Please read this Handbook in conjunction with the University’s Student 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 of School. This applies to the materials in their entirety and to any part of the materials.
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1. Welcome to the course

Welcome to the course!

Firstly, congratulations for choosing Quantity Surveying as your course and your career.

You have now taken the first step towards a challenging, interesting and rewarding career, both at a personal level and a financial level.

Quantity Surveyors are needed more than ever throughout the world in an industry that needs effective financial and legal management. Throughout the course you will learn all you need to know to get you started on your career path. We work closely with industry to ensure that the course is not only up to date, but that it also provides you with the opportunity for relevant work placement in your year out, should you choose this mode of study.

The Quantity Surveying team have a wealth of experience of the construction industry and the surveying profession and the teaching of the subject. We are looking forward to sharing our experience with you.

Teamwork and partnerships are key concepts in the industry and on the course. We want to work with you to enable you to increase your knowledge and understanding of the subject matter and to enable you to develop your own interpersonal skills, so necessary these days in the workplace.

Communication is vital. Use all means available to keep ‘in touch’ with us. On-going personal contact with us is so important. Do not allow minor irritations and difficulties to get out of control. Whether problems are of the academic or domestic type, let us help you and in most cases we will be able to solve them together.

I hope that you enjoy the experience!

Sarah Fuller
Course Leader
BSc (Hons) QUANTITY SURVEYING

1.1 Rationale, aims and learning outcomes of the course

The course was developed, and continues to meet, a need for local provision of a programme of studies which provides a route complying with the academic requirements for membership of the Royal Institution of Chartered Surveyors (RICS). This essential requirement has determined the manner in which the course has developed and its content. In appraising and developing the course it has always been critical to remember that obtaining such a degree is only one step to the final goal of Member or Fellow of the RICS and graduates will need to undertake structured training in appropriate employment in order to become a Chartered Surveyor.

The course allows you to develop your skills and apply them to the professional role of Quantity Surveying as defined by the RICS. Quantity Surveyors offer expert advice on construction costs and procurement options and provide a range of services spanning the whole of the Built Environment. These include design economics, procurement and tendering, contract administration, whole life costing and the commercial management of completed buildings.
The programme has been designed to achieve a logical and planned development from fundamental principles to specific applications in each course component together with an increasing level of integration between the components over the duration of the course.

Core themes include the following:

Financial management focused on construction economics and allowing the development of executive skills including, programming, planning, finance, project and risk management and negotiating skills.

Legal skills commencing with basic principles applicable to the construction industry and the development of the construction project. The development of contractual knowledge through the study of standard forms of contract. The contextual study of case law and statutory legislation applicable to construction contract claims and dispute resolution methods.

Technical skills relating to fundamental principles and applications of technological and engineering sciences relevant to construction and engineering works. The technology of buildings continues to develop, involving new uses, new materials and new methods of construction. These permit radically new building forms and may also enable buildings to be conserved and re-used in ways which were not previously technically feasible.

Economic factors also play a key role. The various needs of society compete for scarce resources which must be managed to give the best return for their use. These must be evaluated in social and cultural, as well as economic terms. All economic activity occurs within a legal framework upon which society imposes the constraints and limitations which it regards as necessary.

The responsibility for the care of buildings therefore requires a consideration of technological, economic and legal factors and the successful resolution of the conflicts which arise between them. It involves generating solutions to building problems and planning and controlling the use of resources to bring those solutions to reality. Such activities involve intellectual skills appropriate to an Honours graduate and this course offers students the opportunity to acquire these skills within the context of Quantity Surveying.

Finally, with the goal of 20% energy reduction by 2020, the EU's Energy Performance of Buildings Directive (EPBD) has a huge impact on the construction industry. It is therefore the responsibility of all construction professionals to ensure sustainability is an inherent part of the whole life cycle of a building. The education of the professional must ensure that the issues of sustainability are both an implicit part of all aspects of the programme, where applicable, and explicitly developed to meet the needs of the industry.

