



Course Handbook
BA (Hons) Retail Management
2017/18
Cheryl Gordon
Lancashire School of Business and Enterprise



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

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1. Welcome to the course

A warm welcome to the University of Central Lancashire and the Lancashire School of Business and Enterprise. We hope that your time at the University will prove to be stimulating, developmental and assists in providing you with an edge in the competitive job market.

The Programme Team have a vast experience in teaching undergraduate programmes with a reputation for 'Student First' culture and we endeavour to make the most of your talents. This requires certain responsibility from you though. The experience you obtain is very much dependent on the effort and enthusiasm you show towards your studies. We as tutors enjoy working with students who show a positive interest in their studies and gain genuine satisfaction from watching students rise to the challenges. So let's hope that between us we can make the degree a success and a first class learning experience.

Your time at University is not just about developing as an individual from formal studies. It is as much about developing your own interests, making new (and often life-long) friends and developing your confidence. For this purpose, we would strongly recommend that you get involved in all aspects of 'university life'. You could join one of the many clubs and societies on offer or just merely enjoy the rich and diverse campus life on offer. Remember to make the most of your time and build a profile to impress prospective employers.

There will be some hard work, but we hope that you'll find it interesting and challenging, and that you'll have the chance to enjoy yourself along the way.

We look forward to working with you over the course of the programme. We believe you can succeed, and the Programme Team will help you to succeed.

Programme Team
September 2017



1.1 Rationale, aims and learning outcomes of the course

As you will have found, there are a variety of different types of Retail related degrees in the country. Some are an add-on to a Business Studies degree; others are based in Marketing; whilst others focus on specific areas such as fashion buying.

The one that you have chosen here at the University is a combination of several key strands that we feel are important for any graduate aspiring to work in a retail related business. It offers you the opportunity to gain both the essential knowledge of the retail business such as the industry make-up, about how the retail sectors compete and use strategy. It also offers options to study Marketing, Buying, E-Commerce, Entrepreneurship and Fashion. The programme will also provide you with key knowledge and skills in learning about managing people, an important part in being a retail manager in any area. We believe that learning about management is important for graduates wanting to go into the retail industry, especially as they are given managerial responsibility at a very early stage of their career. We seek to enable our students to gain a competitive edge in pursuing managerial and professional careers and to make an outstanding contribution to the performance of their employing organisations.

It is important to stress that the programme will involve you in a great deal of hard work! It will also challenge you. Some of these challenges will be very much along the lines that you might expect of an undergraduate programme. Some may be more of a surprise!

We would offer you the following as examples of the challenges you will face:

- 1 to confront your own personal strengths and weaknesses
- 2 to be prepared to share these insights with others in order for all of you to learn
- 3 to reflect on your experience in order to develop an enhanced understanding of the principles of effective retail management
- 4 to be prepared to test out those principles in the real world of business, rather than just in the safety of the classroom

Aims and Learning Outcomes of the Foundation (Retail) Programme

Aims

- To provide the opportunity to students, who do not have the normal entry qualifications, to prepare for and progress to one of the Business and Management undergraduate degree programmes in the University.
- To provide intellectual and personal development to permit students to undertake undergraduate studies successfully.
- To provide a broadly based and academically rigorous business education, giving the necessary grounding for progression into level 1 of an undergraduate degree in the business or management fields.
- To develop the students' personal and interpersonal skills.

Learning Outcomes

Upon successful completion of the programme, students will be able to demonstrate:

1. Knowledge and understanding of concepts and perspectives relevant to accounting, business information systems and economics, with an understanding of the business environment.
2. Cognitive skills, including the ability to select and collate information from a range of sources and analyse business problems logically; construct and criticise proposed solutions; draw conclusions and recommend actions appropriate to the level of study.
3. Subject specific skills, including simple accounting processes; small business information systems and basic spreadsheet models; the ability to present data in various ways, to think analytically, objectively and in terms of alternatives.
4. Transferable skills, including:
 - a. Critical thinking and reasoning skills
 - b. Ability to think conceptually
 - c. Ability to work independently and with a team
 - d. Effective communication skills
 - e. Ability to learn from own experience and that of others
 - f. Ability to manage one's own personal development and growth
 - g. A basic ability to utilise both quantitative and qualitative data and appropriate communication and information technologies

Aims and Learning Outcomes of the BA (Hons) Retail Management programme

- To provide a commercially relevant, practical and constantly updated programme through close links with leading retail organisations, and through vocational experience opportunities.
- To cultivate enterprise skills to support retail organisations in competing in the fast moving global multi-channel world

- To develop systematic and contemporary understanding of the core retail management disciplines, principles, theory and good practice and be able to apply them to retail organisations, the economy and the wider business environment
- To advance student ability to critically apply theories, concepts and models of operational and strategic management to a retail organisation in order to develop transferable and sector specific skills appropriate to retail and associated management roles
- To develop the learner's ability to design, manage and implement a process of personal learning and development which facilitates the enhancement of key personal, social and other transferable skills towards a career in retail management
- To encourage engagement in business/management research in general retail management contexts

Work Placement:

- To offer an opportunity to undertake a placement and introduction to business practice by means of a practical/development period.
- To encourage students to integrate their academic studies with their practical experience of business

International Study:

- To offer students an opportunity to study abroad, demonstrate initiative, independence, motivation and depending on where they study, a working knowledge of another language

Learning Outcomes

Over the duration of the programme you will acquire a diverse range of skills. By the end of the programme you should be able to demonstrate the following abilities:

Knowledge and Understanding

An ability to

1. demonstrate relevant knowledge and understanding of retail organisations, the external environment in which they operate and how they are managed
2. demonstrate a critical understanding of markets, marketing and sales, customers, finance people, information systems and the social responsibility therein
3. analyse and respond to operational and strategic developments with a focus on the digital and multi-channel implications
4. illustrate problem solving and entrepreneurial understanding with a focus on the development of enterprising business improvement approaches

Subject-specific skills

An ability to

1. analyse retail situations and make appropriate decisions for business improvement
2. apply performance management techniques to a variety of retail scenarios
3. examine organisational, behavioural and other issues in a work-related scenario

Thinking Skills

An ability to

1. identify assumptions, evaluate statements in terms of evidence, to detect false logic or reasoning, to identify implicit values, to define terms adequately and to generalise appropriately

2. create, evaluate and assess a range of options together with the capacity to apply ideas and knowledge to a range of situations
3. conduct research into retail issues, either individually or as part of a team using an evaluative approach to a range of business data, sources of information and appropriate methodologies
4. collect, analyse and evaluate data from a variety of sources using appropriate information management techniques

