be rounded to the number above and the higher award granted.

‘Profiling’ Influences on Borderline Decisions

Three specific ‘influencers’ are used in creating a ‘Profile’ for borderline students informing the assessment board’s decision. These relate to

(i) Considerable evidence of exit velocity, i.e. performance at level 6;
(ii) Placement performance (where applicable);
(iii) Performance on independent work at level 6.

Normally, where one or more of these is positive the Board will award the higher classification.

7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The 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), and members of Students’ Council each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students’ Union and elect the students they see as most able to represent them.
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.

Meetings will be facilitated using guidelines and a record of the meeting will be provided 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, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

Schedules of SSLC meetings are then circulated to the representatives through their UCLan email. Minutes from the meetings are circulated to all course leaders and course representatives who will then distribute to the whole course cohort. Minutes are also posted on a relevant School’s Organization Blackboard site.
8. Appendices

8.1 Programme Specification(s)
- International Tourism Management (3 or 4 year programme)
- Foundation entry (1 year programme)

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**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*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Awarding Institution / Body</td>
<td>University of Central Lancashire</td>
</tr>
</tbody>
</table>
| 2. Teaching Institution and Location of Delivery | University of Central Lancashire  
Hong Kong College of Technology |
| 3. University School/Centre | School of Management |
| 4. External Accreditation |   |
| 5. Title of Final Award | BA(Hons) International Tourism Management  
BA (Hons) International Tourism Management (with Sandwich) |
| 6. Modes of Attendance offered | Full Time and Part Time  
3 years Full Time and Sandwich 4 years |
| 7. UCAS Code | N840 |
| 8. Relevant Subject Benchmarking Group(s) | Unit 25 Benchmark Group - **Hospitality, Leisure, Sport and Tourism** |
| 9. Other external influences | Tourism Society, Institute of Tourism, Industry Professionals & Organisations |
11. Aims of the Programme

- To provide a high quality, multi-disciplinary and intellectually challenging programme of business management study, related to the international tourism sector and its allied industries, which will enable students to gain critical skills, knowledge and experience in order for them to work in a managerial and sustainable capacity.

- To promote an ethos of self-development, self-management and critical self-reflection throughout the programme in order to foster greater personal awareness and confidence necessary for employment and enterprise.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Critically analyse and evaluate contemporary issues within the subject area of international tourism management.

A2. Appreciate the importance of both theory and practice for effective and efficient management within the international tourism sector.

A3. Explain why reflective practice is essential for effective managerial performance within the international tourism sector.

A4. Explain the intercultural dimensions of international tourism.

Teaching and Learning Methods

Knowledge is acquired through a combination of teaching and learning methods such as: lectures, seminars, action-learning projects, study visits, exposure to professional practices, workshops, presentations and other formal sessions. Students also engage in directed personal studies and independent learning tasks aimed at enhancing both knowledge and understanding.

Assessment methods

A range of curriculum and employability relevant assessment methods are utilised to assess students learning. Formative and summative assessment is a feature on all modules as well as verbal and written feedback. Details of assessment methods and individual briefs are provided via Blackboard (E-Learn) and within the Module Information Packs respectively.

B. Subject-specific skills

B1. Assess and apply solutions to managerial problems within the international tourism sector using academic models and theories.

B2. Critically evaluate business policies and practices within the wider socio-cultural, political and environmental context of tourism.

B3. Utilize enhanced employability skills in developing a career within the area of international tourism management.
### B4. Utilise a range of source material in investigating tourism.

**Teaching and Learning Methods**

Individual modules involve students developing and utilising one or more of these skills in preparing material for seminars, participating in activities such as industry consultancy projects and preparing assignments.

**Assessment methods**

Assessment of subject specific skills is undertaken both formatively and summatively through workshops, presentations and formal coursework and exams.

### C. Thinking Skills

- **C1.** Critically analyse issues and problems and develop rational solutions to a range of managerial and business concerns.
- **C2.** Utilize critical self-awareness and creativity in problem solving and reasoning.
- **C3.** Demonstrate an ability to apply practical solutions to real problems based upon the application of analysis and reflection.
- **C4.** Explain & consider the issues and principles of sustainability and social responsibility.

**Teaching and Learning Methods**

Students are encouraged to challenge and present alternative approaches to different management concepts within tourism. This is further developed by in-depth analysis and evaluation in a critical context. The skills specifically developed in each module are highlighted in the skills matrix provided in the Module Information Pack.

**Assessment methods**

Intellectual skill development is assessed through a variety of assessments. Successful completion of most coursework requires demonstration of analytical abilities.

### D. Other skills relevant to employability and personal development

- **D1.** Explain the importance of reflective practice for continual professional development and career progression.
- **D2.** Work effectively to complete tasks as an individual or in groups within structured and unstructured contexts.
- **D3.** Effectively utilize a range of communication skills for different purposes including the effective use of ICT.
- **D4.** Practice and develop professional skills for graduate tourism managers.

