Course Handbook
BA (Hons) Music Production
Course Leader: John Lacey
School of Journalism, Media and Performance

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

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1. Welcome to the course

Welcome to the BA (Hons) Music Production course at UCLan and to the School of Film, Media and Performance. We hope that you find your time here challenging, enjoyable and rewarding; also that you achieve your creative goals and ultimately your professional ambitions. This handbook should provide most of the information you require understand the course, but if you have any further questions I will be happy to try and answer them. May I wish you all the very best in your studies.
John Lacey, Course Leader.

1.1 Rationale, aims and learning outcomes of the course

When we created your course, we began by considering a number of things:

- what knowledge and skills you are likely to have at the beginning of your course
- what knowledge and skills will be expected by the employers when you begin your career
- the range of expertise and professional experience of your tutors
- what standards are required for the various awards that we offer (the ‘Framework for Higher Education’)
- what is generally expected to form a significant part of the curriculum of a course of this title (the ‘National Subject Benchmark’ statements)

In the above we were informed by our experience, both as educators and practitioners, and by external reference points. Once we considered these key points, we blocked the responses into a number of modules, each with Aims and Learning Outcomes. You can think of Aims and Learning Outcomes as the ‘DNA’ that ultimately shapes the form and content of your degree. We’ve reprinted the aims for your course below and throughout the following sections you’ll develop a sense of what the learning rationale of your course is; you’ll find the overarching learning outcomes for your course in the programme specification, appendix 8.1 of this handbook.

The Music Production course here on the Preston Campus holds professional accreditation through the JAMES organisation. This benefits our students in a number of ways, in particular the accreditation details will appear on your Degree transcript at graduation and will carry extra weight in the eyes of a potential employer.
The specific aims of the Music Production programme are to:

- Develop the practical skills and knowledge required to work in the dynamic area of music production and technology
- Give the student opportunities to develop the skills and attributes needed in order to devise original creative works
- Provide the student with a broad critical, analytical and contextual understanding of Music Production techniques
- Provide the student with the means to identify a clear career focus and to become a self-sustaining professional
- Ensure self-evaluation and reflection to enable personal development
- Apply experimental processes which result in innovative practice
- Develop recording/production skills and a practical knowledge of sound/music within other media
- Develop knowledge of the industry and professional standards

1.2 Course Team (Based in The Media Factory)

**Academic Staff**

Phil Bush (Associate Lecturer) pbush1@uclan.ac.uk    Room ME224    01772 894292
Paul Greene (Principal Lecturer) pagreene@uclan.ac.uk Room ME301   01771 894291
Phil Holmes (Senior Lecturer) pmholmes@uclan.ac.uk Room ME301   01772 895291
John Lacey (Course Leader) jlacey@uclan.ac.uk Room ME301  01772 894295
Dan Wilkinson (Lecturer) dwilkinson1@uclan.ac.uk Room ME224  01772 895999

**Technical Staff**

Steve Cooke (Principal Technician) scooke1@uclan.ac.uk  Room ME015         ext.3197
Joe Fossard (Workshop Technician) jfossard1@uclan.ac.uk Room ME128 ext.2765
Martin Walmsley (Senior Technician) mnwalmsley@uclan.ac.uk Room ME128 ext.5348
Leon Hardman (Senior Technician) lhardman@uclan.ac.uk Room ME128 ext.3905

**Head of School**

John Holloway is the Head of the School of Journalism, Media and Performance (hereafter referred to ‘the School’). John is ultimately responsible for every action of the School, but devolves much of the day-to-day running of the School to the senior management team of the School.
1.3 Expertise of staff

**Phil Bush** teaches on the recording modules across all years, with a supervisory role in year three Advanced Recording; he also contributes to areas of the course involved in sound design, composing and producing music. He is an Avid ProTools Certified Trainer and delivers ProTools training to the year one cohort. He is a member of ‘The Global Sound Movement’ (GSM) who are committed to recording unique instruments from around the world and offering these sounds to composers/producers to enhance their palette of sounds. He has sound engineered many music albums for a variety of well-known clients. Also for TV and Radio advertising Jingles/ Sound-tracks, with clients such as Pluto Entertainments, Strawberry Studios, AlfaSounds, Drone Studios, Revolution Studios, Editz, A.P.S., L.B.S.

**Paul Greene** teaches on critical and contextual and research modules, practical music technology, recording and composition. He is the Academic Lead for the Performing Arts Area of the School, and a Fellow of the Higher Education Academy. He is an External Examiner at St Mark and St John University for BA (Hons) Music Production and Sound Engineering and BA (Hons) Electronic Music Production courses and the M (Sound) for Games and Apps course.

**Phil Holmes** teaches on the music composition modules across all years, with a supervisory role on the Live Project in year two where student work with a real world client; he also contributes to areas of the course involved in recording and producing music. He Co-Founded the Global Sound Movement, an international research project that is concerned with the integration of hand built musical instruments into Western music production. He is a Apple Certified Trainer in Logic; which is part of the curriculum in year one. He is a Senior Fellow of Higher Education Academy and has worked as a Freelance Music Producer and Professional Musician.

**John Lacey** is the Course Leader and teaches on the research and contextual modules, interdisciplinary production modules, with a supervisory role on Major Project in year three where students develop their production work for a public audience. He is the Director of Studies for a small number of level eight students on a Professional Doctorate in Creative Arts Practice. His current practice and research involves an investigation incorporating a wide range of inter-media practices around the areas of sonic and visual arts with an emphasis on medium specificity.

**Dan Wilkinson** teaches on the Career Focus 1 - Online Profile module working on marketing approaches, developing an online blog and an introduction to web design. He contributes to the supervisory team on the year three Professional Preparation module. He delivers techniques and technologies in Ableton Live software and controllers; he has run demonstration workshops based on the software to wider communities. He teaches on the Ba Hons Music degree at UCLan and also on the Media Foundation Entry pathway. His current research is in the use of technology within sonic architecture.