Other skills relevant to employability and personal development

An ability to

1. communicate effectively using a range of media which are widely used in retail including effective listening, negotiating, persuasion and presentation
2. exhibit effective self-management in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise
3. Maintain collaborative relationships both internal and external to the organisation, with a view to influencing and developing mutually beneficial communications
4. apply self-reflection and criticality including self-awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues

1.2 Course Team

Cheryl Gordon	Programme Leader cgordon@uclan.ac.uk	01772 894772	GR265
Michael Summersall	Module tutor msummersall1@uclan.ac.uk	01772 894705	GR265

1.3 Expertise of staff

Your course team has extensive experience working in a variety of functions in the retail sector and is actively involved in consultancy work, often referred to as 'knowledge transfer'. As part of your studies, you may be asked to contribute to this work with current retailers, through research, advice and project work. This will allow you to see live consultancy in practice and give insight to some of the challenges facing the industry at the moment. More importantly, it will give you the opportunity to be involved in solutions and business improvements which will potentially shape your approach as a retail manager of the future.

1.4 Academic Advisor

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



1.5 Administration details

Course Administration Service provides academic administration support for students and staff and are located in the following hub, which 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.

Greenbank Building Hub

Sport and Wellbeing

Management
Business
telephone: 01772 891998
email: Greenbankhub@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. Students should expect to receive a reply to emails (even if this is an automated email explaining staff absence) within 48 hours.

You can also communicate via our Facebook group, which has been set up to support you and allow you to exchange ideas with other students

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.

The External Examiner for our programme is:

Dr Fiona Ellis-Chadwick
Senior Lecturer in Retail Management and Marketing
Loughborough University

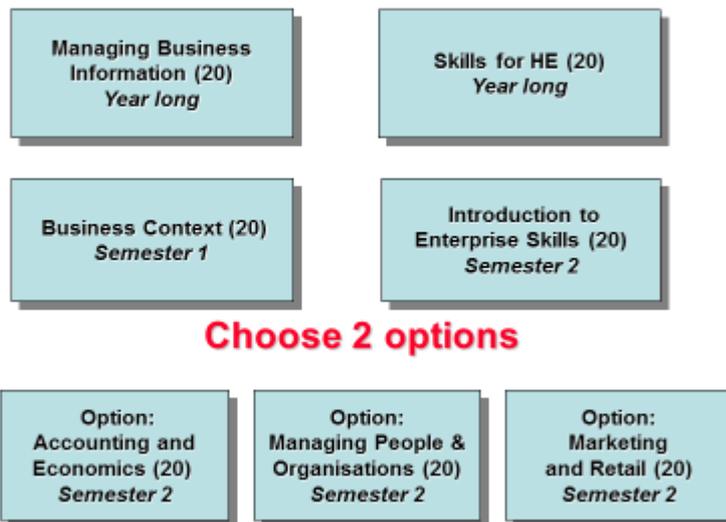


2. Structure of the course

2.1 Overall structure

University courses contain 6 modules per year, in full time study at undergraduate level.

Foundation Year

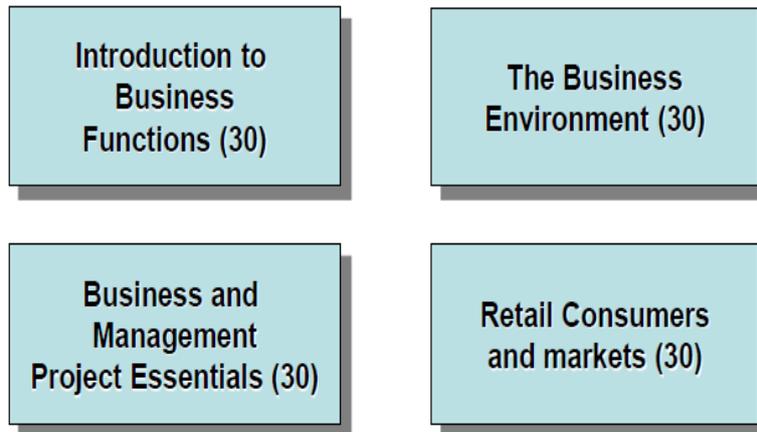


Foundation Year Experience

The foundation entry year is designed for students who do not have the usual entry qualification to directly join one of our main degree programmes. Foundation entry students are typically registered on a 4 or 5 year programme, linked to one of our 3 or 4 year Degree programmes in the Schools of Management or Business. i.e. the one in this handbook. The first year of this programme (or Year 0 as it is officially known) will prepare you to progress to a main degree programme on successful completion. Although you are registered on a particular programme, that you may have expressed an interest in upon application, you may switch to another appropriate programme during the course of your foundation year. Please speak to your academic adviser for further details.

In this Foundation year, you will take 6 modules; 4 modules which are compulsory, plus 2 which are a choice out of 3 in Semester 2. At the first lecture of each module you will receive a Module Information Pack (MIP) which includes the learning outcomes particular to that module, the lecture/seminar programme and the work and the assessment requirements.

Year 1

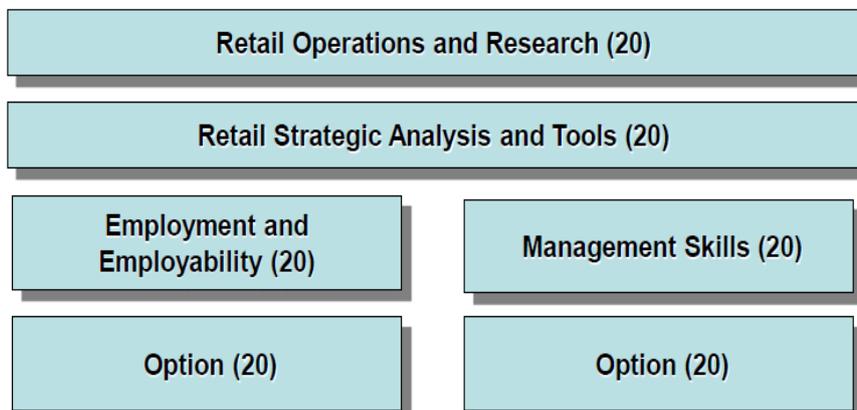


Year One Experience

The common first year consists of four compulsory modules. The retail module has its own particular focus on shopper markets and retailer marketing approaches. Emphasis will be placed on developing your ability to access appropriate data sources on the industry and to develop critical analyses of trends and issues. The project module will engage you in working with a tutor-identified retailer project in order to solve problems or help with business improvements.

