Course Handbook
BA (Hons) Music Theatre
Course Leader – Mark Goggins
School of Journalism, Media & Performance

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

Contents

1. Welcome to the course

Welcome to the BA (Hons) Music Theatre course at UCLan and to the School of Journalism, Media and Performance.

You are studying on an honours degree course, which consists of the equivalent of 7 modules spread across 3 levels of study. Each of the 3 levels of your course is equivalent to a year of full-time study so year one and level four are the same. At the start of each module you will be issued with a Module Handbook and this will contain details on your assignments, deadlines and teaching schedule.

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 general aims of the programme are twofold:

Creative skills

1.1 to develop making and performing skills,

1.2 to develop technical and academic skills

Professional attributes

2.1 to develop knowledge of the industry and professional standards;

2.2 to develop an understanding of personal capability and competence.

Throughout the three levels of the programme, five creative skill-specific aims exist. They are:

- to improve and develop practical skills and techniques
- to increase knowledge of performance theory;

- to formulate strategies to enable the production of existing musical theatre texts;
- to apply experimental processes which result in innovative practice and the creation of new music theatre pieces;
- to ensure accurate self-evaluation of personal abilities and group and audience requirements.

The specific aims of Music Theatre are:

1. To give you subject specific and generic transferable skills in line with the National Subject Benchmarks for all Drama, Dance and Performance and Music degree courses.
2. To give you a broad critical, analytical, contextual, technical and physical understanding of music and theatre that will equip you with skills that can be directly transferred into the work place.
3. To give you opportunities to develop the skills and attributes needed in order to:
   - produce musical theatre pieces based on existing texts
   - devise new music theatre pieces

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1.2 Course Team

The course team consists of the academic and technical staff who contribute to your course. The academic staff take responsibility for the delivery of the content of your modules, but they also have other many roles including research, overseas development, marketing and publicity, etc.

Your course is also supported by a number of technicians who induct you into the workshops and the use of technical resources, demonstrate craft and technical processes and/or assist individual students with the production of work. They are a team of well-qualified individuals who assist students across a range of courses.

Below are the names and contact details for the members of the Music Theatre teaching team.

Mark Goggins, Senior Lecturer, Course Leader
Media Factory Room ME127
mjgoggins@uclan.ac.uk
01772 893029

Mark's expertise is in directing, voice and acting.

Su Briggs, Senior Lecturer, Admissions Tutor
Media Factory Room ME127
Sbriggs1@uclan.ac.uk
01772 893958

Su's expertise is in directing and acting. She has an additional speciality in yoga as part of performance training.

Steven Calver, Associate Lecturer,
Media Factory Room ME127
srcalver@uclan.ac.uk
01772 894293

Steven's expertise is in music composition and its place within new music theatre.

Manny Crooks, Lecturer
Media Factory Room ME127
accrooks@uclan.ac.uk
01772 893802

Manny's expertise is in voice, in particular in singing technique.

Jane Hartley, Lecturer
Media Factory Room ME127
jhartley3@uclan.ac.uk
01772 893890

Jane's expertise is in physical theatre and its place within new music theatre.

Sarah Stone, Lecturer
Media factory Room ME127
slrstone@uclan.ac.uk
01772 892719

1.3 Expertise of staff

All the teaching staff are highly qualified and have professional experience in their particular are of music theatre. They have been selected to teach on this course because they are ideally placed to deliver the course to you. In addition to the University staff listed above we also invite industry professionals to come in and work with our students. This ranges from people running workshops and master classes to directors and musical directors working on full scale productions.

1.4 Academic Advisor

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

1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm

Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

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.

All formal electronic communication between students and staff will be done via email. If you want to message a member of staff about anything to do with the course, or to arrange a tutorial meeting, please send an email from your University email account. In addition we use social media to communicate in less formal ways. Groups of students and staff working together, such as in Production, usually use Facebook so that members of the group can communicate quickly and effectively. Each module leader will post all relevant learning and support materials on Blackboard. This will include the Module Handbook, assignment briefs, and relevant texts such as journal articles as well as links to online resources.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner 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.

The external examiner for the Music Theatre Course is Vivien Care, Course Leader of the MA Musical Theatre programme at the Royal Welsh College of Music & Drama.

