



Course Handbook
Diploma Human Resource Management
2018/19
Course Leader: Dr David Vickers
School of Management



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 Associate Director of the School of Management. This applies to the materials in their entirety and to any part of the materials.

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1. Welcome to the course

Dear Student

Welcome to the University of Central Lancashire and our HR community! More specifically, welcome to your Diploma HRM Course.

We hope that during your time with us here at the University of Central Lancashire you will enjoy your studies. As a student you also have access to lots of electronic resources, support and free courses.

Five key services you might like to look at are: -

- [Ask the Library Trainer](#) for support and help on using the library
- [Ask the IT trainer](#) for support on a range of software applications
- A range of [electronic resources](#)
- [E-learning \(Blackboard\)](#) access remotely & on campus for resources on modules
- [Library & Information Services Induction](#) presentation.

We also have an active Students' Union and many interesting clubs and societies which you may be interested in joining.

The first few weeks of your course will probably be quite hectic - lots of new faces, travelling to different buildings, etc. Your Student Handbook is, therefore, designed to act as a reference guide for all the pieces of information you may need during your life here.

It is part of our University's philosophy to involve students in the running of their courses as much as possible. On our courses it has always been our practice to invite all students to Course Staff/Student Liaison meetings and you may see some modules and assessments are changed as a result of these discussion processes.

I would like to take this opportunity to wish you every success here at the University of Central Lancashire and to encourage you to strive to achieve your full potential.

If you have any problems, issues or concerns during your programme please do not hesitate to contact me by e-mail at davickers@uclan.ac.uk

Best wishes for your success.

David Vickers

Dr David Vickers

PhD, MA, BA Hons., Grad Dip, FHEA, Chartered Fellow CIPD

Course Leader

1.1 Rationale, aims and learning outcomes of the course

The programme of study will be directed towards the attainment, assessment and evaluation of knowledge and skills required by you to meet your Diploma qualification.

The intention is to create an intellectually challenging course that will develop you as an HR professional in line with CIPD Intermediate standards (Level 5).

The aims of the course are:

- To provide students with a high quality graduate management education and development experience of intrinsic worth that will enable you to achieve learning outcomes at a level appropriate for the award of a Diploma of the University.
- To provide an intellectually stimulating programme of professional graduate education for students desiring to develop their careers in the human resource management and development profession.
- To develop the operational skills and behaviours of human resource management and development practitioners through a curriculum that combines rigorous academic study, skills development and application.
- To ensure that by completion of the programme, students meet the requirements of CIPD 'advanced' level standards to enable them to contribute to their present or future organisations.
- To enable students to learn and to demonstrate their academic learning to a level that may lead to Associate (and subsequently Membership) level CIPD. **Please note** this course meets the skills and knowledge elements of the CIPD intermediate process and after completing this programme and the Postgraduate Diploma Human Resource Management/Development the CIPD then have their own process for the assessment of the 'behaviours' and the appropriate experience.

The learning outcomes for the course are:

- Critically assess the objectives & methodologies of your business colleagues & stakeholders.
- Strategically assess trends and patterns and identify good practice which can be imported from outside the organisation.
- Apply a level of knowledge, understanding and ability about managing people and leadership that meets CIPD Professional Standards.
- Examine the wider contribution that human resource management and development can make to organisational success.
- Develop organisational capacity through people management and development processes and initiatives that will help to embed or promote change in organisational culture, structure and functioning, and ensure the skills needed to operate in changed roles and environments.
- Effectively analyse business needs and issues using relevant facts and figures; anticipating objections and preparing responses.
- Effectively apply a range of critical thinking abilities, tools and processes.
- Prioritise tasks and work schedules
- Systematically seek to improve performance & professional development through periodic reflection.

- Identify how to gain support & commitment from others & be able to influence & persuade them.
- Promote professionalism & an ethical approach to HRM/HRD practice in organisations.

1.2 Course Team

The Course Leader for this programme is Dr David Vickers.

David can be contacted by e-mail at davickers@uclan.ac.uk.

As well as being your course leader, David also act as your academic adviser and he is the first point of contact for extension on assignment hand in dates and for extenuating circumstances.