Towards the end of Year One, you will be able to reconsider your particular 'route' to a degree in retail management. A Progression Workshop will be used to fully brief you on sandwich and non-sandwich education, as well as a detailed overview of options

Year 2



Year Two Experience

In the second year you will take 4 compulsory standard modules. They combine in-depth examination of retail specific aspects. Retail Operations and research addresses core areas of retail management, which all students should understand and encourages business improvement approaches through solid research informed decision making. This is complemented by the Retail Strategic Analysis and Tools module which requires students to evaluate the longer term plans and activities of the retail industry leaders.

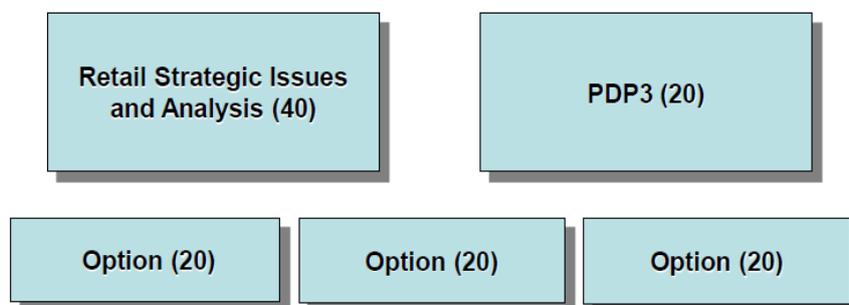
The module Employment and Employability is aimed at preparing you for the placement application process, giving an overview of employer needs and systems for recruitment whilst developing your skills to respond to these needs. The management skills module aims to build upon this in preparation for the workplace itself, developing insight into how a variety of situations might be approached.

We currently offer an extensive range of modules as options to undergraduates and this will be discussed in detail during the year 2 progression to ensure that students build upon their year 2 studies towards the careers of their choice

Placement year

For those of you on the sandwich degree leading to the BA (Hons) in Retail Management, Year Three of the programme comprises of the Professional Development Placement (MD3004). You will be required to undertake some work, such as a project for your employer, which will not only be useful for us to see your progress but also for you to illustrate your problem solving skills to your chosen organisation

Year 3/4



Final Year Experience

The final year consists of one compulsory double module, which is taken by all students, irrespective of degree route: Retail Strategic Issues and Analysis. This module addresses strategic management within Retail providing you with the opportunity to develop a contemporary and critical insight into the boardroom agendas of the major retail organisations. The development of your ability to adopt a critical perspective in the intellectual consideration of relevant theoretical frameworks and research studies is an important outcome of the degree programmes. This is combined with a personal development planning module PDP3, which allows you to explore areas you would like to develop within your own skill set, in readiness for employment.

2.2 Option Modules available

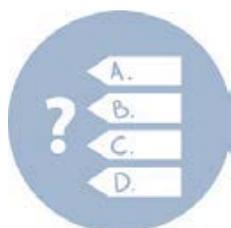
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated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

In years 2 and 3, we currently have a range of Level 5 and Level 6 half and standard modules as options. The following modules are just some of the modules from our portfolio that are available to students on the Retail Management degree programme. During progression, students will be given the opportunity to check availability, pre-requisite and timetable requirements before selecting options.

Options

HR2406	Introduction to Fashion Trend
HR2402	Introduction to Buying Principles
HR3401	Strategic Approaches to Buying
HR3406	Coaching and Mentoring
MD3055	Enterprise in Practice – running a business
MG3013	Supply Chain and Logistics
MK2001	Marketing Management
MK3034	E-Marketing

You can also take options from any in the School Catalogue but this requires the permission of the Programme Leader. These are discussed in progression sessions as they will be subject to availability, suitability to programme and appropriate timetabling. There are also a number of choices available for study across the wider University module portfolio. These are known as electives and these are listed in the catalogue: [Electives Catalogue](#)



2.3 Progression Information

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

Academic advice will be available to you as part of this annual progression talks to ensure that informed decisions are made. Whilst the final choice of options is at your discretion, some students may wish to study a distinct subject specialism such as buying or fashion, or some may choose to mix between specialism.

2.3 Study Time

2.3.1 Weekly timetable

Your timetable will be available 24 hours a day online. You can find it in the student 'portal' down the left hand side of the screen in the 'timetables' section or you can follow this link: [Weekly Timetable](#)

Please note that the weeks given under each module (above multiple dates) on the timetable relate to the weeks in the academic calendar Eg. weeks 2 – 14 indicate first semester delivery,

from September until Christmas. Weeks 18-33 are semester 2 weeks, from January until the end of the academic year

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. This means that for a 20 credit module we would normally expect you to spend around 200 hours studying this per academic year, both in and out of the classroom.



These may take place in various settings but all require you prepare to make sure that you get the most from each session. In some instances you may be asked to prepare something specifically on a weekly basis and tutors will expect this work to be completed on time. Each module is different, but an average week may contain a mixture of traditional lectures, in which you will join other students to listen to a more formal presentation of knowledge, seminars in which you will be able to discuss what you understand from this, and workshops in which you are expected to complete tasks. Some sessions may be dedicated to giving you feedback on your work or discussing projects which you are working on and evaluating progress towards their completion. These may take place in various settings but all require you prepare to make sure that you get the most from each session. In some instances you may be asked to prepare something specifically on a weekly basis and tutors will expect this work to be completed on time

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:

GreenbankHubAttendance@uclan.ac.uk

International Students - you MUST attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

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. You can check your attendance record through the 'My Uclan' facility available in your student portal.

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

3. Approaches to teaching and learning

3.1 Expertise of staff

All staff on your degree will be research active and/or involved with project work with companies. Whilst this is predominantly within the subject area of retail it may also be within educational or other research disciplines. You will have the opportunity to review research techniques used and outputs from those activities at various points in your degree

3.2 Learning and teaching methods

There will be a variety of approaches to teaching used on the programme. This may range from straightforward lectures to external visits in which you will be exposed to current trade practice. You will undoubtedly experience seminars in which you are expected to prepare research on a guided topic and contribute to the session. In addition, you will regularly have workshops to which you are expected to bring ongoing work for review and revision with a view to sharing your learning with the tutor and other students. It is therefore a necessity that you prepare for such sessions. Please note that in certain instances, these sessions may be assessed and a failure to prepare or contribute could result in a fail grade.