2. Structure of the course
2.1 Overall structure

The course is made up of two main strands: Musical Theatre and New Music Theatre. In 1st Year (Level 4) there are three 40-credit modules, two in the Musical Theatre strand, and one in the New Music Theatre strand. In both 2nd Year (Level 5) and 3rd Year (Level 6) there are two 60-credit modules, one in each strand. Each year adds up to 120 credits. Your overall degree will eventually consist of 360 credits built up over the three years.

	Semester 1	Semester 2	3 x 40 credits
1st Year Level 4	MX1110 Musical Theatre Skills (taught year-long)		= 120 credits
	MX1020 New Music Theatre 1	MX1010 Musical Theatre 1	
	Semester 1	Semester 2	2 x 60 credits
2nd Year Level 5	MX2020 New Music Theatre 2 (taught partly in Semester 1		= 120 credits
	(taught mainly in Semester 1	but mainly in Semester 2)	TOTAL 240
	but partly in Semester 2) MX2010 Musical Theatre 2		
	Semester 1	Semester 2	2 x 60 credits
3rd Year Level 6	MX3010 Musical Theatre 3 (taught partly in Semester 1		= 120 credits
	(taught mainly in Semester 1	but mainly in Semester 2)	TOTAL 360
	but partly in Semester 2) MX3020 New Music Theatre 2		

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. In 1st Year you take three modules, each worth 40 credits. In 2nd and 3rd Years you take two modules, each worth 60 credits. This equates to 120 credits each year, totalling 360 over the three years of the course.

Music Theatre Modules:
1st Year [Level 4]

MX1020 New Music Theatre 1

This module introduces you to new music theatre. You will look at examples of work as well as key concepts to help you to start creating your own original work. This module takes place is semester 1.

MX1110 Musical Theatre Skills

This module is the beginning of the pathway through the course that will develop your musical theatre performing skills, with a particular focus on singing technique as well as acting and movement. This module is spread across the whole year.

MX1010 Musical Theatre 1

This module is your first major production. It takes place in Semester 2, starting in January. It culminates in a production week of public performances.

2nd Year [Level 5]

MX2010 Musical Theatre 2

This module stretches across the whole year, with the majority of the work taking place in Semester 1. The major production is performed in early January. In addition to this there is a directing project (where 2nd year directors work with 1st year performers) which culminates in early November. In Semester 2 this module continues with further musical theatre skills training.

MX2020 New Music Theatre 2

This module also stretches across the whole year, with most of the work happening in Semester 2. In Semester 1 you will be introduced to further important concepts relating to the creation of new music theatre. In Semester 2 you will work in a group to create an original piece of music theatre.

3rd Year [Level 6]

MX3020 New Music Theatre 3

In Semester 1 you work again in a group to create an original piece of music theatre. By this stage you will be expected to work as a small-scale independent company. The research underpinning your practice will come to fruition in Semester 2 in the form of a written document.

MX3010 Musical Theatre 3

In Semester 1 you will continue with musical theatre skills development. In Semester 2 you will be a member of a company rehearsing and performing a full scale musical theatre production. This process will follow a professional model, typically with a four-week rehearsal schedule prior to the production week. Many of these productions are directed by industry professionals. The module also covers various aspects of future employment, such as CVs, audition techniques and post-graduate training.
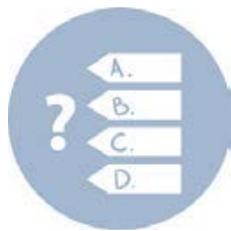
2.3 Course requirements

Successful completion of all these modules across the three years will result in the award of a BA (Hons) Music Theatre degree. There are no options or module choices to be made as you progress through the course. Because of the nature of the course attendance is extremely important and is taken into account in assessment procedures.

2.4 Progression Information
During Semester 2 of 1st and 2nd Years your course team will explain to you what lies ahead for the following 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. This may involve you preparing for the start of the academic year with some research activity and planning.

2.5 Study Time
2.5.1   Weekly timetable

The weekly timetable can be found at https://apps13.uclan.ac.uk/weeklyTimetable/

2.4.2   Expected hours of study
20 credits is a standard module size and equals 200 notional learning hours.
Much of this time is spent in class with a module tutor. Class sizes are dependent on the work being covered. For example, an acting class will typically be around 15 whereas in

Production rehearsals the whole company will be called. A significant amount of the total hours of a module will be spent with students working together to move their work forward. Similarly students need to spend time working on their own on specific performance skills development, such as singing technique.