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. Administration details

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

Allen Building
Medicine
Dentistry
telephone: 01772 895566
email: AllenHub@uclan.ac.uk

Harris Building
Lancashire Law School
Humanities and the Social Sciences
Centre for Excellence in Learning and Teaching
telephone: 01772 891996/891997
email: HarrisHub@uclan.ac.uk

Foster Building
Forensic and Applied Sciences
Pharmacy and Biomedical Sciences
Psychology
Physical Sciences
telephone: 01772 891990/891991
email: FosterHub@uclan.ac.uk

Computing and Technology Building
Art, Design and Fashion
Computing
Journalism, Media and Performance
Engineering
telephone: 01772 891994/891995
email: CandTHub@uclan.ac.uk

Greenbank Building
Sport and Wellbeing
Management
Business
telephone: 01772 891992/891993
email: GreenbankHub@uclan.ac.uk

Brook Building
Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
telephone: 01772 891992/891993
email: BrookHub@uclan.ac.uk
1.6 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. Course staff will only use your designated UCLan e-address. Learn how to use remote access to your e-mail address so that you can check your UCLan emails from your home, or any other computer off-campus. Information on modules, including module handbooks and support materials, will be made available on Blackboard. Staff may also contact you via SMS message if a matter is urgent and we have your mobile phone number.

If you wish to arrange a tutorial with a member of staff, please email to arrange an appointment.

1.7 External Examiner

The University has appointed an External Examiner who helps to ensure the standards of your course are comparable to those provided by other higher education institutions in the UK. A copy of the External Examiner’s report will be made available to you electronically. Currently the External Examiner is Dr Tim Land from the University of Gloucestershire.

2. Structure of the course

2.1 Overall structure

There is a foundation entry route onto this programme and further details can be found in the appendix.

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### Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

#### Level 4 modules - you must study the following to achieve 120 credits:

- **MU1040** Composition and Arrangement (40 credits)
- **MU1041** Recording Techniques and Technologies (40 credits)
- **MU1043** Career Focus 1 – Online Profile (40 credits)

#### Level 5 modules - you must study the following to achieve 120 credits:

- **MU2050** Composition and Production (20 credits)
- **MU2051** Recording and Production (40 credits)
- **MU2052** Music, Sound, Image (40 credits)
- **MU2053** Career Focus 2 – Live Brief (20 credits)

#### Level 6 modules - you must study the following to achieve 120 credits:

- **MU3060** Composition and Innovation (20 credits)
- **MU3061** Advanced Recording and Production (20 credits)
- **MU3062** Major Project- Music and Multimedia (40 credits)
- **MU2063** Career Focus 3 – Professional Preparation (40 credits)
2.3 Course requirements

Your Honours degree is awarded when you achieve 360 credits, normally 120 each at levels 4, 5 & 6. Students who began study on the Year 0 course will have achieved extra credits, but will awarded their honours degree on completion of 480 credits, with 120 achieved both at level 5 and level 6.

BA (Hons) Music Production is the Target award that you have enrolled upon.

If you withdraw from the course before successfully completing all modules (due to personal reasons or significant failure), you will be offered an Exit award if you have achieved 120 or more credits.

Students who successfully complete the Year 0 course but who chose not to progress on to a degree course at UCLan will be awarded an exit Certificate.

2.4 Progression Information

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

2.5 Study Time

2.5.1 Weekly timetable

Timetables are available online here: https://apps13.uclan.ac.uk/WeeklyTimetable/

2.5.2 Expected hours of study

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

Your modules have been designed for teaching and independent learning to be completed in a set amount of time – each credit studied requires 10 hours of study. So a 20 credit module will require you to commit to 200 learning hours and 40 credit module, 400 learning hours. Full time students study 120 credits so over each year you will study, in total, 1200 hours. The academic calendar identifies 30 study and assessment weeks spread over two semesters of approximately 15 weeks each, so a full time students’ learning should average 40 hours per week. If you find that you are regularly exceeding this amount, or regularly finishing your weekly studies in less time, then you should speak to module tutors or Academic Advisers.

Part-time students study modules in exactly the same way as full-time students, you just study less at any time. If you need advice or guidance about the amount of time you should spend in study, speak to your Academic Advisers.

There is greater variation in study patterns in Modules at level 5 and 6. This is because we expect you to take greater control of your learning. However the 10 hours per credit still applies and so you should still be spending approximately 40 hours per week in study if you are a full time student (speak to staff if you are not achieving or exceeding this amount).
PLEASE NOTE: any creative subject is likely to require you spend extra time in preparation of practical work – on occasions you will no doubt be required to put in many more hours than those specified above.

2.5.3 Attendance Requirements

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

Course Leader, John Lacey (jlacey@uclan.ac.uk) 01772 894295, the relevant module tutor and to your academic adviser as well as the CAS Hub (see 1.5 above)

Due to the practical and collaborative nature of learning on the course, attendance will always be considered in evaluating your learning and your attendance may affect assessment outcomes independently of any other assessment requirements.

The course will at some stage require you to work within subgroups, either in class or in independent learning – for many courses this is the standard way of working. For these group activities, it is important that individuals develop a sense of the needs of others and become equally responsible for all aspects of the groups’ development. Throughout your study, you will rely upon the presence and contribution of others to enable you to develop and progress, just as others will rely upon you. A mutual contract is made between all parties and exploitation of this commitment is essential to both educational and personal development.

If you are absent (or expect to be absent) for an extended period, it may not be possible for you to successfully complete the learning outcomes for the modules you were studying, or indeed even to begin study in a particular semester. If this is the case, you are advised to take a formal leave of absence, normally of a maximum of a year; this is referred to as ‘Intercalating’. Speak to your Academic Advisor or Course Tutor if you think you may have reasons to intercalate.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

As we created the modules that constitute your course, we considered the following:

- your experience of study must be a holistic one; each module should be fully integrated within the total course of study;

- much of the focus of the teaching, especially during level 4, is aimed at forming the student body into a fully functioning group. It is important that you, as part of your learning, should develop a sense of the needs of others and become equally responsible for all aspects of the group’s development. When, as occurs in group work, you rely on the presence and contribution of others for your own progression, a mutual contract is made between all parties and the exploitation of this commitment is essential to both educational and personal development;

- creative practitioners should develop and employ a group dynamic that goes beyond shared experience. For work of genuine integrity to occur, empathy must exist between all the participants. Your ability to exploit group skills do not develop quickly or easily.
As part of the educational process, theses must be applied and tested in a variety of situations at all levels.

To achieve the above aims across the modules you will see that there is a mix of practical and theoretical study. Practical study is about developing creative methodologies and developing the technical skills to facilitate making work to professional standards; theory is incorporated into practical learning as well:

**Practical study** – The majority of study within the modules that define your course can be said to be practical, i.e. you learn through doing. Through workshop sessions and in self-study time, you will be expected to enhance your creative ability and to measure your creative and personal development against professional standards and values. So that you are aware of the relevant professional standards and values, a critical and contextual study programme runs concurrent to this learning in support of your practical study.

