Student Handbook
BA (Hons) Product Design
2015/16 Edition
Course Leader: Graham G Hill

School of Art, Design and Performance

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

WE PROMOTE ACCESS TO EXCELLENCE ENABLING YOU TO DEVELOP YOUR POTENTIAL
We value and practise equality of opportunity, transparency and tolerance.
We strive for excellence in all we do: locally regionally, nationally and internationally.
We work in partnership with business, the community and other educators.
We encourage and promote research innovation and creativity.

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 in relation to 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.
1. Introduction to the course

1.1 Welcome to the course

Welcome to the BA Product Design course in the School of Art, Design and Fashion. We hope that you enjoy your studies with the course team and that with our help and your hard work you achieve your potential.

BA Product Design operates within an environment with an emphasis on commercial design practice. The course has been structured to integrate the various aspects of professional design practice, such as professional business practice and model making that are essential if an individual is to operate in a professional design environment. The content of the course is balanced to allow both conceptually based and commercially oriented projects to be undertaken, and it is within this framework that students are able to specialise in a chosen area.

1.2 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 overarching aims of your course are to:

- To offer an educational experience appropriate for the award of an honours degree in Product Design, and to develop skills for the solving of design problems through innovative concept development.
- To provide a stimulating environment in which students feel encouraged and challenged to make personal growth in skills and understanding, and to manage their own learning to seek to reach their full potential.
- To develop the students’ knowledge and understanding of key aspects of the Product Design process, through the use of studio, workshop and computer based practice.
- To develop the individual’s personal and professional aspirations and promote lifelong learning.
- To develop the students’ intellectual capacity to appreciate and analyse situations and problems found in the Product design industry and to design or propose creative solutions.
- To provide students with the skills relevant to commercial/industry practice that will enhance their employment opportunities within Product Design, or a related sector.
1.3 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.

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<tr>
<th>Name</th>
<th>Role</th>
<th>Telephone</th>
<th>Email</th>
<th>Module Tutor</th>
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<tr>
<td>Graham Hill</td>
<td>Course Leader</td>
<td>01772 893345</td>
<td><a href="mailto:gghill@uclan.ac.uk">gghill@uclan.ac.uk</a></td>
<td>PD1102 Product Anatomy</td>
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<tr>
<td>Simon Sommerville</td>
<td>Course Leader, MA Product Design</td>
<td>01772 893343</td>
<td><a href="mailto:srsommerville@uclan.ac.uk">srsommerville@uclan.ac.uk</a></td>
<td>PD1104 Concept Design 1</td>
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<tr>
<td>Robert Wolfe</td>
<td>Lecturer</td>
<td>01772 893340</td>
<td><a href="mailto:rwolfe@uclan.ac.uk">rwolfe@uclan.ac.uk</a></td>
<td>DD1101 Creative Thinking</td>
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<td>PD2202 Product Design Studies</td>
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Other academic staff who contribute to your course are:

**Maria Murray** – Maria is the Head of the School of Art, Design and Fashion (hereon referred to ‘the School’) – Maria 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.

1.4 Academic Advisor

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
- The Academic Advisors for BA Product Design are Simon Sommerville (year 1) Graham Hill (year 2) Robert Wolfe (year 3) and they will meet you at induction and throughout your course. They will organise an initial meeting with you and provide any necessary information about the role in supporting you while you are studying on the BA Product Design course.

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).

1.5 Administration details
Campus Admin Services provides academic administration support for students and staff and are located at C and T Building and is 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. Course specific information is also available via school Blackboard sites.

The hub telephone number for the is 01772 891994 or 01772 891995

The hub email contact is CandTHub@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, nor will we contact your personal e-mail address, **we 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.

Email is our main line of communication, though on occasions you may receive text messages via ‘Contact Your Students’ you therefore it is your responsibility to ensure all your contact details are up to date through the portal’.

The Blackboard system is used for all course documentation such as Handbooks, Programme Specifications, Workshop Health and Safety documents, Module Descriptors, Project Briefs and any worksheets, handouts, videos, tutorials ETC. you will be shown how to work your way around the course Blackboard area early in 1st year.

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(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

External Examiner for BA (Hons) Product Design:–

David Bramston: - MA Design Programme Leader at University of Lincoln

2. Structure of the course

2.1 Overall structure

When your course was written we had a number of intentions; essentially, we intended to create a course that an academic community would recognise as being worthy of the title ‘Honours Degree’, as well as being appropriate to the career market. Additionally your course was designed to enable you to progress to postgraduate degree course, such as the MA courses we offer within the School. To achieve these aims we recognised that there are three broad categories of creative arts and related study;

- ‘Mainstream’, where the skills that define the contemporary conventions of your course are honed to produce excellent individual and team performers and true technicians;
- ‘Experimental’, where the outer limits of the discipline are explored and innovative practice occurs. Through experimentation students are guided towards becoming
creative thinkers and reflective practitioners. Not all experimental practice is successful, but your course tutors recognise this and have put in place methods of assessment that allow you experiment, but not be penalised if the work produced isn’t immediately successful.

- ‘Support structures’, where technical information and knowledge relating to professional practice is considered and you are prepared for the realities of a career within whichever aspect of art, design or performance you intend to follow.

We also expect you to appreciate the diversity of the arts. Throughout the twentieth century and now within the twenty first century, practitioners have been influenced and inspired by work from many cultures or social groups. Contemporary arts practice knows no boundaries or borders and we will consider many genres of work within the modules of your course. To make sure you cover all these areas, when we created your course we ensured that:

- Theory and practice will be linked in a logical and approachable way;
- Opportunities will be created for you to hone practical skills;
- You will appreciate and develop professional habits and practices;
- You will develop good working practices and research-based skills;
- You will recognise that reflection and evaluation are an essential aspect of the learning process;
- The requirements of effective time-management, team skills, project administration and presentation techniques will be emphasised;

Together these factors ensure that your course will produce able, resilient, resourceful, knowledgeable individuals, who are committed to the creative arts and who will make an important contribution within a broad range of career opportunities. These rubrics have been converted into a series of Aims and Learning Outcomes for each module. The Aims are what we expect you to achieve through study and the Learning Outcomes are specific abilities or skills that you will be able to achieve on successful completion of each module at each level of study.

Ultimately, not everyone will want to enter a creative arts industry upon graduation, nor to progress to a postgraduate degree, so we have ensured that the skills necessary for good practice within the arts, but relevant to other activities such as managerial or administrative positions, are also covered by your course. These are normally referred to as key skills – all modules will test, explicitly or implicitly, aspects of key skills, and these are incorporated into the learning outcomes for each module.

2.1.1 Key Skills

As you progress throughout your period of study, we expect you to move to a state of independence that is essential if you are to be a successful career professional. The skills that you will acquire during this process fall into two general categories, Subject-Specific Skills and Key Skills. The Subject-Specific Skills relate mainly to your creative abilities. Key Skills relate to other skills that you must develop to be a successful creative artist but that are essential in other fields of employment – these include skills such as personal management, leadership and IT skills.

Key skills are now considered essential as it is understood that graduates from the creative arts courses will gain employment in a range of areas, perhaps not immediately related to the subjects studied, throughout their working lives. Key skills fall into a number of headings that are known and understood by potential employers. They are:

1. Communication
2. Application of Number
3. Problem Solving
4. Working with Others
5. Learning and Performance
3. Information technology

How these various skills are brought into your modules will vary; often they will not be directly taught, but will be part of the total synthesis of your learning. As you progress through the modules, you will enhance aspects of these key skills without necessarily being aware of your development. Educationally it is important to regularly take stock of your subject-specific and key skill development; to help you to monitor your key skill development, the University’s website has useful information (see www.uclan.ac.uk/skills). In addition to the headline key skills, we will refer to self-motivation, commitment, initiative, management, teamwork and presentation. Subject specific and key skills are represented within every module, with at least one learning outcome per module referring to some aspect of key skill acquisition.

2.1.2 Accreditation of Prior Learning (APL)

As mentioned above, modules all define a set of learning outcomes that are used to measure your achievement. If you consider that you may have already achieved some of the learning outcomes of the course through previous learning (APCL), or, for mature students, a work-based learning experience (APEL), please consult the specific module tutors to find out whether you can make a claim for accreditation of prior learning for one or more modules. If you think this is the case, check that you have met the learning outcomes in full and at the correct level. If so, your tutors will advise you about the next course of action – often you will be required to attend the classes, but not required to participate in assessment. However, if in their judgement you have not fully met the learning outcome, or have met them but at too low a standard, they will advise you to continue with the study and assessment of the module.

Students joining the course part way through and who have transferred from another University, must provide evidence that they have successfully completed their previous study. This form of APL (termed APCL or Accreditation of Prior Certificated Learning) should be provided by you prior to starting the course – if you are in any doubt, please check that your APCL covers all the UCLan course’s modules that you have not been required to be assessed in.