2.4.3 Attendance Requirements
You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to the module tutor taking that class. See the list of contact details above at 1.2.

3. Approaches to teaching and learning
3.1 Learning and teaching methods

The vast majority of class time is spent in practical sessions. Acting and voice classes, singing technique classes, production rehearsals and other workshop activities all take place in rehearsal/studio spaces. Learning on the course is driven by practical experience. However, all of this practical work will relate to and be underpinned by theoretical methodologies, and you are expected to follow up and consolidate your learning through practice with self-study activities. To help you with this your tutors will support you in learning how to research and investigate performance as an undergraduate student. Through *Blackboard* within the online student portal a whole range of learning support is provided.

3.2 Study skills

Further support is given by University services such as WISER. WISER helps students with their study skills, especially with issues such as written work. WISER is available at http://www.uclan.ac.uk/students/study/wiser/index.php
You are able to go to drop-in sessions or fix one-to-one meetings to receive feedback on your work.

3.3 Learning resources
3.3.1 Learning Information Services (LIS)
A whole range of further learning materials is available within the LIS. This includes books and journals in the traditional library sense, but LIS can also assist with online resources such as electronic journals.

3.3.2 Electronic Resources
Electronic resources will also be available via *Blackboard* as well as LIS.

3.4 Personal development planning
The Music Theatre course enables you not only to learn about music, theatre and performance but just as importantly about yourself. Throughout the three years tutors are available to support and guide you with your planning for the future. Whatever your hopes and aspirations upon entering the course, higher education of this kind will enable you to discover more about yourself, what you are best suited to and will introduce you to working practices that you were possibly not aware of before coming here.

3.5 Preparing for your career

This personal development planning will continue through into your final year when there will be a tightening of the focus on your future career possibilities. By this stage you should be much clearer about what potentially lies ahead for you. We can support you in making decisions about where to go next; this may be into some form of post-graduate training, auditioning for work or some other career opening. We will help you with issues such as audition preparation, how to prepare a performance CV (including headshots), writing applications and personal statements. We can also give you specific one-to-one coaching in preparation for auditions and interviews. The music theatre industry is particularly niche, and one of the strengths of the staff team is the extent to which they are connected to the industry. This has always been a big help to our graduating students moving on to the next stage.

4. Student Support

The course team has a very strong record of student support. Whilst there are specific procedures in place any student can approach any member of the course team for a private meeting. We always strive to respond to tutorial requests from students within 24 hours.

4.1 Academic Advisors

At the start of each year you will be allocated an Academic Advisor. This is your first point of contact with anything to do with your study on the course. S/he will meet with you three times each semester in 1st year, and once per semester in 2nd and 3rd year. As outlined above, although this is your primary point of contact you can request to see any member of the team should you so wish.

4.2 Students with disabilities

The lead member of staff for disabilities within the school is David Dennison. He can be contacted at ddennison@uclan.ac.uk
The University has a range of support mechanisms for students with disabilities. If you have any questions about how students with disabilities can be supported you can contact any member of the course team.

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
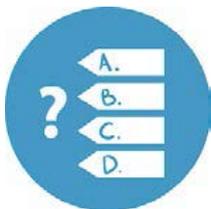
5.1 Assessment Strategy

The majority of your work on the course is practical, so it follows that the majority of your assessment is of your practical outcomes. From solo song assessments to your participation in full-scale production work we assess your performances. We also assess your knowledge and understanding of important issues and concepts that relate to your practical work. Sometimes this assessment takes the form of a written submission, sometimes it will be in the form of a *viva voce* (a face-to-face question and answer assessment). At other times this aspect of your learning is assessed through your responses and participation within your coursework. It is over-simplistic to think about your learning and assessment as being part practical and pat theoretical, but it might be helpful to indicate to you that around 75% of what you are assessed on is based on your practical performance

outcomes, with the remaining 25% of assessment being to do with understanding and knowledge.

After each assessment you will receive feedback. This feedback may be given in written form or in a one-to-one meeting. As well as explaining the levels of success you attained in the assessment, the feedback will focus on how you can make improvements in different areas. The feedback will support you in developing strategies for improvement and development.

5.2 Notification of assignments and examination arrangements

All aspects of the assessments you undergo are given to you at the beginning of each module. His will include a detailed brief of what the assessment is asking you to do, as well as important information such as dates, times and venues. There are no written examinations as part of this course.