The teaching team are drawn from the HR and Leadership Division which is located in the School of Management. The offices of the teaching team are all located on the second floor of Greenbank building. A full list of the teaching team will be available on the programme pages on Blackboard along with their contact details.

1.3 Expertise of staff

Staff in the HR and Leadership Division (HRM&L) are expected to have a teaching qualification or an equivalent recognition from the Higher Education Academy. Where permanent contract staff do not have such a qualification they will be expected to undertake either an accredited course or to seek recognition for their prior teaching experience. Most of the staff who teach on this programme are qualified to PhD level (and all are qualified to a minimum Masters level) and the majority of the teaching team are members of the CIPD. The HRM & L Division has a strong research culture and this is supported by our research institute – Institute for Research into Organisations, Work and Employment (iROWE). iROWE hold regular seminars and presentations on a variety of work and employment issues both at lunch time and evening sessions. As a student in our Division you are more than welcome to attend these sessions and they are widely advertised around the University. Where we can we also build some of these sessions into our teaching and a module tutor may from time to time take you along to one of the iROWE sessions. As well as being research active some of the staff in the division carry out consultancy projects for UCLan – often called ‘Knowledge Transfer’ in Higher Education. The majority of the teaching team have work experience outside the University sector in HR, HRD and management. All of the teaching team have also done courses just like the one you are embarking on here!

1.4 Academic Advisor

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



1.5 Administration details

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

As a part time student you might prefer to contact your course leader (davickers@uclan.ac.uk) who can best guide you through administrative processes and provide additional support.

Allen Building

Medicine

Dentistry

telephone: 01772 895566

email: 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

Foster Building

Forensic and Applied Sciences

Pharmacy and Biomedical Sciences

Psychology

Physical Sciences

telephone: 01772 891990/891991

email: FosterHub@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

Greenbank Building

Sport and Wellbeing

Management

Business

telephone: 01772 891992/891993

email: 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

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. AS you are a busy HR professional this can sometimes be annoying but it is easy to resolve by forwarding your UCLan email to a personal or work email address. A guide how to do this is on the programme pages on blackboard and the Course Leader will show you where to find it at induction.

The University's preferred method of communication with is email. From experience this works best on the course as staff work long and irregular hours and are often out of their offices teaching or doing research. This does not mean we won't speak on the phone or by other means but it is usually much quicker if you email and then if we need to speak this can be arranged. The course team respond to emails promptly according to our student feedback and if they are away from the University on holiday or university business they will have an out of office bounce back email. Though many staff still read and respond to emails when they are away. The University also has a policy of staff displaying office hours on or near to their office door. For a course of this nature where you are largely remote from the University this is not always workable so it is often better to contact staff by email to arrange a mutually convenient time if you should wish to meet.

1.7 External Examiner

The External Examiner for this course is Professor Ian Cunningham from Strathclyde University. External Examiner reports will be posted on the programme pages of blackboard and are regularly discussed at staff student liaison meetings by the Course Leader. If you have an issue with the course please do not contact the External Examiner directly as it is the role of the Course Leader and/or the course team to resolve issues.



2. Structure of the course

2.1 Overall structure

This CIPD approved Intermediate level qualification offers a number of modules. You have to pass all assessments on every module to be awarded the University qualification. For those of you who are Associate students you may be more use to the CIPD terminology from other institutions or CIPD examined centres.

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.

HR2005 (L5) Resource, Talent and Planning

A fundamental part of the human resource (HR) management role is concerned with the mobilisation of a workforce, taking responsibility for ensuring that the organisation is able to access the skills it needs at the time and in the places that it needs them to drive sustained organisation performance. This involves attracting, retaining and, from time to time, managing the departure of staff from the organisation. Achieving this requires insight-driven strategic and operational activity. Organisations are obliged to compete with one another to secure the services of a workforce in labour markets that are continually evolving. The purpose of this unit is to provide an overview of the way different organisations are managing these activities and which are the most effective in the context of diverse and distributed locations.