**Teaching and Learning Methods**
The number of compulsory modules including: (Tourism Management in Action, Exploring Management, Talent Management and Employability and Management Development) are specifically designed to develop and assess these skills in a progressive manner. Additionally, the development of such skills is embedded in the teaching, learning and assessment strategies of all modules on the programme.

<table>
<thead>
<tr>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to demonstrate these skills through the submission of different types of assessment, including presentations, which involve different forms of communication and different work settings. Formative assessment will involve analysis of practical situations through case studies and exposure to professional practice.</td>
</tr>
</tbody>
</table>
## 13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 6</td>
<td>TL3050 *</td>
<td>Managing for Strategic Success in Tourism, Hospitality and Events (Comp)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TL3055 *</td>
<td>Management Development in Tourism, Hospitality and Events (Comp)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TL3140 *</td>
<td>The Tourist: Experience &amp; Motivation (Comp)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TL3156 *</td>
<td>Tourism Futures (Comp)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TL3525 *</td>
<td>Choose one of the following options from the RESEARCH STRAND (TL3525, TL3925, TL3923, TL3924)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TL3923 *</td>
<td>Single Research Project (O)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TL3924</td>
<td>Consultancy Project for Tourism, Hospitality and Events(O)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TL3925 *</td>
<td>Enterprise for Tourism, Hospitality &amp; Events (O)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TL3011 *</td>
<td>Sport Tourism Management</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TL3012 *</td>
<td>Managing Quality in Service Organisations (O)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TL3926*</td>
<td>Industry Based Experience (O) **</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TL3137*</td>
<td>Contemporary Issues in Food and Drink (O)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TL3067</td>
<td>Dark Tourism: Managing Difficult Heritage (O)</td>
<td>20</td>
</tr>
</tbody>
</table>

## 14. Awards and Credits*

**Bachelor Honours Degree in International Tourism Management (Sandwich)**

Requires 360 credits including a minimum of 100 at level 6 or above and a minimum of 220 credits at level 5 or above and a minimum of 320 credits at level 4 or above.

In addition the 120 credit module TL3109 internship must be successfully completed.

**Bachelor Honours Degree in International Tourism Management**

Requires 360 credits including a minimum of 240 at Level 5 or above and 100 at Level 6

**Bachelor Degree in International Tourism Management**

Requires 320 credits including a minimum of 220 at Level 5 or above and 100 at Level 6

** 100 hours of recent work experience is a pre-requisite for TL3926**
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TL3139</td>
<td>International Fieldwork (O)</td>
<td>20</td>
</tr>
<tr>
<td>TL3109*</td>
<td>Internship (O)</td>
<td>120 (notional)</td>
</tr>
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</table>

**Level 5**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TL2008 *</td>
<td>Marketing &amp; ICT for Visitor Economy Managers’ (Comp)</td>
<td>20</td>
</tr>
<tr>
<td>TL2059 *</td>
<td>Tourism, Hospitality and Events Employability and Talent Management (Comp)</td>
<td>20</td>
</tr>
<tr>
<td>TL2119 *</td>
<td>Applied Research and Service Quality in Tourism, Hospitality and Events (Comp)</td>
<td>20</td>
</tr>
<tr>
<td>TL2120 *</td>
<td>Tourism Development and Sustainability (Comp)</td>
<td>20</td>
</tr>
<tr>
<td>TL2123 *</td>
<td>The Tourist: Behaviour and Culture (Comp)</td>
<td>20</td>
</tr>
<tr>
<td>TL2011 *</td>
<td>International Issues in Hospitality (O)</td>
<td>20</td>
</tr>
<tr>
<td>TL2056 *</td>
<td>Events in Action (O)</td>
<td>20</td>
</tr>
<tr>
<td>TL2112 *</td>
<td>Managing Sporting Events(O)</td>
<td>20</td>
</tr>
<tr>
<td>TL2121</td>
<td>International Study Visit (O)</td>
<td>20</td>
</tr>
<tr>
<td>TL2122 *</td>
<td>International Corporate Hospitality and Business Events (O)</td>
<td>20</td>
</tr>
<tr>
<td>TL2191</td>
<td>Learning from Working in Tourism, Hospitality and Events(O) ***</td>
<td>20</td>
</tr>
<tr>
<td>TL2571</td>
<td>Wellness Tourism and Hospitality - Markets, People and Place</td>
<td>20</td>
</tr>
<tr>
<td>AL****</td>
<td>Language (O)</td>
<td>20</td>
</tr>
</tbody>
</table>

