

Student Handbook

BA (Hons) Retail Management (all streams)

2016/2017

Cheryl Gordon

School of Management



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UCLan Mission and Values

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.

Our 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 in relation to race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to

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

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

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1. Introduction to the course

1.1 Welcome to the course

A warm welcome to the University of Central Lancashire and the School of Management. 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 2016

1.2 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 covers specialist retail modules in Marketing, Buying, E-Commerce, Entrepreneurship and Fashion. Depending on your chosen pathway, the other key strand of the programme builds on our experience of teaching management. The programme will provide you with knowledge and skills in learning about managing people. 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

- 1 To develop an understanding of different domains of knowledge and the different perspectives brought to bear in the study and practice of retail management
- 2 To enhance critical thinking and reasoning skills in the evaluation of the body of knowledge and research relating to retail management
- 3 To enhance the learner's intellectual and transferable skills, particularly with regard to retail industry knowledge and practices, presentations, research, analysis and appraisal
- 4 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
- 5 To encourage engagement in business/management research in general retail management contexts

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 analyse and respond to developments of the retail market including customer behaviour, expectations, service and customer relationship management
- 3 critically evaluate the development and management of human resources, information systems and appropriate operational and strategic practice within a retail setting
- 4 demonstrate a critical understanding of leadership and techniques appropriate for managing teams in a retail business
- 5 illustrate understanding of the impact of contemporary pervasive issues within the management of retail specific environments and businesses

Subject-specific skills

An ability to:

1. analyse retail situations and make appropriate decisions for business improvement (SS)
2. apply performance management techniques to a variety of retail scenarios (SS)

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 examine performance within a team environment, including leadership, team building, influencing and developing others
- 4 apply self-reflection and criticality including self awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues

1.3 Course Team

| | | | |
|---------------------------|--|---------------------|--------------|
| Cheryl Gordon | Programme Leader cgordon@uclan.ac.uk | 01772 894772 | GR265 |
| Michael Summersall | Yr 1 Module tutor msummersall1@uclan.ac.uk | 01772 894705 | GR265 |
| Chris McCarthy | Yr 1 Leadership tutor camccarthy@uclan.ac.uk | 01772 894789 | GR257 |

1.4 Academic Advisor

| | | | |
|----------------------|--|---------------------|--------------|
| Cheryl Gordon | Yr 1 Academic Advisor cgordon@uclan.ac.uk | 01772 894772 | GR265 |
|----------------------|--|---------------------|--------------|

1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in Greenbank Building room GR006 and is open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays.

The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals. Course specific information is also available via school blackboard sites.

The hub telephone number is 01772 891998 / 891999

The hub email contact is: 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

The full list of options indicated may not all be delivered every year, and this may depend on how many students choose that particular option. When accepting your offer of a place to study on this course, you are accepting that not all of these options will be running. At (or before) the start of each year, you will have an opportunity to discuss your course and preferred options with your tutor. The University will do all it reasonably can to ensure that you are able to undertake your preferred options.

2.1 Overall structure

In each year of study full-time students are expected to accumulate 120 credits of study. These are normally broken down into 6 'modules' of study of 20 credits. The structure of the programme is shown below with the module credits labelled in brackets. The details of the individual modules can be found in our programme Blackboard area.

Course Structure

Year 1



Year One Experience

The common first year consists of five compulsory modules and one elective. Further details about 'open choice' electives can be found in the Electives section. The retail modules each have their own particular focus but integrate to provide you with an essential overview of the nature of retailing and the broader business/management context. Modules HR1004 – Commercial Awareness, and HR1405 – Managing Retail Resources set out to establish a sound comprehension of the organisational context for your degree studies. The key performance indicators and dynamics of the industry are examined in some detail. 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.

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, and on the nature of the three 'specialist' full-time routes in Fashion, Buying, Entrepreneurship, E-Commerce and Marketing. Upon successful completion of Year One, you will then be required to confirm your original choice of degree or to indicate that you wish to register a transfer to one of the other three degree titles available to you.