Mature students who are claiming APL through work-based experience (termed APEL - Accreditation of Prior Experiential Learning), will normally be asked to provide some form of evidence to prove that they can meet the learning comes at the correct level. This may be through a review of creative worked that you have completed during employment, through a written submission, or by completing the module(s)’ assessment, but not necessarily attending all the teaching sessions that usually prepare students for these assessments.

If APL is approved it will appear on your transcripts. Please check these carefully - if the APL does not appear, then contact the hub immediately.

2.1.3 Work-related and work-based learning

The School course are all, without exception, designed to improve you employability projects, your career achievements, and your ability to respond to wide range of challenges that you will face in the first years of your chosen career. Your tutors will ensure that your studies are as relevant to the workplace as possible – this process is often called work-related learning – and all of the projects and assessment that you will be set will contribute to employability. Through our professional links we will introduce in to your course; live briefs (projects set by industry representatives), enterprise projects, and lectures and workshops by leading professionals.

On many courses industry placements occur, and some courses allow you to opt for a sandwich-year placement; however, even on courses where there are no formal placements, we still want you to be able to apply your learning in to the workplace whilst you are still a student. This is often called work-based learning and it is clear that students who do this, and reflect upon the experience to use the remainder of their period of study to develop their
areas of weakness will be in a stronger position when they apply for jobs and begin their careers.

If you have any opportunities to connect learning on your course to learning in the workplace, please discuss this with your module tutors. As well as the work developed with academic staff you will also be given the chance to work on briefs set by industrial partners and work alongside visiting tutors and industrial liaisons. This aspect of your study will give you opportunity to further develop your creative skills in a manner relevant to the Product development industry. The course regularly works with national and international companies on live briefs.

2.2 Modules available

Your course is broken down into three levels of study – you will have studied at levels 1, 2 and 3 at School of College. Your degree course consists of a number of modules spread across 3 further levels of study, levels 4, 5 & 6; these levels each require you to study 120 credits, totalling 360 credits for the entirety of your course. An exception to the above is the Year 0 course – this mainly consists of level 3 modules, but with one module at level 4; because of the extra year of study Year 0 students will complete 480 credits of study, of which 240 will be at level 5 & 6, as is the case for students who have not studied the Year 0.

For full-time students a level is completed in a year, but part-time students may find that they are studying two different levels within the same year – this isn’t always the case but in can happen if you are studying 80 credits per year for instance. Most students choose to study full-time; however for a range of reasons to do with personal circumstance some students prefer to study part-time. Most courses, but not all, allow part-time as well as full-time, however there are relatively few part-time students, in some years none at all, so we do not run a separate part-time suite of modules. In your course part-time students study in the same classes as full-timers – just postponing two or occasionally three modules per level until the next year. If you think that part-time study would be better for you than full-time, then please speak to your Academic Advisor straight away.

We use the term ‘progression’ to describe completing one level and moving on to the next; so initially you’ll progress from level 4 to level 5 and then progress on to level 6, the final level of honours degree study.

Level 4 – the foundation year, where you are introduced to the core aspects of your subject, focus on the knowledge and skills required by the creative industries of graduates, and continue to develop the key skills you have already shown above average abilities in at other levels of study

Level 5 – the intermediate year, where you exploit previously developed core knowledge and skills and begin to experiment, both within the parameters of the discipline but also to define a personal methodology and creative approach

Level 6 – the honours year, the final year of undergraduate study where you ‘prepare a portfolio’ demonstrating creative ability, subject knowledge, technical skills and key skills that represent your achievement over your years of study.

Those of you who go on to study at postgraduate levels will study at levels 7, the Master’s degree level, possibly progressing to level 8, the level of doctoral study.

The modules in each level are mainly compulsory, but the diagram and text below will tell you if there are any optional modules you should consider taking.

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<tr>
<th>Programme Structures</th>
<th>Awards and Credits</th>
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<td>Level</td>
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For full-time students, you will study each of the levels shown in the diagram above in one year. Part-time students will take more than a year to complete each level so you should discuss with your tutor the best route through the course for you. Part-time students should note that there are occasionally prerequisites that affect the order in which modules can be studied.

To ensure you have a full course of modules, you must enrol on the following modules at each level:

**Level 4**
- DD1000 Historical Contextual Studies 20 Credits
- DD1101 Creative Thinking 40 Credits
- PD1102 Product Anatomy 20 Credits
- PD1103 Computer Aided Modelling 20 Credits
- PD1104 Concept Design 1 20 Credits

**Total 120 Credits**

**Level 5**
- DD2000 Contemporary Contextual Studies 20 Credits
- PD2201 Digital Visualisation 20 Credits
- PD2202 Product Design Studies 40 Credits
- PD2203 Computer Aided Design 20 Credits
- PD2204 Concept Design 2 20 Credits

**Total 120 Credits**

**Level 6**
- DD3000 Contextual Studies – Design Futures 20 Credits
- DD3992 Honours Project 40 Credits
- PD3304 Concept Design 3 40 Credits
- PD3303 Computer Aided Prototyping 20 Credits

**Total 120 Credits**

**Please note:** on occasions we may substitute a new module in place of one of these listed above; where options are offered, we cannot guarantee that all options will be available every year.
2.2.1 Progression
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.

Where there are optional modules, or on some courses, optional pathways, discussions about your progression through the course will normally take place before Easter in 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.

2.3 Study Time

2.3.1 Weekly timetable
http://www.uclan.ac.uk/students/timetable.php

2.3.2 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.

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 Advisors.

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 Advisor.

Level 4 modules include, within the module descriptor, a Module Delivery Plan. This specifies the taught sessions that you should attend and lists the amount of contact time allocated to these taught activities. For most 20 credit level 4 modules, you should expect 60 contact hours over the delivery of the module (where the module is delivered over 15 weekly sessions, it is normal for contact time to be 4 hours per week). The Module Delivery Plan includes an indicative list of the independent learning activities, and approximate time allocations, that you should undertake over the duration of the module. For a 20 credit level 4 module where the taught component is 60 hours, you should spend approximately 140 hours in independent study. Occasionally you may find level 4 modules where the contact hours are greater or less than the 60 hour norm. This is because of the nature of the module but you'll find this is compensated for in other modules. However, no matter how the contact hours and independent study hours are split up, no module requires more or less than 10 hours study per credit.

Modules at level 5 and 6 don’t include Module Delivery Plans. This is because we expect greater variation in study patterns at these levels, and for 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.

### 2.3.3 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

However, we appreciate that occasionally you cannot attend timetabled sessions. Where this is unplanned please call the administrative hub (see section 1.5).

We classify leave of absence under the following heading:
- Short-term unavoidable absence through illness, accident or serious family problem
- Other short-term absence for personal reasons
- Long-term unavoidable absence through illness, accident, serious family problem or for other personal reasons

**Short-term unavoidable absence through illness, accident or serious family problem, on a day where you are not being assessed:** Contact the telephone number or e-mail address listed above and leave a message saying which classes you will miss and which tutors should be contacted. **Do this well before the start of class.** So long as you can prove you were genuinely unable to attend class because of illness, accident or serious family problem, you will not be penalised.

If you are due to be assessed that day and it is absolutely impossible for you to attend, than follow the information above. You must get a doctor’s sick note to cover this absence or you are likely to be penalised in the assessment process – the outcome of any penalty is a reduction in grades, or a fail grade.

**Other short-term absence for personal reasons at a time when you are not being assessed:** Illness, accident or serious family problems are things beyond your control, but you may wish to have time off for other, less serious, reasons. You must discuss this potential absence with your tutors as soon as you can – often a short, ‘authorised’ absence will be granted if you are able to agree a way of making up the time lost and so long as no other student is penalised. There may be other reasons why you cannot be granted short-term absence and your tutor will explain the reasons to you if this is not possible.

If the proposed period of absence occurs at a time when there is an assessment, it is unlikely that an authorised absence will be granted. However, in exceptional circumstances, you may be given an extension to an assignment deadline – the maximum extension that is allowed is 10 working days (for further information about extensions see (Academic Regulation: G6.2, or section 5 of this document). Extensions cannot be granted in retrospect, so you must agree the extension prior to missing the assessment deadline. When allowing extensions, there are a limited range of reasons that can be accepted – these are the same as for Extenuating Circumstances listed in section 5.6.1

**Long-term unavoidable absence through illness, accident, serious family problem or for other personal reasons** If your absence is likely to be for more than a week, do the following without fail:
- Inform your Academic Advisor, Course and Module Tutor. If this is not possible you should contact Student Services.
- Throughout your absence, keep in regular contact with all your tutors.
- Collect documentary evidence to prove your case, such as a Doctor's Certificate. *(Note: This must be obtained at the time of your illness - it cannot be obtained in retrospect.)*

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.

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

Your attendance can be monitored through SAM you may wish to check your attendance record through myUCLan.

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

### 2.4 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 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 contact the Information Governance Officer, Clark to the Board Service, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk.