1.2 Course Team

Academic Lead for Construction and Civil Engineering
Paul Watson
Harris Building, room HB317
☎ 01772 893220 (ext. 3220), ✉ pdjwatson@uclan.ac.uk

Quantity Surveying Programme Course Leader
Sarah Fuller
Harris Building, room HB241
☎ 01772 893224 (ext. 3224), ✉ sfuller@uclan.ac.uk

Quantity Surveying Team
Adebayo Oladapo
1.3 Expertise of staff
The course team are experienced academics and practitioners working in the field of Quantity Surveying. Sarah Fuller is a chartered Quantity Surveyor. All the team have relevant postgraduate qualifications. They also have a long relationship with the Quantity Surveying course at UCLan and strong ties with industry practitioners, many of whom are course graduates. External practitioners also deliver content on the course, providing site visits but also through guest lectures.

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

1.5 Administration details
Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Computing and Technology Building
Art, Design and Fashion
Computing
Journalism, Media and Performance
Engineering
telephone: 01772 891994/891995
email: CandTHub@uclan.ac.uk

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

Please include your student number in all communications.

The school operates an open door policy, especially if matters are urgent, you can approach any member of staff with whom you feel comfortable. However, you are encouraged to make appointments with staff, this can be done via email. Staff should reply to you promptly and if they are unable to deal with your query immediately, advise when they will be able to reply more fully.

It is important to keep all your contact details up to date as you may be contacted by post, email, or telephone.

1.7 External Examiner
The External Examiners for your course are:
External Examiner reports for the Quantity Surveying course can be accessed electronically via the Engineering@UCLan Blackboard pages.

2. Structure of the course
2.1 Overall structure
There is a foundation entry route available to students before beginning this course. The Programme Specification for the foundation entry route is available in section 8 of this handbook.
2.2 Modules available
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

All of options indicated may not all be delivered every year, and this may depend on how many students choose that particular option. When accepting your offer of a place to study on this course, you are accepting that not all of these options will be running. At (or before) the start of each year, you will have an opportunity to discuss your course and preferred options with your tutor. The School will do all it reasonably can to ensure that you are able to undertake your preferred options.
2.3 Course requirements
The course is designed as a national programme of study which provides a route meeting the academic requirements for membership of the Royal Institution of Chartered Surveyors (RICS) and the Chartered Institute of Building (MCIOB). This essential requirement has determined the content of the programme. In particular the modules studied reflect the core competences for the Quantity Surveying and Construction pathway 2008 set out by the RICS and the educational framework of the Chartered Institute of Building (CIOB) combined with the general benchmark statement for construction, property any surveying. It is also important to note that national cognate qualifications are recognised by both the RICS and CIOB as advanced entry qualifications and these have determined the structure of the programme at levels 4 and 5 and in particular the part-time route.

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

2.5 Study Time
2.5.1 Weekly timetable
Timetables are published on the online timetable system.

There are two modes of attendance: full time or part time.

Part Time students attend classes one day a week and need to set aside a similar amount of time for private study and also time for assignment preparation. Full time students attend classes two days a week and need to make similar allowances for private study and assignment preparation. Preparation time is also needed for group assignment and presentation work.

The day of attendance for Year 1 and 2 Part Time students is Monday and for Year 3 it is Tuesday, Year 4 students attend on Thursday and Year 5 on Friday. Full time students Year 1 and 2 attend on both Mondays and Tuesdays. Final Year 3 on Thursday and Friday. On all days the programme is delivered from 9am until approximately 6pm.

2.5.2 Expected hours of study
20 credits is a standard module size and equals 200 notional learning hours.

Your total time commitment, on a full time course, including your timetabled sessions and your private study, should be approximately 35 hours per week. You will find this easier to fit in if you organise a personal timetable, for your private study. If your total time commitment is working out to be a lot more than this, come and talk to us - either you are doing something wrong or we are. If you are not putting in as much time as this, because you are spending too much time on other activities, you will start to find that your studies suffer and that it becomes increasingly difficult to get good marks in your assignments and manage your workload.