As you progress through the programme we would expect you to obtain basic general information and current knowledge in year 1. In year 2 we would expect you to become more evaluative of the information and knowledge that you collect and be able to analyse this in more depth. In year 3 we would expect this to extend to a more critical debate of the finer points of the way information is used and be able to more easily project this to various practice scenarios

3.3 Study skills

You are offered support in the development of study skills in a variety of ways. In Year One you study retail modules which each include lectures on various aspects of study skills including essay and reporting writing, referencing, note taking, presentation skills, etc. In addition, student study support is offered through WISER, a University wide initiative. WISER offers both group workshops and individual consultations on a range of study skills. Please follow the link for more information: [WISER](#)



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.

Everything you need to know about the library resources for Retail Management can be found on the following link: [Retail Resources](#)

3.4.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. These will all be covered in an induction session which will highlight relevant pages for you to bookmark to create your own Retail resources links.

Your Blackboard area will contain a link to general information about the degree such as a copy of this handbook, module descriptors, skills advice and useful websites for general information under the title of Retail Management Programme. You will also see module areas on Blackboard. As well as lecture notes, activities and videos, these module areas also offer reading lists, discussion boards and you are able to submit and receive your marked work back through the Assessment 'Turnitin' area.

3.5 Personal development planning

Personal Development Planning is embedded within the subject structures developing student ability to reflect upon skills base as it is practiced. Within structured sessions there is opportunity to plan for future personal development within the context of subject skills develop, practice, monitoring and assessment. These sessions will draw together all elements of PDP inter and intra module in addition to calling upon student experiences within the workplace and other extra- curricular scenarios. There will be a strong focus on developing the individual employability and lifelong learning skills

PDP will be introduced in induction week of year 1 and will continue in timetabled discussion with lecturers and peers on the programme. These discussions will focus on learning taking place through activities outside of the University, through feedback on assessed work, group work, placement and any part-time or other work experience. These discussions will lead to students being able to identify and articulate skills for their own development and particularly for matching themselves to aspired careers



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 MS Sway, 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!

Our careers service 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 or through this link:

[CAREERS](#)

Graduates from the programme have secured positions with ASDA, Marks and Spencer, Debenhams and NEXT amongst others. Students have entered both head office and store roles in functions such as buying, marketing and merchandising as well as those in supply chain and customer service organisations. Others have utilised their skills learnt in buying to enter procurement roles in GE and British Aerospace.

4. Student Support

It is important to us that you are supported throughout your studies and a range of support services are available to you within your course, the School of Management and the University. Within your course, you are supported by your Course Leader, Module Tutors, and Academic Advisor. Within the School there is a Student Support Office based in Greenbank 61 which offers a range of advice and guidance to all students. The Student Support Office includes the Senior Tutor, Student Support Officer, Student Support Tutor and International Student Support Tutors. Within your first few weeks at university, the Student Support Office will contact you to explain what they offer and how you access them.



4.1 Academic Advisors

Your Academic Advisor will be available to discuss all aspects of your University life with you. This may be in informal chats after class or in more structured class sessions to review skills and discuss issues within the group. You can also make individual appointments for confidential discussion. On the Retail Management programme, your Academic Advisors can be contacted by email to arrange a mutually agreeable time for appointments but there will be standard 'drop-in' hours throughout the week. These can be found in your module Blackboard area under 'contacts'

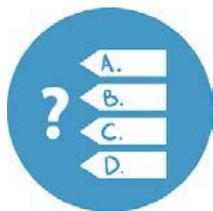
4.2 Students with disabilities

If you have a disability that may affect your studies, please 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. 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

4.3 Students' Union One Stop Shop

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

5. Assessment



5.1 Assessment Strategy

In year one there will be a mix between formative and summative assessment. This means that sometimes you will be given tasks where there is no official grade attached (formative). These are equally as important as those with grades attached (summative) as they are key to your development and enable us to give you feedback on your progress before you submit other work which has grades attached. You should treat all assessment deadlines equally as in some instances a failure to submit formative work will mean that you are unable to pass the module overall, regardless of your performance on other pieces of work.

In a number of instances, you will be asked to complete weekly work towards an overall piece of assessment, for the tutor review as you progress through the year. This review and subsequent feedback will be valuable in shaping how you write and the development of your style, flow and discussion in your writing. They also ensure that the tutor can evaluate the development of your understanding and ability to analyse subjects, topics, themes and concepts central to Retail and so will help in future assessments.

The learning outcomes of each module are shared with you and each assessment is designed to determine the level of achievement in those learning outcomes, using the University's grading system. There is a commitment within the overall assessment policy of the Course, to give thorough feedback in written and oral form, on an individual and group basis to allow for effective reflection, adjustment and development. There is a rich and diverse set of assessment methods used within the modules. These include formal essays and reports, time-constrained assessments, individual presentations and team case and project presentations and examinations. The general intent is to encourage you to reflect critically on the application of concepts to practical situations and to handle original primary as well as secondary material. While there will be a considerable amount of small team work and assessments, there will also be sufficient opportunities your performance to be differentiated on an individual basis.

5.2 Notification of assignments and examination arrangements

You will receive assessment briefings in class and the brief will be available for you to access on Blackboard. Where the brief is more complex, it may be a separate document, but mostly these will be written into your Module Information Pack (MIP) for each module. Deadlines and assessment criteria will all be contained in the same documents

5.3 Referencing

Harvard referencing style is used in all our assessment work in the School of Management. A copy of the guide to Harvard referencing is available in your programme area of Blackboard and available on this link: [Harvard Referencing Explained](#)

5.4 Confidential material

You are likely to be involved in consultancy and projects with retailer (or other business) and consumer research during the course of your programme, you will be expected to conform to any confidentiality request regarding data used during that process

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 7.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission.

In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

The nature, avoidance and consequences of plagiarism will be addressed in workshops in the first year of the programme. You will also be introduced to Turnitin, our submission software,

and you will be encouraged to submit test pieces which will give you an idea of the level of 'similarity' between your work and existing work in the public domain. This will allow you to develop styles of writing which are less likely to encounter plagiarism.

6. Classification of Awards

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

Overall on the degree, you will study 360 credits, normally broken down into units of 20 credits (modules). 120 credits (6 modules) is normally studied in each year, however, it is possible in exceptional cases (for example in order to study both buying and fashion specialisms) that 140 credits (7 modules) may be studied in year 2. This means that only 100 credits (5 modules) would be studied in year 3/4. Should you decide to do this, you will need to be aware of the impact of taking more year 2 modules which are weighted lower than year 3 modules in your degree classification calculation (see below). This will be discussed in-depth during progression workshops



7. Student Feedback

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

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement. The programme also has an online questionnaire which is open 24 hours a day throughout the year to give anonymous feedback on modules which is fed through to the course team.