If at any time through your studies you work with an outside body and you have specific data sharing requirements such as the need to share sensitive personal information with a relevant professional body or company, you will be notified of the specific Data Protection and sensitivity of Intellectual Property Rights and may also need to sign a Non-Disclosure Agreement before the project starts.

### 2.5 Intellectual Property Regulations for Students

For those of you who wish to profit financially from the work you produce whilst still a student, please be aware of the following Intellectual Property (IP) regs that apply to students registered on our courses but studying at other institutions.

"The University's Intellectual Property Regulations for Students provides that all intellectual property rights invented or created by Students arising from their studies at the University of Central Lancashire shall be vested in the University of Central Lancashire, except as otherwise agreed in writing.

"In the case of students in the School of Art, Design and Performance, the University agrees that the following terms apply to intellectual property rights invented or created from their studies in the School:
"The University may reproduce work produced by students for its own promotional or educational purposes, but otherwise the student owns the copyright in any piece of work that he or she has produced.

"The University will not unreasonably prevent a student or graduate from selling or otherwise benefiting from his/her copyrights."

3. Approaches to teaching and learning

3.1 Expertise of staff

**Graham Hill** is the course leader for BA (Hons) Product Design which forms part of the school of Art, Design and Performance. Graham gained his degree BA (Hons) Furniture Design here at the University of Central Lancashire. He has been course leader since 2009 and teaches across a range of modules on BA Product Design.

In his early career, Graham completed an Engineering apprenticeship in Patternmaking which enabled him to develop skills in crafting a range of materials. Following this, he became an Industrial and Architectural Model Maker working on some large scale developments including the British Olympic and Commonwealth Games projects and producing test rigs and prototypes for industrial and product design consultancies. During this period Graham took the role of factory manager and dealt with a number of unusual customer enquiries including: ‘Could you make a hippopotamus in bed with a duck for us?’ ‘Yes’ was the answer, and that was the start of the Silent Night adverts.

Graham also worked for a number of years on a joint European nuclear fusion project at the United Kingdom Atomic Energy Authority Research Centre, where he dealt with space allocation as a design model maker. In this role he helped to implement and integrate early CAD systems into the modelling process.

Graham joined UCLan in 1994 as a Senior Technician and through his interest in CAD, and the development of its use in the design process, has embedded 3D computer modelling systems into the course structure. Graham’s areas of expertise are 3D computer modelling, product technical definition, model making and manufacturing.

**Simon Sommerville** is the Course Leader for the MA Product Design Course run within the School of Art, Design and Performance. Simon’s approach to teaching design is heavily informed by previous commercial experience and a contemporary understanding of the current design landscape through ongoing commercial contacts.

As a designer he worked for some of the highest profile manufacturing companies in the world. After a break from industry to complete a Masters degree in Industrial Design, he moved to specialise in product styling within the high technology product sector. During this second phase of his professional career he was responsible for the entire range of monitors for Nokia and also took part in the design/technology transition for the company from CRT display technology to the then new flat screen LCD display, that today we take for granted.

Within other product fields Simon also designed for companies such as Sony, Philips, Compaq, Olivetti and Pace microtechnologies. His relationship with Pace included a radical reappaisal of the standard satellite reciever, removing the need for a folded steel rear
enclosure, whilst retaining the necessary emf shielding to allow the product to function without disrupting the operation of other nearby products in the domestic environment.

In 1996 he took up a full time position at the University as Course Leader for Industrial design, whilst retaining a consultancy role commercially.

In the intervening years he has been constantly involved in the development of the generic area of product/industrial design within the university to where it is today.

As a designer and educator Simon has always looked forward in terms of process and approach.

This initial interest in a futures orientated approach to the design of consumer objects led to a successfully research partnership that in the space of 3 years spawned research that was presented internationally at design journal level and through international conferences.

Simons interest is now more commercially orientated and his most recent activity was with the online grocery provider Ocado relating to future forecasting of a ‘fridge of the future’, which was used for the marketing of the companies services and to identify service developments within shopping and online ordering.

He teaches and designs across both under and postgraduate courses within the area of product design, also being Course Leader for MA(Hons) Consumer Product Design and continues to deploy and develop his specialisms of concept origination, future forecasting and product visualisation within the educational context.

3.2 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.

### 3.3 Study skills

All degree course incorporate study skills, either through activities designed to assist you to study at levels 4, 5 and 6, or through processes that lead to qualitative changes in your learning style – basically, by allowing you to become a more independent learner. This is our goal and we hope that you will quickly adopt a pro-active approach to expanding your learning. We encourage this through ‘open’ assignment briefs, ‘negotiated contracts of work’ and ‘live projects’. Don’t worry if these phrases are don’t mean much to you now, it will make sense in time!

To support you, you may wish to consider how the following may help you at different stages of your learning:

**Informal Mentoring** - We recognise that a key aspect of your learning will be achieved through the contribution and support of others, both formally and informally. Where this support comes from other students, as opposed to teaching staff, we often refer to this as ‘informal mentoring’. Each of the creative arts courses developed by UCLan applies informal mentoring processes in ways appropriate to your course; for instance we do this by creating opportunities for students to:

- share their opinions of each other’s creative work
- share skills and techniques, with students from your own year group, other year groups and other courses
- see the work of others on yours and other courses, who produce different types of work
- speak to, and work with, students studying at a more advanced level than yourself, so that you will become better prepared for the work that you will engage in at the next level.

However the most fruitful applications for mentoring are often when you identify areas of personal strength and weakness; find ways to share your strengths with others and search out those who can help you improve upon your weaknesses.

**Self-Evaluation; Peer & Group Evaluation** - Throughout your period of study, most courses will create opportunities for ‘peer’ and ‘group’ evaluation. This reflects your growing ability to criticise positively and to use evaluative techniques to effect positive outcomes in your creative work and the work of your peers. Thus, effective application of evaluative tools will be reflected in the grades awarded for presentations or ‘support’ material. However to offer useful criticism to others relies on a genuine understanding of the processes that occur in the development of creative work; the ability to ‘self-evaluate’ is essential to this
knowledge. In many courses the submission of major pieces of practical work will be accompanied by a **self-evaluation document** that gives you the opportunity to reflect upon the creative processes employed and the work that results.

Your progress as a student your final degree classification is decided by the grades that you receive for the finished work that you submit for assessment. There are other areas of learning in your academic progress that are not so easily charted by end-of-semester or end of course grades. Consequently, throughout your period of study you should be asking yourself questions such as: What kind of approaches to study achieves good results? What approach to study do I have? How do I alter my approach to study to achieve more?

Educational research identifies two basic types of learning, and uncovers differences in students’ approaches to the learning process. They are described as ‘deep and ‘superficial’.

Students who have a **deep** approach to learning:
- Intend to understand material for themselves and interact vigorously and critically with the content
- Relate ideas to previous knowledge and experience
- Use organising principles to integrate ideas
- Relate evidence to conclusions
- Examine and challenge the logic of the argument

Students who have a **superficial** approach to learning:
- Intend simply to reproduce parts of the content and accept ideas and information passively
- Concentrate only on assessment requirements
- Do not reflect on purpose or strategy
- Memorise facts and procedures routinely
- Fail to distinguish guiding principles or patterns.

If you think you are too regularly falling into the latter category, we recommend that you make an appointment to speak to your Academic Advisor. To change your learning pattern, you will find it much easier if you have the support of a tutor.

**Self-Evaluation documents and Viva Voces** - In some modules you will be studying, we may ask you to submit a written self-evaluation document or participate in a Viva Voce (a spoken evaluation) for assessment. You may worry about this, perhaps thinking that admitting to your faults will cause you get a poor grade or even fail; equally you may be embarrassed about admitting that you did something very well!

Self-evaluation is not there to catch you out, but has two main functions:

1. to allow you consider your achievements and to establish a good working methodology for later assignments;
2. to allow your tutors to understand how and why you produced the work we have assessed and to guide you to replicate success or to avoid mistakes.

We want to ensure that you make the most of your achievements and place these within an effective critical framework or context that will help you achieve future successes. We will assist you, through seminars and tutorials, to prepare for self-evaluation, but, as a simple guide, you should consider the following:

As part of the process of considering your achievement avoid spending too long listing ‘what’ you did and ‘how’ you did things; concentrate at least as much on ‘why’ as well as ‘what’ and ‘how’. In other words, always support what you did by understanding the reasons for your decision.
The ‘what I did was…’ should always be linked to ‘because…’ or ‘I achieved…X…through…Y…’. For instance, when you review your original ideas you should also consider why they were relevant to the assignment. When you evaluate how you began to turn ideas into practical output, you should also evaluate if the methodology you applied was appropriate. When producing finished work, you should also review the process and consider why your initial ideas changed and why the product was better (or worse) because of these changes.

In group projects it is important to evaluate your own contribution within the context of the creative process and the finished work. The self-evaluation process gives you the opportunity to consider subject-specific and key skill development, including:

- creative input (ideas and aesthetics);
- practical input (subject-specific and transferable skills);
- leadership, team contributions and time-management (project development).