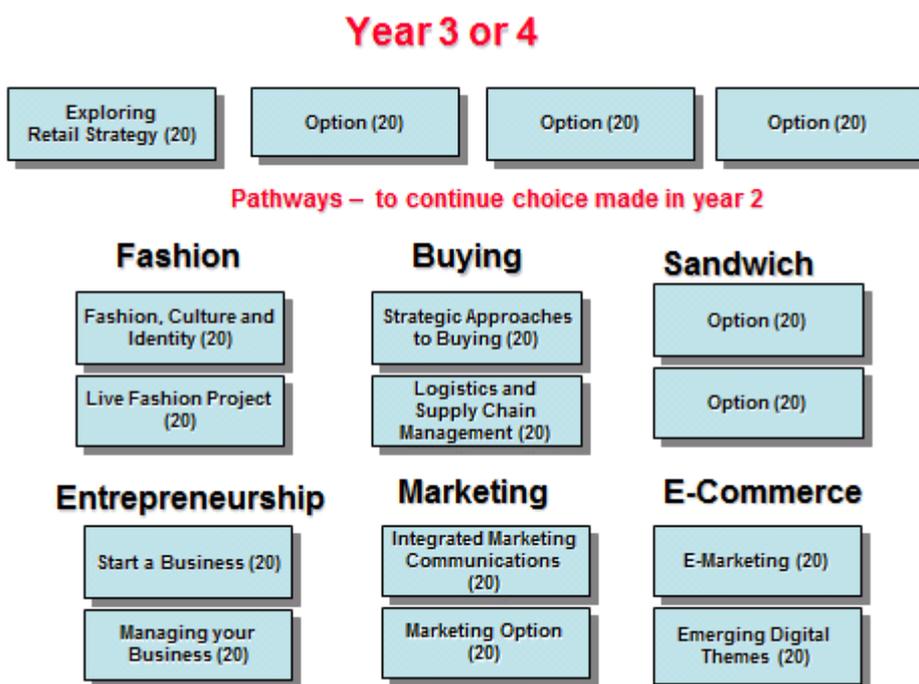
Year Two Experience

In the second year you will take 5 compulsory standard modules. They combine in-depth examination of retail specific aspects of business management with a number of generic business modules. Module HR2016 - Retail Operations, addresses core areas of retail management, which all students, irrespective of pathway, should understand. In addition, you will study key areas of management including Human Resource Management, Research methods and Retail strategic analysis and tools as well as a personal development strand (CD2001 for students on 3 year programmes and HR2009 for those preparing for placement on a 4 year programme).

If you are taking the BA (Hons) Retail Management (Fashion) degree, you will also take the compulsory module FM2025 - Fashion Enterprise. Those of you on the (Buying) route will take HR2402 Introduction to Buying Principles whilst (Marketing) route students will take MK2001 Marketing Management. Students studying (E-Commerce) will take BT2201 'Dynamic Web Pages 1' whilst those studying (Entrepreneurship) will study MD2048, 'Entrepreneurship and the Small Business'

Those of you on the sandwich pathway can either take the specialist Fashion, Buying, Entrepreneurship, E-commerce or Marketing modules, or you can take full modules worth of option(s) that are available from the portfolio of undergraduate options. This offers the most flexibility as you may wish to focus upon the possibility of undertaking a specialist placement

We currently offer an extensive range of modules as options to undergraduates. In the context of the proposed Undergraduate Programme in Retail Management, those that offer relevant contributions to the overall curriculum are included in the 'retail' portfolio. Options that replicate areas, which have been determined as core to the Retail Management programme, have been excluded.



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 (BC3000). 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.

Final Year Experience

The final year consists of one compulsory standard module, which is taken by all students, irrespective of degree route: HR3405 - Exploring Retail Strategy, which 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.

The remaining final year modules reflect the chosen pathway and degree award. If you are on the three year, full-time degree programmes with specialised pathway, you will have to complete two Level 6 modules which provide focus and depth to your degree studies.

Choosing a pathway!