For example, students on module HR2402 fed back to the team that despite them enjoying the module enormously, they felt that it was too much work to achieve individually in the length of the module. This has been changed during a review of the module to include groupwork and feedback on this is much more positive

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook. The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

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

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.

- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

Updates on actions resulting from the SSLC may be emailed, discussed in class or posted on Blackboard to ensure that students clearly understand any changes which have been made.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

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

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

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	University of Central Lancashire
3. University Department/Centre	Lancashire School of Business and Enterprise
4. External Accreditation	N/A
5. Title of Final Award	BA Business (Foundation Entry) (non-award-bearing programme: initial stage of 4 year degree course)
6. Modes of Attendance offered	Full time
7. UCAS Codes	B278, B378, B478, B678, B778, B878 F424, F524, F724 L256 M234, M865
8. Relevant Subject Benchmarking Group(s)	Business and Management
9. Other external influences	N/A
10. Date of production/revision of this form	March 2016
11. Aims of the Programme	
<ul style="list-style-type: none">To provide the opportunity to students who do not have the normal entry qualifications, to prepare for and progress to one of the Business and Management undergraduate degree programmes.To provide a broad and academically rigorous business education, in preparation for undergraduate study in the Business and Management fields.	

- To develop the students' personal and interpersonal skills in preparation for study at HE level.
- To develop the students' employability and business skills

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

- A1. Select and collate information from a range of sources and analyse business problems.
- A2. Construct and criticise proposed solutions
- A3. Draw conclusions and recommend actions appropriate to the level of study
- A4. Communicate knowledge and ideas effectively; orally and in writing.

Teaching and Learning Methods

A combination of *lectures*, to aid development of subject specific skills, *seminars*, to include practical exercises, including case studies, discussion, individual and group oral presentations to further aid the development of subject specific skills and *workshops*, to allow the development and demonstration of transferable skills. E-Learn and on-line discussions will further develop students' communication skills and knowledge of the subject. These, together with guided self-study to widen sources of reference to support the above will form the teaching and learning methods.

Assessment methods

Individual and collective, reflective assignments involving peer feedback and assessment. Group and individual presentations. Business and research reports. Essay planning and writing. Tests. Case studies. Portfolio of employability documentation and progression

B. Subject-specific skills

- B1. Identify and describe a range of management and business problems and situations both real and simulated.
- B2. Demonstrate an ability to apply a range of business and management theories, models and perspectives to analyse management situations
- B3. Perform effectively within a team environment including; building, developing and managing teams, planning.
- B4. Conduct research into business and management issues, from a variety of business and academic sources.

Teaching and Learning Methods

A combination of *lectures*, to aid development of subject specific skills, *seminars*, to include practical exercises, including case studies, discussion, individual and group oral presentations to further aid the development of subject specific skills and *workshops*, to allow the development and demonstration of transferable skills. E-Learn and on-line discussions will further develop students' communication skills and knowledge of the subject. These, together with guided self-study to widen sources of reference to support the above, will form the teaching and learning methods.

Assessment methods

Individual and collective, reflective assignments involving peer feedback and assessment. Group and individual presentations. Business and research reports. Essay planning and writing. Tests. Case studies. Portfolio of employability documentation and progression

C. Thinking Skills

Display an ability to:-

- C1. Effectively select and process information from a range of sources;.
- C2. Describe and interpret theoretical, research and experiential data
- C3. Evaluate problem-solving tools and methods applied to business and management case studies.
- C4. Reflect and learn from own and others' experiences.

Teaching and Learning Methods

A combination of *lectures*, to aid development of subject specific skills, *seminars*, to include practical exercises, including case studies, discussion, individual and group oral presentations to further aid the development of subject specific skills and *workshops*, to allow the development and demonstration of transferable skills. E-Learn and on-line discussions will further develop students' communication skills and knowledge of the subject. These, together with guided self-study to widen sources of reference to support the above, will form the teaching and learning methods.

Assessment methods

Individual and collective, reflective assignments involving peer feedback and assessment. Group and individual presentations. Business and research reports. Essay planning and writing. Tests. Case studies. Portfolio of employability documentation and progression.

D. Other skills relevant to employability and personal development

To develop an ability to:-

- D1. Assess existing skills and identify needs for further development
- D2. Develop effective negotiation skills
- D3. Develop effective networking skills.
- D4. Work independently
- D5. Manage teamwork processes effectively
- D6. Develop IT skills for data management and analysis

Teaching and Learning Methods

A combination of *lectures*, to aid development of subject specific skills, *seminars*, to include practical exercises, including case studies, discussion, individual and group oral presentations to further aid the development of subject specific skills and *workshops*, to allow the development and demonstration of transferable skills. E-Learn and on-line discussions will further develop students' communication skills and knowledge of the subject. These, together with guided self-study to widen sources of reference to support the above, will form the teaching and learning methods.

Assessment methods

Individual and collective, reflective assignments involving peer feedback and assessment. Group and individual presentations. Business and research reports. Essay planning and writing. Tests. Case studies. Portfolio of employability documentation and progression.

13. Programme Structures*

Level	Module Code	Module Title	Credit rating
3	HRC002	Managing Business Information	20
	HRC004	Skills for Higher Education	20
	HRC005	Introduction to Enterprise	20
	BUC006	Business in Context	20
	ACC003	Accounting & Economics	20
	HRC007	Managing People and Organisations	20
	HRC008	Marketing and Retail	20

14. Awards and Credits***BA (Hons) Business (Foundation Entry)**

Requires completion of 120 credits at Level 3.

Successful completion of six modules leads to progression to Year 1 of BA (Honours) in the following:

Accounting
 Accounting and Finance
 Management
 Accounting and Financial Studies
 Advertising and Marketing
 Communication
 Business and Management
 Business and Marketing
 Business Administration
 Business Studies
 Economics
 International Business
 International Business and
 Management
 Marketing Management
 Retail Management

Students who exit after successful completion of 120 credits at Level 3 will receive a transcript of the modules and grades

15. Personal Development Planning

A strong emphasis is placed upon personal development throughout the programme. Personal Development Planning exists as a formal strand through module HRC004 in which the learner's ability to reflect upon his/her skills base and plan for future personal development is developed, practiced, monitored and assessed. There is, in addition a strong focus on developing the individual's employability and lifelong learning skills. The academic advisor system additionally provides each student with an individual with whom they can consult on a wide variety of issues over the term of their study.