Reflect upon what you did well and how you could have approached things differently. Remember group projects are like the ‘real world’ – each of you is reliant upon one another, and one person’s failure is also your failure. Within your self-assessment process we are not expecting you to blame someone else for not working to schedule but to ask yourself what you did, should or could have done, to respond to the challenge created by the changed situation.

If you are required to write an evaluation and submit it for assessment, we normally expect you to cite the work of others; although an evaluation is not the same as an essay it should be properly and accurately referenced.

Journals or Logs – Some courses within the School will require you to submit a log for assessment, but even if it is not a course requirement, it is a good idea to create one. It may be a written document, a photographic or sketch book portfolio or an audio or video recording, but, whatever form it takes, keeping a log or journal is good practice and something that you should consider doing.

The journal, as the name suggests, is a daily record of your creative work. In it you can store the handouts you are given and you can record the key learning points that were made in taught sessions, tutorials and seminars, and perhaps record the basic purpose and structure of workshop exercises (for future reference!). You should also use your journal to record your thoughts and ideas, particularly the processes you applied in the creation of your work.

To get you going, try to answer as many of the following questions as possible as you complete your daily entries:

What inspired your original ideas? How did you present (to your tutor or your group) your ideas? If a group project, what ideas did others suggest and how did they present them? What made you reject some ideas and accept others? How did you begin to synthesise these ideas into a creative response to the stimulus? What did you eventually leave out? What new ideas were inspired? How did you begin to turn ideas into product? What processes did you apply that changed or developed your original ideas? What caused you to apply these processes? What practical techniques did you use in the creation of your work? What contextual study did you apply to further your practice?

Linking your study to personal events or reflections is good practice. However don’t include superficial details (such as the time your group started work or who didn’t turn up - although individuals’ working patterns may be relevant in understanding why a particular assignment worked well or was not successful). Your journal should include critical and contextual material that you have researched in independent study time and that responds to things you have learned in lectures, seminars and workshops.

Jot down quotes or ideas you have gleaned from books and periodicals, or things you have heard on the radio or TV. When you see something that inspires you, record your thoughts in
your journal. Within your journal you should consider how you might apply things you have learned in other modules and at previous levels. Whatever form your journal takes always use the processes of critical review and analysis to comment on this material and to broaden your knowledge of the arts and creative practice. As you progress towards the end of your study, things will fall into place that you didn’t fully understand at first. This is natural and you will wish to refer back to earlier entries.

There are a variety of services to support you and these include
WISER 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

3.4 Learning resources

3.4.1 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.

Use the library catalogue to search for material by author, title, or subject. The catalogue will tell you if items are in the Library's collections, and if so, on which floor, at which number, whether they are 'Oversize' (OS) and therefore shelved separately, and whether they are currently on loan. If they are on loan, you can place a reservation, using your library card. You can use the catalogue to look for publications devoted to particular artists, and to check whether the Library has particular journals.

To trace journal articles or other publications (including exhibition catalogues) whether or not they can be found in the Library, you can use bibliographies, including indexes and bibliographic databases. If you know a publication exists, and if you have details of it, the Library will usually be able to obtain a copy for you, if necessary by borrowing it from another library. The most useful bibliographies for art research include Art Index (soon to be available online), and Design & Applied Arts Index, (on CD-ROM, available from the Help Desk) but also Art Bibliographies Modern which, with many other art bibliographies, can be found on the Bibliographies shelves on the 1st floor at 016.7. A general index to newspapers and periodicals is British Humanities Index, held in the Reference Collection on the 1st floor.

Exhibition catalogues and videos are located among the books and can be traced just like books, by using the catalogue.

Journals (also called magazines or periodicals) are shelved separately at the back of the ground floor. The 700s are on the right hand side of the Library. Journals are not for loan.

Visual resources, Illustrations and Slides - Many of the books and journals in the Library are useful sources of images, including images of works of art and pictures of all kinds of other things. They are supplemented by the following special collections. Illustrations are arranged alphabetically in broad subject categories, in filing cabinets on the 2nd floor. To be sure of not missing images of the subject you are after, use the adjacent card index. The Library's Slide Collection is housed in another group of filing cabinets, also on the 2nd floor. It has its own card index nearby. The slides are mostly of works of art, architecture, design, etc. and include images from recent exhibitions. Slides can be borrowed and instructions are provided.

On-line resources - The University provides access to the Internet from any network pc - in the library, these are on the 3rd floor. From the library home page there are links to external internet sites relevant to the subjects taught here. As an introduction, the ADAM site (adam.ac.uk/) provides access to many worthwhile web sites.
Library studio facilities include: Drawing tables, Enlarger/visualiser, Photocopying, including a colour photocopier.

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

3.4.3 The wood and metal workshops in Victoria, Hannover and Edward
As well as course specific workshop spaces allocated to the various design, fashion and fine art courses, the buildings that these courses operate out of have a range of general facilities available to these students. However before you can access any of these resources you must successfully complete a thorough induction. Depending on your course, and the resources you are likely to need to use, you may be inducted in the use of some of the following:
A3 to A0 paper and fabric printers
Bandsaws
Ceramic facilities
Embroidery machines
Fine Art printmaking facilitates
Hand tools
Knitting machines
Laser cutters
Lathes
Metal benders and folders
Pillar drills
Plastics
Rapid prototyping machine
Sanding machines
Sewing machines
Spray booth
Welding equipment
Also are available are PC and Apple Mac suites, each hosting specialist software including Creative Suite, CAD CAM, 3D animation, etc.

Supervision in the workshops is provided by academic and senior technical staff. NO wood or metal work machine may be used without DIRECT SUPERVISION by an appropriate staff member. If you are ever in any doubt about your ability or authority to use a piece of equipment or process, please ASK!

### 3.5 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!

### 3.6 Preparing for your career

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

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

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

It's your future: take charge of it!

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

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

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

4. **Student support, guidance and conduct**

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 your 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.

- If, for whatever reason, you cannot speak to the course team please make an appointment to speak to one of the School’s management team by contacting the hub (details in section 1.5) (If you are having difficulty coping with your workload it could be that you would be better studying less intensively (part-time), swapping to another course or taking a leave of absence (called intercalation).

If you are studying full-time you can swap to part-time study at the end of virtually any semester, but remember part-time study can create other demands upon you and is not necessarily any ‘easier’.

If you wish to swap to another course, this is often possible, either in the first 4 weeks of study in semester 1 or upon completion of level 4 or 5.Swapping to another arts course within this School is relatively straightforward and you should speak to your Academic Advisor as soon as you think you may wish to do this. Swapping to another School’s course or another University is more involved but your Academic Advisor can advise you how to go about doing this once you are sure this is what you want to do. Be warned however, it is often better (academically, financially and socially) to successfully complete the level you are studying before changing courses.
4.1 Academic Advisors
You will have been allocated an Academic Advisor at the point of enrolment. See section 1.4 of this document for more information about Academic Advisors.

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

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

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

4.4 Health and Safety
As a student of the University you are responsible 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.

Wherever necessary you will be inducted into the use of learning resources (studios and workshops, equipment, computer and other ICT) that you are required to use as part of your course. Health and Safety Instructions will be issued when appropriate, but you should remember the following general principles in addition to any other health and safety information you receive:

- Whilst you are working on campus, you must be supervised. Make sure you know whose responsibility this is (often this will be your module tutor or a senior technician) and inform them of your whereabouts and what equipment and material you intend to use.
- Never leave anything that may be potentially dangerous unsupervised!
- Always get permission from your supervising tutor/senior technician if you wish to bring a student, or anybody else, who is not from your course into one of your
workspaces. If this is not adhered to then both unauthorised person and yourself will be asked to leave the building.

- Make sure you are aware of what you should do if someone near you is injured or becomes ill.
- All electrical equipment must be safety checked before being used on campus; it is your responsibility to ensure that your equipment is tested well before you will require to use it. For advice, speak to the technicians.
- When using sound, remember to keep within sensible levels to protect your future hearing and to allow those in your vicinity to work undisturbed. Always use your own earphones and headphones - don’t lend them to others, as the spread of ear infections is likely to result.
- Do not climb ladders, light matches or use flames, use water or do anything else that may have dangerous consequences, without the permission of your supervising tutor. You must also be supervised during such activities.
- If you are presenting work within the public domain you must adhere to all relevant Health and Safety requirements. In all probability this will involve completing a risk assessment which will serve to identify any significant risks and record what measures you propose to put in place to minimise the chance of this risk causing harm. Many of the risks identified are common sense but others are not so obvious. Remember, if in doubt, ASK! Training on how to complete a risk assessment will be provided; please ask a member of staff for assistance.
- Be aware of the fire exits from the rooms you work in and vacate your working space immediately you hear the fire alarm. Be aware of the fire exits from the rooms you work in and vacate your working space immediately you hear the fire alarm.

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 demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

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.

