

**Course Handbook**  
**Diploma in Management Studies**  
**2018/19**  
**Judi Morgan**  
**Lancashire School of Business and Enterprise**



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 University of Central Lancashire! More specifically, welcome to the Diploma in Management Studies programme.

This is your guide to the programme at the University of Central Lancashire. We recognise that the decision to spend a year of your life investing in your personal and professional development by embarking on the Masters programme is an important commitment on your part. This guide has been designed to help you get the most from this investment. It aims to give you information on the aims of the programme, the learning outcomes you will achieve, what you will be studying and how you will be assessed. There is also general information on how the DMS is managed, what we expect of you as members of the programme and the University, and what you can expect of us, as the team of staff responsible for the DMS.

It is part of our University's philosophy to involve students in the running of their courses as much as possible. Quite soon, therefore, I shall be asking you to nominate representatives to serve on the Staff/Student Liaison Panel (SSLP). So, perhaps at this early stage, you might like to be thinking about whether you personally would like to be a Student Representative. Whatever part you play in student life, I would like to take this opportunity to wish you success here at the University of Central Lancashire and to encourage you to strive to achieve your full potential.

We are committed to doing everything we can to make your studies and time with the University of Central Lancashire an enjoyable and worthwhile experience. As Programme Director, I shall be playing an active part in the day-to-day running of the programme and will be available to offer guidance and support as and when necessary. Please do not hesitate to contact me if you need help.

Best wishes for your success.

## Judi

Judi Morgan

Programme Director

### 1.1 Rationale, aims and learning outcomes of the course

On successful completion of the DMS programme you will be able to demonstrate knowledge and understanding of management subject areas while placing these within a wider organisational and contextual framework. You will understand current issues and thinking along with techniques applicable to research in this area. Specifically the DMS programme aims are:

- to provide you with a postgraduate career development general programme in business and management that will enable you to achieve learning outcomes at a level appropriate for the award of a DMS from the University
- to provide you with the opportunity to develop your critical understanding of business and management and its constituent processes from both a theoretical and practical perspective.
- to enable you to critically review and integrate your existing work experience with your postgraduate studies within an intensive process of management development
- to provide you with a learning experience which will enable you to enhance your career potential, personal and professional effectiveness, and performance in employment in the field of business and management in a wide range of organisations.

The programme learning outcomes are:

- to communicate a knowledge, understanding and critical evaluation of the body of knowledge and research relating to business and management, including management theory and practice, HRM, accounting and finance, marketing, management environment, strategic management and change management.
- to communicate a knowledge, understanding and critical evaluation of business and management research methodologies and methods.
- to collect and analyse information in order to synthesise it into a form that enables complex business management situations to be evaluated and addressed.
- to understand and be able to apply appropriate techniques and skills to allow detailed investigation into relevant business and management issues.
- to generate, evaluate and implement creative solutions in a business management context.
- to engage in postgraduate level academic and applied investigations within the field of business and management.
- to critically review your work experience to date in the light of contemporary knowledge and understanding of business and management
- to engage in project work at a professional level integrating prior experience and contemporary knowledge.
- to plan, implement and report on an extended programme of individual research into a contemporary business and management issue, problem or field of study.
- to apply key personal, social, technical and other transferable skills relevant to employment within a management context, including communication, team-working, leadership and critical and creative thinking.
- to be able to learn through reflection on practice and experience in order to facilitate your personal and professional development.

## 1.2 Course Team

Your course team names and email addresses are below. Please do contact them for any queries or support. Please note that the team may change from time to time.