5.3 Referencing

When you are completing written assignments you will make reference to writers, theorists, practitioners and others who have written or said things that are relevant to your work. When referencing in your written work you are expected to use the Harvard style of referencing. Further information on the Harvard system will be given to you within module delivery. There will also be information on *Blackboard* about Harvard referencing.

5.4 Confidential material

It is unlikely that you will be involved in the use of confidential material as part of this course. If, however, you participated in a project where this was the case (e.g. a school-based project) you would need to seek academic advice from a tutor on the use of confidential material.

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.

Many significant changes to the course have been made as a result of student feedback. An example of this is singing technique, which has grown as part of the course because students wanted more of it. You can always make your

views known to the course team in a meeting or via email. There are also staff student liaison meetings, held each semester, which are formal ways of bringing the views of students to the attention of the staff.

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.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

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

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

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1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution	University of Central Lancashire – Preston campus
3. University Department/Centre	Journalism, Media & Performance
4. External Accreditation	None

5.	**Title of Final Award**	BA (Hons) Music Theatre
6.	**Modes of Attendance offered**	Full-time & Part-time
7.	**UCAS Code**	W310
8.	**Relevant Subject Benchmarking Group(s)**	Dance, Drama and Performance Music
9.	**Other external influences**	None
10.	**Date of production/revision of this form**	April 2016

11. Aims of the Programme

The general aims of the programme are twofold:

Creative skills

1.1   to develop making and performing skills,

1.2   to develop technical and academic skills

Professional attributes

2.1   to develop knowledge of the industry and professional standards;

2.3   to develop an understanding of personal capability and competence.

Throughout the three levels of the programme, five creative skill-specific aims exist. They are:

- to improve and develop practical skills and techniques
- to increase knowledge of performance theory;
- to formulate strategies to enable the production of existing musical theatre texts;
- to apply experimental processes which result in innovative practice and the creation of new music theatre pieces;
- to ensure accurate self-evaluation of personal abilities and group and audience requirements.

The specific aims of Music Theatre are:

4. To give you subject specific and generic transferable skills in line with the National Subject Benchmarks for all Drama, Dance and Performance and Music degree courses.

5. To give you a broad critical, analytical, contextual, technical and physical understanding of music and theatre that will equip you with skills that can be directly transferred into the work place.

6. To give you opportunities to develop the skills and attributes needed in order to:

- produce musical theatre pieces based on existing texts
- devise new music theatre pieces

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12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A.1   Understand and practise the use of voice and body within performance work

A.2   Understand and practise the relationship between breath, voice, body and emotion

A.3   Understand and practise fundamental parameters of music composition

A.4   Engage with a range of practitioners within both music theatre and the arts generally

A.5   Understand and practise various aspects of musical theatre production work

A.6   Understand and practise body/voice synthesis in relation to emotional, physical and psychological demands

A.7   Understand and practise a range of analysis and research methodologies

A.8   Understand and practise a range of appropriate technologies and protocols within professional practice

A.9   Understand and practise physical, vocal, musical and technical skills at a level recognised within professional practice

A.10   Understand and practise critical, contextual, analytical and research methodologies

A.11   Understand and use subject specific language within research and practice

Teaching and Learning Methods

A variety of teaching and learning methods are synthesised across all modules at level 4. Learning situations include:

- Workshops
- Rehearsals
- Seminars and discussion groups
- Lectures
- Group tutorials
- Individual tutorials
- Technical induction

Assessment methods

At this level the following activities are used for assessment:

- Performance
- Processes leading to performance
- Written assignment

B. Subject-specific skills

B.1   Develop musical theatre performing skills

B.2   The application of voice and body within performance work

B.3   Composing and performing original music compositions

B.4   Undertaking other production roles within musical theatre performances

B.5   Develop and extend musical theatre skills

B.6   Explore the synthesis of the voice and body in relation to emotional, physical and psychological demands

B.7   Apply this synthesis within a variety of performance contexts and the exploration of texts

B.8   Employ a range of methodologies in developing new music theatre devising practice

B.9   Apply a range of research methodologies both relative to, and within, creative practice

B.10   Respond to a range of directorial methodologies including taking and giving direction

B.11   Embody all of the above within the context of Production of musical theatre / Devising new music theatre

B.12   Bring to rehearsal of production work physical, vocal, musical and technical skills at a level recognised within professional practice

B.13   Bring to the devising of new work a range of skills, techniques, strategies and methodologies at a level recognised within professional practice

B.14   Synthesise the creative application of both the above within the realisation of public performance

B.15   Apply and be receptive to a range of strategies and protocols inherent in public performance work

Teaching and Learning Methods

Subject specific skills are taught and learned through a variety of situations including:

- Technique classes
- Workshops
- Rehearsal
- Technical induction
- self-reflection,
- group evaluation and
- attending performances.