**Critical and Contextual Study** – Study of the links between your creative work and the practice and supporting theory of key contemporary practitioners is central to your course. Within the arts, ‘theory’ relates to methods and intentions of key national and international contemporary practitioners, as well as practitioners from previous generations. **Contextual study** is the term applied to reviewing the work of others and applying this understanding to aspects of your own practice. As well as the work you will do in class (and be directed to during self-study time), you are expected to define your own contextual study programme that will broaden your general knowledge of contemporary work and inform your creative practice. **Critical study** is the active testing and exploration of relevant theories and ideas that will play an important role in the development of your creative practice. Critical thinking and analysis will be encouraged through formal lectures, student seminar presentations, study visits and research tasks.

**3.2 Study skills**

Study skills are an important aspect of your academic work; you must consider the development of these skills as being as important as your musical development and learning. Through various modules you will be introduced to strategies to ensure that you are focusing effectively on these skills and knowledge. At University level UCLan supports this teaching and learning through the ‘Wiser’ sessions.

**WISER** [https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=33_1](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=33_1)

**LIS** [https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=25_1](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=25_1)

**3.3 Personal development planning**

PDP is designed to:

- enable you to work towards a point you would like to be at on graduation;
- help you require the skills needed for your chosen career;
- evaluate your strengths and plan to deploy them in a range of situations during study and after graduation.
PDP starts at the beginning of the first year and will vary from course to course, but the aim on all courses is that on graduation you will be well prepared for industry, demonstrating your skills, knowledge and capabilities in a variety of settings.

As a student, it is important that you tie together the modules you are studying concurrently and to trace your progression throughout the three levels of study. One of the purposes of the journal discussed earlier is to enable you to remember the details of the taught sessions and to reflect on how successful you were in absorbing and applying the content, both then and now, within your working process. But whatever mechanism you prefer it is important that all students should reflect on their progress and identify successful changes to work or learning patterns that will assist you to become a ‘better’ student.

We aim to train you to take responsibility for your own learning and career development, to be able to evaluate your strengths and weaknesses and conduct a skills audit to develop a critical practice. This covers analysis of your key skills base (use of English, literacy and writing skills, numeracy, communication skills and use of IT) and you will be encouraged to evaluate your strengths and weakness on a continual basis as you progress through different points during the course.

Much of any creative arts-based activity is about learning from mistakes, perhaps more so than it is about replicating your successes. Many of the conversations that you will have with your tutors are intended to cause you to reflect on the work that you have completed; but they also intend you to look forward and build upon this success or perhaps to challenge a working practice that is limiting your development. Within PDP, you should consider how your learning and working processes should evolve to enable greater creative success and therefore greater personal satisfaction achieved through learning!

3.4 Preparing for your career

To support you in reaching your full potential whilst at university and beyond, the Music Production course has been designed with employability in mind at every level, particularly through the Career Focus strand. Modules and coursework assignments are devised to help you develop the skills that employers seek. The Apple, Avid and the JAMES accreditation are recognised by relevant industry institutions. There are opportunities to work on client-based projects and whenever we receive opportunities of extra-curricular placements, employment or work-experience, these will be relayed to you by your Course Leader.
4. Student Support

This section of the handbook lists some of the support mechanisms that are available to you and your colleagues. **Never be afraid of asking for help!**

- If you have a problem that is module-related, speak with the tutor(s) that deliver that module;
- If you have a problem that crosses two or more modules but is an academic rather than personal problem, speak to the Course Leader.
- If you have a problem that is personal but that currently or may in the future affect your learning, speak to your Academic Advisor (see below).
- If, for whatever reason, you cannot speak to the course team please contact the CAS hub (see 1.5 above)

4.1 Academic Advisors

Your Academic Advisor is the first port-of-call should you encounter problems or need support. Every student is allocated an Academic Advisor from an area the same or similar to that of the study. As a minimum you will be met at the beginning of the course (normally within the first 4 weeks) and, thereafter, you will be offered formal opportunities to meet with them in each semester. If you have a problem at other times they are available for you to talk to; most staff have a weekly slot they allocate to Academic Advisor sessions, but if you have an urgent problem, please phone or e-mail your tutor to book an ‘emergency’ slot. Your Academic Advisor will:

- offer academic advice throughout the year
- monitor your progress and attainment through the year
- advise you on your progress and issues such as option choices
- refer you to other staff within the School who will be able to assist you in resolving any academic problems
- refer you to staff within the University support services if appropriate
- advise on the best course of action if you have failed any aspect of your course, or feel that you are likely to do so

You are expected to:

- make use of your Academic Advisor
- make sure you know where their office is and how to contact them
- watch out for emails, notices and memos asking you to make appointments or attend meetings with them

You must meet with your Academic Advisor whether you are having any difficulties or not; please book a slot with them each semester. They are also available to help with any problems you may have at any stage during the year, and will be happy to provide you with the support and guidance you need to get over the immediate but temporary difficulties that most student face at some time in the academic careers. However if you are unable to contact your Academic Advisor, and an urgent situation has arisen, or
if you feel that you cannot discuss an issue with your Academic Advisor, then you are able to book an appointment with an Independent Academic Adviser within Student Services (01772 892574).

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.

The School’s disability advisor is David Dennison - DDennison@uclan.ac.uk.

4.3 Students’ Union One Stop Shop

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

5. Assessment
5.1 Assessment Strategy

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.

For assessment to be truly meaningful, you have to perceive its relevance to your learning. Consequently, we make assessment relevant to your interests, relevant to the industry’s standards and relevant to potential future careers.

In previous sections within this document we have tried to give you some insight into how we ‘modularised’ your learning. Essentially, we packed what we believe it is essential for you to know and do into the equivalent of eighteen 20-credit module ‘packages’. The learning process enables you to unpack these and ‘use’ the contents. We gauge how well you do this by assessment. Assessment forms part of your learning process; it provides feedback information so that you can refine your judgement of your own abilities and progress, and respond accordingly – this is significant in your planning and the self-evaluation that occurs within your PDP activities and your Journals and Logs. Secondly, it provides information that helps us evolve the various modules and, ultimately, the course you are studying.

Each assignment that you undertake commits you to a certain amount of study. To ensure fairness the evidence of this study must be completed by all students to the same deadline. Part of the assessment process is the recognition that meeting deadlines involves realistic planning and setting achievable targets. Thus your tutors will apply deadlines rigorously, as does the University system generally. We recognise that some students achieve better grades for practical work, whilst other are better at theoretical study. Consequently, we will use a very wide range of assessment methods to ensure that all skills and knowledge are fairly assessed.

