



**Course Handbook**

# **Environmental Management**

**BSc (Hons)**

**2017-2018**

Course Leader: Dr Yingkui Zhao

**School of Forensic and Applied Sciences**

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

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

All reasonable care has been taken to ensure its accuracy of the information in this Handbook at the time of writing. The university cannot guarantee that the content of courses will be available in exactly the same form and detail described and it may be necessary to vary the content or availability of content and courses due to circumstances unforeseen.

1. Welcome.....	4
1.1 Rationale and Aims of Environmental Management at UCLan.....	4
1.2. Environmental Management – Recommended Organisations and Careers.....	5
1.3 Course Team expertise and Independent External Examiner.....	6
1.4 Academic Advisor .....	6
1.5 School Office and Administration .....	6
1.6 Communication .....	7
2. Structure of the Course .....	8
2.1 Structure of the Foundation Year (Level Three) .....	8
2.3 Year One (Level Four) - BSc Environmental Management.....	9
2.4 Year Two (Level Five) - BSc Environmental Management Structure .....	10
2.5 Year Three (Level Six) - BSc Environmental Management Structure .....	13
2.6 Progression and Changing Programme.....	14
2.7 Studying Environmental Management .....	15
2.7.1 Expected Hours of Study.....	15
2.7.2 Attendance Requirements .....	15
2.7.3 Data Protection.....	15
2.7.4 Weekly Timetable.....	15
3. Approaches to Teaching and Learning.....	16
3.1 Learning and Teaching Methods .....	16
3.2 Fieldwork.....	16
3.3 Study Skills.....	16
3.4 Learning Resources .....	16
3.4.1 Learning Information Services .....	16
3.4.2 Electronic Resources.....	17
3.5 Personal Development and Career Planning .....	17
4. Student Support .....	17
4.1 Academic Advisors.....	17

4.2 Students with Disabilities .....	17
4.3 Student One-Stop Shop.....	18
5. Assessment .....	18
5.1 Assessment Strategy .....	18
5.2 Notification of Assignments and Examination Arrangements.....	18
5.3 Referencing.....	18
5.4 Dealing with difficulties in meeting assessment deadlines.....	18
5.5 Cheating, Plagiarism, Collusion or Re-presentation .....	19
6. Classification of Awards .....	20
7. Student Feedback .....	20
7.1 Student-Staff Liaison Committee Meetings (SSLC).....	20
8. Appendix – Environmental Management Programme Specification .....	21
Entry Requirements 2016/17 .....	26

## **I. Welcome**

A warm welcome to the Environmental Management programme at UCLan.

The information you'll find in this handbook will introduce you to the people who will teach you, the modules available to you, what you will learn and how we teach and assess. It is therefore the main reference source for your degree. It should however be read in conjunction with the **UCLan Student Guide to Regulations** (the Regulations are 'the rules' that govern marks, extensions, degree classes and so on). Finally, you also need to read module information. That is given out at the beginning of each semester and are available on Blackboard.

### ***What else do you need to read?***

Being an Environmental Management student requires that you should regularly consult the module notice boards on Blackboard and the hard copies in the Kirkham Building display cabinets. You also should regularly read your UCLan email (we don't usually use your personal email to get in touch with you).

### ***Who to ask if you have questions?***

You should never hesitate to ask if you have any questions. Dr Mark Toogood, the course leader of Environmental Management, as well as other lecturers teaching on the programmes, can answer most questions about the course. All of your lecturers have a great deal of experience and they have made a personal and professional commitment to help you benefit from your study – so please do use them. If you have questions about your records, called your profile at UCLan, the please talk to the Hub (see 1.5 below). Finance and other such questions are dealt with by the University directly. If you need a one-stop-shop to get an answer to any query (apart from course content, etc.), then the 'I' in the Library is a good place to start.

## **1.1 Rationale and Aims of Environmental Management at UCLan**

Environmental Management (EM) can be a number of things. To most people it means the solving of environmental problems that arise because of human actions. However the subject is much more than this. The environment is as much human space as it is natural space, so any issues related to it can become our business. Environmental managers can become involved in waste management, landscape conservation, countryside management, energy production issues, habitat management, land use conflict resolution, environmental hazards, legislation and policy and environmental and town and country planning. Those are just a few examples. Our environmental management degree is one designed to let you get a broad overview of environmental management while allowing you to specialise, if you wish. The particular areas of focus in EM at UCLan reflect staff interest, research and expertise, and include soil remediation, environmental systems, applied ecology, nature conservation, water management, planning, regeneration and sustainable development.

If there is one defining characteristic of EM in our School, it is that it has an applied focus that is relevant to the 'real world'. As a student you will draw on several different disciplinary perspectives, and you will give particular attention to interrelationships between what may otherwise seem to be discrete areas of academic study or vocational practice. Case studies and examples of current issues inform this learning process, and we place a great deal of emphasis on fieldwork. Finally, the orientation of your third-year dissertation research should also focus on environmental management to complement the compulsory modules in the programme.

**The QAA specification for Environmental Management** shows that it has both science and social science aspects of the earth sciences, environmental sciences and environmental studies (ES3) QAA benchmark area. It also covers some of the material listed for the Geography and related subject area. An extract from the ES3 Benchmark refers to

- *'students' focus on the understanding of Earth systems in order to learn from the past, understand the present and influence the future*
- *their emphasis on field-based investigation*
- *the multi-disciplinarily and inter-disciplinarily of their approaches*
- *the range of the spatial and temporal scales that they cover*
- *the development of graduates capable of using their powers of observation, analysis and imagination to make decisions in the light of uncertainty.'*

## **I.2. Environmental Management – Recommended Organisations and Careers**

Geography and EM programmes are strongly related and we would encourage you to get involved in the UCLan Geog Soc which covers all our programmes. We also recommend that you consider becoming a student member of one of the discipline-relevant bodies. There are three bodies immediately relevant as follows. Firstly, the Institute for Environmental Management and Assessment (IEMA). Their current student membership fee is £50. Second, the Chartered Institute for Ecology and Environmental Management (CIEEM). The current CIEEM student membership fee is £20. Finally, The Royal Geographical Society (RGS) is also directly relevant to EM and has a wider, more academic remit than IEMA and CIEEM. The RGS Young Geographer membership is £40 for one year, or £99 for three years.