Choose the best time of the day to study to suit your own personal preference or to fit in with part-time work and social commitments. Some people are more effective early in the morning, whereas others are more effective when they work at night. The main thing is that you will find it easier to keep up to date with your private study by devising a timetable for yourself and allocating certain times for certain modules. You will probably find that you need to complete some of your private study at home, some in a computer room and some in the library.
2.5.3 Attendance Requirements
You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

Quantity Surveying Programme Course Leader
Sarah Fuller
Harris Building, room HB241
☎ 01772 893224 (ext. 3224), ✉ sfuller@uclan.ac.uk

Computing and Technology Building
Art, Design and Fashion
Computing
Journalism, Media and Performance
Engineering
telephone: 01772 891994/891995
e-mail: CandTHub@uclan.ac.uk

International students have particular responsibilities under the Visas and Immigration (UKVI) Points Based System (PBS) - you MUST attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

You can check your attendance record through myUCLan.

3. Approaches to teaching and learning

3.1 Learning and teaching methods
Formal lectures, seminars and tutorials are aimed at developing your general appreciation and understanding of topic areas and encouraging your own further research and investigation. Reading lists will be available on each module blackboard area.

Module tutors will generally post their lecture slides on Blackboard for you to access the again. Tutorial materials and workshop group work will also be shared on Blackboard.

Module tutors will use a variety of means to support your learning. Some of the modules will use simple on-line assessments to enhance your learning. Some staff may also use discussion boards to help you directly or encourage support amongst the student cohort.

Lectures are commonly used to offer an overview of a subject and to deliver detailed information. Lectures can synthesise the views of several researchers and text books or provide new and unpublished information. Find out if there is any recommended reading you can do in preparation for the lecture. Preparatory reading will make it easier for you to engage with the lecture content and provide you with a framework for making opinions and comparisons. When the lectures are linked in a series, you should also review your notes from the previous lecture. Listening to the lecture should take priority over note taking. If you listen effectively you will have a better understanding of the lecture content which will enable you to write clear, helpful notes that will make sense to you after the lecture. Avoid taking too many detailed notes. A dense transcript will be difficult to work with at a later stage. A4 paper stored in a ring binder with dividers is the most practical system for organising notes.

Tutorials are a group learning situation led by a tutor and based on the materials presented during lectures. Typically they are smaller classes where you can ask questions, clarify what you've learnt, participate in activities, and present set 'homework'.
Workshops are usually practical sessions, involving interaction with other students, presentations and debate on themes and concepts related to a course of study. Workshops are also a great place to ask questions about course content and assessment.

3.2 Study skills
You are encouraged to utilise the services provided on campus to help develop your study skills. Also speak to your course leader and module tutors. There are a variety of services which include:

WISER http://www.uclan.ac.uk/students/study/wiser/index.php

3.3 Learning resources

3.3.1 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. Your course specific advisor in LIS is Bob Frost who can be emailed on RSFrost@uclan.ac.uk

3.3.2 Electronic Resources
LIS provide access to an extensive range of electronic resources including; e-journals and databases, e-books, images and texts. Many of the texts identified on your reading lists will be available as e-books. Rob frost has prepared a dedicated subject guide to help which is available at http://www.uclan.ac.uk/students/study/library/construction_pm_guide.php

Blackboard allows you to access important course management information such as course handbooks, timetables and also academic resources. Module tutors provide folders which contain slides, lecture notes, module information packs and other resource material specific to the module.

3.4 Personal development planning
For guidance and support on any matters appertaining to your personal development planning you are advised in the first instance to speak with your personal tutor.

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

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

It’s your future: take charge of it!

UCLan careers offers a range of support for you including:-

- career and employability advice and guidance appointments
**4. Student Support**
You are advised in the first instance to speak with your course leader who will be able to direct you to the relevant services and assistance.

**4.1 Academic Advisors**
Academic Advisers provide help for students with problems and are responsible for overseeing the progress of students, their welfare, academic counselling and guidance. Your Academic Adviser is allocated when you enrol. You must see your Academic Adviser when requested. Ensure they know you and have your current email address.

Please seek help relating to lecture material and practical classes from the module tutor in the first instance. If necessary make an appointment to seek additional support. Please remember that academic staff are busy people and may not be able to give you instant help.

Although Academic Advisers and Course Leaders will deal with most of the day-to-day questions which arise, the Academic Lead is always willing to see students email to make an appointment. Advice relating to administrative issues may be obtained from the C & T Hub.