The Undergraduate Programme in Retail Management consists of a number of 'routes' or 'pathways' (noted in brackets) for students to gain an honours degree in the field of retail management with a flavour of a specialism as a side area of study. These are, as follows:

| | |
|---|------------------|
| BA (Hons) in Retail Management (Fashion) | 3 year Full-time |
| BA (Hons) in Retail Management (Buying) | 3 year Full-time |
| BA (Hons) in Retail Management (Marketing) | 3 year Full-time |
| BA (Hons) in Retail Management (Entrepreneurship) | 3 year Full-time |
| BA (Hons) in Retail Management (E-Commerce) | 3 year Full-time |
| BA (Hons) in Retail Management (Sandwich) | 4-year Sandwich |
| BA (Hons) in Retail Management | 3-year Full-time |

You will have made an application to one of the named degree titles. However, the first year will be a 'common' programme in which all students regardless of their chosen route will undertake the same modules. There is an opportunity at the end of the first year, during the 'Progression Process', to change to one of the other routes on offer if you choose. The following illustrates which modules need to be taken in order to achieve the bracketed specialist titles

(Fashion)

By the end of the 3 years on the fashion pathway you should specifically have developed

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. evaluate the importance of fashion design and trend analysis as relevant to the retail industry
4. critically evaluate the nature and role of retail store marketing, operational and strategic techniques with specific emphasis on fashion retailing
5. critically analyse a live fashion or fashion related problem

Year 2

Semester 1 - FM2025 Fashion Enterprise

Year 3

Semester 1 – FQ3001 Fashion, Culture and Identity

Semester 2 - HR3114 Creative Fashion Project

By year 3 you will have already completed the compulsory pre-requisite module, FM2025 Fashion Enterprise, in Year Two of the programme. In Year Three, you will extend your underpinning knowledge of the fashion industries and of the processes and practices employed by fashion businesses. The two modules FQ3001 Fashion, Culture and Identity and HR3114 Creative Fashion Project provide a demanding and integrated programme of work.

If you would like to combine the fashion route with a flavour of the buying route, you can choose HR2402 in year 3 as your option or take it as an additional (7th) module in year 2.

(Buying)

By the end of the 3 years on the Buying pathway you should specifically have developed:

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. critically appraise the nature of the Global buying environment
4. utilise buying as a strategic tool within retailing
5. analyse the performance of stock and suppliers in the creation of merchandise assortments

Year 2

Semester 2 - HR2402 Introduction to Buying Principles

Year 3

Semester 1 - HR3401 Strategic Approaches to Buying

Semester 2 – MG3013 Logistics and Supply Chain Management

By year 3 you will already have completed an HR2402, Introduction to Buying Principles. Your knowledge of buying roles and practice will then extend to HR3401 Strategic Approaches to Buying, in which you look at the strategic implications of product management in a more global context. This module will take place in semester 1 and be followed in semester 2 with MG3013 Logistics and Supply Chain Management, in which logistics and physical distribution will be discussed in depth. This module will have a strategic focus on the desirable competitive advantage which can be created through more efficient and effective supply chain management

If you would like to combine the Buying route with a flavour of the fashion route you can choose FM2025 in year 3 as your option or take it as an additional (7th) module in year 2.

(Marketing)

By the end of the 3 years on the Marketing pathway you should specifically have developed

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. evaluate the importance of the marketing mix as a response to marketing problems
4. critically evaluate the nature and role of communication strategies within marketing
5. critically analyse a variety of marketing functions and their role within the strategic management process

Year 2

Year long - MK2001 Marketing Management

Year 3

Semester 1/2 or Year long
Marketing Option

Semester 2 – MK2005 Integrated
Marketing Communications

By year 3 you will have completed the compulsory module in year 2 of MK2001 Marketing Management. In Year Three you will go on to extend and deepen your understanding of marketing through the module MK2005 combined with an option taken from a selection of marketing specific options (which can be seen at the end of this section). All of these principles are applied to the retail industry in the study of Retail Operations, Retail Buyer Behaviour and Exploring Retail Strategy