Other organisations you might consider membership of include, The British Ecological Society and the British Association of Nature Conservationists.

### I.3 Course Team expertise and Independent External Examiner

Name	Role	Room	Email	Phone no.
Dr Mark Toogood	Senior Lecturer	KM106	<a href="mailto:mtoogood@uclan.ac.uk">mtoogood@uclan.ac.uk</a>	893528
Dr Kevin Butt	Reader	KM104	<a href="mailto:krbutt@uclan.ac.uk">kributt@uclan.ac.uk</a>	893966
Dr Emily Cooper	Lecturer	KM105	<a href="mailto:ecooper2@uclan.ac.uk">ecooper2@uclan.ac.uk</a>	894026
Dr Jo Dawson	Senior Lecturer	KM122	<a href="mailto:ejdawson@uclan.ac.uk">ejdawson@uclan.ac.uk</a>	893962
Dr Chris Lowe	Senior Lecturer	KM102	<a href="mailto:cnlowe@uclan.ac.uk">cnlowe@uclan.ac.uk</a>	893960
Dr Uche Okere	Associate Lecturer	KM1105	<a href="mailto:Uokere2@uclan.ac.uk">Uokere2@uclan.ac.uk</a>	
Alison Robinson	Senior Lecturer	KM103	<a href="mailto:ajrrobinson@uclan.ac.uk">ajrrobinson@uclan.ac.uk</a>	893520
Dr Yingkui Zhao	Course Leader	KM120	<a href="mailto:Yzhao1@uclan.ac.uk">Yzhao1@uclan.ac.uk</a>	893538
Dr Alix Cage	External Examiner (from Keele University)  Dr Cage ensures that the standards of your course are comparable to those provided at other higher education institutions in the UK. If you wish to make contact with her you should do this through your Course Leader and not directly. External Examiner reports will be made available to students electronically.			

### I.4 Academic Advisor

You will be allocated a personal tutor soon as part of your enrolment onto the programme. Your personal tutor is the first person to contact regarding any guidance about academic issues.

### I.5 School Office and Administration

Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The Foster Hub services the School this programme is part of and can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals. Location of the School Office: The Campus Administrative Service (the Foster Hub), Room FB058 (in Foster Building).

#### Foster Building

Forensic and Applied Sciences

Pharmacy and Biomedical Sciences

Psychology

Physical Sciences

telephone: 01772 891990/891991

email: [FosterHub@uclan.ac.uk](mailto:FosterHub@uclan.ac.uk)

## **Other UCLan Administration**

### **Allen Building**

Medicine

Dentistry

telephone: 01772 895566

email: [AllenHub@uclan.ac.uk](mailto:AllenHub@uclan.ac.uk)

### **Harris Building**

Lancashire Law School

Humanities and the Social Sciences

Centre for Excellence in Learning and Teaching

telephone: 01772 891996/891997

email: [HarrisHub@uclan.ac.uk](mailto:HarrisHub@uclan.ac.uk)

### **Computing and Technology Building**

Art, Design and Fashion

Computing

Journalism, Media and Performance

Engineering

telephone: 01772 891994/891995

email: [CandTHub@uclan.ac.uk](mailto:CandTHub@uclan.ac.uk)

### **Greenbank Building**

Sport and Wellbeing

Management

Business

telephone: 01772 891992/891993

email: [GreenbankHub@uclan.ac.uk](mailto:GreenbankHub@uclan.ac.uk)

### **Brook Building**

Community, Health and Midwifery

Nursing

Health Sciences

Social Work, Care and Community

telephone: 01772 891992/891993

email: [BrookHub@uclan.ac.uk](mailto:BrookHub@uclan.ac.uk)

## **1.6 Communication**

The University expects you to use your **UCLan email address** and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread. Use your UCLan email to make an appointment to see an individual tutor/lecturer.

## 2. Structure of the Course

All degrees at the University of Central Lancashire are made up of 18 modules – six studied in each of the three years (ideally three modules taken in each semester).

### 2.1 Structure of the Foundation Year (Level Three)

If you are entering the programme at this level, then during this year you need to take six modules (adding up to a total of 120 credits to complete the requirement of the Foundation year). These are made up of five **compulsory** modules (worth 20 credits each to add up to a total value of 100 credits) which you have to take. You make up the remaining 20 credits you take **ONE** option from the list below.

#### Compulsory Modules (All must be taken - total 100 credits)

- NTC001 Introduction to Geography and Environmental Management (20 credits)
- NTC004 Extended Study in Geography (20)
- FZC1013 Study Skills (30)
- HUC115 Learning by Experience (20)

#### Optional Modules

choose ONE only (worth 20 credits)

- FZC004 Key Themes in Archaeology (20)
- PIC101 Introduction to Philosophy (10)
- SOC101 Introduction to Sociology (10)
- HYC101 Introduction to History (10)

### 2.3 Year One (Level Four) - BSc Environmental Management

During this year you need to take 6 modules (each worth 20 credits). These are made up of five **compulsory** modules which you have to take.

You need to also choose one **elective** module, either from within the School or from the University's Electives Catalogue. The elective we recommend is shown below.