In an arts-based subject, it is crucial that you learn to assess the value of a range of opinions and to refine your own; and it is important that you are given frequent opportunities to practise the skills of evaluation. The process of assessment is intended to allow you to
gauge your progress against the judgement of staff and your peers. Thus, assessment is not a closed event but something to which you should fully contribute.

To ensure that you have a full and accurate understanding of the purpose and processes of assessment, there will be frequent opportunities to discuss the assessment of each assignment. These discussions will include ‘house-keeping’ and simple practicalities, as well as making sure you fully understand what you will be expected to do to fulfil the brief. There will also be discussion of more abstract areas, such as ‘creativity’, ‘originality’ and ‘imagination’. You will have the opportunity to discuss what seemingly subjective assessment criteria such as ‘experimentation' actually mean, rather than simply being assessed on them.

There are several desirable attributes within assessment of any creative arts course; these are that you

- understand the meaning of terms used in assessment;
- have a clear understanding of exactly how the assessment mechanism works, and the reasons for the arrangements adopted;
- appreciate that assessment is a means of developing your own critical facilities and self-awareness;
- know what steps to take to meet assessment criteria and gain maximum benefit from the process;
- are assessed frequently and that this regular process encourages you to make comparisons between your own judgement and values, and those of others;
- are aware of the assessment criteria that staff apply to the growing evidence of your learning and that this is clear and open and is discussed freely;
- partake in the activities of discussion, evaluation and assessment and that you receive feedback that is immediate and frequent, detailed, accurate and fair.

We assess course work – course work is normally a set of creative projects and some essays, set by your tutors to deadlines that are same for all. Course work is marked to an agreed set of criteria and, through moderation, a final mark is achieved.

It is important for you to understand that we don't assess modules, we assess assignments packaged within these modules! By assessing individual assignments, we obtain a mark that indicates how well you did overall on a particular module. At the end of your course, by putting the module marks together we calculate your degree classification. Therefore, the assessment of each assignment contributes to passing your degree.

You must attempt each assessment; even if your work is late or incomplete, we still regard the submission of this as an 'attempt' – it is always better to attempt an assessment that you think you will fail than to submit nothing at all!

The assessment strategy is created out of the information agreed at validation and contained within the module descriptors. Many modules have two or more assignments but it is entirely normal for a module to be only composed of one assignment. In the Module Handbook (occasionally called Module Information Pack), all the assignments for that
module are usually included. Read them as soon as you receive it because this will help you understand what we expect of you and how the module will develop; it will also help you to time-manage your workload for the semester or year.

In feedback your tutors will explain what qualities in your work defined the grade you were awarded, and what you could improve on in future assessment that will assist you to improve your grades.

The nature of your course requires that a number of different learning methods be used and assessed. These can be summarised as follows:

**Practical Work** - Because study within your course uses practical experience to broaden understanding, assessment of practical work will not be concerned solely with the superficial aesthetic qualities of the finished piece. We regard the ‘process’ as equally important as ‘product’. As stated elsewhere, emphasis may be placed on the creation of documentation that traces the progress of, and your awareness of, the process in which you are engaged. To assess practical work we apply criteria based upon the following:

- attainment of appropriate aesthetic standards
- development and application of technical and other practical skills (craft skills)
- analysis, problem solving and proposal of solutions
- sensitivity to, and appreciation of, aesthetic, cultural and social aspects

**Lecture/Seminar Work** - The majority of the modules that you study are practical. However, even within practical modules it is still often appropriate to deliver some lectures and seminars. It is normal to assess the knowledge that you have gained from these lectures at various points throughout the year. However, rather than always expecting you to present theoretical learning for assessment in the form of essays, we often prefer you to introduce this knowledge in your practical work or to create seminar presentations, which you may think of as solo or group presentations. To assess the results of lectures and seminars we apply criteria based upon the following:

- consideration of information and personal views, interpretation and analysis
- involvement of the use of resources to extend understanding through self-study
- development of abilities to originate, research and prepare concepts or ideas
- fluency in communicating creative issues, concepts or ideas

**Group Work** – It is more appropriate to assess group work in some courses more than others, but where group work is assessed we sub-divide its assessment into 2 different approaches: Firstly, when we assess your understanding of some aspect of theory within group work, we may need to isolate your contribution and measure this contribution to the group’s presentation separately from other students. We may use your supporting documentation, discussions, viva voces and workshop sessions to help us to monitor your contribution. Secondly, it is common in practical work to assess your groups’ response to a particular task holistically. In these instances it is not always possible or relevant to isolate each individual’s contribution (however we may adjust this grade for one or more individuals if we feel there has been an unequal contribution to the group from certain members). To assess group work we apply criteria based upon the following:
• your understanding of personal responsibility
• your ability to integrate and play an active part
• your participation in complex organisational and creative decision making
• your management and monitoring of the group’s progress
• your participation in joint presentations of proposals/solutions

In addition to the above, assessment criteria may also include:

* active involvement in learning
* positive use of resources
* relationships with people - working in teams or groups
* management of study including self-study

The specifics of the assessment criteria for each assignment will be explained to you prior to starting the assignment, but if you are in any doubt speak to your module tutor immediately!

Why do you assess written work in practice-based courses?

It is not only essential to test your embedded knowledge through the creation of creative work, but to test your intellectual understanding and higher levels skills of research, reflection and communication. Essays and other written works are the simplest way of testing the skills of:

1. the collection of appropriate knowledge (research) from primary and secondary sources
2. the organisation of this knowledge in a coherent and logical way (structure)
3. the ability of you as the writer to make the material ‘alive’ and engaging to the reader (communication)
4. the correct use of academic conventions, such as referencing and language and grammar (accuracy)

Please remember that, unless you are told otherwise, we expect all written work submitted for assessment to be word-processed, printed on white A4 paper, using a plain font of either 11 or 12 points. Citations and references should be made in Harvard format. Where a specific word count is listed:

i) between ‘two stated figures’, i.e., between 2,000 and 2,500 work, you should not submit work where the word count is outside of these limits

ii) that is ‘a single figure’, i.e. 1,500 words, you should submit work that is within 10% of this figure (in the case of 1,500 words you should submit no less than 1,350 and no more than 1,650 words).
The words on the tile page, in the bibliography and in appendices are not included in the word count.