**Diploma of Higher Education in International Tourism Management**

Requires 240 credits including a minimum of 100 at Level 5 or above

***100 hours of recent work experience is a pre-requisite for TL2191
<table>
<thead>
<tr>
<th>Level 4</th>
<th>TL1165 *</th>
<th>Developing Professionals in Tourism, Hospitality and Events (Comp)</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TL1166 *</td>
<td>Tourism Management in Action (Comp)</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>TL1170 *</td>
<td>Exploring Management in Tourism, Hospitality and Events (Comp)</td>
<td>30</td>
</tr>
</tbody>
</table>

* Modules approved for delivery at HKCT

**Certificate of Higher Education**
Requires 120 credits at Level 4 or above

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### 15. Personal Development Planning

Personal development planning is a key feature of the programme and is facilitated through the compulsory modules of: Developing Professionals in Tourism, Hospitality and Events, Talent Management and Employability and Management Development. The modules allow a formal framework to assess and encourage personal development in a progressive and constructive manner. In addition, all students are allocated an Academic Advisor at each level of the programme whereby personal development planning and feedback is an integral feature of the tutorship.

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### 16. Admissions criteria *

*(including agreed tariffs for entry with advanced standing)*

*Correct as at date of approval. For latest information, please consult the University’s website*

280 points at A2. BTEC DMM - D*D*. Access to Higher Education 30 level 3 credits at Merit. 25 Points in IB. 5 GCSEs at grade C including Maths and English. IELTS grade 6 with no sub-score lower than 5.5

Applications from individuals with non-standard qualifications, industry professional qualifications, relevant work or life experience and who can demonstrate the ability to cope with and benefit from degree-level studies are welcome and considered on an individual basis.

**HKCT:** Direct entry to Year 3 is possible for holders of HKCT Higher Diploma Tourism Management (Travel and Tourism) and HKCT Higher Diploma Tourism Management (Airline/Cruise).

Holders of other Higher Diplomas, Associate Degrees and Professional Diplomas in tourism or hospitality or related discipline will be considered on a case-by-case basis in liaison with the University.

English Proficiency Requirements
Holders of Higher Diploma or Associate Degree or Professional Diploma equivalent delivered in English in Hong Kong by institutions recognised by UCLan are considered as meeting the English proficiency requirement; OR

- IELTS 6.0 with no core below 5.5; OR
- Equivalent qualifications.

Non-standard applications are considered on an individual basis and applicants may be interviewed.

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

<table>
<thead>
<tr>
<th>Information Type</th>
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</thead>
<tbody>
<tr>
<td>UCAS Handbook &amp; Website</td>
</tr>
<tr>
<td>Course Website</td>
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<tr>
<td>Tourism Blog and Social Media</td>
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<tr>
<td>Open Days</td>
</tr>
<tr>
<td>Applicant Days</td>
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<tr>
<td>Leaflets, Flyers and Promotional Material</td>
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<tr>
<td>Level</td>
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<td>TL2059</td>
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<td>TL2119</td>
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<td>TL2121</td>
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<td>TL2191</td>
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<tr>
<td>TL2571</td>
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<tr>
<td>LEVEL 4</td>
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<tr>
<td>TL1165</td>
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<tr>
<td>TL1166</td>
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<tr>
<td>TL1170</td>
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</tbody>
</table>

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks.
19. LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of: Cert HE (Level 4)

A1. Critically analyse and evaluate contemporary issues within the subject area of international tourism management.

A2. Appreciate the importance of both theory and practice for effective and efficient management within the international tourism sector.

B1. Assess and apply solutions to managerial problems within the international tourism sector using academic models and theories.

B2. Critically evaluate business policies and practices within the wider socio-cultural, political and environmental context of tourism.

B4. Utilise a range of source material in investigating tourism

C3. Demonstrate an ability to apply practical solutions to real problems based upon the application of analysis and reflection.

D2. Work effectively to complete tasks as an individual or in groups within structured and unstructured contexts.

D3. Effectively utilize a range of communication skills for different purposes including the effective use of ICT.

D4. Practice and develop professional skills for graduate tourism managers.

Learning outcomes for the award of: Dip HE (Level 5)

A1. Critically analyse and evaluate contemporary issues within the subject area of international tourism management.

A2. Appreciate the importance of both theory and practice for effective and efficient management within the international tourism sector

B1. Assess and apply solutions to managerial problems within the international tourism sector using academic models and theories.

B2. Critically evaluate business policies and practices within the wider socio-cultural, political and environmental context of tourism.

B4. Utilise a range of source material in investigating tourism

C1. Critically analyse issues and problems and develop rational solutions to a range of managerial and business concerns.

C3. Demonstrate an ability to apply practical solutions to real problems based upon the application of analysis and reflection.

C4. Explain & consider the issues and principles of sustainability and social responsibility.
D1. Explain the importance of reflective practice for continual professional development and career progression.

D2. Work effectively to complete tasks as an individual or in groups within structured and unstructured contexts.