#### First Year Modules for BSc Environmental Management

<i>Compulsory</i> NT1005 <b>Human Geography</b>	<i>Compulsory</i> NT1010 <b>Introduction to Physical Geography</b>
<i>Compulsory</i> FZ1204 <b>Study Skills</b>	<i>Compulsory</i> NT1003 <b>Ecology</b>
<i>Compulsory</i> NT1006 <b>Field Investigations</b>	<i>Plus</i> <b>ONE Elective</b> •(NT1028 issues in Sustainability is recommended)

## 2.4 Year Two (Level Five) - BSc Environmental Management Structure

Your second and third years of the full time degree course are called **Stage Two**. You will study a total of 12 modules in Stage Two, of which at least 5 must be at Year 3, including your Dissertation (which is worth the equivalent of 2 modules). Stage two is important mainly because it is the part of your course that allows you to specialise in those aspects of the subject that really interest you, and also because 11 of your Stage Two modules (your lowest module mark is automatically discounted) count towards the quality of degree that you will obtain when you graduate.

The structure of your Stage two programme is explained below, showing the **compulsory** and **optional** modules available at both Year two and Year 3.

In the second year all students must take the module NT2031 **Research Theory and Practice** (see the table on the following page). You also must take two other **compulsory** modules specific to the BA or BSc programme route. Then you have to choose two **optional** modules to bring your total to five. Your sixth module is an elective, again selected from courses listed in the table or from the University's Electives Catalogue.

Depending on the exact degree you are following there are some **restrictions** that we have placed on your choice of optional modules in Stage two. These are based on whether you have the prerequisite modules to be able to take a module (see table).

**Year Two Compulsory and Optional Modules (all are 20 credits each – you need to take modules to the equivalent of 120 credits – i.e. six modules in total for this year)**

### Year 2 Compulsory Modules

- NT2031 Research Theory and Practice
- NT2005 Conservation Biogeography
- NT2013 Environmental Change

### Optional modules (choose at least two of the following)

- NT2010 Earth Surface Processes & Landforms
- NT2015 Soils and the Environment
- NT2020 Geographical Information Systems
- NT2033 Student Initiated Module
- NT2034 Society and Space
- NT2038 Cities
- NT2040 Workplace Module
- NT2046 Geology
- FZ2054 Geographers in Schools

Plus , choose one elective from the above list or from the university electives catalogue

## Requirements for each year two module

Module	Required module (or equivalent)
NT2031 Research Theory and Practice	at least two NT modules at year one
NT2005 Conservation Biogeography	NT1003 Ecology
NT2010 Earth Surface Processes & Landforms	NT1010 Intro to Physical Geography
NT2013 Environmental Change	NT1010 Intro to Physical Geography
NT2015 Soils and the Environment	NT1010 Intro to Physical Geography
NT2020 GIS	NT1010 Intro to Physical Geography
NT2034 Society & Space	NT1005 Human Geography
NT2038 Cities	NT1005 Human Geography
NT2033 Student Initiated Module	at least two Year one NT modules
NT2040 Workplace Module	at least two Year one NT modules
NT2046 Geology	NT1010 Intro to Physical Geography

### Placement Year (Optional)

For the placement year you will spend up to 48 weeks working for a relevant employer following the successful completion of year 2.

COMPULSORY MODULES AT LEVEL 5	Module Size	Semester	Compulsory(C) or Option (O)
FZ2055 Placement Module	6	Year long	O

You will be making choices about year two modules in March or April of your first year. You will go to **Progression** meetings where you will be updated on any programme changes that the School has made and you will be given a timetable for the following year.

After that you will take your progression forms and discuss your programme with your Personal Tutor who will advise you on appropriate combinations of modules and on making the right choices to give you your desired Year 3 programme, which you need to be thinking about even at this early stage because all Year 3 modules have prerequisites at year two

## 2.5 Year Three (Level Six) - BSc Environmental Management Structure

In Year 3 all students take the **core** modules of NT3008 **Dissertation** (worth two modules) and NT3011 **Fieldwork** (one module). Thereafter you take one further compulsory module specific to your programme and make up the total to six modules with option modules as shown below.

### Year Three Compulsory and Optional Modules (all are 20 credit modules with the exception of NT3008)

#### Core Year Three Modules (taken by all)

- NT3008 Dissertation (40 credit module)
- NT3011 Fieldwork

#### Compulsory Year Three Module for Env Management

- NT3050 Carbon Management

#### Options

- NT3010 Environmental Impact Assessment
- NT3014 Historical and Cultural Geography
- NT3018 Nature, Science and Society
- NT3021 Applied Ecology
- NT3022 River and Water Management
- NT3023 Soil Degradation and Management
- NT3033 Student Initiated Module

## Requirements for Each Year Three Module

Module	Required module (or equivalent)
NT3008 Dissertation	NT2031 Research Theory and Practice
NT3010 EIA	At least two Year two NT modules
NT3011 Fieldwork	NT2031 Research Theory and Practice
NT3014 Historical and Cultural Geography	NT2034 Society and Space or NT2038 Cities
NT3018 Nature, Science and Society	At least two Year two NT modules
NT3021 Applied Ecology	NT2005 Conservation Biogeography
NT3022 River and Water Management	NT2010 Earth Surface Processes and Landforms
NT3023 Soil Degradation and Management	NT2010 Earth Surface Processes and Landforms or NT2046 Geology
NT3033 Student Initiated Module	At least two Year two NT modules
NT3050 Carbon Management	At least two Year two NT modules

### 2.6 Progression and Changing Programme

Discussions about your progression through the course normally take place in Semester Two 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. We will hold a progression talk to advise you of your options. It is possible to switch programmes at this stage. If you are thinking about changing programmes please initially discuss your plans with your personal tutor.

## **2.7 Studying Environmental Management**

### **2.7.1 Expected Hours of Study**

The normal amount of work involved in achieving a successful outcome to your studies is to study for 12 hours per week for each full module you are studying per semester– this includes attendance at UCLan and time spent in private study.

### **2.7.2 Attendance Requirements**

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence should be made via email to [fosterhub@uclan.ac.uk](mailto:fosterhub@uclan.ac.uk)

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

Your attendance is monitored through a system known as SAM and you can check the records of attendance we have record through myUCLan.

Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system.**

### **2.7.3 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 Data Protection Liaison Officer, Strategic Development Service, University of Central Lancashire, Preston, PR1 2HE.

### **2.7.4 Weekly Timetable**

Taught sessions are timetabled for each semester. The timetable at UCLan is online, and your information is available to you through a direct link on your student homepage. You can also access it via: <https://www.uclan.ac.uk/students/study/timetabling.php>

### **3. Approaches to Teaching and Learning**

#### **3.1 Learning and Teaching Methods**

We place an emphasis on a diversity of methods of learning and teaching (as we do assessment). In particular in Environmental Management and related subjects we place an emphasis on field work alongside lectures, presentations, seminars and tutorials.

#### **3.2 Fieldwork**

The School is strongly committed to the use of fieldwork in its teaching, and you will find a fieldwork component in a number of your modules. For example, NT3011 is based entirely around a residential field visit. Other optional modules may also contain a fieldwork component.

The provision of such a major programme of fieldwork is obviously very costly for the School. In line with similar Departments throughout the country, we might ask students to make a financial contribution to fieldwork. The School makes every effort to secure comfortable but inexpensive accommodation that represents good value for money. We are also anxious to spread our fieldwork programme so as to avoid 'bunching' and the possibility that students might be asked for several contributions in a short space of time.

The School acknowledges that the fieldwork element including the financial contributions may sometimes present problems for individual students. They may arise because of ill health or some short or long-term special needs, child care or other unavoidable domestic commitments, or financial hardship. We recognise that students experiencing such problems have the right to voice their needs and to have these treated with respect and sympathy. If you are encountering difficulty, please do not hesitate to contact your Personal Tutor, Course Leader, Head of School or other members of the teaching staff. Whilst it is the normal expectation that all students will attend fieldwork, it may be possible to arrange for some substitute work of a similar type in order to avoid loss of credits.

Health and Safety on fieldwork are prime considerations, and the School is committed to maintaining very high standards in the conduct of all its fieldwork activities.

#### **3.3 Study Skills**

We teach study skills through the module FZ1204 and through tutorials. Research skills are delivered through NT2031 in the second year. Don't forget our Recourses Room in Kirkham Building is available for specialist literature, maps, books and equipment.

#### **3.4 Learning Resources**

##### **3.4.1 Learning Information Services**

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

There are extensive amount of online resources for geographers and, in particular, you should go out of your way to familiarise yourself and use the range of journals relevant to Environmental Management. Your personal and module tutors will give you information about resources relevant to different aspects of Environmental Management.

### **3.4.2 Electronic Resources**

Most of your modules will be supported electronically via Blackboard – the online learning platform the University uses (similar to Moodle). You will also have access to an extensive collection of Environmental Management online resources, including journals and databases.

### **3.5 Personal Development and Career Planning**

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 at every level. 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.

To book a face-to-face appointment, please call 01772 895858 or email [careers@uclan.ac.uk](mailto:careers@uclan.ac.uk). The Careers Service also offer telephone appointments.

## **4. Student Support**

### **4.1 Academic Advisors**

Your Academic Advisor will be there throughout your time on the Environmental Management course. They will support you in learning at university level, particularly in getting the most success out of studying through, for example, reading, planning and time management. They will facilitate structured opportunities to meet other geographers, particularly through fieldtrip. Academic Advisors can also assist if you have any problems. Lastly, Academic Advisors, will be able to help you with career and further study options, including finance and awards.

### **4.2 Students with Disabilities**

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - [disability@uclan.ac.uk](mailto: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.

### **4.3 Student 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.

If your course is for students not studying on the main campus please include the following : – 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**

Our assessment is predominantly summative (that is, we assess you to see if you have met the learning objectives of the modules you have taken). These assessments are predominantly coursework based, normally in the form of essays, presentations, posters, lab and fieldwork and a variety of other assessments. We also assess through close-book examinations, open-book examinations and seen examinations.

### **5.2 Notification of Assignments and Examination Arrangements**

All assignments will be notified in the module information given at the beginning of each module. We also post these details on the Kirkham Building information boards and on individual eLearn sites.

### **5.3 Referencing**

All geographers are expected to follow Harvard referencing guidelines. You will be taught how these work within FZI204 and in tutorial meetings.

### **5.4 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

**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.

## 5.5 Cheating, Plagiarism, Collusion or Re-presentation

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

- 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 Academic Regulations: Appendix nine. 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. The mark for the module following resubmission will be restricted to the minimum pass mark (i.e. 40% for levels 4, 5 and 6 work).
- 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 a mark of 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.

## 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. In simple terms an undergraduate honours degree classification is based on the highest classification:

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

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

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

## 7. Student Feedback

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

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 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 and are chaired by the Student Union representative.

## Appendix – Environmental Management Programme Specification

### 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***

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	University of Central Lancashire
<b>3. University School/Centre</b>	School of Forensic and Applied Sciences
<b>4. External Accreditation</b>	N/A
<b>5. Title of Final Award</b>	BSc. (Hons) Environmental Management
<b>6. Modes of Attendance offered</b>	Full-time Part-time
<b>7. UCAS Code</b>	F851
<b>8. Relevant Subject Benchmarking Group(s)</b>	Geography, Earth Sciences, Environmental Sciences and Environmental Studies (2007)
<b>9. Other external influences</b>	Royal Geographical Society with IBG Institute of Environmental Management and Assessment
<b>10. Date of production/revision of this form</b>	PCR Jan 2015 (amended March 2015) April 2017
<b>11. Aims of the Programme</b>	
	<ul style="list-style-type: none"><li>• To provide a cross-disciplinary and critical perspective on contemporary environmental management issues and processes, including sustainability, climate change adaptation, environmental assessment, biodiversity conservation and resource management.</li><li>• To develop more specialised knowledge and skills by providing opportunities for students to focus on specific disciplinary perspectives or environmental problems, within a cross disciplinary context.</li><li>• To equip students to understand the origins and nature of current environmental problems, devise and implement appropriate management strategies, and monitor their effectiveness.</li></ul>

• To enable students to evaluate the human causes and consequences of environmental impact, and to assess the options for remediation of environmental impacts available to human society

• To equip students with the skills necessary to identify, select and evaluate appropriate information, and to communicate this effectively through use of appropriate media or channels (e.g. briefing notes and short presentations, input to meetings, documents and reports)

• To equip students to engage in academic debate.