(Entrepreneurship)

By the end of the 3 years on the Entrepreneurship pathway you should specifically have developed

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. evaluate and apply concepts of entrepreneurship and business development
4. analyse requirements and critical tasks required to operate a small business venture
5. develop a business plan for a new business start-up

Year 2

Year Long – MD2048 Entrepreneurship and the Small Business

Year 3

Semester 1/2 – CD3114 Start a Business

Year Long – MD3055 Managing Your
Business

By year 3 you will already have completed an introduction to entrepreneurship. Your knowledge of entrepreneurial skills and initiatives will then extend to CD3114 in which you will make a proposal to start a new business. MD3055, introduces techniques for business survival after initial start-up are explored and practiced around new business ideas developed earlier.

(E-commerce)

By the end of the 3 years on the E-Commerce pathway you should specifically have developed

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. demonstrate a critical understanding of the nature of the Internet and other Information and Communication Technologies and their application in business
4. identify the critical factors underlying the success of electronic commerce
5. critically appraise approaches to electronic business

Year 2

Semester 1 – BT2201 Dynamic Web Pages 1

Year 3

Semester 1 – MK3034 Electronic Marketing

Year long – MK3000 Digital Emerging Themes

Your year 2 module in 'Dynamic Web Pages 1' will look at the significance of new developments such as big data and internet of 'things' as well as traditional databases and site development. This will provide you with a good background to look further in year 3, into marketing through alternative channels and evaluating the meaning, use and implications of digital advances.

(Sandwich)

By the end of the 4 years on the Sandwich pathway you should specifically have developed

An ability to:

- 1 apply theories of retail management in evaluating practice within an employer organisation
- 2 examine organisational, behavioural and other issues in a work-based learning context
- 3 reflect on personal growth and development through the placement period
- 4 demonstrate an ability to assess personal development needs within a retail organisational context

Semester 1/2 or Year long - Option

Year 3

Semester 1 - Option

Semester 2 - Option

This is the most flexible pathway of all, allowing the combination of study across many different areas which compliment or contrast to the work experience gained in year 3. Providing pre-requisite modules are studied, access to all other pathway specialisms is open.

2.2 Modules available

In your first year of studies you will be expected to take an 'elective' which is an option module outside of your current area of study. There are a number of choices available for elective and these are listed in the catalogue - [Electives Catalogue](#)

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 modules from our portfolio that are available to students on the Retail Management degree programme. Students should check pre-requisite requirements

Option choice

| | |
|--------|---|
| BT2201 | Dynamic Web Pages 1 |
| CD3114 | Start a Business |
| FM2025 | Fashion Enterprise |
| HR2402 | Introduction to Buying Principles |
| HR3401 | Strategic Approaches to Buying |
| HR3406 | Coaching and Mentoring |
| MD2048 | Entrepreneurship and the Small Business |
| MD3055 | Managing your Business |
| MG3013 | Supply Chain and Logistics |
| MK2005 | Integrated Marketing Communications |
| MK2001 | Marketing Management |
| MK3034 | E-Marketing |

Exceptionally you can also take their 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.

2.2.1 Progression

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

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, other options might be of interest to those who do not wish to specialise in fashion, marketing or buying as a pre-placement option. Further advice will be provided at the Progression Briefing session if you wish to change pathway or take modules from other areas to compliment your degree title.

2.3 Study Time

2.3.1 Weekly timetable

Your timetables are available through 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 – 19 indicate first semester delivery, from September until Friday 22nd January 2016. Weeks 20 -36 are semester 2 weeks, from 25th January until the end of the academic year. This is important in that some semester 1 modules may still have classes after Christmas but that semester 2 modules will not commence until 25th January

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 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 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 to the Greenbank hub by e-mail to GreenbankHub@uclan.ac.uk or by telephoning the hub on 01772 891998 or 01772 891999.

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.