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

5.1 Assessment Strategy
Each module is subject to summative assessment, including assignments, presentations and examinations. These are detailed on each module descriptor.

5.2 Notification of assignments and examination arrangements
Your module tutor will notify you of all assessment details. Examination dates will be published on the online timetable nearer to the examination period.

The examination periods can be found on the academic calendar.

5.3 Referencing
Students are to use the Harvard style referencing.

5.4 Confidential material
For guidance on using any potentially confidential material please speak with your course leader.

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

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

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

7.1 Student Staff Liaison Committee meetings (SSLCs)
Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.
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

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>University of Central Lancashire</td>
</tr>
<tr>
<td>3. University School/Centre</td>
<td>School of Engineering Vocational Training Council (VTC), Hong Kong</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td>Royal Institution of Chartered Surveyors UK and HK and Chartered Institute of Building UK only</td>
</tr>
<tr>
<td>5. Title of Final Award</td>
<td>BSc (Hons) Quantity Surveying</td>
</tr>
<tr>
<td>6. Modes of Attendance offered</td>
<td>3 Years Full-time, 4 Years Sandwich and 5 Years Part-time UK Only Part-time Hong Kong (Level 6 only)</td>
</tr>
<tr>
<td>7. UCAS Code</td>
<td>K240</td>
</tr>
<tr>
<td>8. Relevant Subject Benchmarking Group(s)</td>
<td>Construction, Property &amp; Surveying 2008</td>
</tr>
<tr>
<td>10. Date of production/revision of this form</td>
<td>January 2015 (PCR)</td>
</tr>
</tbody>
</table>

11. Aims of the Programme

- To provide a broad and rigorous programme of study appropriate to the award of an Honours degree in Quantity Surveying
- To develop knowledge and understanding of construction procurement across the themes of technology, management, economics and law to underpin the development of professional competence
- To encourage students to undertake independent critical thinking and problem solving to enhance and extend their understanding of the profession and industry
- To encourage students to approach their academic and subsequent professional careers as creative and innovative individuals
- To prepare students for the vocational problems they will encounter in the procurement of construction work generally, and hence develop the potential to adapt and contribute to changes
- To provide a basis from which students can continue their intellectual and professional development by academic study to a higher degree and/or professional qualifications, enhancing employability

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

#### A. Knowledge and Understanding

**A1.** Demonstrate an understanding of the concepts, theories and principles of the subject matter contained within specific modules, comprising the general themes of technical, management, economic and legal studies and in particular, the specialised areas of financial management and construction law

**A2.** Critically appraise current attitudes and methods within the Profession and adopt a creative and innovative approach to Quantity Surveying and related spheres of work

**A3.** Produce accurate and appropriate project solutions with supporting project information

#### Teaching and Learning Methods

Each module will adopt a range of learning and teaching strategies that aim to meet the needs of students with diverse practice and educational experiences.

- Key lectures to introduce themes and concepts
- Class room based tutorials to enable students to undertake practical exercises and share ideas
- Laboratory experimentation and testing of materials
- Student seminar – individual and group
- Group work activity e.g. problem solving exercises, case studies and presentations
- Use VLE/ Blackboard to provide supplemental reading/activity, module information and a student discussion board

#### Assessment methods

A variety of methods of assessment are utilised appropriate to the learning outcomes of the individual modules. The range of assessments experienced by the students will include formal exams, assignments, continuous assessment, portfolios and design. Student presentations, where they occur, will be used to assess the development of their presentation skills which, in some cases, will be assessed by peer review.

#### B. Subject-specific skills

**B1.** Identify, analyse, and interpret a wide range of construction data in support of decision making

**B2.** Adopt a critical, questioning approach to the significance and scope of quantity surveying practice and its contribution to the construction industry

**B3.** Develop the potential to contribute to significant advances in the field of quantity surveying and related spheres of work.

#### Teaching and Learning Methods

Each module will adopt a range of learning and teaching strategies that aim to meet the needs of students with diverse practice and educational experiences.