HR2006 (L5) Improving Organisational Performance

This unit introduces the learner to how organisations can drive sustained organisation performance by creating a high-performance work organisation (HPWO) and involving line managers in the performance management process. The unit assesses the different conceptual frameworks of high-performance working (HPW) and examines its impact on organisational performance, competitive advantage, employee engagement and employee well-being. It provides the learner with the business case for, and the barriers to, HPW as well as the role of people management in improving organisational performance.

HR2007 (L5) Contemporary Employee Relations

Human resource (HR) professionals need to understand key developments in the theory and practice of employment relations, both within and beyond the immediate organisational context. This unit allows learners to build on their knowledge and experience to develop the skills required to make informed and effective judgements about existing and emerging models, processes and practices of employment relations in local and international jurisdictions. The unit is designed to encourage learners to assess and understand broader developments that influence the effective management of the employment relationship in indigenous and multinational organisations.

HR2008 (L5) Contemporary Human Resource Development

Human resource (HR) professionals need to understand key developments in the theory and practice of human resource development (HRD), both within and beyond the immediate organisational context. This unit allows learners to build on their knowledge and develop new understanding required to make informed and effective judgements about existing and emerging models, processes and practices in HRD.

HR3001 Managing and Coordinating the HR Function

The purpose of this unit is to introduce learners to human resources (HR) activity and to the role of the HR function in organisations in general terms. It focuses on the aims and objectives of HR departments in contemporary organisations and particularly on the ways that these are evolving. Different ways of delivering HR objectives and emerging developments in the management of the employment relationship are explored as well as the methods that can be used to demonstrate that the function adds value for organisations.

HR3002 Developing Professional Practice

This unit is designed to enable the learner to develop a sound understanding of the knowledge, skills and behaviours required by human resources (HR) professionals, whether in a generalist or specialist role, and as described in the CIPD HR Profession Map (HRPM). The unit embraces the 'thinking performer' perspective and covers the competencies needed by the HR professional in a personal capacity, when collaborating and working with others, and when functioning efficiently and effectively in an organisational context. It will enable learners to assess their own strengths and identify a continuing professional development (CPD) plan, based on the capabilities required for ethical, business-focused and interpersonal professional conduct.

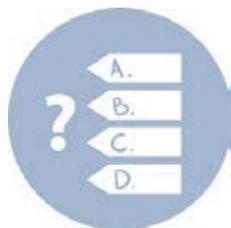
HR3003 Business Issues and the Context of HR

Human resources (HR) professionals need to understand key developments in the business and external contexts within which HR operates. This unit enables learners to identify and review the business and external contextual factors affecting organisations and to assess the impacts of these factors on the HR function. The unit also examines HR's role in strategy formulation and implementation. The unit is designed to encourage learners to adopt a critical perspective of these contexts and to provide workable organisational and HR solutions to address them

HR3004 Using Information in HR

Human resources (HR) professionals need to be able to present a viable and realistic case for improvement based on sound work-based research and an understanding of what is considered good practice. This core unit develops the skills of research and enquiry in order to enable learners to identify appropriate data sources to support an investigation into an area of HR practice and to synthesise and apply this data, to evaluate the role of HR in business and strategy formulation and implementation, and to prepare and present a business case for improvement.

The University regards all 8 modules as core and you must pass all of them to be awarded a Diploma HRM.



2.3 Course requirements

All assessments must be passed on each module in order for you to be awarded the Diploma HRM at the end of the course. In addition, you have to join the CIPD and remain in membership during the course and submit CPD (Continuous Professional Development) evidence to the Course Leader at the end of the course and at any other time it is requested. The

Course Leader will provide more information and advice on this. At the end of the programme the Course Leader will communicate your results to the CIPD for membership purposes.

As a student of this course you are bound by the policies and guidelines of the CIPD as well as those of the University.

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

Your timetable will be available to you online at MyUCLan when you join the course. Teaching will be on Thursdays from 1pm until 7:30pm each week. Teaching weeks are detailed in each module information pack available on Blackboard when you join the course.