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

2.4 Data Protection

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

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 https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 33 1

LIS https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 25 1

3.4 Learning resources

3.4.1 Learning Information Services (LIS)

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

Everything you need to know about the library resources for Retail Management can be found on the following link:

http://www.uclan.ac.uk/students/library/marketing_retail_guide.php

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 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

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 PebblePad, the university’s e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It’s your future: take charge of it!

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

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

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

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, guidance and conduct

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 School of Management there is dedicated student support 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.

The student support lead is

Senior Tutor – Geoff Thwaites GThwaites@uclan.ac.uk

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 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 Student Support

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

4.3 Students with disabilities

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

Assessment arrangements for students with a disability

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

4.4 Health and Safety

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

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

4.5 Conduct

You will be expected to abide by the [Regulations for the Conduct of Students](#) in the University. UCLan expects you to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

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

4.6 Students' Union

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

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

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

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

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

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.

As one of the thousands of students who are not studying on the main UCLan campus in Preston, the Students Union is still your union, please check <http://www.uclansu.co.uk/> for full details on what we may be running in your partner institution.

5. Assessment

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

5.1 Assessment Strategy

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: [Guide to Harvard Referencing](#)

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 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to your Programme Leader Cheryl Gordon, as well as the relevant module leader by email.

Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for **one extension period of between 1 and 10 working days** where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances ([Academic Regulations](#)).

You should complete and submit an [extension request form](#), with any supporting evidence, to GreenbankHub@uclan.ac.uk. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

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

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

5.5.1 Extenuating circumstances

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

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

commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (see [Academic Regulations](#)).

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

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

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

Further information about the submission process is available at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances_submission.php

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

5.5.2 Late submissions

If you submit work late and unauthorised, a universal penalty will be applied in relation to your work:

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

5.6 Feedback Following Assessments

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

Depending on the nature of your course choose the appropriate statement from the 2 options included below ([Academic Regulations](#)).

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

5.7 Cheating, plagiarism, collusion or re-presentation

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

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

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

The 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, which will give you an idea of the level of 'similarity' between your work and existing work in the public domain. Some of your formative work may be submitted on Turnitin with a view to facilitating discussions in workshops about plagiarism and similarity indicators.

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

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

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

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

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

5.8 Appeals against assessment board decisions

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

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student's academic performance has been adversely affected by extenuating circumstances which the student has, **for good reason**, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the [Students' Union Advice and Representation Centre](#) by emailing: suadvice@uclan.ac.uk for support and guidance. You can find all the relevant dates for the year on our academic calendar [Academic Calendar](#) but you will also receive some advance advice closer to the time by email.

6. Course regulations

6.1 Course requirements

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.

In order to achieve the BA (Hons) Retail Management (Placement) title, you must have submitted all elements of and receive an overall pass for placement module assessments

6.2 Classification of Awards

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

7. Student voice

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

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

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

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

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

7.1 Course Representatives and School Presidents

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

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

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

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

7.2 Student Staff Liaison Committee Meetings (SSLC)

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

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.

7.3 Complaints

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

8. Appendices

8.1 Programme Specification

Below is the Programme Specification for the BA (Hons) Retail Management (Placement) degree which the majority of you will be registered on in year 1. If you are interested in viewing the programme specifications of the other pathway titles, these are available on the Programme area of your Blackboard site.

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 | UCLan |
| 2. Teaching Institution and Location of Delivery | UCLan |
| 3. University School/Centre | School of Management |
| 4. External Accreditation | n/a |
| 5. Title of Final Award | BA (Hons) Retail Management |
| 6. Modes of Attendance offered | |

| | |
|---|---|
| | 3 year full-time and 4 year full-time with international study |
| 7. UCAS Code | C30 CLANC N5550 BA/RM |
| 8. Relevant Subject Benchmarking Group(s) | Business and Management (BM) |
| 9. Other external influences | Skillsmart Framework (SS) |
| 10. Date of production/revision of this form | May 2011 updated July 2014 |
| 11. Aims of the Programme | |
| <ul style="list-style-type: none"> • To develop an understanding of different domains of knowledge and the different perspectives brought to bear in the study and practice of retail management | |
| <ul style="list-style-type: none"> • To enhance critical thinking and reasoning skills in the evaluation of the body of knowledge and research relating to retail management | |
| <ul style="list-style-type: none"> • To enhance the learner's intellectual and transferable skills, particularly with regard to retail industry knowledge and practices, presentations, research, analysis and appraisal | |
| <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 | |
| <ul style="list-style-type: none"> • To encourage engagement in business/management research in general retail management contexts | |