- Key lectures to introduce themes and concepts
- Class room based tutorials to enable students to undertake practical exercises and share ideas
- Laboratory experimentation and testing of materials
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### C. Thinking Skills

**C1.** Apply technical economic and legal theories, concepts and principles  
**C2.** Collect and integrate evidence to develop coherent arguments and express them clearly and concisely  
**C3.** Analyse, synthesise and summarise information critically and apply logical thought to a range of industry problems

#### Teaching and Learning Methods

Each module will adopt a range of learning and teaching strategies that aim to meet the needs of students with diverse practice and educational experiences.  
- Key lectures to introduce themes and concepts  
- Class room based tutorials to enable students to undertake practical exercises and share ideas  
- Laboratory experimentation and testing of materials  
- Student seminar – individual and group  
- Group work activity e.g. problem solving exercises, case studies and presentations  
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### D. Other skills relevant to employability and personal development

**D1.** Develop the ability to use information and communication technology particularly applied to the construction process including the use of computer aided design.  
**D2.** Develop and demonstrate coherent and consistent arguments and communicate ideas clearly and concisely in written and oral form.  
**D3.** Complete problems and tasks in a realistic teamworking environment based upon work place scenarios  
**D4.** Reflect upon their professional development by setting learning objectives and reviewing progress and attainment on a regular basis

#### Teaching and Learning Methods

Each module will adopt a range of learning and teaching strategies that aim to meet the needs of students with diverse practice and educational experiences.  
- Key lectures to introduce themes and concepts  
- Class room based tutorials to enable students to undertake practical exercises and share ideas  
- Laboratory experimentation and testing of materials  
- Student seminar – individual and group  
- Group work activity e.g. problem solving exercises, case studies and presentations  
- Use VLE/ Blackboard to provide supplemental reading/activity, module information and a student discussion board

#### Assessment methods

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### 13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 6</td>
<td>BN3010**</td>
<td>Project Management &amp; BIM</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>BN3017**</td>
<td>Expenditure Planning &amp; Control</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>BN3050**</td>
<td>Construction Law</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>BN3060**</td>
<td>Project Analysis &amp; Appraisal</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>BN3990**</td>
<td>Dissertation/Project</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>BN3040**</td>
<td>Optional Modules</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>BN3982</td>
<td>Professional Practice - QS</td>
<td>20</td>
</tr>
</tbody>
</table>

** Modules franchised to VTC

### 14. Awards and Credits*

** Bachelor Honours Degree**
Requires 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6

** Bachelor Honours Degree with Sandwich**
Requires 480 credits including a minimum of 340 at level 5 and 100 at level 6.

** Bachelor Degree**
Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6

** Diploma of Higher Education**
Requires 240 credits including a minimum of 100 at Level 5 or above

** Certificate of Higher Education**
Requires 120 credits at Level 4 or above

### 15. Personal Development Planning

PDP is developed across the degree via interaction with their personal tutor who will monitor progression at regular intervals. In the professional practice modules the student will be encouraged to review and reflect upon progression and to develop an awareness of the personal and professional needs to reflect and develop skills relevant to the role of chartered surveyor.

### 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:

- CCC from three A2 qualifications or equivalent
- One double award VCE Advanced level or equivalent
- BTEC National Diploma/Certificate - Pass with Merit profile
- GCSE – English Language and Mathematics at grade C or above.

Equivalent qualifications are welcome including UCLan’s foundation courses.
Applicants who do not satisfy the standard minimum entry requirements can be admitted, subject to interview, 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](http://www.uclan.ac.uk/information/services/sss/accreditation/index.php)

The course is subject to the University’s Admissions Policy & Code of Practice which can be accessed at the following link: [http://www.uclan.ac.uk/information/services/sss/admissions/index.php](http://www.uclan.ac.uk/information/services/sss/admissions/index.php)

Applications will be considered for advanced entry to Level 5 (Year 2 full-time and Year 3 part-time of the RICS accredited programmes in the UK) where students have completed an HNC/D or Foundation Degree in Construction or similar.

**Specific Entry requirements for Direct entry to Level 6 only VTC, Hong Kong Only**

Higher Diploma graduates possessing the following qualifications are eligible to apply for this course:

1. A VTC Higher Diploma in Surveying; Building Studies; Construction Engineering and Management; Civil Engineering and Urban Renewal, Building Inspection and Maintenance

* As the programme is both taught and assessed in English, applicants must be able to demonstrate a proficient level of fluency in the language for their studies at IELTS 6 or TOFEL 550 or equivalent.