**Are there examinations on my course?**

In line with most other higher education institutions delivering courses in aspects of the creative arts, there are no written examinations within any of the arts modules offered by the School. However elective modules or other modules delivered in your course that belong to other School may have formal examinations as part of their assessment regimes.

Within the School some courses do use **Viva Voces** (oral ‘examinations’) to allow you to fully demonstrate your range and the depth of your performance work. These are used particularly at Level 6 and less occasionally at levels 4 & 5. In the Viva, we ask you to speak about your practical work with a panel of your tutors. You are encouraged to prepare for these viva voces and you may choose to bring preparatory material, images and working notes to the event to focus the discussion. A good viva will be like a relaxed discussion amongst knowledgeable friends, one in which theory and practice are easily evaluated and reflected upon.

**How can I be certain that my work has been assessed accurately and fairly?**

To ensure standards are maintained our assessment procedures are rigorous and regularly reviewed. For example:

1. all work that accounts for 25% or more of a module will be assessed by at least 2 staff members
2. if, because of the particular nature of your work or because of prior commitment, 2 staff members cannot present at ‘ephemeral’ assessment (presentations, performances or viva voces), then we will ask you to record your work on video so that this becomes available to another staff member;
3. our assessment processes are monitored by academics from other Universities, just as we are asked to ‘externally examine’ similar courses to yours in other institutions. Your course’s External Examiner may view the work you submit for assignments at any time but normally at the end of the academic year; they will certainly discuss your modules with staff and look at a range of samples of the work of students on all modules within your course.

All assessment criteria will be made available via Blackboard and may also be appended to Module Handbooks

**You should always remember that we assess your work, we don’t judge you – we understand that some people find study easier than others and that you are not a ‘failure’ just because you don’t get top marks for everything.**

**5.2 Notification of assignments and examination arrangements**

The details of all assessments are set out in the Module Handbook at the start of every module. The assessment brief will tell you what the requirements of the assessments are, when the deadline for submission is and where to submit your assessment. These will also be made available on Blackboard.
5.3 Referencing
We expect students to use Harvard referencing for all written assessments. A Guide to using Harvard will be provided on Blackboard and is incorporated into study skills sessions at Level 4.

5.4 Confidential material
Although your tutors and other staff at UCLan do not seek to limit your right to express your self in any way, we are charged with upholding common levels of decency and to protect unsuspecting members of the University and wider communities. Consequently it is your responsibility to discuss fully the content and context of your work with your tutors. You and your supervising tutor should ‘risk assess’ any potentially offensive work that enters the public domain in exactly the same way that you would consider the Health and Safety aspects of your work. If, after consultation, your tutor feels that your work contains elements that are not suitable for the public domain, we may ask you to:
  i) present the work to tutors only
  ii) present the work to an invited audience only
  iii) alter or withhold these elements
  iv) place, in waiting and entrance areas, clear warning signs that explain the nature of the work you are presenting

5.5 Cheating, plagiarism, collusion or re-presentation
Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the ‘official’ Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University’s requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

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

7. Student Feedback
You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.
For example, student feedback helps staff to consider the balance of practical and theoretical work and ensure that this is taken into account when making changes to modules or to the course curriculum.

Other forms of student feedback may include Module Feedback Questionnaires.

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

Sources of information on the programme can be found in Section 17

| 1. Awarding Institution / Body | University of Central Lancashire |
| 2. Teaching Institution | University of Central Lancashire – Preston campus  
Futureworks – Manchester  
Vytautas Magnus University - Lithuania |
| 3. University School | School of Journalism, Media and Performance |
| 4. External Accreditation | Joint Audio Media Education Support (JAMES)  
Uclan Campus only |
| 5. Title of Final Award | BA (Hons) Music Production |
| 6. Modes of Attendance offered | Full-time & Part-time |
| 7. UCAS Code | UCLan - WJ39 BA/MuP |
| 8. Relevant Subject Benchmarking Group(s) | Dance, Drama and Performance  
Music  
Communications, Media, Film and Cultural Studies |
| 9. Other external influences | Apple and Avid Vendor Qualifications |
| 10. Date of production/revision of this form | April 2016 |
11. Aims of the Programme

- The aims of the Music Production programme are to:
  - Develop the practical skills and knowledge required to work in the dynamic area of music production and technology
  - Give the student opportunities to develop the skills and attributes needed in order to devise original creative works
  - Provide the student with a broad critical, analytical and contextual understanding of Music Production techniques
  - Provide the student with the means to identify a clear career focus and to become a self-sustaining professional
  - Ensure self-evaluation and reflection to enable personal development
  - Apply experimental processes which result in innovative practice
  - Develop recording/production skills and a practical knowledge of sound/music within other media
  - Develop knowledge of the industry and professional standards

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A.1 Understand the technical processes involved in the realisation of musical ideas

A.2 Make effective decisions within a range of recording environments

A.3 Appraise and utilise the technologies employed within various media workflows and online platforms

A.4 Understand the possibilities within marketing the individual and develop a knowledge of the diversity of possible career pathways

A.5 Deliver a presentation which contextualises and evaluates their musical composition

A.6 Produce a body of work according to a defined career pathway

Teaching and Learning Methods

Teaching and learning methods include lectures, seminars, directed independent study, demonstrations, guided practical recording studio sessions and project work. Progression through the programme will lead to an increasing emphasis on student self-direction and self-responsibility in the teaching and learning strategies deployed. Teaching and learning strategies will be focus on building knowledge, supporting critical understanding, providing and encouraging critical reflection.

Assessment methods
Written assessment methods include technical logs, reports, essays, and written evaluations.

Oral assessment methods include presentations, pitches, and viva voces.

Coursework Assessments include compositions, recordings, installations, audio visual works and web design.

## B. Subject-specific skills

1. Compose and arrange musical material using music technology software, hardware and the recording studio as creative tools

2. Develop a range production skills applicable to specific creative musical undertakings

3. Compose and arrange sound design projects across a range of media, including games, cinema and installation settings

4. Develop the skills to enable effective self-representation through social media and within tailored artwork and packaging

5. Formulate and apply innovative compositional strategies

6. Present material for a programme of events in the area of music and multimedia presentation.

## Teaching and Learning Methods

Teaching and learning methods include lectures, seminars, directed independent study, demonstrations, guided practical recording studio sessions and project work. Progression through the programme will lead to an increasing emphasis on student self-direction and self-responsibility in the teaching and learning strategies deployed. Teaching and learning strategies will be focus on building knowledge, supporting critical understanding, providing and encouraging critical reflection.

## Assessment methods

Written assessment methods include technical logs, reports, essays, and written evaluations.