2.5.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per credit you need to achieve. This course equates to 120 credits so 1200 hours' study time – this includes attendance at UCLan and time spent in private study. The majority of this is classroom time but for each module the remaining hours are made up of assessment work, reading and personal study. The CIPD suggest that it is 8 hours of additional study on average per week beyond the classroom and assessment.



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:

David Vickers - Course Leader (davickers@uclan.ac.uk)

Our course has dispensation from the University's normal attendance monitoring processes and you are NOT required to swipe into teaching sessions. This is due to the professional nature of this course and the fact that you may from time to time have competing work demands from your full time role. However, please let David Vickers know if you are unable to attend and if module staff decide to take an attendance register please sign it. The reason we do this is to help. If you miss consecutive weeks or several weeks out of a 12-week semester-long module this will almost certainly impact upon your studies and assignments.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

Students are supported by the electronic [E-Learn \(Blackboard\) system](#) where materials are made available to them by module to support their learning. There is a course page which contains lots of useful information (e.g. timetables, handbooks and study skills) and information on each module you are undertaking. **PLEASE NOTE** that it is better to access e-learn using **Mozilla Firefox** as your browser than Microsoft Internet Explorer.

[Mozilla Firefox can be downloaded for free for your own PC here.](#)

[Information on remote access is available here](#)

Acquisition of core knowledge and understanding is through a variety of teaching and learning methods including lectures, seminars and workshops. Group activities are used to encourage social learning and interaction. Particular emphasis is placed on applied, active learning with students participating in case studies, exercises and by relating your learning to work. We also encourage reflective practice throughout the programme.

3.2 Study skills

Staff on the course give advice and guidance on assessments. We also have a student enhancement week each semester which we tend to use for study skills and assignment support

The University offers more support on a wide range of study skills. To start with you might like to look on [myuclan](#) at your course page which has further information.

[WISER](#) offers specialist advice and guidance to ALL students at the University, no matter what area of study, undergraduate or postgraduate; and for students of all levels of ability.



Learn how to study more effectively, write better and get the marks you deserve, so even the confident able student can use the services to gain those extra marks.



[WISER](#) tutorials offer:

- 1-to-1 help;
- Feedback on your writing (either personally face to face or on-line);
- Advice on your specific study problems.

[WISER](#) can help you generally in your study and specifically to develop the communication skills that can contribute to your PDP portfolio and will be invaluable in future employment.

If you need support either talk to a member of the course team or go directly to [WISER](#).

Website – [the “I”](#)

The electronic version of the “I” is the Student Lobby and a very useful site to direct you to sources of help and to aid your studies. Often you can find the answer here as a useful point to go to and which will direct you to important information. If you don’t know something then it is probably here. [To access the “I” click here](#)

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.

You can get support on:

- Study skills at [study smarter](#) and there is an [online IT induction](#)

- [Ask the Library Trainer](#) for support and help on using the library
- [Ask the IT trainer](#) for support on a range of software applications
- A range of [electronic resources](#)
- [E-learning \(Blackboard\)](#)

3.3.2 Electronic Resources

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

See course material on [E-learning \(Blackboard\)](#) and library [electronic resources](#)

3.4 Continuous Professional Development

As an HR professional you will be expected to undertake Continuous Professional Development (CPD) throughout your career and we encourage CPD, develop your CPD processes and at times assess them as part of this programme. You will get more information at induction and on the programme pages for the course along with support in various modules throughout the course from your Academic Advisor.



3.5 Preparing for your career

You may well already be working in an HR, HRD or management role and this course is designed to support your career in HR/D or in managing people. As the course is linked to the CIPD it will be recognised by employers nationally and should, combined with practitioner experience, help to enhance your future employability.

4. Student Support

Support is available to you from the Course Leader in the first instance and he will be able to advise or direct you.



4.1 Academic Advisors

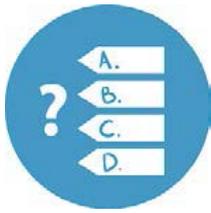
The Course Leader also acts as the Academic Advisor and Personal Tutor for this course. You can contact the Course Leader through e-mail and then communication/support can then be arranged via e-mail, phone or a meeting at a mutually convenient time.