Judi Morgan	<a href="mailto:JMorgan3@uclan.ac.uk">JMorgan3@uclan.ac.uk</a>
Brian Brightman,	<a href="mailto:MBBrightman@uclan.ac.uk">MBBrightman@uclan.ac.uk</a>
Caroline Anne Holliday,	<a href="mailto:CAHolliday1@uclan.ac.uk">CAHolliday1@uclan.ac.uk</a>
Dorota Marsh,	<a href="mailto:DMarsh@uclan.ac.uk">DMarsh@uclan.ac.uk</a>
Owen Leeds,	<a href="mailto:ODLeeds@uclan.ac.uk">ODLeeds@uclan.ac.uk</a>
Janet Chettle,	<a href="mailto:JChettle@uclan.ac.uk">JChettle@uclan.ac.uk</a>
Stephen Murray,	<a href="mailto:SMurray7@uclan.ac.uk">SMurray7@uclan.ac.uk</a>
Francesca Dominique Walker	<a href="mailto:FDWalker@uclan.ac.uk">FDWalker@uclan.ac.uk</a>
Geoff Thwaites,	<a href="mailto:GThwaites@uclan.ac.uk">GThwaites@uclan.ac.uk</a>

### 1.3 Expertise of staff

Staff profiles for the School of Management can be accessed online.

<http://www.uclan.ac.uk/schools/management/staff.php>

### 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.

#### Allen Building

Medicine

Dentistry

telephone: 01772 895566

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

#### Harris Building

Lancashire Law School

Humanities and the Social Sciences

Centre for Excellence in Learning and Teaching

telephone: 01772 891996/891997

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

#### Foster Building

Forensic and Applied Sciences

Pharmacy and Biomedical Sciences

Psychology

Physical Sciences

telephone: 01772 891990/891991

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

#### Computing and Technology Building

Art, Design and Fashion

Computing

Journalism, Media and Performance

Engineering

telephone: 01772 891994/891995

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

#### Greenbank Building

Sport and Wellbeing  
Management  
Business  
telephone: 01772 891992/891993  
email: [GreenbankHub@uclan.ac.uk](mailto:GreenbankHub@uclan.ac.uk)

### **Brook Building**

Community, Health and Midwifery  
Nursing  
Health Sciences  
Social Work, Care and Community  
telephone: 01772 891992/891993  
email: [BrookHub@uclan.ac.uk](mailto:BrookHub@uclan.ac.uk)

## **1.6 Communication**



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

Your course tutors will normally contact you via the classes, by email or via message on Blackboard.

## **1.7 External Examiner**

The External Examiner is John Sharp from University of Bolton. External Examiner reports will be provided electronically. If you wish to contact the External Examiner you should do so via the Course Leader.



## **2. Structure of the course**

### **2.1 Overall structure**

The Programme is structured around three essential strands in the first two semesters - business, management theory and strategic management. Taken together these strands make a fundamental early contribution to the students achievement of the learning outcomes specified earlier. The particular intent of these three strands is to:

- a. develop the 'trained' mind - through the requirement to think conceptually, apply critical thinking and reasoning skills, and to challenge orthodoxy relating to the body of knowledge and research relating to Business and Management.
- b. contribute to the acquisition of different domains of knowledge and ways of thinking about that knowledge. This will include the acquisition of the conceptual frameworks, major theories, current accepted positions and methodologies relating to Business and Management.
- c. develop an understanding of how people work effectively, individually and with others, to direct and manage the business of an organisation. In particular, an integration of relevant theoretical knowledge with knowledge of processes and principles developed from analysis of practice (individual and others), is sought.

- d. develop an understanding of management working environments, and an understanding of the specific knowledge and skills in the different functional areas of business set against a changing national and international environment.

In Year 2 the Management Consultancy Project module has been designed to exploit the learning experience gained in the three strands in Year 1. It allows students to test and apply the theoretical knowledge and individual and group skills and competences through first-hand experience of business and management contexts, problems and issues. In summary the MBA is designed to sustain the learning outcomes, to 'Know', to 'Understand', and to 'Do' at a level appropriate for the award of a Master's Degree of the University. All the modules will contribute to these learning outcomes in terms of content and/or process.

The Business, Management and Organizations, and Strategic Management modules are designed to make explicit the cognitive map that needs to be addressed by an MBA student and to develop and strengthen the interpersonal and integrative skills of the programme participants.

The Business group of modules are designed to enable students to understand the nature and relationships of key business operations and their role in the formulation and implementation of strategies leading to effective business performance.