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

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

Your Union is also the home to a fantastic range of student-led societies, sports teams and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go pop into the Opportunities Centre on the ground floor of the Students’ Union building and someone will point you in the right direction.
We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the Advice and Representation Centre are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

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

4.7 Time Management
As we said before, each year a full-time student will be required to study for approximately 1200 hours. By now you might be beginning to worry that degree study is just too hard! Well, it would be wrong for us to suggest that it is easy but we screen out the people who we don’t think will be able to cope during the interview/audition stage. Most people who start their degree will successfully finish it. Although it might be difficult sometimes to believe you’ll reach the end, most graduates find the time went far too quickly. Sadly, a few students do fail and the major reason for this is poor time-management. If your time-management fails, work will back up; you find you haven’t prepared for assessment so you don’t attend class to avoid embarrassment. You miss more work and eventually you reach a point where, by default, you have failed the module. This is sad because it is relatively easy to avoid these sorts of problems by having a good time management regime.

This list of time-management tips is based upon an article by Professor David Head, from the University of Northumbria. It offers a study technique to make sure you’re on top of your workload.

- Keep a ‘TO DO’ list with dates of when tasks should be completed. Update this regularly and prioritise items using the following system;
  1. Things that are both urgent and important.
  2. Things that are important but not urgent.
  3. Things that are urgent but not important.
  4. Things that you should do but are neither important nor urgent.

- Reallocate priorities as deadlines get nearer. Always do the priority 1 and 2 tasks first and never complete priority 3 and 4 tasks just because they are easier and quickly make your list shorter. Your list will always have unfinished items, don’t worry, just use your time efficiently and relax at the end of a hard day knowing you have completed important tasks.

- Always keep a notebook with you and, on a daily basis, copy items from this in to your weekly ‘TO DO’ lists.

- Plan each week on a Sunday. Map out all the tasks you have to do until the following Sunday and allocate a fair amount of time to each task. Include workshops, important meetings and rehearsals, as well as blocking social time, TV watching and housework, etc. However, don’t spend excessive amounts of time on ‘urgent and important’ tasks at the expense of everything else; fine tune the planning of your day as you work through your tasks. Be prepared to shift tasks during the week as unplanned for factors occur.

- Don’t fall prey to displacement activities; i.e. things that you don’t need to do but doing them makes you appear to be working hard. When friends offer distraction use your discretion, weigh up when your deadlines are and, whenever possible, take time out to socialise, but remember to re-plan tomorrow to make up for the time lost.
Always break jobs down into small components. Subdivide these again and carry on until you can go no further. It may look like you are creating a lot of work, but this approach helps you to analyse what needs to be done. Finishing a lot of small jobs is much more satisfying than not finishing one big task, and helps you to gauge how well and how quickly the overall task is going to take to complete.

Learn to use the library catalogue system, the Internet and e-mail in induction week. Always read the indexes of books first and check exactly what chapters or sections of books will lead you to the information you require. Bibliographies and back issues of magazines will lead you to other material. Learn how to use the Inter-Library loan system, as well as e-books and e-periodical, to supplement hardcopy material we have in the library. The Internet has become a major source of information for students; learn to use the various tools that help you to find the information you require quickly. However ‘surfing’ (the random opening of hypertext links) though fun at first, is generally a waste of time and rarely leads to useful learning.

Learn to type, e-mail and use the basic computer programs available on the network. We expect all of your essays and supporting documentation to be typed. Learning even the most basic features of Word, as well as the intricacies of the Mac and PC system software, will be of use during your student years and after you graduate.

5. 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 allow you to defer your assessment.

5.1 Assessment Strategy
5.1.1 Why is assessment relevant to learning?
For assessment to be truly meaningful, you have to perceive its relevancy 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’ve 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 to 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.

5.1.2 What is assessed?

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

Your course is an honours degree. To ensure that your honours degree is the equal of all other subjects it is not only essential to test you 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’, ie, 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 title page, in the bibliography and in appendices are not included in the word count.

5.1.4 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 in the honours year (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.

5.1.5 What is the pass mark for the assignments and the modules?

The pass mark for each assignment in the School is 40%; therefore the minimum pass mark for each module is also 40%. Some modules only have one assignment submission, but where there are two or more these are weighted as outlined in the Indicative Assessment Strategy listed in each module descriptor; the actual module grade is calculated according this weighting. Occasionally an assignment or a whole module will be listed as pass/fail (these are generally competency-based assessments). In these cases although you must pass the pass/fail assignment to pass the module, the outcome doesn’t contribute to the module’s % grade.
The following table summarises the equivalencies of the grades. Note that this marking scheme may be different from those you were used to at school or college – within Higher Education in the UK the ‘average’ marks are in the region of 50-59%. Anything above this is obviously ‘above average’ and it is not normal for students to gain grades in the 70% or above region, although obviously we hope that you aspire to do as well as possible.

<table>
<thead>
<tr>
<th>Marking Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>70 - 100</td>
<td>Excellent to Outstanding</td>
</tr>
<tr>
<td>60 - 69</td>
<td>Good to Very Good</td>
</tr>
<tr>
<td>50 - 59</td>
<td>Average to Above Average</td>
</tr>
<tr>
<td>40 - 49</td>
<td>Low Average to Poor (arrange a tutorial to review your working practices)</td>
</tr>
<tr>
<td>35 – 39</td>
<td>Fail (reassessment normally offered, but seek support from your personal or module tutor to avoid repeating mistakes)</td>
</tr>
<tr>
<td>30 - 34</td>
<td>Poor Fail (reassessment offered at the discretion of the assessment board, where only one or two modules have been failed and where all assessments have been attempted and attendance has been generally good – definitely seek support and guidance)</td>
</tr>
<tr>
<td>0 - 29</td>
<td>Very Poor Fail (reassessment not normally recommended)</td>
</tr>
</tbody>
</table>

5.1.6 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; all work that receives a fail grade (below 40%) will also 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.

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 requirements for assessment are listed in your module’s assignment briefs – occasionally further information is provided by your tutors in other documents. If you are in any doubt about deadlines, the application of assessment criteria, practical assessment or written or media submission arrangements, speak to your module tutors.

5.3 Referencing

Your written work should be referenced using the Harvard system. The LIS provides assistance on referencing and also speak to your tutors if you are unsure how to apply Harvard when citing references or compiling a bibliography for an assessment.

5.4 Confidential material

Although your tutors and other staff at UCLan do not seek to limit your right to express yourself 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 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the 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 to your Module Tutor.

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 (Academic Regulations).

You should complete and submit an extension request form, with any supporting evidence, to your hub. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.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).
5.5.1 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 students than can be solved by the use of an extension. If this applies to you, the University is ready to support you both with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (see Academic Regulations).

Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

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. All evidence that is 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 is available at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances_submission.php

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).

5.5.2 Late submissions
If you submit work late and unauthorised, 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.

5.6 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.

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. Feedback may be oral, written, posted on a website or other.

This feedback is often more important to your learning than grades. Most of the feedback you will receive will be on a daily basis and will be aural, but because feedback is so important to your learning we will normally provide you with a written digest of the key points to ensure that you can build on your success or correct mistakes in your next assessment submissions.

5.7 Cheating, plagiarism, collusion or re-presentation

You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

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:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:
- the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
• when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (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.

5.8 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.

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.

6. Course regulations

6.1 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 be awarded their honours degree on completion of 480 credits, with 120 achieved both at level 5 and level 6.

BA (Honours) Product Design 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.
<table>
<thead>
<tr>
<th>STATUS</th>
<th>AWARD</th>
<th>CREDITS ACHIEVED</th>
<th>F/T MINIMUM DURATION</th>
<th>P/T MINIMUM DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Honours Degree</td>
<td>360 - normally 120 achieved at each of the 3 levels of study</td>
<td>3 years</td>
<td>4 years</td>
</tr>
<tr>
<td>Target</td>
<td>Degree</td>
<td>320-350 credits – with at least 80 achieved at level 6</td>
<td>3 years</td>
<td>4 years</td>
</tr>
<tr>
<td>Exit</td>
<td>Diploma of Higher Education</td>
<td>240-310 credits, with at least 120 achieved at level 5</td>
<td>2 years</td>
<td>3 years</td>
</tr>
<tr>
<td>Exit</td>
<td>Certificate of Higher Education</td>
<td>120-230 credits, with at least 120 achieved at level 4</td>
<td>1 years</td>
<td>2 years</td>
</tr>
</tbody>
</table>

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.

### 6.2 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.

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

2. Your Average Percentage Mark in year 3 only (ie your level 6 modules)

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

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

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

For most students who successfully complete 360 credits of study at level 4, 5 & 6 (as listed in the previous section), the board will normally confer an award of one higher classification where this is within 0.5% of the higher award, so…

<table>
<thead>
<tr>
<th>true APM</th>
<th>APM used to calculate award</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>70%+</td>
<td>69.50+</td>
<td>1st class (1st)</td>
</tr>
</tbody>
</table>
### 7. 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.