4.2 Students with disabilities

The University has a Disability Services Unit (see [Disability Services Unit](#)) and you can contact them by telephoning 01772 892593 or e-mailing disability@uclan.ac.uk.

Angela MacKenzie is the lead academic for students with disabilities within the School of Management. Angela works within the Tourism and Leisure Division. Angela can be contacted by e-mail at ammackenzie@uclan.ac.uk.

5. Assessment



5.1 Assessment Strategy

Assessment is an important part of your development as a student to test understanding, knowledge and ability to apply learning. The learning achieved from completing an assessment and from the feedback received, especially about how to improve are very valuable.

Each learning outcome of the course has to be assessed and this is achieved in the various modules. There is scope for modules to have more formative work or more summative work to be assessed as befits the module. Most modules are assessed purely by course work, but some modules have examinations at the end of semesters; some have time-constrained assessments during semester.

5.2 Notification of assignments and examination arrangements

You will be notified of the requirements for individual assessments and their respective deadlines for submission by your module tutor and this will normally be included in the Module Information Pack (MIP) for each module. Marking criteria for each assignment are incorporated into each MIP. The MIP for each module will be available on Blackboard.

In most cases assignments are to be submitted electronically via Blackboard and “Turnitin” and your module tutor will advise you accordingly. Assignments are marked in accordance with CIPD professional body requirements and whilst this course does not adopt UCLan’s grade band marking scheme it is used as a guide to assist staff in making their academic judgements. The grade band marking scheme is explained in more detail on the programme page on Blackboard.

Assignment marks and feedback are usually provided through the Blackboard system. Overall module marks will be available on the MyUCLAN system once the marks have been ratified at a Course Board.

5.3 Referencing

The School of Management uses the Harvard referencing style and more information on this is available in an easy to use comprehensive guide at [Harvard referencing guide](#)

5.4 Confidential material

When you join the course you will be signed up to the CIPD and as such you will be immediately governed by the professional and ethical standards of both UCLan and CIPD. As a HE institution the University operates a freedom of speech policy. This does not allow people to be offensive to one another but does allow for exploration of differing views and meanings in order to develop and benefit the learning community. As such one of your fellow students may discuss experiences and issues from their workplace. To allow this to happen we prefer that classroom discussions are both open and confidential in nature. You have to use your own professional judgment in deciding what and how to divulge such information. This is equally true in writing assignments and conducting research and you are bound by UCLan’s research ethics code which call for overt research and the protection of your research subjects (usually through anonymity). If you have any doubts talk to your research supervisor, module tutor or contact the course leader. The course team are also bound by

the University's ethical and professional standards and many of us are also covered by CIPD guidelines and policies. As such we do not disclose information outside of the teaching team and/or University processes.

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. Module tutors may set up a pseudo Turnitin assignment to allow you to check as many drafts as the system allows before final submission. Instead, module tutors may set up the Turnitin system so you can keep submitting an edited version of the assignment right up to the deadline for submission. Students are required to self-submit their own assignment on Turnitin and in most cases will be given access to the Originality Reports arising from each submission. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

Where possible UCLan uses anonymous marking and Turnitin assignments can be anonymised but there may be exceptions to this. For example, where one student has a special educational need it could mean they are unfairly identified whilst others would be anonymous. In such cases the module tutor or course leader may decide to remove anonymity for all students in the interest of fairness. As the special need is a personal matter we would not disclose this to other students.

On a professional programme anonymity is very difficult to achieve as you may write about your organisation or experiences and from that it may be possible to identify you but the Course Team have years of experience of marking and academic professionalism. Similarly, in personal reflection and dissertation style assignments anonymity may not be applied due to the feedback or marking requirements and you will be advised of this at the outset of a module.

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.

The awards associated with the Diploma programme are as follows:

- Diploma in Human Resource Management
- Diploma in Human Resource Management with Merit
- Diploma in Human Resource Management with Distinction

Normally a "merit" is awarded when the overall percentage mark (APM) for modules is 60-69% and a "distinction" is awarded at 70% or higher. The full process for determining awards is detailed in the Academic 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. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

For example, on this course in previous years we discussed ways to reduce the assessment load on students and found a way to do this for subsequent cohorts of students.