Exceptionally, candidates who do not satisfy the requirement of the above may be admitted to the programme at the discretion of the School (GBACE) of the University, subject to interview and assessment of commitment.

Applicants may be invited to attend an interview to determine their ability, experience, commitment and potential to benefit from the course of study.

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

- UCLan prospectus
- UCLan web site: [http://www.uclan.ac.uk/](http://www.uclan.ac.uk/)
- Grenfell Baines School of Architecture, Construction and Environment web site: [http://www.uclan.ac.uk/courses/bsc_hons_quantity_surveying.php](http://www.uclan.ac.uk/courses/bsc_hons_quantity_surveying.php)
- Grenfell Baines School of Architecture, Construction and Environment Brochure
- RICS Website: [http://www.rics.org.uk/](http://www.rics.org.uk/)
- CIOB Website: [http://www.ciob.org.uk/](http://www.ciob.org.uk/)
### 18. Curriculum Skills Map

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Knowledge and understanding</th>
<th>Subject-specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 6</td>
<td>BN3010</td>
<td>Project Management &amp; BIM</td>
<td>COMP</td>
<td>✓</td>
<td></td>
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<tr>
<td></td>
<td>BN3017</td>
<td>Expenditure Planning and Control</td>
<td>COMP</td>
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<td>✓</td>
<td>✓</td>
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<tr>
<td></td>
<td>BN3050</td>
<td>Construction Law</td>
<td>COMP</td>
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<td></td>
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<tr>
<td></td>
<td>BN3060</td>
<td>Project Analysis and Appraisal</td>
<td>COMP</td>
<td>✓</td>
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<td></td>
<td>BN3990</td>
<td>Dissertation/Project</td>
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<td></td>
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<td></td>
<td>BN3040</td>
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<tr>
<td></td>
<td>BN3982</td>
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<td>BN2830</td>
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<td></td>
<td>BN2011</td>
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<td>COMP</td>
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<td>BN2014</td>
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<td></td>
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<td></td>
<td>BN2105</td>
<td>Management &amp; Project Planning</td>
<td>COMP</td>
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<td></td>
<td>BN2986</td>
<td>Construction Quantification</td>
<td>COMP</td>
<td>✓</td>
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<td>BN2989</td>
<td>Professional Practice - QS</td>
<td>COMP</td>
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<tr>
<td>LEVEL 4</td>
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<td>Construction Technology</td>
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<td></td>
<td>BN1102</td>
<td>Sustainable Environment</td>
<td>COMP</td>
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<tr>
<td></td>
<td>BN1114</td>
<td>Introduction to Law &amp; Procurement</td>
<td>COMP</td>
<td>✓</td>
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<td>BN1105</td>
<td>Management &amp; Economics</td>
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<tr>
<td></td>
<td>BN1991</td>
<td>Professional Practice (A)</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td></td>
<td>BN1992</td>
<td>Professional Practice (B)</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
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</table>
### Programme Specification

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
</table>
| 2. Teaching Institution and Location of Delivery | University of Central Lancashire  
Preston |
| 3. University Department/Centre | School of Engineering |
| 4. External Accreditation | NA |
| 5. Title of Final Award | BSc (Hons) Construction (Foundation Entry) |
| 6. Modes of Attendance offered | Full time/Part-Time. Note that part time is two days attendance per week rather than one. |
| 7. UCAS Code | NA |
| 8. Relevant Subject Benchmarking Group(s) | Construction, Property & Surveying 2008 & the Foundation Degree qualification benchmark May 2010 |
| 9. Other external influences | RICS Guidance on the APC examination and APC Competences  
CIOB Educational Framework 2007  
Workplace requirements and market demand.  
Construction Industry Council (CIC) |
11. Date of production/revision of this form

| 11. Date of production/revision of this form | July 2015 |

12. Aims of the Programme

- To equip the student with a broad range of transferable, civil engineering, construction and academic skills that will facilitate entry onto the undergraduate honours programmes within the school.
- To enable the student to gain confidence as an independent learner and the ability to reflect on his/her own range of skills and knowledge.
- To provide an introduction to the construction industry and the external influences that act upon it.
- To encourage the student to identify and pursue further learning opportunities and/or employment.

13. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

On successful completion of the programme the students will have:

A1. An appreciation of the skills necessary to undertake degree level study, including basic IT skills
A2. Knowledge and understanding of the principles of civil engineering & construction.
A3. Knowledge and understanding of the external factors impacting on the civil engineering & construction process, including materials, methods and design.
A4. Knowledge and understanding of the role of professionals operating within construction.

Teaching and Learning Methods

A range of teaching and learning methods will be used including lectures, seminars, workshops, role play, case studies library combined with research exercises including use of IT and e-learning materials.

Assessment methods

Students ability to demonstrate learning outcomes will be through coursework, portfolio, presentation, peer/self-evaluation and on-line evaluation.

B. Subject-specific skills
On completion of the programme the students will be able to:

B1. Demonstrate basic competence in academic research methods including use of electronic sources.
B2. Communicate through written, graphical and oral presentations.
B3. Write and make presentations about contemporary construction issues
B4. Work as a team member and appreciate others’ sensibilities.

**Teaching and Learning Methods**

A range of teaching and learning methods will be used, specifically for the construction based skills including presentations, library exercises and video.

**Assessment methods**

Students ability to demonstrate learning outcomes will be through coursework, portfolio, library exercises, peer/self-evaluation and on-line evaluation.

---

C. **Thinking Skills**

On completion of the programme the students will be able to:

C1. Select and collate information from different sources
C2. Communicate ideas in various forms
C3. Plan and conduct specific projects using problem solving methods.
C4. Reflect on their own understanding and begin to develop critical judgements.

**Teaching and Learning Methods**

A range of teaching and learning methods will be used including lectures, seminars, workshops, role play, debate, case studies library and research exercises including use of IT.

**Assessment methods**

Students ability to demonstrate learning outcomes will be through coursework, portfolio, library exercises, peer/self-evaluation and on-line evaluation.

---

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


On completion of the programme the students will be able to:

D1. Work autonomously and manage time effectively
D2. Communicate proficiently and effectively
D3. Demonstrate enhanced transferable and academic skills.
D4. Self-assess progress and personal development.

Teaching and Learning Methods

A range of teaching and learning methods will be used including lectures, seminars, workshops, role play, debate, case studies, library and research exercises.

Assessment methods

Students ability to demonstrate learning outcomes will be through course work, portfolio, peer and self-evaluation.

Programme Structures

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>BNC001</td>
<td>Study Skills 1</td>
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<tr>
<td></td>
<td></td>
<td>Learning How to Learn</td>
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<tr>
<td></td>
<td>BNC002</td>
<td>Study Skills 2</td>
<td>20</td>
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</tr>
<tr>
<td></td>
<td>BNC003</td>
<td>Study Skills 3</td>
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</tbody>
</table>

14. Awards and Credits

BSc(Hons) Construction (Foundation Entry) & BEng (Hons) Civil Engineering (Foundation Entry)

Requires completion of 120 credits at Level 3.

Successful completion of the construction pathway (Modules BNC001 to BNC006 inclusive) leads to progression on to Year 1 of the BSc.
15. Personal Development Planning

Personal development planning is supported in all six modules being a consistent thread running throughout all six modules. However, PDP is specifically addressed and assessed within the Study Skills 1 module, with sessions specifically aimed at engaging the students with the construction. Students will be expected to develop a portfolio of material and complete a reflective workbook.

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.

Standard entrants will require two appropriate A-level passes, or the equivalent, with a minimum of 160 UCAS points. With the exception of GCSE level Mathematics and
English at grade C or above, there are no other mandatory formal educational or special knowledge requirements for entry onto the foundation year.

Non-standard entrants will be considered on an individual basis, normally through interview, and are expected to be able to demonstrate personal reflection on their career to-date and show a strong desire and ability to study. They may be asked to produce a piece of written work to help assess their ability to benefit from the programme. Applicants will have to demonstrate that they will benefit from the course and that they have a good grasp of the English language, English should be at or above 6.0 IELTS or equivalent.