Formal mechanisms for obtaining your opinion include the following:

- **SSLM** – the staff/student liaison meeting, is held every semester and your course reps attend;
- **NSS** - the National Student Survey (during semester 2 for students in their final year of study);
- **SSS** – UCLan’s survey of all undergraduates not in their final year

You should always use these systems to comment on all aspects of your study – for instance you may wish to comment on this handbook, the induction period, the syllabus of each module, the curriculum that defines each level of your course, the assignments, the assessments, the various teaching and learning approaches, indeed anything relevant to your learning.

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

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

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

#### 7.1 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 and
voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

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

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

7.2 Student Staff Liaison Committee Meetings (SSLC)
The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Your Course Leader will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting
- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, Academic Advisor arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

The minutes from your SSLM are reviewed by the management of the School and used by the teaching staff in the completion of their Annual monitoring reports.

7.3 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 complaints procedure is intended to provide an accessible, fair and straightforward system which ensures as effective, prompt and appropriate response. Click on this link for more information Complaints Procedure
You should always attempt to resolve complaints amicably and your course team and the School’s management team are both very happy to meet students with complaints, and will attempt to resolve these quickly and effectively.

The Student Union will support you if you are concerned about raising any issues
### 8. Appendices

#### 8.1 Programme Specification

**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.

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
</table>
| 2. Teaching Institution & Location of Delivery | University of Central Lancashire  
| | Victoria Building  
| | AAS College, Thessaloniki, Greece |
| 3. University Department/Centre | School of Art, Design and Performance |
| 4. External Accreditation | Not Applicable |
| 5. Title of Final Award | BA (Hons) Product Design |
| 6. Modes of Attendance offered | Full Time Study |
| 7. UCAS Code | W241 |
| 8. Relevant Subject Benchmarking Group(s) | Art and Design |
| 9. Other external influences | Not Applicable |
10. Date of production/revision of this form | May 2010

11. Aims of the Programme

- To offer an educational experience appropriate for the award of an honours degree in Product Design, and to develop skills for the solving of design problems through innovative concept development.
- To provide a stimulating environment in which students feel encouraged and challenged to make personal growth in skills and understanding, and to manage their own learning to seek to reach their full potential.
- To develop the students' knowledge and understanding of key aspects of the Product Design process, through the use of studio, workshop and computer based practice.
- To develop the individual’s personal and professional aspirations and promote lifelong learning.
- To develop the students' intellectual capacity to appreciate and analyse situations and problems found in the Product design industry and to design or propose creative solutions.
- To provide students with the skills relevant to commercial/industry practice that will enhance their employment opportunities within Product Design, or a related sector.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Appreciate the context and methodologies of the design process.
A2. Recognise the role of the designer in a conceptual design environment.
A3. Appreciate conceptual definition, styling and detailing of mass produced products.
A4. Theoretical and practical concepts appropriate to the activity of Product Design.

Teaching and Learning Methods

Lectures, tutorials, demonstrations, self directed study, research, project work and formal presentations for sections A1-A4. Students will be expected to not only display taught knowledge, but also demonstrate their ability to manipulate given examples for their own areas of activity.

Assessment methods

Assessment will be through project coursework (which will normally include a visual and/or oral presentation and/or written documentation)

B. Subject-specific skills

B2. Be able to apply the design process to assist in the definition and development of technically sound concepts and proposals.
B3. Computer aided knowledge to produce technical/conceptual solutions and high quality presentations and prove visual and detailed definition.
B4. Modelling of conceptual proposals and final surface definition.
B5. Explore, consider and define the meaning of ‘future’ in terms of the individuals’ field of study.
Teaching and Learning Methods

Studio based design projects throughout the 3 years of study will develop and consolidate B1 – B5. Within these activities students are encouraged to test and validate their proposals, whether this be literally through the construction of surface, sketch or appearance models, or ‘virtually’ with the aid of 3D CAD (PD1103, PD2203 & PD3303) or digital visualisation (PD2201).

Assessment methods

Assessment will be through project coursework (which will normally include a visual and/or oral presentation and/or written documentation)

C. Thinking Skills

C1. Application and understanding of the Design Process to assist in the definition and development of technically sound proposals and concepts.

C2. Identify and interpret information from a wide range of alternative sources.

C3. Test proposals against self defined benchmarks/specifications.

C4. Recognition of complex conceptual definition, styling and detailing issues.

C5. Identify and propose future markets and new product/user opportunities.

Teaching and Learning Methods

Lectures, tutorials, self study, research, project work, critiques, seminars and formal presentations

Studio based design projects will form the significant method of assessment for C1-C5 The 2 final year design projects, (Honours Project and Concept Design) will represent the most significant opportunity to demonstrate C1-C5. Styling and user centred issues will be covered throughout all 3 years of study (PD1104, PD2204, PD3304 & PD2201 and supported by 3D CAD) will specifically address C4.

Assessment methods

Assessment will be through project coursework (which will normally include a visual and/or oral presentation and/or written documentation)

D. Other skills relevant to employability and personal development

D1. Ability to learn and develop skills whilst working independently and in a team.

D2. Work safely and confidently in a studio and/or workshop environment.

D3. Clearly communicate design concepts both verbally and visually to groups of people.

D4. Produce self-initiated professional work for presentation and exhibition.

Teaching and Learning Methods

Development of D1 & D2 is introduced at Level 4, but emphasis on these skills is maintained throughout the 3 years of study. D3 is fostered throughout the programme and specifically in PD2201 preparing for final year. Final year projects are student generated in terms of topic and deliverables.
Assessment methods

Assessment will be through project coursework (which will normally include a visual and/or oral presentation and/or written documentation)

13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 6</td>
<td>DD3000</td>
<td>Contextual Studies – Design Futures</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>DD3992</td>
<td>Honours Project</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>PD3304</td>
<td>Concept Design 3</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>PD3303</td>
<td>Computer Aided Prototyping</td>
<td>20</td>
</tr>
<tr>
<td>Level 5</td>
<td>DD2000</td>
<td>Contemporary Contextual Studies</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>PD2201</td>
<td>Digital Visualisation</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>PD2202</td>
<td>Product Design Studies</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>PD2203</td>
<td>Computer Aided Design</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>PD2204</td>
<td>Concept Design 2</td>
<td>20</td>
</tr>
<tr>
<td>Level 4</td>
<td>DD1000</td>
<td>Historical Contextual Studies</td>
<td>20</td>
</tr>
</tbody>
</table>

14. Awards and Credits*

- **Bachelor Honours Degree**: Requires 360 credits including a minimum of 120 at Level 6, which must include DD3992.
- **Bachelor Degree**: Requires 320 credits including a minimum 180 at Level 5 or above and 40 at Level 6.
- **HE Diploma**: Requires 240 credits including a minimum of 120 at Level 4, or above.
- **HE Certificate**
<table>
<thead>
<tr>
<th>Module Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DD1101</td>
<td>Creative Thinking</td>
<td>40</td>
</tr>
<tr>
<td>PD1102</td>
<td>Product Anatomy 1</td>
<td>20</td>
</tr>
<tr>
<td>PD1103</td>
<td>Computer Aided Modelling</td>
<td>20</td>
</tr>
<tr>
<td>PD1104</td>
<td>Concept Design 1</td>
<td>20</td>
</tr>
</tbody>
</table>

Requires a minimum of 120 credits at Level 4 or above

15. Personal Development Planning

Art and Design courses are increasingly tailored to the individual student as they progress through levels four, five and six. They will be asked to keep a portfolio of work to track their development as a designer towards the goals they set for themselves in consultation with their Academic Advisor. The aim is to train them to take responsibility for their own learning and career development, to be able to evaluate their strengths and weaknesses and conduct a skills audit to develop a critical practice. This would cover an analysis of their general key skills base, for example: use of English, literacy and writing skills, numeracy, communication skills and use of IT. The student will be encouraged to evaluate their strengths and weaknesses on a continual basis as they progress through different points during the course. Students will be directed by the tutor to resources/workshops as appropriate.

The Personal Development Plan is designed to:

- enable the student to work towards a point they would like to be at on graduation;
- help them acquire the skills needed for their chosen career;
- help them evaluate their strengths and plan to deploy them in a range of situations.

In the first year [level four] they will be asked about their long term aspirations through the use of the studio/resources tutorials and the first year induction week questionnaire.