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 asking that you complete the UCLan Student Survey.

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), and members of Students' Council 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.

As a Course Team we are keen to know what you think so that we can continue to offer an excellent course. As the course recruits many of its students through word of mouth we know how important it has been over the past 25 years to ensure you have a good experience at UCLan. Apart from staff student liaison (see the section below) there are a number of opportunities to help us and the future HR community that will pass through this programme.

- When courses are validated, revalidated or assessed for re-approval by the University and/or the CIPD the validation panel will meet with a selection of students in private to discuss what works well and what issues there are on the programme. If the Course Leader approaches you to attend one of these sessions, we would be grateful if you could make every effort to attend as your contribution is valuable to us.
- Staff may ask from time to time for feedback on how things are going on their modules or during teaching sessions.
- Staff who supervise you on a one to one basis may also ask how the supervisory relationship is progressing. Although you do not need to wait to be asked to discuss this!
- The course Leader may ask from time to time on an informal basis how the course is progressing – again though you do not need to be asked and you are encouraged to contact the Course Leader to raise issues or give positive feedback.

7.1 Student Staff Liaison Committee meetings (SSLCs)

The purpose of a SSLC meeting is to provide the opportunity for you to provide feedback on the quality of the course and these are normally scheduled once per semester. Your Course Leader will facilitate the meetings using a standard SSLC agenda and provide a

record of the meeting with any decisions and / or responses made and/or actions taken as a result of the discussions held. For more than 25 years on our CIPD programmes we have held SSLC meetings with **all** of our students. On other courses you may have attended (including those at UCLan) you may have been asked to nominate representatives but our process has proved to be highly effective as it ensures that views are not filtered out and gives everyone the chance to raise issues and give feedback. The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting. The issues normally covered during a SSLC meeting include:

- Update on actions completed since the last meeting
- External examiner feedback on last year (discuss full report QAA / UCLan requirement);
- Review of enrolment / induction experience;
- Course organisation/management (from each individual year group & the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, personal tutoring arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. resources, IT, library; finance/tuition fees
- Any other issues raised by students or staff

Students will be informed of the next SSLC meeting during a teaching session and they are normally held during a taught session so it is easy to attend given that you are all part time students. Feedback on actions is given in a subsequent meeting (where possible the next one).

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

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

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

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	University of Central Lancashire/Preston
3. University School/Centre	Management
4. External Accreditation	Chartered Institute of Personnel and Development (CIPD)
5. Title of Final Award	Diploma Human Resource Management
6. Modes of Attendance offered	Part Time
7. UCAS Code	-
8. Relevant Subject Benchmarking Group(s)	Business and Management
9. Other external influences	
10. Date of production/revision of this form	March 2016
11. Aims of the Programme	
<ul style="list-style-type: none">To provide students with a high quality graduate management education and development experience of intrinsic worth that will enable you to achieve learning outcomes at a level appropriate for the award of a Diploma of the University.To provide an intellectually stimulating programme of professional graduate education for students desiring to develop their careers in the human resource management and development profession.To develop the operational skills and behaviours of human resource management and development practitioners through a curriculum that combines rigorous academic study, skills development and application.To ensure that by completion of the programme, students meet the requirements of CIPD 'advanced' level standards to enable them to contribute to their present or future organisations.To enable students to learn and to demonstrate their academic learning to a level that may lead to Associate (and subsequently Membership) level CIPD. Please note this course meets the skills and knowledge elements of the CIPD intermediate process and after completing this programme and the Postgraduate Diploma Human Resource Management/Development the CIPD then have their own process for the assessment of the 'behaviours' and the appropriate experience.	