17. Key sources of information about the programme

- GBACE Website – http://www.uclan.ac.uk/schools/architecture_construction_environment/
- GBACE School Office – Telephone 01772 893210
- Course Leader - Chris Pye
- Fact Sheet - available from Admissions or GBACE Office Harris Building HB120.
<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP)</th>
<th>Knowledge and understanding</th>
<th>Subject-Specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>BNC001</td>
<td>Study Skills 1</td>
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<td>X X X X</td>
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</tr>
<tr>
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<td>BNC002</td>
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<td>Comp</td>
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<td>BNC003</td>
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<tr>
<td>Code</td>
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<td>Comp</td>
<td></td>
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<tr>
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<tr>
<td>BNC004</td>
<td>Principles of Materials</td>
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<td>X</td>
<td>X</td>
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<td>BNC005</td>
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<td>Comp</td>
<td>X</td>
<td>X</td>
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<tr>
<td>BNC006</td>
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<td>Comp</td>
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<td>X</td>
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<tr>
<td>BNC007</td>
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<tr>
<td>BNC008</td>
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<td>Comp</td>
<td>X</td>
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</table>
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.
1. Welcome and Introduction to the University

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

1.1 Communication

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

1.2 External Examiner

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

1.3 Expected hours of study

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

1.4 Attendance Requirements

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

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

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

1.5 Data Protection

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

2. Learning resources

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

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

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

3. Preparing for your career

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

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

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

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

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

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

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

It’s your future: take charge of it!

**UCLan Careers** | Foster Building | University of Central Lancashire, Preston PR1 2HE
01772 895858
careers@uclan.ac.uk
www.uclan.ac.uk/careers

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

4.1 **Student Support**

"Got a Problem to Sort? Come to us for Support".

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

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

4.4 **Health and Safety**

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

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

4.5 **Conduct**

You will be expected to abide by the Regulations for the Conduct of Students in the University. UCLan expects you to behave in a respectful manner towards all members of
the University at all times demonstrated by using appropriate language in class, switching mobile phones / other devices off prior to attending classes, and also in your use of any social networking sites.

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

5. Students’ Union

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

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

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

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

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

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

6. Rationale, aims and learning outcomes of the course

6.1 You will find information specific to your chosen course of study in your Course Handbook, in the form of a ‘programme specification’. As defined by the QAA (Quality Assurance Agency) - the regulatory body responsible for overseeing quality compliance in the Higher Education Sector - a programme specification is a concise description of the intended learning outcomes of an HE programme. It is the means by which the outcomes are achieved and demonstrated. In general, modules or other units of study have stated outcomes, often set out in handbooks provided by institutions to inform student choice. These intended learning outcomes relate directly to the curriculum, study and assessment methods and criteria used to assess performance. Programme specifications can show how modules can be combined into whole qualifications. However, a programme specification is
not simply an aggregation of module outcomes; it relates to the learning and attributes developed by the programme as a whole and which, in general, are typically in HE more than the sum of the parts.

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

7. Assessment

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

7.1 Dealing with difficulties in meeting assessment deadlines

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

7.2 Extensions

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

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

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

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

7.3 Extenuating circumstances

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

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

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

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

7.4 Late submissions
If you submit work late without authorisation, a universal penalty will be applied in relation to your work:
• If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
• Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
• Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.
You may apply to appeal this decision in accordance with the University’s Academic Regulations.

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

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

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

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

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

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

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

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

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

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

Contact the [Students’ Union Advice and Representation Centre](mailto:suadvice@uclan.ac.uk) by emailing: suadvice@uclan.ac.uk for support and guidance.
7.7 Appeals against assessment board decisions

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

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

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

8. Student voice

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

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

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

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

8.1 Course Representatives and School Presidents

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students’ union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.
The role of a course representative is extremely beneficial to both students on your course and the University. It enables students to have ownership of their student experience, to voice their opinions and to share positive practice with the course team, primarily at the Student Staff Liaison Committee Meetings (see below).

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

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

8.2 Student Staff Liaison Committee Meetings (SSLC)

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

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

8.3 Complaints

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

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