In their third year all level six modules will form the basis of project work and planning, and these are specifically designed to develop professional practice and appropriate career ambitions.
### 16. Admissions criteria

#### General entry requirement for admission to undergraduate courses

Applicants must have 5 GCSE passes at Grade C or above plus a 12 unit profile which can be comprised of either:

- Two subjects at Advanced level (A2) or;
- Two subjects at AVCE or;
- One subject at Advanced level (A2) and one subject at AVCE or;
- One double AVCE award
- A successful Art & Design foundation year or,
- Equivalent professional experience

#### School requirements for admission to undergraduate courses

- An interview
- A portfolio presentation
- A successful Art & Design foundation year or equivalent professional experience
- Minimum requirement is evidence of a proficiency level of English Language to IELTS 6

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

- Fact Sheet
- University website
- www.aas.gr
- www.productdesigncourse.com
- School website
- Student course handbook
- School of Design brochure
## 18. Curriculum Skills Map

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>A1</td>
<td>A2</td>
<td>A3</td>
<td>A4</td>
</tr>
<tr>
<td>LEVEL 6</td>
<td>DD3992</td>
<td>Honours Project</td>
<td>Core</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>DD3000</td>
<td>Contextual Studies – Design Futures</td>
<td>Core</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>PD3304</td>
<td>Concept Design 3</td>
<td>Compulsory</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>PD3303</td>
<td>Computer Aided Prototyping</td>
<td>Compulsory</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>LEVEL 5</td>
<td>DD2000</td>
<td>Contemporary Contextual Studies</td>
<td>Core</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>PD2201</td>
<td>Digital Visualisation</td>
<td>Compulsory</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>PD2202</td>
<td>Product Design Studies</td>
<td>Compulsory</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Level</td>
<td>Core/Compulsory</td>
<td>Credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------</td>
<td>---------</td>
<td>-----------------</td>
<td>---------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD2203</td>
<td>Computer Aided Design</td>
<td>Compulsory</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD2204</td>
<td>Concept Design 2</td>
<td>Compulsory</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DD1101</td>
<td>Creative Thinking</td>
<td>Core</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DD1000</td>
<td>Historical Contextual Studies</td>
<td>Core</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD1102</td>
<td>Product Anatomy</td>
<td>Compulsory</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD1103</td>
<td>Computer Aided Modelling</td>
<td>Compulsory</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD1104</td>
<td>Concept Design 1</td>
<td>Compulsory</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks.
Your Tuition Fees include:

- Scheduled course tuition, academic, technical and administrative support, use of course equipment and facilities.
- Course related induction activities.
- Course assessment and awards.
- Access to the university’s library and online resources, including on-campus wifi, networked and remote access to the university’s virtual learning environment,
- Use of the university’s estate and resources for scheduled activities and learning support
- Dissertation, project and/or thesis printing and binding where the submission of printed and bound documents is a requirement for assessment of the module.
- Use of the university’s technical equipment and materials identified by the course teaching team as essential for the completion of the course.
- Items identified under your course name in Table One below:

<table>
<thead>
<tr>
<th>Table One: Course</th>
<th>Year one</th>
<th>Year two</th>
<th>Year three</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA Acting</td>
<td>Stage Craft Classes</td>
<td>Stage Craft Classes</td>
<td>Stage Craft Classes</td>
</tr>
<tr>
<td></td>
<td>Photographic head shots.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA Advertising</td>
<td>Materials consumables</td>
<td>Materials consumables</td>
<td>Materials consumables</td>
</tr>
<tr>
<td>BA Animation</td>
<td>RTS Festival Travel.</td>
<td>RTS Festival Travel.</td>
<td>RTS Festival Travel.</td>
</tr>
<tr>
<td></td>
<td>Materials for animation and sets required to complete course.</td>
<td>Sketchbooks and drawing materials required to complete course.</td>
<td>Degree show.</td>
</tr>
<tr>
<td></td>
<td>Sketchbooks and drawing materials.</td>
<td></td>
<td>Sketchbooks and drawing materials required to complete course..</td>
</tr>
<tr>
<td></td>
<td>Materials required to complete course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA Art and Design Foundation entry year</td>
<td>Trips/tickets selected by course leader</td>
<td>Materials required to complete course</td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Materials Required to Complete Course</td>
<td>Materials Required to Complete Course</td>
<td>Materials Required to Complete Course</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------</td>
<td>---------------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>BA Contemporary Crafts</td>
<td>Materials required to complete course</td>
<td>Materials required to complete course</td>
<td>Materials required to complete course</td>
</tr>
<tr>
<td>BA Digital Design for Fashion</td>
<td>Materials required to complete course including specialist papers, books and pen drives.</td>
<td>Materials required to complete course including specialist papers, books and pen drives.</td>
<td>Materials required to complete course including specialist papers, books and pen drives.</td>
</tr>
<tr>
<td>BA Dance Performance and Teaching</td>
<td>Trips/tickets selected by course leader. Touring Company.</td>
<td>Trips/tickets selected by course leader.</td>
<td>Trips/tickets selected by course leader.</td>
</tr>
<tr>
<td>BA Eastern Fashion Design</td>
<td>Materials required to complete course</td>
<td>Materials required to complete course</td>
<td>Materials required to complete course</td>
</tr>
<tr>
<td>BA Fashion Brand Management</td>
<td>Materials required to complete course</td>
<td>Materials required to complete course</td>
<td>Materials required to complete course</td>
</tr>
<tr>
<td>BA Fashion Entrepreneurship</td>
<td>Materials required to complete course</td>
<td>Materials required to complete course</td>
<td>Materials required to complete course</td>
</tr>
<tr>
<td>BA Fine Art</td>
<td>Materials required to complete course. Degree Show catalogue.</td>
<td>Materials required to complete course.</td>
<td>Materials required to complete course.</td>
</tr>
<tr>
<td>BA Fashion Promotion</td>
<td>Materials required to complete course.</td>
<td>Materials required to complete course.</td>
<td>Materials required to complete course.</td>
</tr>
<tr>
<td>Course</td>
<td>Materials Required to Complete Course</td>
<td>Materials Required to Complete Course</td>
<td>Materials Required to Complete Course</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------------------------------</td>
<td>---------------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>BA Games Design</td>
<td>Materials, board game prototypes and drawing trips required to complete course</td>
<td>Materials. Board game prototypes and drawing trips required to complete course</td>
<td>Materials, board game prototypes and trips required to complete course</td>
</tr>
<tr>
<td>BA Graphic Design</td>
<td>Materials required to complete course</td>
<td>Materials required to complete course</td>
<td>Materials required to complete course</td>
</tr>
<tr>
<td>BA Illustration</td>
<td>Materials required to complete course</td>
<td>Materials required to complete course</td>
<td>Materials required to complete course</td>
</tr>
<tr>
<td>BA Interior Design</td>
<td>Materials required to complete course</td>
<td>Materials required to complete course</td>
<td>Materials required to complete course</td>
</tr>
<tr>
<td>BA Music Production</td>
<td>Materials required to complete course</td>
<td>Materials required to complete course</td>
<td>Materials required to complete course</td>
</tr>
<tr>
<td>BA Music Practice</td>
<td>Materials required to complete course</td>
<td>Materials required to complete course</td>
<td>Materials required to complete course</td>
</tr>
<tr>
<td>BA Music Theatre</td>
<td>Materials required to complete course</td>
<td>Materials required to complete course</td>
<td>Materials required to complete course</td>
</tr>
<tr>
<td>BA Product Design</td>
<td>Materials required to complete course</td>
<td>Materials required to complete course</td>
<td>Materials required to complete course</td>
</tr>
<tr>
<td>BA Textiles</td>
<td>Materials required to complete course</td>
<td>Materials required to complete course</td>
<td>Materials required to complete course</td>
</tr>
<tr>
<td>BA Contemporary theatre and performance</td>
<td>Theatre trips/tickets selected by course leader</td>
<td>Theatre trips/tickets selected by course leader</td>
<td>Theatre trips/tickets selected by course leader</td>
</tr>
</tbody>
</table>