## **12. Learning Outcomes, Teaching, Learning and Assessment Methods**

### **A. Knowledge and Understanding**

A1. Demonstrate knowledge of environmental processes and systems and how they effect, and are affected by, human activity;

A2. Demonstrate critical analysis of the interaction of environments, economies and societies;

A3. Demonstrate evaluation of the epistemological and methodological characteristics of environmental management; and,

A4. Demonstrate knowledge and assessment of the range of environmental management strategies and other selected forms of intervention designed to regulate the use of the environment, including their scientific, economic, cultural, legal, political and administrative bases.

### **Teaching and Learning Methods**

Information provided by lectures, seminars, directed reading, case studies and research will be augmented by appropriate field experience and laboratory work, and by situations in which the student takes responsibility for gathering, evaluating and making use of material. These may include student presentations (using various media), assessed work, group work and role play exercises. Students are also responsible for non-directed reading, and for locating, and discriminating between, a wide variety of different types of published material and other sources of information (including the internet). They will also take part in laboratory and/or field based observations and experimentation, and will interpret the results of both qualitative and quantitative forms of data gathering.

### **Assessment methods**

Assessment will be through coursework (essays, practical reports, presentations and the dissertation) and examination. As these are generally applied towards the end of each module, opportunities will also be sought for feedback on student progress during the learning process, and for student participation in discussion and non-assessed coursework and presentations throughout the programme.

### **B. Subject-specific skills**

Students will be able to:

B1 Conceptualize the nature of human-environment interactions through literature, research, laboratory work and fieldwork;

B2 Critically review current developments in environmental management in terms of policy frameworks and specific techniques;

B3. Evaluate their impact on environmental quality and human populations.

### **Teaching and Learning Methods**

Professional and vocational focus varies throughout the programme. In general students are provided with opportunities to apply academic perspectives and methodologies to a range of practical and policy related circumstances, and for modules drawn from other disciplinary perspectives to permit students to make use of an Environmental Management perspective in their choice of topics.

### **Assessment methods**

Assessment will be through coursework (essays, project reports, field reports, short reports, practicals, in-class tests) and examination.

### **C. Thinking Skills**

Students will be able to:

C1. Apply geographical and environmental theories, concepts and principles;

C2. Analyse, synthesise and summarise information critically and apply logical thought to analyse the nature of a range of problems,

C3. Collect and integrate evidence, and identify, select and use appropriate information from a variety of academic, professional and other sources, to develop coherent arguments and express them clearly and concisely

### **Teaching and Learning Methods**

Thinking skills will be developed alongside, and contribute to, students' acquisition of knowledge and understanding. Information provided by lectures, seminars, directed reading, case studies and research will be augmented by appropriate field experience and laboratory work, and by situations in which the student takes responsibility for gathering, evaluating and making use of material

**Assessment methods**

Thinking skills apply to all aspects of assessment, in particular the dissertation, individual and group project work, and exercises that involve the selection and review of published academic work. Assessment criteria recognise both threshold and advanced standards of cognitive appreciation. It is necessary to demonstrate that the threshold has been achieved to pass a module and higher standards are rewarded by appropriate degree classifications for the level of study.

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

Students will be able to:

- D1. Demonstrate self-awareness, recognize personal strengths and weaknesses, and those of others;
- D2. Demonstrate competence in numeracy and use of C and IT skills;
- D3. Communicate effectively to different kinds of audience

**Teaching and Learning Methods**

Skills relevant to employment and personal development are addressed throughout the programme and in a wide variety of contexts. The mix of vocational and professional context, use of group work, fieldwork and practitioner inputs all favour transferable skill development.

Key skill development is facilitated by tutorials and by meetings with dissertation or project supervisors and is focussed on specific modules (optional for some Combined Honours students) at level 1, and on fieldwork and a dissertation focussed research skills modules at stage 2. It also pervades other parts of the programme. It is necessary for effective delivery of coursework and other assessed outcomes, and for engagement with practical problems and issues. Social science methodology provides relevant specialist expertise and practical experience, especially qualitative and quantitative research techniques. The vocational or applied focus of much environmental management helps skill development for employability, for example by preparing and presenting topical briefings, by writing technical and scientific reports and by organising projects and making enquiries that involve business and the general public. Students are also introduced to Health and Safety procedure and a variety of other workplace related practices.

**Assessment methods**

Skills relevant to employment and personal development are assessed alongside other learning outcomes, and will make a positive contribution to the assessment process, especially in the more vocationally focussed parts of the course. Assessment includes use of essays and other forms of written course work, both individual and group presentations, and examinations.