Assessment methods

At this level the following activities are used for assessment:

- Performance
- Processes leading to performance

C. Thinking Skills

C.1 Apply techniques of evaluation and reflection to creative practice

C.2 Engage with a range of theoretical concepts from within music theatre and arts practice generally

C.3 Development of a critical and contextual language specific to performance and the arts

C.4 Apply a range of research methodologies both relative to, and within, creative practice

C.5 Apply strategies of critical, contextual and analytical investigation using appropriate research methodologies

C.6 Demonstrate the ability to use subject specific language within both practice and research

Teaching and Learning Methods

Thinking skills within this course are the intellectual qualities related to cognitive ability through the acquisition and development of subject specific knowledge and language. The application of these qualities occur in all teaching and learning situations at this level. In addition you should demonstrate a critical understanding of the content and ideas of a wide range of works. At level 6 it is expected that you should apply techniques that define the thinking performer and reflective practitioner.

Assessment methods

At this level the following activities are used for assessment:

- Performances
- Written assignment

D. Other skills relevant to employability and personal development at level 4

D.1 Produce written work to appropriate academic conventions and standards

D.2 Participate fully in production work as a member of a team

D.3 Apply a range of appropriate technologies and protocols within professional practice

D.4 Apply and be receptive to a range of strategies and protocols inherent in public performance work

D.5 Plan for, prepare for and take up opportunities within professional arts practice, related professions and post-graduate study

Teaching and Learning Methods

At level 4 the delivery and reception of elements of this category are to do with making practical and theoretical learning as effective and relevant as possible. Learning will be tutor-dependant but with self-defined learning opportunities.

At level 5 they are designed to enhance the transition from study to workplace. They relate to the ability to administrate, manage and direct. Learning at level 5 should be negotiated, with you becoming independent of tutors and sharing learning responsibilities with other group members.

Outcomes within this category at level 6 are designed to bring to maturity the transition from study to workplace. They relate to the ability to administrate, manage and direct. Learning at level 6 should be independent and determined by self-devised goals and stimuli.

Assessment methods

At this level the following activities are used for assessment:

- Performances
- Processes leading to performances
- Written assignment
- Presentations

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 6	**MX3010**	Musical Theatre 3	60	**Bachelor Honours Degree Music Theatre**
	MX3020	New Music Theatre 3	60	Requires 360 credits including a minimum of 220 at Level 5 and above and 100 at Level 6
				Bachelor Degree Music Theatre
				Requires 320 credits including a minimum of 180 at Level 5 and above and 60 at Level 6
Level 5	**MX2010**	Musical Theatre 2	60	**HE Diploma Music Theatre**
	MX2020	New Music Theatre 2	60	Requires 240 credits including a minimum of 100 at Level 5
Level 4	**MX1010**	Musical Theatre 1	40	**HE Certificate**
	MX1110	Musical Theatre Skills	40	Requires 120 credits
	MX1020	New Music Theatre 1	40	

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 that together enable you to gain the knowledge and develop the skills essential if you are to be a successful practitioner. 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. This 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.

Entry to the Music Theatre programme is by audition.

Those applying direct from further education, or soon after completion, would be required to obtain a UCAS tariff score of 260 points.