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. analyse and respond to developments of the retail market including customer behaviour, expectations, service and customer relationship management (BM) (SS)

A3. critically evaluate the development and management of human resources, information systems and appropriate operational and strategic practice within a retail setting (BM)

A4. demonstrate a critical understanding of leadership and techniques appropriate for managing teams in a retail business (SS)

A5. illustrate understanding of the impact of contemporary pervasive issues within the management of retail specific environments and businesses (BM)

Teaching and Learning Methods

Acquisition of core knowledge and understanding (A1 –A5) is mainly through lectures and seminar work. Group activities are used to encourage independent learning and interaction. Particular emphasis is placed on active learning with students participating in live project work.

Assessment methods

For outcomes A1-A5 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, examination 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)

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 in lectures and practiced and applied during seminars and other related activities. Guest lectures may be used

Assessment methods

For outcomes B1 and B2 a variety of assessments are used including case study analysis, buying simulations 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 (BM)

C2. create, evaluate and assess a range of options together with the capacity to apply ideas and knowledge to a range of situations (BM)

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 (BM)

C4. collect, analyse and evaluate data from a variety of sources using appropriate information management techniques (BM)

Teaching and Learning Methods

For learning outcomes C1 – C4, critical perspectives and case study problem examples will be used in lectures. This will be supported by seminars in which students have the opportunity to apply perspectives to case material, simulations and role plays. 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, dissertation and management research projects provide students with a means to apply thinking skills C1- C4 both on a theoretical and consultancy style basis. Students may choose between the dissertation's application of research tools to a theoretical hypothesis, or the Management Report's application of those tools to a live client problem.

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 (BM)

D2. exhibit effective self-management in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise (BM)

D3. examine performance within a team environment, including leadership, team building, influencing and developing others (BM)(SS)

D4. apply self-reflection and criticality including self-awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues (BM)

Teaching and Learning Methods

Experiential learning and learner-centred activities such as role plays and presentations, together with encouraging both peer self-analysis and evaluation will enable continuous personal and professional development. Students will engage in presentations on a regular basis and will be given the opportunity to take part in leadership outward bound activities

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

| 13. Programme Structures* | | | | 14. Awards and Credits* |
|---------------------------|---------------------|---|---|---|
| Level | Module Code | Module Title | Credit rating | |
| Level 6 | HR3405 | Exploring Retail Strategy | 20 | <p>Bachelor Honours Degree BA (Hons) Retail Management</p> <p>Requires 360 credits including a minimum of 220 at Level 5 or above with a minimum of 100 at Level 6</p> <p>International study route requires successful completion of BC3008 which has a notional credit rating of 120 credits</p> <p>Bachelor Degree BA Retail Management</p> <p>Requires 320 credits including a minimum of 180 at Level 5 or above with a minimum of 60 at Level 6</p> <p>International study route requires successful completion of BC3008 which has a notional credit rating of 120 credits</p> |
| | | | <u>Plus one from the following options:</u> | |
| | BC3011 | Management Report | 20 | |
| | BC3010 | Dissertation | 20 | |
| | HR2402 | Introduction to Buying Principles | 20 | |
| | FM2025 | Fashion Enterprise Dynamic Web Pages 1 | 20 | |
| | BT2201 | Entrepreneurship and the Small Business | 20 | |
| | MD2048 | Integrated Marketing Communications | 20 | |
| | MK2005 | Marketing Management | 20 | |
| | MK2001 | <u>and two from the following options</u> | 20 | |
| | | Customer Experience Management | | |
| | MK3030 | E-Marketing Start a Business | 20 | |
| | MK3034 | Managing your Business | 20 | |
| | CD3114 | Coaching and Mentoring | 20 | |
| MD3055 | International Study | 20 | | |