Oral assessment methods include presentations, pitches, and viva voces.

Coursework Assessments include compositions, recordings, installations, audio visual works and web design.

## C. Thinking Skills

1. Initiate, conduct and disseminate research from a number of sources and through various methodologies.

2. Produce written evaluative and contextual documents through independent study

3. Identify appropriate methods of analysis and the students ability to critique their own work and the work of others

4. Research and produce a contextual report that adheres to academic conventions
### Teaching and Learning Methods

Teaching and learning methods include lectures, seminars, directed independent study, demonstrations, guided practical recording studio sessions and project work. Progression through the programme will lead to an increasing emphasis on student self-direction and self-responsibility in the teaching and learning strategies deployed. Teaching and learning strategies will be focus on building knowledge, supporting critical understanding, providing and encouraging critical reflection.

### Assessment methods

Written assessment methods include technical logs, reports, essays, and written evaluations.

Oral assessment methods include presentations, pitches, and viva voces.

Coursework Assessments include compositions, recordings, installations, audio visual works and web design.

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

D.1 Identify and apply professional values to all aspects of production process, presentation and archive

D.2 Evaluate the processes involved within collaborative and client focussed work

D.3 Plan and manage production and research projects to an agreed timeframe

D.4 Apply the principles of effective teamwork within professional environments

D.5 Compile a written technical report which details their workflow

### Teaching and Learning Methods

Teaching and learning methods include lectures, seminars, directed independent study, demonstrations, guided practical recording studio sessions and project work. Progression through the programme will lead to an increasing emphasis on student self-direction and self-responsibility in the teaching and learning strategies deployed. Teaching and learning strategies will be focus on building knowledge, supporting critical understanding, providing and encouraging critical reflection.

### Assessment methods

Written assessment methods include technical logs, reports, essays, and written evaluations.

Oral assessment methods include presentations, pitches, and viva voces.

Coursework Assessments include compositions, recordings, installations, audio visual works and web design.
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<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
<th>14. Awards and Credits*</th>
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<tr>
<td>Level 6</td>
<td>MU3060(L6)</td>
<td>Composition and Innovation</td>
<td>20</td>
<td>Bachelor Honours Degree Music Production</td>
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<td></td>
<td>MU3061(L6)</td>
<td>Advanced Recording and Production</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MU3062(L6)</td>
<td>Major Project- Music and Multimedia</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MU3063(L6)</td>
<td>Career Focus 3- Professional Preparation</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Bachelor Degree Music Production</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Requires 360 credits including a minimum of 220 at Level 5 and above and 100 at Level 6</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Bachelor Degree Music Production</strong></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Requires 320 credits including a minimum of 180 at Level 5 and above and 60 at Level 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 5</td>
<td>MU2050(L5)</td>
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<td>20</td>
<td>HE Diploma Music Production</td>
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<tr>
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<td>MU2051(L5)</td>
<td>Recording and Production</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MU2052(L5)</td>
<td>Music, Sound, Image</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MU2053(L5)</td>
<td>Career Focus 2– Live Brief</td>
<td>20</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>HE Diploma Music Production</strong></td>
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<tr>
<td></td>
<td></td>
<td>Requires 240 credits including a minimum of 100 at Level 5</td>
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<td>Level 4</td>
<td>MU1040(L4)</td>
<td>Composition and Arrangement</td>
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<td>HE Certificate</td>
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<td></td>
<td>MU1041(L4)</td>
<td>Recording Techniques and Technologies</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MU1043(L4)</td>
<td>Career Focus 1 – Online Profile</td>
<td>40</td>
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<tr>
<td></td>
<td></td>
<td><strong>HE Certificate</strong></td>
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<tr>
<td></td>
<td></td>
<td>Requires 120 credits</td>
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</tbody>
</table>
15. Personal Development Planning

Personal Development Planning (PDP) is a key aspect of all the performing arts courses at UCLan. PDP is integrated within all modules and across the totality of study. PDP, through the creation of a personal document referred to as a Progress File, helps you to define and focus your educational and professional aims and goals; it will assist you to consider how you can engage with the learning opportunities your course offers to achieve your personal career and professional objectives.

This course consists of modules with fixed syllabi that together enable you and your colleagues to gain the knowledge and develop the skills essential if you are to be a successful practitioner. However the course is designed to allow you to choose or negotiate many aspects of your learning in ways which are appropriate to your abilities, learning preferences and vocational intentions. Thus is referred to as a student-centred learning approach. When coupled with the self-monitoring and evaluation of PDP, you find that study shifts from a tutor-led/teaching activity to a personally-defined learning experience. This is close to the way many professional artists operate and the terms 'reflective practitioners' or 'thinking artist' describe the kind of graduate we expect you to become.

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.

Standard Entry: Entry on to this and all other performing arts courses validated by UCLan is through audition and interview. Additionally we will normally expect applicants to evidence a number of the following:

- the ability to devise original work across a variety of media
- two ‘A’ levels, in subjects relevant to the course ethos and content
- BTEC National Diploma in Music/Media or similar
- GNVQ Advanced in a subject relevant to the course ethos and content
- International qualifications equivalent to the above, in a relevant area
- extra-curricular activity, such as band performance, DJ-ing, community arts, visual or performing arts

The minimum general entry requirements for the courses within this proposal are the same as for all the University’s degree programmes (as outlined in the Undergraduate Prospectus). As a broad guide, we normally expect students to have achieved a tariff of between 200-300 points at ‘A2’ and ‘AS’ level, BTEC ND, or GNVQ (level 3) or an equivalent qualification in relevant areas. Equally, we welcome students with qualifications in other subjects, but who have shown a significant commitment to music production in a variety of forms.

Entry for those who have not recently studied: If you have not studied recently you may be required to undertake an Access programme. For details of those offered by the University please contact UK Course Enquiries, tel: 01772 892400.
**International Entry:** Equivalent international qualifications will be considered towards meeting the general entry requirements. Additionally, International students, for whom English is not your first language, will be required to evidence an IELTS score of 6.0 or equivalent. Equivalences include:

- TOEFL written examination score of 550 plus a test of written English (at 4)
- TOEFL Computer Equivalent score of 230
- Proficiency in English (Cambridge) at Grade C or above

Applications from individuals with non-standard qualifications, relevant work or life experience will be equally considered.