16. Admissions criteria

The entry requirements for Foundation Year entry is 180 points at A2 level or equivalent.

Other acceptable qualifications include:
 Advanced VCE
 Scottish Certificate of Education Higher Grade
 Irish Leaving Certificate Higher Grade
 International Baccalaureate
 BTEC National Certificate/Diploma

17. Key sources of information about the programme

- Fact sheet <http://www.uclan.ac.uk/courses/ug/>
- Prospectus <http://www.uclan.ac.uk/courses/index.htm>
- Prospectus Hard Copy: Contact University Admissions Department admissions@uclan.ac.uk
- University Admissions Department: email admissions@uclan.ac.uk
- Advise about applications <http://www.uclan.ac.uk/courses/ug/applying.htm>
- Open Days and Campus Tours <http://www.uclan.ac.uk/opendays/index.htm>
- Department Website <http://www.uclan.ac.uk/facs/lbs/depts/stratin/index.htm>
- Information about the UCLan <http://www.uclan.ac.uk>
- Information about the City of Preston <http://www.uclan.ac.uk/guide2/preston/index.htm>
- Information about Student Life at UCLan <http://www.yourunion.co.uk>

18. Curriculum Skills Map

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

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																		
				Knowledge and understanding				Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development						
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	
LEVEL 3(FE)	HRC002	Managing Business Information	COMP	x	x	x	x			X	x	x	x						x	x	X	
	HRC004	Skills for Higher Education.	COMP	x			x			X	x	x	x		x	x	X	x	x	X		
	HRC005	Introduction to Enterprise	COMP	x	x		x	x	x	x	x	x	x	x	x	X	X		x	X	x	
	BUC006	Business in Context	COMP	x			x	x	x		x	x	x						x	x		
	ACC003	Accounting and Economics	O	x		x	x	x	x		x	x		x					x	X		
	HRC007	Managing People & Organisations	O	x	x	x	x	x	x	x	x	x		x	x	x	X	x		x	x	
	BUC008	Marketing and Retail.	O	x	x		x	x	x	x	x	x		x	x	x				x	x	X

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

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

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

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	University of Central Lancashire – Preston Campus
3. University School/Centre	Lancashire School of Business and Enterprise
4. External Accreditation	N/A
5. Title of Final Award	BA (Hons) Retail Management
6. Modes of Attendance offered	3 years full-time and 4 years full-time with either work placement or international study
7. UCAS Code	C30 CLANC N5550 BA/RM
8. Relevant Subject Benchmarking Group(s)	Business and Management (BM) 2015
9. Other external influences	Skill sector council (SS)
10. Date of production/revision of this form	March 2016
11. Aims of the Programme	
<ul style="list-style-type: none"> • To provide a commercially relevant, practical and constantly updated programme through close links with leading retail organisations, and through vocational experience opportunities. 	
<ul style="list-style-type: none"> • To cultivate enterprise skills to support retail organisations in competing in the fast moving global multi-channel world 	
<ul style="list-style-type: none"> • To develop systematic and contemporary understanding of the core retail management disciplines, principles, theory and good practice and be able to apply them to retail organisations, the economy and the wider business environment 	

<ul style="list-style-type: none"> • To advance student ability to critically apply theories, concepts and models of operational and strategic management to a retail organisation in order to develop transferable and sector specific skills appropriate to retail and associated management roles.
<ul style="list-style-type: none"> • To develop the learner's ability to design, manage and implement a process of personal learning and development which facilitates the enhancement of key personal, social and other transferable skills towards a career in retail management
<ul style="list-style-type: none"> • To encourage engagement in business/management research in general retail management contexts
<p>Work Placement:</p> <ul style="list-style-type: none"> • To offer an opportunity to undertake a placement and introduction to business practice by means of a practical/development period.
<ul style="list-style-type: none"> • To encourage students to integrate their academic studies with their practical experience of business
<p>International Study:</p> <ul style="list-style-type: none"> • To offer students an opportunity to study abroad, demonstrate initiative, independence, motivation and depending on where they study, a working knowledge of another language

12. Learning Outcomes, Teaching, Learning and Assessment Methods
A. Knowledge and Understanding
An ability to A1. demonstrate relevant knowledge and understanding of retail organisations, the external environment in which they operate and how they are managed (BM) A2. demonstrate a critical understanding of markets, marketing and sales, customers, finance, people, information systems and the social responsibility therein A3. analyse and respond to operational and strategic developments with a focus on the digital and multi-channel implications A4. illustrate problem solving and entrepreneurial understanding with a focus on the development of enterprising business improvement approaches
Teaching and Learning Methods
Acquisition of knowledge (A1 –A4) is mainly through workshops where there is opportunity to build upon this acquisition with the development and practice of key points of understanding. Group activities are used to encourage independent learning and collaborative interaction. Particular emphasis is placed on active learning with students participating in live project work and case studies.
Assessment methods
For outcomes A1-A4 a variety of assessments are used including assessed seminars, case study analysis, business plans and market analysis reports. Essay-type questions and problem solving exercises are used in addition to written coursework projects, group based assessment and presentations
B. Subject-specific skills
An ability to B1. analyse retail situations and make appropriate decisions for business improvement (SS) B2. apply performance management techniques to a variety of retail scenarios (SS) B3. examine organisational, behavioural and other issues in a work-related scenario
Teaching and Learning Methods
For the teaching of general retail, specialist retail, management, marketing and other subject-specific theories, models and methodologies will be explained, practiced and applied during workshops, field trips and project work. Guest lectures may be used
Assessment methods
For all B outcomes a variety of assessments are used including live project, case study analysis, simulations, digital portfolios, poster presentations and critical essays.
C. Thinking Skills
An ability to C1. identify assumptions, evaluate statements in terms of evidence, to detect false logic or reasoning, to identify implicit values, to define terms adequately and to generalise appropriately C2. create, evaluate and assess a range of options together with the capacity to apply ideas and knowledge to a range of situations C3. conduct research into retail issues, either individually or as part of a team using an evaluative approach to a range of business data, sources of information and appropriate methodologies C4. collect, analyse and evaluate data from a variety of sources using appropriate information management techniques
Teaching and Learning Methods
For learning outcomes C1 – C4, critical perspectives and case study problem examples will be used in workshops. Students have the opportunity to apply perspectives to case material, simulations and role plays in addition to in-class journal debates. Consultancy style workshops at all levels allow the students to actively solve problems and apply principles and data to their own research projects.
Assessment methods
Critical essays, company reports, portfolios and critical dialogues provide students with a means to apply thinking skills C1- C4 both on a theoretical and consultancy style basis.
D. Other skills relevant to employability and personal development
An ability to D1. communicate effectively using a range of media which are widely used in retail including effective listening, negotiating, persuasion and presentation D2. exhibit effective self-management in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise

D3. Maintain collaborative relationships both internal and external to the organisation, with a view to influencing and developing mutually beneficial communications (BM)
D4. apply self-reflection and criticality including self-awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues

Teaching and Learning Methods

Experiential learning and learner-centred activities such as role plays and presentations, together with encouraging both peer and self-analysis and evaluation will enable continuous personal and professional development. Students will collaborate regularly in groups with a focus on mutually beneficial outcomes

Assessment methods

This may take the form of skills audits, reflective portfolios, case studies and learning contracts. Group based problem solving activities are assessed from both a process and output perspective. Presentations and group reflective reports, in addition to business plans assist in the assessment of transferable skills. Collaborative and inclusively orientated debates and dialogues are used to evaluate group and peer cohesion.

13. Programme Structures				14. Awards and Credits
Level	Module Code	Module Title	Credit rating	
Level 6	HR3407	Retail Strategic Issues and Analysis	40	BA (Hons) Retail Management Requires 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6 International study route requires successful completion of BC3008 which has a notional credit rating of 120 credits Work placement route requires successful completion of MD3004 which has a notional credit rating of 120 credits BA Retail Management Requires 320 credits including a minimum of 220 at Level 5 or above and 100 at Level 6 International study route requires successful completion of BC3008 which has a notional credit rating of 120 credits Work placement route requires successful completion of MD3004 which has a notional credit rating of 120 credits
	HR3403	PDP3 3 options (60 credits) available from the list below or within the School that the Course Leader deems appropriate for the programme of study	20	
	HR3401	Buying Route Strategic Approaches to Buying	20	
	MG3013	Logistics and Supply Chain Management	20	
	HR3113	Fashion Route Contemporary Issues in Fashion	20	
	HR3114	Creative Fashion Project	20	
		<u>Plus one from the following options (dependent upon route):</u>		
	HR2402	Introduction to Buying Principles	20	
	HR2406	Introduction to Fashion Trend	20	
	MK2001	Marketing Management	20	
	HR3113	Contemporary Issues in Fashion	20	
	HR3114	Creative Fashion Project	20	
	HR3993	HRM and Leadership Dissertation	20	
	MK3034	E-Marketing	20	
	MD3055	Enterprise in Practice – running a business	20	
	HR3406	Coaching and Mentoring	20	
	HR3401	Strategic Approaches to Buying	20	
MG3013	Logistics and Supply Chain Management	20		
	Or 1 option (20 credits) available within the School that the Course Leader deems appropriate for the programme of study			
	BC3008	International Study (for students taking this route)	120 notional credits	
	MD3004	Work Placement (for students taking this route)	120 notional credits	

Level 5	HR2403	Retail Operations and Research	20	Diploma of Higher Education in Retail Management Requires 240 credits including a minimum of 100 at Level 5 or above
	HR2404	Employment and Employability	20	
	HR2405	Management Skills	20	
	HR2004	Introduction to Retail Strategic Analysis and Tools	20	
	Plus 2 options (40 credits) available within the School that the Course Leader deems appropriate for the programme of study.			
	HR2402	Buying Route Introduction to Buying Principles	20	
	HR2406	Fashion Route Introduction to Fashion trend	20	
		Plus 1 option (20 credits) available within the School that the Course Leader deems appropriate for the programme of study.	20	
Level 4	HR1005	Introduction to Business Functions	30	Certificate of Higher Education Requires 120 credits at Level 4 or above
	BU1006	The Business Environment	30	
	HR1007	Business and Management Project Essentials	30	
	HR1406	Retail Consumers and Markets	30	
15. Personal Development Planning				
<p>Personal Development Planning is embedded within the subject structures developing student ability to reflect upon his/her skills base as it is practiced. Within structured sessions there is opportunity to plan for future personal development within the context of subject skills develop, practice, monitoring and assessment. These sessions will draw together all elements of PDP inter and intra module in addition to calling upon student experiences within the workplace and other extra- curricular scenarios. There will be a strong focus on developing the individual employability and lifelong learning skills</p> <p>PDP will be introduced in induction week of year 1 and will continue in timetabled discussion with lecturers and peers on the programme. These discussions will focus on learning taking place through activities outside of the University, through feedback on assessed work, group work, placement and any part-time or other work experience. These discussions will lead to students being able to identify and articulate skills for their own development and particularly for matching themselves to aspired careers.</p>				
16. Admissions criteria *Correct as at date of approval. For latest information, please consult the University's website (including agreed tariffs for entry with advanced standing)				
The University's minimum standard entry requirements for degree level study is a 12 unit profile, made up from one of the following:				
At least two A2 level subjects including One A2 level subject plus one single award Advanced VCE				

One double or two single award(s) Advanced VCE

Other acceptable qualifications include:
Scottish Certificate of Education Higher Grade
Irish Leaving Certificate Higher Grade
International Baccalaureate
BTEC National Certificate/Diploma
Kite marked Access Course

Applications from individuals with non-standard qualifications, relevant work or life experience and who can demonstrate the ability to cope with and benefit from degree-level studies are welcome and these applicants will be interviewed. If applicants have not studied recently they may need to undertake an Access programme first.