**13. Programme Structures\***

**14. Awards and Credits\***

Level	Module Code	Module Title	Credit rating	
Level 6	<b>NT3008</b>	<b>Dissertation</b>	40	<b>BSc (Hons) Environmental Management</b> Requires 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6  <b>BSc Environmental Management</b> Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6  Students who successfully complete FZ2055 Placement Module will have the award "in sandwich mode"
	<b>NT3011</b>	<b>Fieldwork</b>	20	
	<b>NT3050</b>	<b>Carbon Management</b>	20	
	NT3010	Environmental Impact Assessment	20	
	NT3018	Nature, Science and Society	20	
	NT3022	River and Water Management	20	
	NT3023	Soil Degradation and Management	20	
	NT3021	Applied Ecology	20	
	NT3033	Student Initiated Module	20	
	NT3014	Historical and Cultural Geography	20	
NT3055	Urban Cultures and the Creative City	20		
Level 5	<b>NT2031</b>	<b>Research Theory and Practice</b>	20	<b>Dip HE Environmental Management</b>
	<b>NT2005</b>	<b>Conservation Biogeography</b>	20	
	<b>NT2013</b>	<b>Environmental Change</b>	20	

	NT2010 NT2015 NT2020 NT2033 NT2040 NT2043 NT2044  NT2046 NT2034 NT2038 FZ2054  FZ2055	Earth Surface Processes and Landforms Soils and the Environment Geographical Information Systems Student Initiated Module Workplace Module Overseas Fieldwork♦ Changing China: Opportunities & Challenges♦ Geology Society and Space Cities Geographers in Schools  ♦ Electives. Only available to students without NT3011 on their profile.  <b>For Sandwich Award</b> Placement Module (undertaken between years 2 and 3 and assessed on a Pass/Fail basis)	20 20 20 20 20 20 20  20 20 20 20  120	Requires 240 credits including a minimum of 100 at Level 5 or above
Level 4	NT1003 NT1005 NT1006 NT1010 FZ1204 NT1028	Ecology Human Geography Field Investigations Introduction to Physical Geography Study Skills Issues in Sustainability OR Elective	20 20 20 20 20 20 20	<b>Certificate of Higher Education Environmental Management</b> Requires 120 credits at Level 4 or above.

### 15. Personal Development Planning

There are three main elements to PDP in Geography.

- 1) The structured learning environment: the lecture; seminar; workshop: fieldwork and other practical engagement.
- 2) Feedback: supported through one to one direct contact during fieldwork; assessment and reflection and discussion in class on formally submitted work; meetings with personal tutor.
- 3) Reflection: supported through assessed reflective diaries fieldwork; module evaluation questionnaires; and by personal tutor meetings.

### 16. Admissions criteria

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

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

The minimum entry requirements for the course are:

- a. **240** UCAS tariff points (12 unit profile, which must be made up from one of the following configurations):
  - i. Two A2 level subjects or equivalent
  - ii. One double award VCE Advanced level or equivalent
  - iii. BTEC National Diploma/Certificate - Pass with Merits

And

b. GCSE – English Language / Mathematics at grade C or above.

*Equivalent qualifications are welcome including UCLan's access and foundation courses.*

Applicants who do not satisfy the standard minimum entry requirement can be admitted on the basis of equivalent prior experience or learning details of which can be found at:

<http://www.uclan.ac.uk/information/services/sss/accreditation/index.php>

The course is subject to the **University's Admissions Policy and Code of Practice** which can be accessed at the following link:

<http://www.uclan.ac.uk/information/services/sss/admissions/index.php>

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

- School web site at [http://www.uclan.ac.uk/schools/built\\_natural\\_environment/index.php](http://www.uclan.ac.uk/schools/built_natural_environment/index.php)
- University courses information at [www.uclan.ac.uk/courses](http://www.uclan.ac.uk/courses)

### 18. Curriculum Skills Map

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	C1	C2	C3	D1	D2	D3
LEVEL 6	NT3008	Dissertation	C		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	NT3011	Fieldwork	C	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓
	NT3010	Environmental Impact Assessment	O	✓	✓			✓		✓	✓	✓	✓	✓	
	NT3018	Nature, Science and Society	O	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	NT3021	Applied Ecology	O	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓
	NT3023	Soil Degradation and Management	O	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓
	NT3022	River and Water Management	O	✓	✓			✓		✓	✓	✓	✓	✓	✓
	NT3033	Student Initiated Module	O			✓		✓		✓	✓	✓	✓	✓	✓
	NT3050	Carbon Management	Comp	✓	✓					✓	✓	✓	✓	✓	✓
	NT3014	Historical and Cultural Geography	O	✓	✓					✓	✓	✓	✓	✓	✓
	NT3055	Urban Cultures and the Creative City	O	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 5	NT2031	Research Theory and Practice	C			✓		✓			✓	✓	✓	✓	✓
	NT2010	Earth Surface Processes and Landform	O	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	NT2013	Environmental Change	Comp	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓
	NT2015	Soils and the Environment	O	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	NT2038	Cities	O	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓
	NT2005	Conservation Biogeography	Comp	✓	✓					✓	✓		✓	✓	
	NT2033	Student Initiated Module	O			✓		✓		✓	✓	✓	✓	✓	✓
	NT2034	Society and Space	O	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
	NT2040	Workplace Module	O							✓			✓		✓
	NT2043	Overseas fieldwork	E	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓
	NT2044	Changing China: Opportunities and Challenges	E	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓
	NT2046	Geology	O	✓						✓	✓	✓	✓		
	NT2020	Geographical Information Systems	O	✓						✓		✓			✓
	FZ2054	Geographers in Schools	O	✓		✓				✓			✓	✓	✓
	FZ2055	Placement Module	O	✓			✓	✓		✓		✓	✓	✓	✓
LEVEL 4	NT1003	Ecology	Comp	✓	✓					✓	✓		✓	✓	
	NT1005	Human Geography	Comp	✓	✓	✓		✓		✓	✓		✓	✓	



## 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.

### **Learning outcomes for the award of: Cert HE Environmental Management:**

- A1. Demonstrate knowledge of environmental processes and systems and how they effect, and are affected by, human activity;
- A2. Demonstrate critical analysis of the interaction of environments, economies and societies;
- A3. Demonstrate evaluation of the epistemological and methodological characteristics of environmental management;
  
- B1. Conceptualize the nature of human-environment interactions through literature, research, laboratory work and fieldwork;
- B3. Evaluate their impact on environmental quality and human populations
  
- C1. Apply geographical and environmental theories, concepts and principles;
- C2. Analyse, synthesise and summarise information critically and apply logical thought to analyse the nature of a range of problems,
- C3. Collect and integrate evidence, and identify, select and use appropriate information from a variety of academic, professional and other sources, to develop coherent arguments and express them clearly and concisely
  