| | | | | |
|---------|--|--|----------------------------------|---|
| | HR3406 BC3008 | (for students taking this route) Plus up to 2 options available within the School that the Course Leader deems appropriate for the programme of study. Further such options must be agreed upon by the External Examiner | 20 120 | |
| Level 5 | CD2001 HR2016 HR2010 HR2004 HR2050 | Planning your Career Retail Operations Research Methods Retail Strategic analysis and tools Managing Personnel and HR Plus one University elective | 20 20 20 20 20 20 | Diploma in Higher Education in Retail Management Requires 240 credits including a minimum of 100 at Level 5 |
| Level 4 | HR1004 HR1405 HR1000 HR1002 HR1001 | Commercial Awareness Managing Retail Resources Leadership and Motivation Retail Marketing Understanding the Retail Consumer University Elective | 20 20 20 20 20 20 | Certificate in Higher Education in Retail Management Requires 120 credits at Level 4 |

15. Personal Development Planning

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

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.

16. Admissions criteria

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.

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

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

17. Key sources of information about the programme

- 1 University Admissions Department: email uadmissions@uclan.ac.uk
- 2 Direct from Programme Leader cgordon@uclan.ac.uk
- 3 Information about the UCLan <http://www.uclan.ac.uk>
- 4 Information about the City of Preston
<http://www.uclan.ac.uk/guide2/preston/index.htm>
- 5 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 | A5 | B1 | B2 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 | |
| LEVEL 5 LEVEL 6 | HR3405 | Exploring Retail Strategy | Comp | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | |
| | BC3011 | LBS Management Report | O | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | |
| | BC3010 | LBS Dissertation | O | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | |
| | MK3030 | Customer Experience Management | O | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | |
| | MK3034 | Electronic Marketing | O | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | |
| | CD3114 | Start a Business | O | | | | | | | | ✓ | ✓ | | ✓ | | | | | |
| | MD3055 | Managing your Business | O | | | | | | | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | |
| | BC3008 | International Study | O | | | | | | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | HR3406 | Coaching and Mentoring | O | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | HR2402 | Introduction to Buying Principles | O | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | |
| | FM2025 | Fashion Enterprise | O | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | |
| | BT2201 | Dynamic Web Pages 1 | O | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | |
| | MD2048 | Entrepreneurship and the Small Business | O | | | | | | | | ✓ | ✓ | | ✓ | | ✓ | | | |
| | MK2005 | Integrated Marketing Communications | O | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | |
| | MK2001 | Marketing Management | O | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | |
| LEVEL 5 | HR2016 | Retail Operations | Comp | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | CD2001 | Planning your Career | Comp | | | | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | HR2050 | Managing Personnel and HR | Comp | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | |
| | HR2010 | Research Methods | Comp | | | | | | ✓ | | ✓ | ✓ | ✓ | ✓ | | | | | |
| | HR2004 | Retail Strategic analysis and tools | Comp | ✓ | | ✓ | | ✓ | | | ✓ | ✓ | ✓ | ✓ | | | | | |

| | | | | | | | | | | | | | | | | | | |
|----------------|--------|-----------------------------------|------|---|---|---|--|---|---|---|---|---|---|---|---|---|---|---|
| LEVEL 4 | HR1004 | Commercial Awareness | Comp | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | |
| | HR1001 | Understanding the Retail consumer | Comp | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | |
| | HR1405 | Managing Retail Resources | Comp | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | HR1002 | Retail Marketing | Comp | ✓ | ✓ | ✓ | | ✓ | | | ✓ | ✓ | ✓ | ✓ | | | ✓ | |
| | HR1000 | Leadership and Motivation | Comp | ✓ | ✓ | | | | | | ✓ | ✓ | ✓ | ✓ | | | | |