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

17. Key sources of information about the programme

- [UCLan website course information](#)
- [UCAS information](#)
- [NSS results on the UNISTATS website](#)

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes			
				Knowledge and understanding	Subject-specific Skills	Thinking Skills	Other skills relevant to employability and personal development

Level	Module Code	Module Title	Type	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14	B15	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5
6	**MX3010**	Musical Theatre 3	COMP									X	X	X												X		X	X					X	X				X	X
6	**MX3020**	New Music Theatre 3	COMP									X	X	X													X	X	X					X	X				X	
5	**MX2010**	Musical Theatre 2	COMP						X	X	X								X	X	X		X	X	X								X					X		
5	**MX2020**	New Music Theatre 2	COMP						X	X	X								X	X	X	X		X									X					X		
4	**MX1010**	Musical Theatre 1	COMP	X	X			X							X	X		X												X	X	X					X			
4	**MX1110**	Musical Theatre Skills	COMP	X	X		X								X	X														X	X	X								
4	**MX1020**	New Music Theatre 1	COMP	X	X	X	X									X	X													X	X	X				X				

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19.   Learning Outcomes for Exit Awards:

Learning outcomes for the award of: Certificate of Higher Education

Knowledge and Understanding

A.1   Demonstrate an understanding of the use of voice and body within performance work

A.2   Demonstrate an understanding of the relationship between breath, voice, body and emotion

A.3   Demonstrate an understanding of fundamental parameters of music composition

A.4   Gain understanding from engagement with a range of practitioners within both music theatre and the arts generally

A.5   Understand the various aspects of musical theatre production work

Subject-specific skills

B.1   Developing musical theatre performing skills

B.2   The application of voice and body within performance work

B.3   Composing and performing original music compositions

B.4   Undertaking other production roles within musical theatre performances

Thinking skills

C.1   Apply techniques of evaluation and reflection to creative practice

C.2   Engage with a range of theoretical concepts from within music theatre and arts practice generally

C.3   Development of a critical and contextual language specific to performance and the arts

Other skills relevant to employability and personal development

D.1   Produce written work to appropriate academic conventions and standards

D.2   Participate fully in production work as a member of a team

Learning outcomes for the award of Diploma of Higher Education

Knowledge and Understanding

A.1   Demonstrate an understanding of the use of voice and body within performance work

A.2   Demonstrate an understanding of the relationship between breath, voice, body and emotion

A.3   Demonstrate an understanding of fundamental parameters of music composition

A.4   Gain understanding from engagement with a range of practitioners within both music theatre

        and the arts generally

A.5   Understand the various aspects of musical theatre production work

A.6   Demonstrate an understanding of body/voice synthesis in relation to emotional, physical and psychological demands

A.7   Demonstrate an understanding of a range of analysis and research methodologies

A.8   Demonstrate an understanding of a range of appropriate technologies and protocols within professional practice

Subject-specific skills

B.1   Developing musical theatre performing skills

B.2   The application of voice and body within performance work

B.3   Composing and performing original music compositions

B.4 Undertaking other production roles within musical theatre performances

B.5   Develop and extend musical theatre skills

B.6 Explore the synthesis of the voice and body in relation to emotional, physical and psychological demands

B.7   Apply this synthesis within a variety of performance contexts and the exploration of texts

B.8   Employ a range of methodologies in developing new music theatre devising practice

B.9   Apply a range of research methodologies both relative to, and within, creative practice

B.10   Respond to a range of directorial methodologies including taking and giving direction

B.11   Embody all of the above within the context of Production of musical theatre / Devising new music theatre

Thinking skills

C.1 Apply techniques of evaluation and reflection to creative practice

C.2 Engage with a range of theoretical concepts from within music theatre and arts practice generally

C.3 Development of a critical and contextual language specific to performance and the arts

C.4 Apply a range of research methodologies both relative to, and within, creative practice

Other skills relevant to employability and personal development

D.1 Produce written work to appropriate academic conventions and standards

D.2 Participate fully in production work as a member of a team

D.3 Apply a range of appropriate technologies and protocols within professional practice

Learning outcomes for the award of BA

Knowledge and Understanding

A3.1 A.1 Understand and practise the use of voice and body within performance work

A.2 Understand and practise the relationship between breath, voice, body and emotion

A.3 Understand and practise fundamental parameters of music composition

A.4 Engage with a range of practitioners within both music theatre and the arts generally

A.5 Understand and practise various aspects of musical theatre production work

A.6 Understand and practise body/voice synthesis in relation to emotional, physical and psychological demands

A.7 Understand and practise a range of analysis and research methodologies

A.8 Understand and practise a range of appropriate technologies and protocols within professional practice

A.9 Understand and practise physical, vocal, musical and technical skills at a level recognised within professional practice

A.10 Understand and practise critical, contextual, analytical and research methodologies