D3. Effectively utilize a range of communication skills for different purposes including the effective use of ICT.

D4. Practice and develop professional skills for graduate tourism managers.

**Learning outcomes for the award of: BA International Tourism Management (Level 6)**

A1. Critically analyse and evaluate contemporary issues within the subject area of international tourism management.

A2. Appreciate the importance of both theory and practice for effective and efficient management within the international tourism sector.

A3. Explain why reflective practice is essential for effective managerial performance within the international tourism sector.

B1. Assess and apply solutions to managerial problems within the international tourism sector using academic models and theories.

B2. Critically evaluate business policies and practices within the wider socio-cultural, political and environmental context of tourism.

B3. Utilize enhanced employability skills in developing a career within the area of international tourism management.

B4. Utilise a range of source material in investigating tourism

C1. Critically analyse issues and problems and develop rational solutions to a range of managerial and business concerns.

C3. Demonstrate an ability to apply practical solutions to real problems based upon the application of analysis and reflection.

C4. Explain & consider the issues and principles of sustainability and social responsibility.

D1. Explain the importance of reflective practice for continual professional development and career progression.

D2. Work effectively to complete tasks as an individual or in groups within structured and unstructured contexts.

D3. Effectively utilize a range of communication skills for different purposes including the effective use of ICT.

D4. Practice and develop professional skills for graduate tourism managers.
This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>UCLan, Preston</td>
</tr>
<tr>
<td>3. University School/Centre</td>
<td>School of Management</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td>None</td>
</tr>
<tr>
<td>5. Title of Final Award</td>
<td>BA (Hons) Tourism, Hospitality and Event Management (Foundation Entry) – non award-bearing programme: first stage of 4 year degree course</td>
</tr>
<tr>
<td>6. Modes of Attendance offered</td>
<td>Full Time/Part Time</td>
</tr>
<tr>
<td>7. UCAS Code</td>
<td>LEVMG110 (Events Foundation entry)</td>
</tr>
<tr>
<td></td>
<td>ULINTO110 (Tourism Foundation Entry)</td>
</tr>
<tr>
<td></td>
<td>ULIHPM110 (Hospitality Foundation Entry)</td>
</tr>
<tr>
<td>8. Relevant Subject Benchmarking Group(s)</td>
<td>QAA Subject Benchmarking Statement: Hospitality, Leisure, Sport and Tourism</td>
</tr>
<tr>
<td>9. Other external influences</td>
<td>QAA Academic Codes of Practice</td>
</tr>
<tr>
<td>10. Date of production/revision of this form</td>
<td>March 2016</td>
</tr>
<tr>
<td>11. Aims of the Programme</td>
<td></td>
</tr>
</tbody>
</table>
- To enable students to develop key academic skills so that they can gain confidence as learners in an HE context in order to work both independently and as part of a group.
- To equip students with the key subject-specific knowledge, understanding and skills to enable them to successfully progress onto an appropriate undergraduate programme of study.
- To enable students to build an awareness of personal development needs and potential career pathways and to develop their transferrable skills.

### 12. Learning Outcomes, Teaching, Learning and Assessment Methods

#### A. Knowledge and Understanding

**A1.** Describe and explain the management principles required for the study of tourism, hospitality and events at degree level.

**A2.** Be able to select and collate information from a wide range of sources to analyse the business environment.

**A3.** Demonstrate basic skills in information technology allied to practical assessment when analysing the business environment.

**A4.** Enable the communication of information using written, oral and visual techniques.

#### Teaching and Learning Methods

Core knowledge acquisition occurs principally through tutor-led lectures (teaching) and directed study of textbooks and electronic resources. This is followed up by student led learning activity using text (books and e-resources), media (software, video, technical articles).

The understanding comes by way of application. This is aided by tutorials/workshops, fieldtrips. The use of independent study to consolidate understanding is encouraged through research based tasks built into assignments.

The Teaching and Learning strategies employed deliver opportunities for the achievement of the learning outcomes, demonstrate their attainment and recognise the range of student backgrounds. Delivery methods, activities and tasks are aligned with the learning outcomes for this programme, taking account of the learning styles and stage of the student.

#### Assessment methods

Assessment is through examination of key facts using a variety of methods. These may include in class tests, however written work will form the majority of the assessment process, including essays, reports and portfolios. Presentations and posters may also be used. Formative assessment is promoted within the programme to promote achievement. This is a structured application of knowledge derived from the tutor-led and individual student activities. The grades achieved are according to the Principles of Assessment, and results moderated by peer lecturers. Consideration of results at Module and Course Assessment Boards lead to recommendations for student Progression or Awards.

#### B. Subject-specific skills
B1. Apply management principles to the analysis of problems.

B2. Make effective use of information technology tools for presentation and analysis of findings.

B3. Demonstrate a logical approach to problem solving and basic research questions.