**Accreditation for Prior Learning:** UK and International applicants with qualifications or professional experience equivalent to the knowledge and skills developed at level 1 or level 2 of this programme, may be granted Accreditation for Prior Learning (APL), and be exempt for certain modules. In some cases you may be allowed to begin the course at level 2 or, exceptionally, at level 3. Please contact the UCLan (01772 892400) if you think you may be eligible for APL. Please note that APL will not exempt you from the audition and interview process, or, for International students, the IELTS 6.0 (or equivalent) requirement.

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

- [http://www.uclan.ac.uk/courses/ba_hons_music_production.php](http://www.uclan.ac.uk/courses/ba_hons_music_production.php)
- [www.futureworks.co.uk](http://www.futureworks.co.uk)
- [http://www.s-s-r.com](http://www.s-s-r.com)
- [www.vdu.lt/en/](http://www.vdu.lt/en/)
- JAMES - [http://www.jamesonline.org.uk/](http://www.jamesonline.org.uk/)
- UCAS/Trottman guides
<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Knowledge and Understanding</th>
<th>Subject-specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
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<td>MU1040(L4)</td>
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<td>MU2052</td>
<td>Music, Sound, Image</td>
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<td>MU2053</td>
<td>Career Focus 2 – Live Brief</td>
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<td>Other skills relevant to Employability and personal development</td>
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<td>Comp</td>
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<td>MU3063(L6)</td>
<td>Career Focus 3-Professional Preparation</td>
<td>Comp</td>
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LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of: BA Music Production

A.4 Understand the possibilities within marketing the individual and develop a knowledge of the diversity of possible career pathways

A.5 Deliver a presentation which contextualises and evaluates their musical composition

B.2 Develop a range production skills applicable to specific creative musical undertakings

B.6 Present material for a programme of events in the area of music and multimedia presentation.

C.4 Research and produce a contextual report that adheres to academic conventions

D.5 Compile a written technical report which details their workflow

Learning outcomes for the award of: HE Diploma Music Production

A.1 Understand the technical processes involved in the realisation of musical ideas

B.1 Compose and arrange musical material using music technology software, hardware and the recording studio as creative tools

B.2 Develop a range production skills applicable to specific creative musical undertakings

B.3 Compose and arrange sound design projects across a range of media, including games, cinema and installation settings

C.2 Produce written evaluative and contextual documents through independent study

C.3 Identify appropriate methods of analysis and the students ability to critique their own work and the work of others

D.1 Identify and apply professional values to all aspects of production process, presentation and archive

D.2 Evaluate the processes involved within collaborative and client focussed work

D.3 Plan and manage production and research projects to an agreed timeframe

D.4 Apply the principles of effective teamwork within professional environment

Learning outcomes for the award of: HE Certificate Music Production

A.1 Understand the technical processes involved in the realisation of musical ideas

A.2 Make effective decisions within a range of recording environments
A.3 Appraise and utilise the technologies employed within various media workflows and online platforms

B.1 Compose and arrange musical material using music technology software, hardware and the recording studio as creative tools

B.2 Develop a range production skills applicable to specific creative musical undertakings

B.3 Compose and arrange sound design projects across a range of media, including games, cinema and installation settings

B.4 Develop the skills to enable effective self-representation through social media and within tailored artwork and packaging

C.2 Produce written evaluative and contextual documents through independent study

D.3 Plan and manage production and research projects to an agreed timeframe
<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Details</th>
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<tr>
<td>13.</td>
<td>Awarding Institution / Body</td>
<td>University of Central Lancashire</td>
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<td>14.</td>
<td>Teaching Institution and Location of Delivery</td>
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<td>School of Film, Media and Performance</td>
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<td></td>
<td>Music</td>
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<tr>
<td>21.</td>
<td>Other external influences</td>
<td>None</td>
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</table>
### 22. Date of production/revision of this form

| Date of production/revision of this form | April 2016 |

### 23. Aims of the Programme

- To provide students who do not have standard entry qualifications the opportunity to prepare for and progress on to a related undergraduate programme in performance and music.

- To introduce students to the nature and the methodologies of performance and music disciplines available to study at undergraduate level.

- To allow students to acquire and apply the fundamental academic and practical skills essential for success on a related undergraduate degree in performance or music related discipline.

- To introduce the concept of convergence and encourage engagement in discussion and debate on the interdisciplinary nature of performance or music related discipline.

- To introduce, develop support and support independent learning strategies.

- To introduce and develop the intellectual skills and working methods to allow students to become creative and reflective practitioners.
<table>
<thead>
<tr>
<th>24. Learning Outcomes, Teaching, Learning and Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Knowledge and Understanding</strong></td>
</tr>
<tr>
<td>At the end of the programme students will have knowledge and understanding</td>
</tr>
<tr>
<td>A1. of concepts relating to performance and music</td>
</tr>
<tr>
<td>A2. of concepts relating to narrative</td>
</tr>
<tr>
<td>A3. of performance and music composition / production</td>
</tr>
<tr>
<td>A4. of contextual issues related to creative practice</td>
</tr>
<tr>
<td><strong>Teaching and Learning Methods</strong></td>
</tr>
<tr>
<td>Lectures, seminars and workshops will be used to introduce key topics and ideas. Students will be supported and encouraged to engage in discussion and practical activities to develop the fundamental concepts of each subject area. This will then be further developed through the context of independent study and exercises in preparation for subsequent classes and in the completion of individual assignments.</td>
</tr>
<tr>
<td><strong>Assessment methods</strong></td>
</tr>
<tr>
<td>Knowledge and understanding will be assessed through written assignments and also through practice observation, supported by viva voce, portfolio and other forms of documentation.</td>
</tr>
<tr>
<td><strong>B. Subject-specific skills</strong></td>
</tr>
<tr>
<td>B1. The ability to originate and develop performance and musical ideas.</td>
</tr>
<tr>
<td>B2. Competence in basic techniques relevant to a specified discipline.</td>
</tr>
<tr>
<td>B3. The origination and realisation of performance and musical outputs.</td>
</tr>
<tr>
<td>B4. Ability to structure performance and musical elements within practical outputs.</td>
</tr>
<tr>
<td><strong>Teaching and Learning Methods</strong></td>
</tr>
<tr>
<td>Lectures and workshops will be used to introduce basic skills and techniques, these will then be explored in subsequent guided sessions. These skills will be further developed through independent experiential learning through practical exercises and study in the completion of assignments and in preparation for classes</td>
</tr>
<tr>
<td><strong>Assessment methods</strong></td>
</tr>
<tr>
<td>Performances</td>
</tr>
<tr>
<td>Workshop practice</td>
</tr>
<tr>
<td>Documentation of practice</td>
</tr>
</tbody>
</table>
Viva voce assessment
Individual and group presentations
Hard copy / data submissions

C. Thinking Skills
C1. Research and analysis of performance, media and musical outputs.
C2. Selection and deployment of effective strategies for performance or production.
C3. Critical and personal reflection.
C4. Experiential learning and problem solving.