- D1. Demonstrate self-awareness, recognize personal strengths and weaknesses, and those of others;
- D2. Demonstrate competence in numeracy and use of C and IT skills;
- D3. Communicate effectively to different kinds of audience

### **Learning outcomes for the award of: Dip HE Environmental Management:**

- A1. Demonstrate knowledge of environmental processes and systems and how they effect, and are affected by, human activity;
- A2. Demonstrate critical analysis of the interaction of environments, economies and societies;
- A3. Demonstrate evaluation of the epistemological and methodological characteristics of environmental management;
  
- B1. Conceptualize the nature of human-environment interactions through literature, research, laboratory work and fieldwork;
- B3. Evaluate their impact on environmental quality and human populations
  
- C1. Apply geographical and environmental theories, concepts and principles;
- C2. Analyse, synthesise and summarise information critically and apply logical thought to analyse the nature of a range of problems,
- C3. Collect and integrate evidence, and identify, select and use appropriate information from a variety of academic, professional and other sources, to develop coherent arguments and express them clearly and concisely

- D1. Demonstrate self-awareness, recognize personal strengths and weaknesses, and those of others;
- D2. Demonstrate competence in numeracy and use of C and IT skills;
- D3. Communicate effectively to different kinds of audience

**Learning outcomes for the award of: Bachelor Degree Environmental Management:**

- A1. Demonstrate knowledge of environmental processes and systems and how they effect, and are affected by, human activity;
  - A2. Demonstrate critical analysis of the interaction of environments, economies and societies;
  - A3. Demonstrate evaluation of the epistemological and methodological characteristics of environmental management;
  - A4. Demonstrate knowledge and assessment of the range of environmental management strategies and other selected forms of intervention designed to regulate the use of the environment, including their scientific, economic, cultural, legal, political and administrative bases.
- 
- B1. Conceptualize the nature of human-environment interactions through literature, research, laboratory work and fieldwork;
  - B2. Critically review current developments in environmental management in terms of policy frameworks and specific techniques;
  - B3. Evaluate their impact on environmental quality and human populations
- 
- C1. Apply geographical and environmental theories, concepts and principles;
  - C2. Analyse, synthesise and summarise information critically and apply logical thought to analyse the nature of a range of problems,
  - C3. Collect and integrate evidence, and identify, select and use appropriate information from a variety of academic, professional and other sources, to develop coherent arguments and express them clearly and concisely
- 
- D1. Demonstrate self-awareness, recognize personal strengths and weaknesses, and those of others;
  - D2. Demonstrate competence in numeracy and use of C and IT skills;
  - D3. Communicate effectively to different kinds of audience

## 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***

<b>13. Awarding Institution / Body</b>	University of Central Lancashire
<b>14. Teaching Institution and Location of Delivery</b>	Main Campus
<b>15. University School/Centre</b>	Forensic and Applied Sciences
<b>16. External Accreditation</b>	N/A
<b>17. Title of Final Award</b>	BSc (Hons) Geography and Environmental Management (Foundation Entry) Non-award bearing programme: first stage of four-year degree course
<b>18. Modes of Attendance offered</b>	Full-time
<b>19. UCAS Code</b>	TBC
<b>20. Relevant Subject Benchmarking Group(s)</b>	N/A
<b>21. Other external influences</b>	N/A
<b>22. Date of production/revision of this form</b>	April 2014 April 2017
<b>23. Aims of the Programme</b>	
<ul style="list-style-type: none"><li>• To provide the opportunity to enter Higher Education to learners who are motivated to do so, but have not so far achieved a level of qualification sufficient for confident progression to level 4 study.</li></ul>	
<ul style="list-style-type: none"><li>• To provide the opportunity to enter Higher Education to groups traditionally under-represented in UK higher education.</li></ul>	
<ul style="list-style-type: none"><li>• To provide the opportunity to enter Higher Education for those adults who have not had the opportunity to progress through formal education.</li></ul>	

- To introduce learners to a range of generic study skills related to learning formally and independently in higher education
- To enable students to develop general knowledge, skills and experience to support their contribution to society, employability and life-long learning
- To provide a structured and supported process for students to reflect upon their own learning, performance and achievement to plan for their personal educational and career development.
- To introduce learners to subject and career pathways, and subject-specific skills, in order to enable them to make informed decisions about their programme of study at level 4 and beyond.

## **24. Learning Outcomes, Teaching, Learning and Assessment Methods**

### **A. Knowledge and Understanding**

At the end of the first year of study, students will be able to demonstrate knowledge and understanding of the following.

- A1. The nature of Higher Education and its opportunities and challenges for the student
- A2. The attributes and knowledge required to embark on degree study and beyond.
- A3. Strategies for effective learning
- A4. Their personal strengths and weaknesses as learners

### **Teaching and Learning Methods**

- Lectures and seminars
- Directed study of textbooks and online resources
- Tutorial groups
- Self-directed study
- Class discussion
- Workshops

### **Assessment methods**

- Project/portfolio work
- Essay planning and essay writing
- Presentations
- On-line tests
- Group-work

### **B. Subject-specific skills**

At the end of the first year of study the students will be able to do the following.

- B1. Demonstrate a basic understanding and knowledge of the nature and scope of one or more subjects in the area of Geography, Environmental Management (and relevant cognate areas of the Humanities and Social Sciences).

B2. Demonstrate an ability to engage with the challenges of one or more subjects, sufficient to progress to study at level 4 of an honours degree.

**Teaching and Learning Methods**

- Lectures and seminars
- Workshops

**Assessment methods**

- Essays
- Projects

**C. Thinking Skills**

At the end of the first year of the programme the students will be able to do the following.