17. Key sources of information about the programme

- University Admissions Department: email uadmissions@uclan.ac.uk
- Direct from Programme Leader cgordon@uclan.ac.uk
- Information about the UCLan <http://www.uclan.ac.uk>
- Information about the City of Preston <http://www.uclan.ac.uk/guide2/preston/index.htm>
- Information about Student Life at UCLan <http://www.yourunion.co.uk> and www.prestonscene.com

18. Curriculum Skills Map

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

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes															
				Knowledge and understanding				Subject-specific Skills			Thinking Skills				Other skills relevant to employability and personal development				
				A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4	
LEVEL 6	HR3407	Retail Strategic Issues and Analysis	COMP	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	HR3403	PDP3	COMP									✓			✓	✓	✓	✓	
	BC3008	International Study	O												✓	✓	✓	✓	
	MD3004	Work Placement	O	✓			✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	
	HR3113	Contemporary Issues in Fashion	O								✓	✓	✓						
	HR3114	Creative Fashion Project	O									✓	✓		✓	✓			
	HR3993	HRM and Leadership Dissertation	O	✓								✓		✓	✓		✓		
	MK3034	E-Marketing	O		✓	✓						✓	✓		✓	✓			
	MD3055	Enterprise in Practice – running a business	O	✓		✓	✓												
	HR3406	Coaching and Mentoring	O													✓	✓	✓	✓
HR3401	Strategic Approaches to Buying	O	✓	✓		✓					✓	✓	✓	✓					
MG3013	Logistics and Supply Chain Management	O	✓	✓							✓	✓	✓	✓					
LEVEL 5	HR2403	Retail Operations and Research	COMP	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		
	HR2404	Employment and Employability	COMP					✓	✓			✓			✓	✓	✓	✓	
	HR2405	Management Skills	COMP									✓			✓	✓	✓	✓	
	HR2004	Introduction to Retail Strategic Analysis and Tools	COMP	✓	✓	✓		✓	✓		✓	✓			✓				

	HR2402	Introduction to Buying Principles	O	✓	✓		✓	✓			✓	✓	✓					✓
	MK2001	Marketing Management	O		✓						✓	✓		✓				
	HR2406	Introduction to Fashion Trend	O								✓	✓	✓	✓	✓			
LEVEL 4	HR1005	Introduction to Business Functions	COMP		✓		✓					✓		✓	✓			
	BU1006	The Business Environment	COMP	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
	HR1007	Business and Management Project Essentials	COMP				✓	✓	✓			✓	✓	✓		✓	✓	✓
	HR1406	Retail Consumers and Markets	COMP	✓	✓	✓		✓			✓	✓			✓			

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

19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

For example, for a standard BA/BSc (Hons) award the exit award learning outcomes for CertHE (Level 4) and DipHE (Level 5), BA/BSc (Level 6) should be included; for a postgraduate Masters, this would normally be PGDip and PGCert.

Learning outcomes for the award of: Diploma of Higher Education in Retail Management

Knowledge and Understanding

Demonstrate relevant knowledge and understanding of retail organisations, the external environment in which they operate and how they are managed

Analyse and respond to operational and strategic developments with a focus on the digital and multi-channel implications

Illustrate problem solving and entrepreneurial understanding with a focus on the development of enterprising business improvement approaches

Subject specific skills

analyse retail situations and make appropriate decisions for business improvement

apply performance management techniques to a variety of retail scenarios

evaluate the importance of fashion design and trend analysis as relevant to the retail industry

Thinking Skills

conduct research into retail issues, either individually or as part of a team using an evaluative approach to a range of business data, sources of information and appropriate methodologies

collect, analyse and evaluate data from a variety of sources using appropriate information management techniques

Other skills relevant to employability and personal development

communicate effectively using a range of media which are widely used in retail including effective listening, negotiating, persuasion and presentation

exhibit effective self-management in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise

Learning outcomes for the award of: Certificate of Higher Education

Knowledge and Understanding

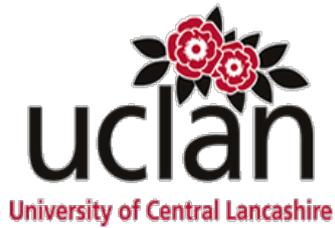
Demonstrate a critical understanding of markets, marketing and sales, customers, finance, people, information systems and the social responsibility therein

Illustrate problem solving and entrepreneurial understanding with a focus on the development of enterprising business improvement approaches

Subject Specific skills

analyse retail situations and make appropriate decisions for business improvement

apply performance management techniques to a variety of retail scenarios



University Student Handbook



2017/18

Please read this Handbook in conjunction with your Course Handbook.

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

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

UCLan Mission statement

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

UCLan Values

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

Student Charter

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

Supporting Diversity at UCLan

UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination on various grounds including race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to

- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan [Equality and Diversity Policy](#) for further information.

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1. Welcome and Introduction to the University

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

1.1 Communication

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

1.2 External Examiner

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

1.3 Expected hours of study

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

1.4 Attendance Requirements

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

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

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

1.5 Data Protection

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

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



2. Learning resources

2.1 Learning Information Services (LIS)

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

You can find the link to the Library Opening Hours here:

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

2.2 Electronic Resources

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

3. Preparing for your career

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

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

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

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

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

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

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

near the main entrance) or access our careers and employability resources via the [Student Portal](#)

It's your future: take charge of it!

UCLan Careers | Foster Building | University of Central Lancashire, Preston PR1 2HE

01772 895858

careers@uclan.ac.uk

www.uclan.ac.uk/careers

4. Student support, guidance and conduct



4.1 Student Support

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

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

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

4.2 Students with disabilities

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

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

4.3 Assessment arrangements for students with a disability

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



4.4 Health and Safety

As a student of the University you share responsibility for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment.

Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

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

4.5 Conduct

You will be expected to abide by the [Regulations for the Conduct of Students](#) in the University. UCLan expects you to behave in a respectful manner towards all members of

the University at all times demonstrated by using appropriate language in class, switching mobile phones / other devices off prior to attending classes, and also in your use of any social networking sites.

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



5. Students' Union

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

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

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

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

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

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

6. Rationale, aims and learning outcomes of the course

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

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

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



7. Assessment

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

7.1 Dealing with difficulties in meeting assessment deadlines

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

7.2 Extensions

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

You should complete and submit an extension request form, with any supporting evidence, to your CAS Hub. Further information is available on the Student Portal at:

https://www.uclan.ac.uk/students/study/examinations_and_awards/extensions.php

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

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



7.3 Extenuating circumstances

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

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

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

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

[Further information about the submission process](#)

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



7.4 Late submissions

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

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

You may apply to appeal this decision in accordance with the University's [Academic Regulations](#).

7.5 Feedback Following Assessments

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

For courses (except distance learning):

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

For distance learning courses:

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



7.6 Unfair Means to Enhance Performance

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

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

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

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

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

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

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

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

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

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

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

7.7 Appeals against assessment board decisions

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

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

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



8. Student voice

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

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

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

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

8.1 Course Representatives and School Presidents

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

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

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

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



8.2 Student Staff Liaison Committee Meetings (SSLC)

The purpose of a SSLC meeting is to improve courses, to have an open discussion and respect each other's views, to share good practice where identified, to provide opportunity for students to feedback to staff about their course and student experience, to regularly review the course to improve its development, and to jointly work together to action plan

against issues raised.

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

8.3 Complaints

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

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