Teaching and Learning Methods

A combination of tutorials/workshops and practical work are used to bolster the subject-specific skill development. For all coursework, timely feedback is used to reinforce the specific learning outcomes, nurture confidence and facilitate engagement with the learning process. This is allied to formative feedback for certain elements of work. Greater emphasis is placed on independent learning in the second semester of the course.

Assessment methods

As mentioned previously, a combination of written work, practical reports and in class tests are used to assess individual achievement. This is supplemented, where appropriate, with group based work, including posters and presentations.

C. Thinking Skills

C1. Select and interpret information from relevant sources.

C2. Use information in order to be able to draw inferences, make decisions and reach conclusions.

C3. Recognise and apply the appropriate concepts and techniques to the solution of problems.

C4. Clarify, explain and summarize ideas.

Teaching and Learning Methods

General intellectual skills are developed through the teaching and learning programme as outlined above. These include traditional lead lecture, allied workshops and seminars, practical and some field-based work.

Applied numeracy and literacy skills are developed by tutorial support, with an increasing emphasis on independent study as the year progresses. Research skills (C3) are developed by applying them to specific tasks and practical exercises. An appreciation of the wider context of tourism, hospitality and event management (C4) is developed through directed research, seminars and assignment work.

Formative and evaluative feedback is used as an essential part of the learning process.

Assessment methods

Formative feedback through the process of in-class interaction is valued in the development of the above intellectual skills. The skills outlined above are assessed through a
combination of written, visual and oral assessments such as essays/reports, negotiated
group assignments, presentations, in-class tests and practical portfolios.

<table>
<thead>
<tr>
<th>D. Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1. Coherent, effective communication using written, visual and oral means.</td>
</tr>
<tr>
<td>D2. Work effectively both independently and in teams to achieve assigned objectives.</td>
</tr>
<tr>
<td>D3. Identify existing skills and recognize needs for further development.</td>
</tr>
<tr>
<td>D4. Devise a personal development plan based on existing skills and knowledge of progression and career pathways.</td>
</tr>
</tbody>
</table>

**Teaching and Learning Methods**

The teaching and learning methods applied throughout the programme, as outlined above, are used to assist the progress of transferrable skills development. One-to-one tutorials with an Academic Advisor will also be invaluable in the development process.

**Assessment methods**

A range of assessments will be employed throughout the programme in order to assess communication skills in written (essays/reports, blogs, practical portfolio, in-class tests), visual (posters/presentations) and oral (presentations) forms. The majority of assessments will be individual, but group work is included on some of the modules.
<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levels 3 (FE)</td>
<td>TLC119</td>
<td>Contemporary, Tourism, Hospitality and Events Themes in Action</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>TLC120</td>
<td>Study Skills for Success in Tourism, Hospitality and Events (T.H.E)</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>TLC121</td>
<td>Service Excellence in the Tourism, Hospitality and Events Visitor Economy</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>TLC122</td>
<td>Professionalism and Management in Tourism, Hospitality and Events (T.H.E)</td>
<td>30</td>
</tr>
</tbody>
</table>

Successful completion of this programme provides specific progression onto Year 1 of one of the following degree courses within the School of Management at the University of Central Lancashire:

BA (Hons) International Tourism Management

BA (Hons) International Hospitality Management

BA (Hons) Event Management

Additionally, successful completion of this programme can, on a case-by-case basis dependent upon extra-curricular activity and prior relevant experience, lead to consideration for progression onto Year 1 of other appropriate degree courses within the School of Management.

15. Personal Development Planning

Opportunities to develop academic, subject specific and transferrable skill will be presented across the programme. The Study Skills for Success in Tourism, Hospitality and Events module will specifically allow for the development of information searching, sourcing and referencing, academic writing, evaluation, reflection, using feedback and action planning. The Contemporary Tourism, Hospitality and Events Themes in Action module will provide opportunities to undertake industry-based field trips and have interaction with industry
professionals and will therefore help students develop an awareness of career pathways. Students will also have one-to-one development sessions with their Academic Advisor.

16. Admissions criteria *

(including agreed tariffs for entry with advanced standing)

*Correct as at date of approval. For latest information, please consult the University’s website

Applicants will normally be expected to have a minimum of 200 UCAS points or equivalent and a minimum proficiency in English equivalent of IELTS 6.

Given the nature of this programme, applications from individuals with non-standard qualifications, or relevant work/life experience and who have aspirations for professional careers in the fields of sport, tourism, hospitality and event management, but lack all of the requisite academic qualifications, are welcome. Such applications will be reviewed on an individual basis and may require the applicant to be invited to interview.

Applicants will normally be accepted onto this programme who hold the University’s minimum entry requirements but have failed to secure the minimum offer for a specified degree within the School of Management.

Students with equivalent international overseas qualifications will also be considered.