12. Learning Outcomes, Teaching, Learning and Assessment Methods
A. Knowledge and Understanding
A1. Critically assess the objectives & methodologies of your business colleagues & stakeholders. A2. Strategically assess trends and patterns and identify good practice which can be imported from outside the organisation.
Teaching and Learning Methods
Lectures, small group work and plenary sessions, self-directed study, individual reflection, individual and team presentations, research tasks.
Assessment methods
Essays, reports, unseen assessment (e.g. examination).
B. Subject-specific skills
B1. Apply a level of knowledge, understanding and ability about managing people and leadership that meets CIPD Professional Standards. B2. Examine the wider contribution that human resource management and development can make to organisational success. B3. Develop organisational capacity through people management and development processes and initiatives that will help to embed or promote change in organisational culture, structure and functioning, and ensure the skills needed to operate in changed roles and environments.
Teaching and Learning Methods
Lectures, small group work and plenary sessions, practical workshops, critical discussion and evaluation, visiting speakers, individual reflection, and presentations.
Assessment methods
Essays, reports, presentations, skills assignments, portfolio.
C. Thinking Skills
C1. Effectively analyse business needs and issues using relevant facts and figures; anticipating objections and preparing responses. C2. Effectively apply a range of critical thinking abilities, tools and processes.
Teaching and Learning Methods
Lectures, small group work and plenary sessions, self-directed study, individual reflection, individual and team presentations, and critical discussions.
Assessment methods
Essays, presentations, case study analysis, unseen assessment (e.g. examination).
D. Other skills relevant to employability and personal development
D1. Prioritise tasks and work schedules D2. Systematically seek to improve performance & professional development through periodic reflection. D3. Identify how to gain support & commitment from others & be able to influence & persuade them. D4. Promote professionalism & an ethical approach to HRM/HRD practice in organisations..
Teaching and Learning Methods
Lectures, small group work and plenary sessions, self-directed study, individual reflection, individual and team presentations, research tasks.
Assessment methods
Reports, essays and presentations.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6	HR3001	Managing & coordinating the HR Function	10	Diploma Human Resource Management requires 80 credits at Level 5 and 40 credits at Level 6.
	HR3002	Developing Professional Practice	10	
	HR3003	Business Issues & the context of HR	10	
	HR3004	Using Information in HR	10	
Level 5	HR2005	Resource, Talent and Planning	20	
	HR2006	Improving Organisational Performance	20	
	HR2007	Contemporary Employee Relations	20	
	HR2008	Contemporary Human Resource Development	20	
15. Personal Development Planning				
<p>Students will be familiar with the CIPD's approach and are required by them to follow the CPD (Continuing Professional Development) process. The CPD processes commences with a briefing during the induction. Examples of CPD will be provided and all students will have access to online CIPD support. Students will also be given additional guidance and support throughout the programme. More specific support will be given in the modules Developing Professional Practice. At the end of the programme students are required to submit a copy of their CPD portfolio and this is assessed by the Course Leader (in his CIPD capacity).</p>				
16. Admissions criteria				
<p>*Students are required to meet one of the following entry requirements:</p> <ol style="list-style-type: none"> A relevant qualification to NVQ Level 3 OR Five GCE/GCSE passes with at least two at A level (typically such candidates will have some personnel, development or management experience) OR A Certificate in Personnel Practice or a 'Foundation' level diploma from the CIPD OR An equivalent or higher level award from nationally recognised educational or professional bodies OR In exceptional cases, applicants having a minimum of two years of personnel or management experience may be considered. <p>Professional criteria: The professional criteria are explained fully in the CIPD's mapping document at http://www.cipd.co.uk/NR/rdonlyres/B65629A6-6371-4887-BBB3-732E6B7F2D5C/0/HR_Profession_Map_band_and_transitions.pdf Applicants will be operating at Band 1 but can clearly see the career transition to Band 2 or in the early stages of Band 2.</p> <p>For those operating at Band 2 some of the following statements will describe your work:-</p> <ul style="list-style-type: none"> have responsibility for implementing HR policies and strategies work in the field of HR management/development and need to extend their knowledge and skills building an awareness of the human resources levers that drive business value building and testing a range of interpersonal skills including communication, listening, relationship management 				

- broadening knowledge of the organisation and how decisions are made
- deepening technical skills and knowledge

Exemptions

Accreditation of Prior Experiential Learning (APEL) is not allowed to be used for exemptions against modules on this programme

Accreditation of Prior Certificated Learning (APCL) is in line with Framework for Higher Education Qualifications (FHEQ). This course applies the University APCL regulations that a maximum of 2/3rds (80 credits out of 120) can be exempted [Please note the CIPD APCL exemption rules of 3/4s (6 out of 8 modules) do not apply].