Teaching and Learning Methods
Lectures, seminars and workshops will be used to introduce, discuss, nurture and develop skills. These skills will then be contextualised and implemented through exercises and further developed through independent study and the completion of assignments. Reflection on practice will also be supported through one to one tutorials.

Assessment methods
Presentations of analyses
Research portfolios
Assignments requiring the analysis and inclusion of effective production strategies

D. Other skills relevant to employability and personal development
D2. Personal development planning.
D3. Communication and presentation skills.
D4. Interpersonal skills.

Teaching and Learning Methods
The requirements of meeting deadlines and the necessity for self-management throughout the process of learning and assessment in a challenging though supportive environment will provide a context for learners to engage in, foster and develop personal, academic and creative skills. Lectures, seminars and workshops will be used to introduce and discuss the fundamental skills and concepts that will be developed through the context of independent study, practical work and self-reflection. One to one tutorials will also be used to further self-reflection and support personal development planning with a focus on progression to level 4 and beyond.

Assessment methods
| Performances |
| Portfolios |
| Workshop practice |
| Viva voce assessment |
| Individual and group presentations |
| Written documentation dependant on discipline |
### 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 3</td>
<td>AGC006</td>
<td>Multidisciplinary Project</td>
<td>40</td>
</tr>
<tr>
<td>Level 3</td>
<td>AGC002</td>
<td>The Creative Musician</td>
<td>40</td>
</tr>
<tr>
<td>Level 3</td>
<td>AGC004</td>
<td>Devised Theatre</td>
<td>40</td>
</tr>
<tr>
<td>Level 3</td>
<td>RPC005</td>
<td>Research and Contexts</td>
<td>20</td>
</tr>
<tr>
<td>Level 3</td>
<td>PVC002</td>
<td>Scriptwriting for Production</td>
<td>20</td>
</tr>
<tr>
<td>Level 3</td>
<td>RPC001</td>
<td>Sound Recording and Design</td>
<td>20</td>
</tr>
</tbody>
</table>

### 14. Awards and Credits*

- **BA (Hons) Performance (Foundation entry)**
  - Requires 120 credits to proceed
  - To:
    - **BA (Hons) Theatre** (must include AGC004 and PVC002)
    - **BA (Hons) Music** (Must include AGC002 and RPC001)
    - **BA (Hons) Music Production** (Must include AGC002 and RPC001)
  - Students who exit after the Foundation year will receive a transcript of their modules and grades

---

### 15. Personal Development Planning

The course has at the heart of its design the encouragement of students to put personal development at the core of their learning. Through group activities, tutorials and assessments learners will be constantly encouraged to reflect on their progress and to apply all of their learning and experiences to their individual academic and career goals. The course is designed to equip students with the skills, knowledge and experience to independently set personal academic and career goals and to make subsequent subject progression choices accordingly.
16. Admissions criteria

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

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

Entry requirements at A2 level would be in the range of DDE and for BTEC MPP equivalent to a UCAS points level of 160

International applications will require an IELTS score of 6.0

Mature students and applicants with none standard entry qualifications will also be considered, particularly if they have professional or other relevant experience

17. Key Sources of information about the programme

- University, School and course specific web sites
# 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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Knowledge and understanding</td>
<td>Subject-specific Skills</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>A1</td>
<td>A2</td>
</tr>
<tr>
<td>LEVEL 3</td>
<td>AGC006</td>
<td>Multidisciplinary Project</td>
<td>COMP</td>
<td>x</td>
</tr>
<tr>
<td>LEVEL 3</td>
<td>AGC002</td>
<td>The Creative Musician</td>
<td>COMP</td>
<td>x</td>
</tr>
<tr>
<td>LEVEL 3</td>
<td>AGC004</td>
<td>Devised Theatre</td>
<td>COMP</td>
<td>x</td>
</tr>
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<td>LEVEL 3</td>
<td>RPC001</td>
<td>Sound Recording and Design</td>
<td>COMP</td>
<td>x</td>
</tr>
</tbody>
</table>


All modules are compulsory dependant on pathway totalling 120 credits

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks
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.
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Welcome and Introduction to the University</td>
<td></td>
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<tr>
<td>2. Learning Resources</td>
<td></td>
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<tr>
<td>3. Preparing for your career</td>
<td></td>
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<tr>
<td>4. Student support</td>
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<tr>
<td>5. Students' Union</td>
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<tr>
<td>6. Rationale, aims and learning outcomes of the course</td>
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<tr>
<td>7. Assessment</td>
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<tr>
<td>8. Student Voice</td>
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</tr>
</tbody>
</table>
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.

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the regulations for the Conduct of Students.

5. Students’ Union
You can play an important part in the process of improving the quality of your course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feed back about your experience of teaching and learning. Where appropriate, we aim to respond to your feedback and let you know of our plans for improvement.

The Students’ Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students’ Council. The Students’ Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students’ rights is at the core of what the Students’ Union does and is encompassed by its tag line of, Making Life Better for Students. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Students’ Union is where your voice can be heard, actions taken, or campaigns launched.

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

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

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

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

6.2 Sometimes certain aspects of courses may be subject to change. Applicants are encouraged to check information on our relevant course pages from time to time, particularly before submitting any application for their academic year of study. Material changes about a course will be notified to you in material produced after the change is made and at the time you are made any offer of a place of study for that course. For details about changes to course information after you have accepted any offer, please see our Additional Information and Conditions of Offer.

7. Assessment

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

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

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

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

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

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

7.3 Extenuating circumstances
Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready
to support you, with both your course and your personal wellbeing, through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

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

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

Further information about the submission process

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

7.4 Late submissions
If you submit work late without authorisation, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

You may apply to appeal this decision in accordance with the University's Academic Regulations.

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

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

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


7.6 Unfair Means to Enhance Performance

The University regards any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained as a serious academic and/or disciplinary offence. Such offences can include, without limitation, cheating, plagiarism, collusion and re-presentation (‘unfair means’).

You are required to sign a declaration indicating that individual work submitted for assessment is your own and will be able to view your Originality Report following e-submission of assessed work.

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

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

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

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

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

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

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

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

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

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

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