17. Key sources of information about the programme

UCLan Website

http://www.uclan.ac.uk/courses/tourism-hospitality-event-management-fe-route.php
### 18. Curriculum Skills Map

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>Knowledge and understanding</td>
<td>Subject-specific Skills</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td>A1</td>
<td>A2</td>
</tr>
<tr>
<td>LEVEL 3</td>
<td>TLC119</td>
<td>Contemporary Tourism, Hospitality and Events Themes in Action</td>
<td>Comp</td>
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<td>✓</td>
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<td></td>
<td>TLC120</td>
<td>Study Skills for Success in Tourism, Hospitality and Events (T.H.E)</td>
<td>Comp</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>TLC121</td>
<td>Service Excellence in the Tourism, Hospitality and Events Visitor Economy</td>
<td>Comp</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>TLC122</td>
<td>Professionalism and Management in Tourism, Hospitality and Events (T.H.E)</td>
<td>Comp</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tbody>
</table>

19. **LEARNING OUTCOMES FOR EXIT AWARDS:** Not applicable – no exit award
University Student Handbook

2017/18

Please read this Handbook in conjunction with your Course Handbook.

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

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

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

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

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

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

1. Welcome and Introduction to the University
2. Learning Resources
3. Preparing for your career
4. Student support
5. Students' Union
6. Rationale, aims and learning outcomes of the course
7. Assessment
8. Student Voice
1. Welcome and Introduction to the University
The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. Part one of this Handbook provides you with generic University level information and the Course Handbook provides specific information about your programme of study.

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

1.2 External Examiner
The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range. Details of the External Examiner associated with your course can be found in your Course Handbook.

1.3 Expected hours of study
The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. Please note however that this may vary depending on your particular course and programme of study. You should therefore check your Course Handbook or contact a member of staff within the relevant School.

1.4 Attendance Requirements
Student attendance at timetabled learning activities of courses and modules is required. Notification of illness or exceptional requests for leave of absence must be made as detailed in the Course Handbook. Individual modules and/or courses may incorporate a specific attendance requirement as part of the assessment criteria for successful completion of a module.

Students with continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance. You may appeal this decision by following the Complaints Procedure

You must swipe in using your student card. Each time you are asked to enter your details on the Student Attendance Monitoring system (SAM) you must remember that the University has a responsibility to keep information up to date. You must only enter your own details on the system as to enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries, such as scanning but not attending, can be disciplined under the Regulations for the Conduct of Students.

1.5 Data Protection
All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These purposes are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University’s policy on the use and disclosure of
personal information, please see the University’s Data Protection Policy and Privacy Notice or contact the Information Governance Officer, Clerk to the Board Service, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk.

2. Learning resources

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

You can find the link to the Library Opening Hours here: http://www.uclan.ac.uk/students/study/library/opening_hours.php

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

3. Preparing for your career
Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has employability learning integrated into it. This is not extra to your degree, but an important part of it.

Your course will take you on a journey of development that will help you to map your personal story of your time at university.

You will be encouraged to record your learning journey so that you can demonstrate all the work-related skills you have developed, both before and during your time at UCLan. This will help you to show future employers just how valuable your degree is and the employability skills you have acquired.

• You will be given the opportunity to explore your identity, your strengths and areas for development, your values and what you want to get out of life.
• You will be able to investigate a range of options, including jobs and work experience, postgraduate study and self-employment.
• We will support you to enable you to successfully tackle the recruitment process and to develop your enterprise skills.

UCLan Careers offers a range of support for you including:-

• One to one career and employability advice and guidance appointments.
• Advice on finding graduate jobs, including how to improve your CV with work placements, internships, voluntary opportunities and part-time employment.
• Workshops, seminars, and events to enhance your learning and develop your skills.
• Employer presentations and events, to give you the chance to network with potential employers and find out from them what they are looking for.

Our drop-in service is available from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. We offer CV and cover letter checks, careers information and can tell you about our full range of services. For more information come along and visit the team (in Foster building...
near the main entrance) or access our careers and employability resources via the Student Portal

It’s your future: take charge of it!

**UCLan Careers** | Foster Building | University of Central Lancashire, Preston PR1 2HE
01772 895858
[careers@uclan.ac.uk](mailto:careers@uclan.ac.uk)
[www.uclan.ac.uk/careers](http://www.uclan.ac.uk/careers)

4. Student support, guidance and conduct

4.1 Student Support

“Got a Problem to Sort? Come to us for Support”.

The <i> is your first point of call for all enquiries, help and advice. We provide guidance to all UCLan students whatever the query may be. We are based on the ground floor of the UCLan Library and open 7 days a week most of the year. Our friendly and approachable team will do their best to ensure your query is answered. Come and have a chat with us if you have a query on any aspect of student life and study.