For students who wish to transfer to the University from other CIPD accredited programmes the same University APCL regulations apply. Where such students require less than 40 credits to achieve the CIPD qualification it may be possible to transfer into UCLAN as an Associate Student and study the outstanding modules to allow them to achieve the CIPD qualification. This is subject to the student providing the necessary evidence. Please note that this will not result in a University award.

For students where English is not their first language in addition to a score of at least 6.5 on IELTS or a score of 600-650 in TOEFL, supported by a pass in the associated Test of Written English, or a score of greater than 250 on TOEFL computer test.

**Correct as at date of approval. For latest information, please consult the University's website.*

17. Key sources of information about the programme

- Management School website
- UCLan Prospectus and website
- CIPD web pages and post code search system
- Fact sheet

18. Curriculum Skills Map

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

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes										
				Knowledge and understanding	Subject-specific Skills			Thinking Skills		Other skills relevant to employability and personal development				
				A1	A2	B1	B2	B3	C1	C2	D1	D2	D3	D4
e.g. LEVEL 6	HR3001	Managing and Coordinating the HR Function	C		✓	✓	✓	✓	✓		✓	✓		
	HR3002	Developing Professional Practice	C			✓	✓	✓		✓	✓	✓	✓	✓
	HR3003	Business Issues & the Context of HR	C	✓	✓	✓	✓	✓	✓	✓		✓		✓
	HR3004	Using Information in HR	C		✓				✓	✓	✓		✓	
e.g. LEVEL 5	HR2005	Resource, Talent and Planning	C	✓	✓	✓	✓	✓		✓				✓
	HR2006	Improving Organisational Performance	C	✓	✓	✓	✓	✓		✓		✓		✓
	HR2007	Contemporary Employee Relations	C	✓	✓	✓	✓	✓		✓			✓	✓
	HR2008	Contemporary Human Resource Development	C	✓	✓	✓	✓	✓		✓		✓		✓

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

19. LEARNING OUTCOMES FOR EXIT AWARDS:

There is no validated exit award for this programme

University Student Handbook for Taught Courses



2018/19

Please read this Handbook in conjunction with your Course Handbook.

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

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

UCLan Mission statement

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

UCLan Values

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

Student Charter

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

Supporting Diversity at UCLan

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

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

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

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- 2. Learning Resources**
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- 4. Student support**
- 5. Students' Union**
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- 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. 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 request a review of this decision if you have grounds in line with the [Academic Appeals Procedure](#). Tuition fees will be charged in accordance with Appendix 2 of our [Tuition Fee Policy](#).

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, Office of the University Secretary and Legal Officer, 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.

The UCLan careers portal [careerEDGE](#) contains all the information and resources you will need to help navigate your way to a successful career, including access to hundreds of graduate vacancies, placements and part-time jobs.

We are based in the entrance to Foster building and are open from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. Come to see us to arrange your guidance appointment, have your CV and cover letter checked, get help in applying for a job or just to find out more about our full range of services. 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 offer advice on:

- Bank and Confirmation of Study Letters
- Council Tax Exemption Certificates
- International Student Support
- Library Services and Support
- Printing and Printer Credit
- Student Financial Support
- UCLan Cards
- UCLan Financial Bursary (1st year students only)
- Student Support and Wellbeing (including Disability)

and much more.

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

If you are struggling financially or have financial concerns which may prevent you from continuing on your course, you are advised to seek advice from the University's Finance Support Team, based in the <i>, or in the Advice and Representation Centre at the Students' Union.

If you are finding the course challenging or cannot complete independent study and assessments on time you should consult your Academic Advisor.

4.2 Students with disabilities

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

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

4.3 Assessment arrangements for students with a disability

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



4.4 Health and Safety

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

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

4.5 Conduct

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

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



5. Students' Union

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;
- 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 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 which are outlined below. Where appropriate, 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 Student 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 Student [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 under stage 3 of the procedure.