**Additional optional opportunities listed in Table Two may be offered on your course.**

The optional and extra costs listed in Table Two are **not** included within your Tuition Fees.
<table>
<thead>
<tr>
<th>Course</th>
<th>Optional costs NOT included in tuition fees</th>
<th>Estimated costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA Acting</td>
<td>Optional additional stage craft classes: estimated costs any year</td>
<td>£2,000</td>
</tr>
<tr>
<td></td>
<td>Optional theatre tickets and travel: estimated costs years one, two or three</td>
<td>£1,500</td>
</tr>
<tr>
<td></td>
<td><strong>Total = £3,500</strong></td>
<td></td>
</tr>
<tr>
<td>BA Animation</td>
<td>Optional costs: supplementary costs of using premium or upgraded materials in course work and assessments.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Annecy Animation Festival: estimated costs year one, Year two and three</td>
<td>£2,500</td>
</tr>
<tr>
<td></td>
<td>Optional 3D printing: estimated costs in year one, year two, year three</td>
<td>£5,000</td>
</tr>
<tr>
<td></td>
<td><strong>Total = 10,250</strong></td>
<td></td>
</tr>
<tr>
<td>BA Art and Design Foundation entry year</td>
<td>Optional tickets and trips: estimated costs</td>
<td>£150</td>
</tr>
<tr>
<td>BA Contemporary Crafts</td>
<td>Optional costs: supplementary costs of using premium or upgraded materials in course work and assessments.</td>
<td>£200-£3,000</td>
</tr>
<tr>
<td>BA Digital Design for Fashion</td>
<td>Optional costs: supplementary costs of using premium or upgraded materials in course work and assessments: estimated in year three</td>
<td>£1,000</td>
</tr>
<tr>
<td>Course</td>
<td>Optional costs</td>
<td>Cost Range</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>BA Dance Performance and Teaching</td>
<td>Optional tickets and trips: estimated costs in years one two or three</td>
<td>£900</td>
</tr>
<tr>
<td>BA Eastern Fashion Design</td>
<td>Optional costs: supplementary costs of using premium or upgraded materials in course work and assessments.</td>
<td>£200-£3,000</td>
</tr>
<tr>
<td>BA Fashion Brand Management</td>
<td>Optional costs: supplementary costs of using premium or upgraded materials in course work and assessments.</td>
<td>£200-£3,000</td>
</tr>
<tr>
<td>BA Fashion Entrepreneurship</td>
<td>Optional costs: supplementary costs of using premium or upgraded materials in course work and assessments.</td>
<td>£200-£3,000</td>
</tr>
<tr>
<td>BA Fine Art</td>
<td>Optional costs: supplementary costs of using premium or upgraded materials in course work and assessments.</td>
<td>£200-£3,000</td>
</tr>
<tr>
<td>BA Fashion Promotion with Styling</td>
<td>Optional costs: supplementary costs of using premium or upgraded materials in course work and assessments.</td>
<td>£200-£3,000</td>
</tr>
<tr>
<td>BA Fashion Promotion</td>
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<td>£200-£3,000</td>
</tr>
<tr>
<td>BA Fashion Promotion</td>
<td>Optional costs: supplementary costs of using premium or upgraded materials in course work and assessments.</td>
<td>£200-£3,000</td>
</tr>
<tr>
<td>BA Games Design</td>
<td>Optional costs: supplementary costs of using premium or upgraded materials in course work and assessments.</td>
<td>£200-£3,000</td>
</tr>
<tr>
<td>Optional 3D Printing costs: estimated</td>
<td>year one</td>
<td>£500</td>
</tr>
<tr>
<td></td>
<td>year two</td>
<td>£750</td>
</tr>
<tr>
<td></td>
<td>year three</td>
<td>£1,500</td>
</tr>
<tr>
<td>Brighton Gaming Conference: estimated costs</td>
<td>year two and/or three</td>
<td>£1,500</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total = £4,250</td>
</tr>
<tr>
<td>Course</td>
<td>Optional costs</td>
<td>Cost Range</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>BA Graphic Design</td>
<td>Optional costs: supplementary costs of using premium or upgraded materials in course work and assessments.</td>
<td>£200-£3,000</td>
</tr>
<tr>
<td>BA Illustration</td>
<td>Optional costs: supplementary costs of using premium or upgraded materials in course work and assessments.</td>
<td>£200-£3,000</td>
</tr>
<tr>
<td>BA Interior Design</td>
<td>Optional costs: supplementary costs of using premium or upgraded materials in course work and assessments.</td>
<td>£200-£3,000</td>
</tr>
<tr>
<td>BA Music Production</td>
<td>Optional costs: supplementary costs of using premium or upgraded materials in course work and assessments.</td>
<td>£200-£3,000</td>
</tr>
<tr>
<td>BA Music Practice</td>
<td>Optional costs: supplementary costs of using premium or upgraded materials in course work and assessments.</td>
<td>£200-£3,000</td>
</tr>
<tr>
<td>BA Music Theatre</td>
<td>Optional costs: supplementary costs of using premium or upgraded materials in course work and assessments.</td>
<td>£200-£3,000</td>
</tr>
<tr>
<td>BA Product Design</td>
<td>Optional costs: supplementary costs of using premium or upgraded materials in course work and assessments.</td>
<td>£200-£3,000</td>
</tr>
<tr>
<td>BA Textiles</td>
<td>Optional costs: supplementary costs of using premium or upgraded materials in course work and assessments.</td>
<td>£200-£3,000</td>
</tr>
<tr>
<td>BA Contemporary theatre and performance</td>
<td>Optional visit to or participation in Edinburgh Fringe festival: estimated costs year one two or three £1,000 Optional production costs outside of standard costs (excess): estimated costs year one two or three £500.</td>
<td>£1,000 £500 Total = £1,500</td>
</tr>
</tbody>
</table>

Additional optional costs may be incurred by some students. These optional extra costs are NOT included within the Tuition Fees.
<table>
<thead>
<tr>
<th>Optional items – all courses</th>
<th>Estimated costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel to course related work placements, work experience, voluntary work, or site visits (for example costs of petrol, business level motor insurance cover, taxis, train fares, bus fares etc.).</td>
<td>Variable depending on the distance travelled and the method of transport chosen.</td>
</tr>
<tr>
<td>Library fines &amp; charges</td>
<td>On time £0.00&lt;br&gt;0-8 days overdue £0.10-0.50 per day&lt;br&gt;9+ days overdue £0.50-£1.00 per day&lt;br&gt;40+ days replacement cost and administrative charges/account suspension</td>
</tr>
<tr>
<td>Avoid these by returning on time or renewing books!</td>
<td></td>
</tr>
<tr>
<td>Costs of obtaining medical or other evidence to support applications for extenuating circumstance applications relating to assessments.</td>
<td>For example a medical certificate may cost from £10.</td>
</tr>
<tr>
<td>Fees for arranging and invigilating course examination(s) off campus are payable by the student (where permitted by course regulations and approved by course leaders)</td>
<td>£300</td>
</tr>
<tr>
<td>Printing of electronic books, journals etc.</td>
<td>Variable, but recommended academic text books often cost between £15-80 per copy, although some cost outside of this range.</td>
</tr>
<tr>
<td>Printing of reports, course materials and other course documents, which have been supplied or are available electronically or in hard copy in the library.</td>
<td>Estimated £0.10 per copy sheet</td>
</tr>
</tbody>
</table>

**Living costs**

These are **not** included in tuition fees. You will need to budget for these separately. Below is an indication of some typical living costs, but everyone is different and you are strongly advised to plan your own budget.
<table>
<thead>
<tr>
<th>Typical items</th>
<th>Estimated weekly costs lower range</th>
<th>Estimated weekly costs higher range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodation:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Halls of Residence based on a 42 week contract.</td>
<td>£79.03</td>
<td>£107.83</td>
</tr>
<tr>
<td>Private Halls of Residence</td>
<td>£70 (0)</td>
<td>£110</td>
</tr>
<tr>
<td>(Living at home may reduce your accommodation costs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td>£20</td>
<td>£30</td>
</tr>
<tr>
<td>Internet connection</td>
<td>£0</td>
<td>£12</td>
</tr>
<tr>
<td>(free wifi on campus, in university halls of residence and in some private accommodation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toiletries/Laundry</td>
<td>£5</td>
<td>£15</td>
</tr>
<tr>
<td>Gas/electricity/water</td>
<td>£0</td>
<td>£20</td>
</tr>
<tr>
<td>(included within university halls of residence costs and some private accommodation – check your contract)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printing, copying, stationery.</td>
<td>£2.50</td>
<td>£10</td>
</tr>
<tr>
<td>Travel expenses</td>
<td>£0</td>
<td>£40</td>
</tr>
<tr>
<td>(vary by travel method &amp; distance - on foot/bicycle, bus, train or car. If using bus or train check travel card / season ticket rates for savings).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University halls of residence and a good selection of private accommodation are available either on campus or a short walk from campus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mobile phone or landline</td>
<td>£2.50</td>
<td>£10</td>
</tr>
<tr>
<td>Books</td>
<td>£5</td>
<td>£10</td>
</tr>
<tr>
<td>Leisure</td>
<td>£5</td>
<td>£25</td>
</tr>
<tr>
<td><strong>Total per week</strong></td>
<td><strong>£110</strong></td>
<td><strong>£282</strong></td>
</tr>
<tr>
<td><strong>Total for 42 weeks</strong></td>
<td><strong>£4,620</strong></td>
<td><strong>£11,844</strong></td>
</tr>
<tr>
<td>(typical halls of residence contract)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total for 52 weeks</strong></td>
<td><strong>£5,720</strong></td>
<td><strong>£14,664</strong></td>
</tr>
</tbody>
</table>
You may also need to budget for ‘one off’ or irregular costs

<table>
<thead>
<tr>
<th>Typical items</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bedding</td>
<td>From £20</td>
</tr>
<tr>
<td>Clothes</td>
<td>Costs vary depending on your needs</td>
</tr>
<tr>
<td>TV licence</td>
<td>£145.50 per year</td>
</tr>
<tr>
<td>Insurances</td>
<td>Varies depending on your needs</td>
</tr>
<tr>
<td>Computer/laptop/telephone</td>
<td>Varies depending on model and whether new or second hand</td>
</tr>
<tr>
<td>Furniture, crockery etc.</td>
<td>Furnished accommodation may include all your needs. Check what is included.</td>
</tr>
</tbody>
</table>