[http://www.uclan.ac.uk/students/study/library/the_i.php](http://www.uclan.ac.uk/students/study/library/the_i.php)

4.2 Students with disabilities

You are strongly encouraged to declare your disability on your application form when you apply to study at UCLan. If you have declared this Disability Services will be in contact with you to advise you about reasonable adjustments which may be appropriate in the circumstances. You can also tell any member of staff at the University, who will ask you to sign a disability disclosure form, to let the Disability Service know that you have a disability and agree to share this information with them. Disability Services will then get in touch with you to discuss your available options. Following this you will be assigned a Disability Adviser whom you can contact should you need any further help or assistance.

[https://www.uclan.ac.uk/students/health/disability_services.php](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](mailto: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](http://www.uclan.ac.uk/students/conduct/regs.php) 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.

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7.5 Feedback Following Assessments

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

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

For distance learning courses:
You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Generic feedback may be oral, written, posted on a website or other.
7.6 Unfair Means to Enhance Performance

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

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

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

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

In the case of a single offence of unfair means in an undergraduate or postgraduate assessment:

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

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

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

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

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.
7.7 Appeals against assessment board decisions
If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations: Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student’s academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations (this fourth ground will not be relevant to an appeal against a decision relating to an interruption or discontinuance of study. Such an appeal should be based on one or more of the three grounds above.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students' Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

8. Student voice
You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities and are involved with decision making committees at levels as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

8.1 Course Representatives and School Presidents
A course representative is a student who represents their fellow students’ views and opinions to the course team, school, university and students’ union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.
The role of a course representative is extremely beneficial to both students on your course and the University. It enables students to have ownership of their student experience, to voice their opinions and to share positive practice with the course team, primarily at the Student Staff Liaison Committee Meetings (see below).

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

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

8.2 Student Staff Liaison Committee Meetings (SSLC)
The purpose of a SSLC meeting is to improve courses, to have an open discussion and respect each other’s views, to share good practice where identified, to provide opportunity for students to feedback to staff about their course and student experience, to regularly review the course to improve its development, and to jointly work together to action plan against issues raised.

There will normally be one meeting per semester which will last no more than 2 hours. Your School President will Chair the meetings with an academic co-Chair, using guidelines and will provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. A standard agenda and action grid template will be used. Course representatives will gather feedback from students and communicate this to the School President in advance of the meetings.

8.3 Complaints
The University recognises that there may be occasions when you have cause for complaint about the service you have received. When this happens, the University’s Complaints Procedure is intended to provide an accessible, fair and straightforward system which ensures an effective, prompt and appropriate response. Click on this link for more information University’s Complaints Procedure

If you are a student registered for a University award at a partner college, who is dissatisfied with the provision at the college, you should pursue your complaint in accordance with the college’s complaints procedure in the first instance. In the event of continuing dissatisfaction when you have completed the college’s procedure, you will be entitled to submit your complaint to UCLan.
Please read this Handbook in conjunction with your Course Handbook.

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

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

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

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

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

Please review the UCLan Equality and Diversity Policy for further information.
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1. Welcome and Introduction to the University

2. Learning Resources

3. Preparing for your career

4. Student support

5. Students' Union

6. Rationale, aims and learning outcomes of the course

7. Assessment

8. Student Voice
1. Welcome and Introduction to the University
   The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. Part one of this Handbook provides you with generic University level information and the Course Handbook provides specific information about your programme of study.

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

1.2 External Examiner
   The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range. Details of the External Examiner associated with your course can be found in your Course Handbook.

1.3 Expected hours of study
   The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. Please note however that this may vary depending on your particular course and programme of study. You should therefore check your Course Handbook or contact a member of staff within the relevant School.

1.4 Attendance Requirements
   Student attendance at timetabled learning activities of courses and modules is required. Notification of illness or exceptional requests for leave of absence must be made as detailed in the Course Handbook. Individual modules and/or courses may incorporate a specific attendance requirement as part of the assessment criteria for successful completion of a module.

   Students with continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance. You may appeal this decision by following the Complaints Procedure.

   You must swipe in using your student card. Each time you are asked to enter your details on the Student Attendance Monitoring system (SAM) you must remember that the University has a responsibility to keep information up to date. You must only enter your own details on the system as to enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries, such as scanning but not attending, can be disciplined under the Regulations for the Conduct of Students.

1.5 Data Protection
   All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These purposes are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University’s policy on the use and disclosure of
2. Learning resources

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

You can find the link to the Library Opening Hours here: http://www.uclan.ac.uk/students/study/library/opening_hours.php

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

3. Preparing for your career
Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has employability learning integrated into it. This is not extra to your degree, but an important part of it.

Your course will take you on a journey of development that will help you to map your personal story of your time at university.