A.11 Understand and use subject specific language within research and practice

Subject-specific skills

B3.1 B.1 Develop musical theatre performing skills

B.2 The application of voice and body within performance work

B.3 Composing and performing original music compositions

B.4   Undertaking other production roles within musical theatre performances

B.5   Develop and extend musical theatre skills

B.6   Explore the synthesis of the voice and body in relation to emotional, physical and psychological demands

B.7   Apply this synthesis within a variety of performance contexts and the exploration of texts

B.8   Employ a range of methodologies in developing new music theatre devising practice

B.9   Apply a range of research methodologies both relative to, and within, creative practice

B.10   Respond to a range of directorial methodologies including taking and giving direction

B.11   Embody all of the above within the context of Production of musical theatre / Devising new music theatre

B.12   Bring to rehearsal of production work physical, vocal, musical and technical skills at a level recognised within professional practice

B.13   Bring to the devising of new work a range of skills, techniques, strategies and methodologies at a level recognised within professional practice

B.14   Synthesise the creative application of both the above within the realisation of public performance

B.15   Apply and be receptive to a range of strategies and protocols inherent in public performance work

Thinking skills

C3.1   C.1   Apply techniques of evaluation and reflection to creative practice

C.2   Engage with a range of theoretical concepts from within music theatre and arts practice generally

C.3   Development of a critical and contextual language specific to performance and the arts

C.4   Apply a range of research methodologies both relative to, and within, creative practice

C.5   Apply strategies of critical, contextual and analytical investigation using appropriate research methodologies

C.6   Demonstrate the ability to use subject specific language within both practice and research

Other skills relevant to employability and personal development

D.1   Produce written work to appropriate academic conventions and standards

D.2   Participate fully in production work as a member of a team

D.3   Apply a range of appropriate technologies and protocols within professional practice

D.4   Apply and be receptive to a range of strategies and protocols inherent in public performance work

D.5   Plan for, prepare for and take up opportunities within professional arts practice, related professions and post-graduate study
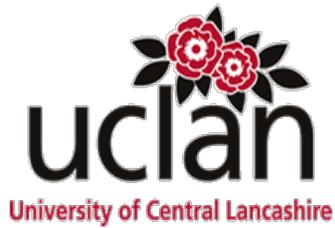
University Student Handbook

2017/18

Please read this Handbook in conjunction with your Course Handbook.

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

This Handbook is produced centrally and locked for editing. Partner institutions only are given permission to contextualise the Handbook.

UCLan Mission statement

We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

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

Student Charter

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

Supporting Diversity at UCLan

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

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

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1. Welcome and Introduction to the University

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

1.1 Communication

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

1.2 External Examiner

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

1.3 Expected hours of study

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

1.4 Attendance Requirements

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

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

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

1.5 Data Protection

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

personal information, please see the University's Data Protection Policy and [Privacy Notice](#) or contact the Information Governance Officer, Clerk to the Board Service, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk.

2. Learning resources
2.1 Learning Information Services (LIS)

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

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

2.2 Electronic Resources

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

3. Preparing for your career

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

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

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

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

UCLan [Careers](#) offers a range of support for you including:-

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

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

near the main entrance) or access our careers and employability resources via the Student Portal

It's your future: take charge of it!

UCLan Careers | Foster Building | University of Central Lancashire, Preston PR1 2HE
01772 895858
careers@uclan.ac.uk
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 Student*s. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Students' Union is where your voice can be heard, actions taken, or campaigns launched.

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

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

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

6. Rationale, aims and learning outcomes of the course

6.1 You will find information specific to your chosen course of study in your Course Handbook, in the form of a 'programme specification'. As defined by the QAA (Quality Assurance Agency) - the regulatory body responsible for overseeing quality compliance in the Higher Education Sector - a programme specification is a concise description of the intended learning outcomes of an HE programme. It is the means by which the outcomes are achieved and demonstrated. In general, modules or other units of study have stated outcomes, often set out in handbooks provided by institutions to inform student choice. These intended learning outcomes relate directly to the curriculum, study and assessment methods and criteria used to assess performance. Programme specifications can show how modules can be combined into whole qualifications. However, a programme specification is

not simply an aggregation of module outcomes; it relates to the learning and attributes developed by the programme as a whole and which, in general, are typically in HE more than the sum of the parts.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7.6 Unfair Means to Enhance Performance

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

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

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

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

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

In the event of a **repeat** offence of unfair means (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:
- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

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

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

7.7 Appeals against assessment board decisions

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

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