- C1. Demonstrate an understanding of, and critical engagement with, a variety of primary and secondary sources.
- C2. Evaluate the appropriateness of different approaches to solving problems related to their work as students.
- C3. Communicate the results of their study/work accurately and reliably in writing, with structured and coherent arguments
- C4. Demonstrate basic skills of independent learning and research, including the ability to identify, marshal and evaluate relevant primary and secondary source materials
- C5. Demonstrate reflective decision making in planning for the next stage of their degree course.

**Teaching and Learning Methods**

- Seminars and tutorials
- Direct and hands-on approach to source material, including e-sources
- In class tasks and group work
- Problem-based exercises
- Workbook and guidance manuals
- On-line tasks

**Assessment methods**

- presentations
- reflective journal
- PDP portfolio & tasks
- essay and essay plan
- personal statement
- research project
- on-line testing

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

At the end of the first year of study the students will be able to do the following.

- D1. Work independently, or with limited guidance, where appropriate
- D2. Make personal, educational and career action plans to support future development
- D3. Demonstrate basic transferable skills necessary for employability and personal development

**Teaching and Learning Methods**

- seminars and tutorials
- In-class tasks and group work
- Problem-based exercises
- Workbook and guidance manuals
- On-line tasks

**Assessment methods**

- presentations
- reflective journal
- PDP portfolio & tasks
- essay and essay plan
- personal statement
- research project

13. Programme Structures*				14. Awards and Credits*	
Level	Module Code	Module Title	Credit rating		
Level 3	FZC013 Compulsory	STUDY SKILLS	30	<b>BSc Geography and Environmental Management (Foundation Entry)</b>  Requires completion of 120 credits at Level 3.  Successful completion of the year permits progression on to Year 1 of one or more of the following honours degree programmes:  BA (Hons) Geography BSc (Hons) Geography BSc (Hons) Environmental Management  Students who exit after the Foundation year will receive a transcript of their modules and grades.	
	HUC112 Compulsory	INFORMED DECISION MAKING	20		
	NTC001 Compulsory	INTRODUCTION TO GEOGRAPHY AND ENVIRONMENTAL MANAGEMENT	20		
	ONE OF THE FOLLOWING MODULES MUST BE TAKEN				
	NTC003	GEOGRAPHY EXTENDED STUDY	20		
	NTC004	ENVIRONMENTAL MANAGEMENT EXTENDED STUDY	20		
	OPTIONAL MODULES				
	HUC113 Option	APPLIED NUMERACY FOR HIGHER EDUCATION	10		
	PIC101 Option	INTRODUCTION TO PHILOSOPHY	10		
	SOC101 Option	INTRODUCTION TO SOCIOLOGY	10		
FZC004 Option	KEY THEMES IN ARCHAEOLOGY	20			
# students will take either NTC003 or NTC004 as a compulsory module depending on chosen specialism					

## **15. Personal Development Planning**

Personal Development Planning is supported through the core module FZC013, Informed Decision Making. The aim of this module is to provide a structured and supported process for students to reflect upon their own learning and achievement to plan for their own personal education and career development. However the students will be encouraged to:

- develop skills of reflection on their academic, personal and professional development
- increase self awareness of their own skills, qualities, attitudes and capabilities
- improve their own learning and performance
- identify strengths, weaknesses and needs and direction for change
- set goals and plan action for developing, monitoring and reviewing their own progress
- compile their own records of learning experiences and achievement
- plan realistically for their career progression and manage their own career development and lifelong learning

and will be encouraged to utilise and transfer these skills across the programme and in future study and career progression.

Students are divided into Personal Tutor groups and will meet on a weekly basis. This enables a structured tutorial programme to be coupled with ample opportunities for pastoral support as students make the transition to higher education.

## **16. Admissions criteria**

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

160 UCAS points or equivalent. Students must be able to demonstrate competence in English Language and Mathematics to GCSE grade C level or its equivalent. The English entry requirement for International or non UK students is an IELTS score of 6.0. Applicants who do not have this qualification will need to pass a UCLAN test in the UK and have a spoken interview before an offer is made. Motivation, commitment and enthusiasm are also expected for entry on to the programme.

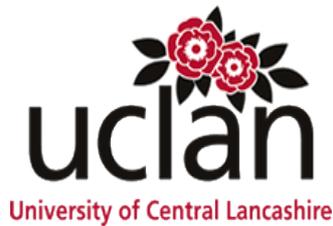
## **17. Key sources of information about the programme**

- UCLan website: [http://www.uclan.ac.uk/study\\_here/undergraduate\\_study.php](http://www.uclan.ac.uk/study_here/undergraduate_study.php)

<ul style="list-style-type: none"><li>• The Course Handbook</li></ul>
<ul style="list-style-type: none"><li>• The UCAS website: <a href="http://www.ucas.ac.uk/">http://www.ucas.ac.uk/</a></li></ul>







Addendum to the Course Handbook for  
BSc (Hons) Environmental Management  
Entry Year of Study 2017-18

Page	Section	Summary of change	Date of Approval
Appendix	Programme Specification	Module title change: FZ1204 Old Title – Study Skills for Archaeology and Anthropology New title – Study Skills	Aug 2017
Appendix	Programme Specification	Addition of existing module FZ2055 Placement Module as an option	Aug 2017
Appendix	Programme Specification	Addition of new module FZ2054 Geographers in Schools as an option.	Aug 2017
Appendix	Programme Specification	Removal of NT1017 Introduction to Academic Principles, Study and Methods (comp); replaced by FZ1204 Study Skills as a compulsory module.	Aug 2017

## 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.

## **Contents page**

- 1. Welcome and Introduction to the University**
- 2. Learning Resources**
- 3. Preparing for your career**
- 4. Student support**
- 5. Students' Union**
- 6. Rationale, aims and learning outcomes of the course**
- 7. Assessment**
- 8. Student Voice**

## 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](mailto: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](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](mailto:careers@uclan.ac.uk)

[www.uclan.ac.uk/careers](http://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](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](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](mailto: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](http://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](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](mailto: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](mailto: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](mailto: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](mailto: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.