You will be encouraged to record your learning journey so that you can demonstrate all the work-related skills you have developed, both before and during your time at UCLan. This will help you to show future employers just how valuable your degree is and the employability skills you have acquired.

• You will be given the opportunity to explore your identity, your strengths and areas for development, your values and what you want to get out of life.
• You will be able to investigate a range of options, including jobs and work experience, postgraduate study and self-employment.
• We will support you to enable you to successfully tackle the recruitment process and to develop your enterprise skills.

UCLan Careers offers a range of support for you including:-

• One to one career and employability advice and guidance appointments.
• Advice on finding graduate jobs, including how to improve your CV with work placements, internships, voluntary opportunities and part-time employment.
• Workshops, seminars, and events to enhance your learning and develop your skills.
• Employer presentations and events, to give you the chance to network with potential employers and find out from them what they are looking for.

Our drop-in service is available from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. We offer CV and cover letter checks, careers information and can tell you about our full range of services. For more information come along and visit the team (in Foster building...
near the main entrance) or access our careers and employability resources via the Student Portal

It’s your future: take charge of it!

UCLan Careers | Foster Building | University of Central Lancashire, Preston PR1 2HE
01772 895858
careers@uclan.ac.uk
www.uclan.ac.uk/careers

4. Student support, guidance and conduct

4.1 Student Support

“Got a Problem to Sort? Come to us for Support”.

The <i> is your first point of call for all enquiries, help and advice. We provide guidance to all UCLan students whatever the query may be. We are based on the ground floor of the UCLan Library and open 7 days a week most of the year. Our friendly and approachable team will do their best to ensure your query is answered. Come and have a chat with us if you have a query on any aspect of student life and study.

http://www.uclan.ac.uk/students/study/library/the_i.php

4.2 Students with disabilities

You are strongly encouraged to declare your disability on your application form when you apply to study at UCLan. If you have declared this Disability Services will be in contact with you to advise you about reasonable adjustments which may be appropriate in the circumstances. You can also tell any member of staff at the University, who will ask you to sign a disability disclosure form, to let the Disability Service know that you have a disability and agree to share this information with them. Disability Services will then get in touch with you to discuss your available options. Following this you will be assigned a Disability Adviser whom you can contact should you need any further help or assistance.

https://www.uclan.ac.uk/students/health/disability_services.php

4.3 Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/specific learning difficulty for which valid supporting evidence can be made available. Contact your Disability Adviser for advice and information, disability@uclan.ac.uk

4.4 Health and Safety

As a student of the University you share responsibility for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

4.5 Conduct

You will be expected to abide by the Regulations for the Conduct of Students in the University. UCLan expects you to behave in a respectful manner towards all members of
the University at all times demonstrated by using appropriate language in class, switching mobile phones / other devices off prior to attending classes, and also in your use of any social networking sites.

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

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

For distance learning courses:
You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Generic feedback may be oral, written, posted on a website or other.
7.6 Unfair Means to Enhance Performance

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

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

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

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

In the case of a **single** offence of unfair means in an undergraduate or postgraduate assessment:

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

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

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

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

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.
7.7 Appeals against assessment board decisions

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

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student’s academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations (this fourth ground will not be relevant to an appeal against a decision relating to an interruption or discontinuance of study. Such an appeal should be based on one or more of the three grounds above.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

8. Student voice

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students' Union can support you in voicing your opinion, provide on-going advice and support and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities and are involved with decision making committees at levels as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students’ Union and elect the students they see as most able to represent them.

8.1 Course Representatives and School Presidents

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students’ union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.
The role of a course representative is extremely beneficial to both students on your course and the University. It enables students to have ownership of their student experience, to voice their opinions and to share positive practice with the course team, primarily at the Student Staff Liaison Committee Meetings (see below).

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

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

8.2 Student Staff Liaison Committee Meetings (SSLC)
The purpose of a SSLC meeting is to improve courses, to have an open discussion and respect each other’s views, to share good practice where identified, to provide opportunity for students to feedback to staff about their course and student experience, to regularly review the course to improve its development, and to jointly work together to action plan against issues raised.

There will normally be one meeting per semester which will last no more than 2 hours. Your School President will Chair the meetings with an academic co-Chair, using guidelines and will provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. A standard agenda and action grid template will be used. Course representatives will gather feedback from students and communicate this to the School President in advance of the meetings.

8.3 Complaints
The University recognises that there may be occasions when you have cause for complaint about the service you have received. When this happens, the University’s Complaints Procedure is intended to provide an accessible, fair and straightforward system which ensures an effective, prompt and appropriate response. Click on this link for more information University's Complaints Procedure

If you are a student registered for a University award at a partner college, who is dissatisfied with the provision at the college, you should pursue your complaint in accordance with the college’s complaints procedure in the first instance. In the event of continuing dissatisfaction when you have completed the college’s procedure, you will be entitled to submit your complaint to UCLan.