The Management and Organizations module enables students to review the practice of management at an operational level and to acquire the frameworks and concepts relating to the management of change in organisations. Students will be encouraged to critically review the primary theoretical frameworks that support the core management function and in so doing expose the ideology and paradigms that may exist.

The Management Consulting Project module has been designed to allow students to apply the knowledge, perspectives, and skills gained and strengthened in the earlier modules in the form of participation in a small team analytical investigation into a 'live' issue or problem within an organisation.

Given the holistic nature of current business and management models, it is important to recognise that modules in the MBA are inter-related and inter-twined. Each in its own distinctive way seeks to provide the opportunity for knowledge acquisition, conceptual understanding and practical application.

Year 2, Semester 2 of the Programme is structured around a Strategic Management Module, Operations Management and a Management Learning and Research module.

These modules have been formulated to enable students to achieve all of the learning outcomes specified earlier with special reference to the learning outcome to: ***'engage in business and management research and applied business and management research'***. The Dissertation is the primary vehicle for achieving this research and investigation outcome. However it is important to note that the acquisition of a body of knowledge and research relating to Business and Management continues with the Strategic Management module as does the need to critically apply and review theoretical strands to the chosen area of business and management research..

The Management Learning and Research module is designed to equip the student conceptually and methodologically to produce a Masters level dissertation, should the student wish to progress - the theory and practice of research and investigation.

The Programme includes four, day-long workshops throughout the first year. They are designed to establish a supportive learning community, as well as providing support on key academic skills such as writing, critical thinking and reflection..

## 2.2 Modules available

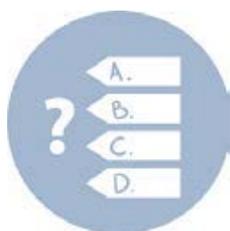
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated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

The modules you will study are as follows:

<b>Code</b>	<b>Module Name</b>	<b>Duration</b>	<b>Credits</b>
MD4015	Management & Organisations	Sem 1	10
MD4050	Management Environment	Sem 1	10
MK4025	Contemporary Marketing in Organisations	Sem 1	10
MG4002	Data Analytics	Sem 1	10
AC4410	Accounting & Finance	Sem 2	10
HR4006	Contemporary Human Resource Management	Sem 2	10

## YEAR 2

<b>Code</b>	<b>Module Name</b>	<b>Duration</b>	<b>Credits</b>
MD4011	Strategic Management	Sem 2	10
MD4063	Management Consulting Project	Year	20
MD4002	Management Learning & Research	Year	20
MG4101	Operations Management	Sem 1	10



## 2.3 Progression Information

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

legal) course of study for you.

## 2.4 Study Time

### 2.4.1 Weekly timetable

The timetable for this programme is available on your [myuclan](#) course page

### 2.4.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours. 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.

Each 10 credit module is assumed to require 100 hours of learning activity which includes your class attendance, guided learning, assessment time (e.g. revision, writing essay etc.) and self-directed learning. The dissertation includes some one-to-one supervision but the greater part of the work involves self-directed study.



### 2.4.3 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 the relevant module tutor or your course leader.

## 3. Approaches to teaching and learning

### 3.1 Learning and teaching methods

Modules will be taught will use a flexible classroom approach based around formal lecture material and class based discussions encouraging you to draw on your own and learn from others' experiences. Commonly, pre-reading will be required to form the basis of class discussions. 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

### 3.2 Study skills

The workshops in year one will guide you in developing the relevant study skills for Masters level. Help can also be found at:

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



### 3.3 Learning resources

#### 3.3.2 Electronic Resources

Most course material, readings and assignments will be Blackboard.

### 3.4 Personal development planning

Personal development is encouraged through the use of reflective reports in module MD4002 and through the workshops in year one



### 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.

#### 4. Student Support

In the first instance the Course Leader is responsible for supporting students, offering guidance and managing student conduct on the programme. If you require support on personal and academic matters e-mail Judi Morgan on JMorgan3@uclan.ac.uk



##### 4.1 Academic Advisors

The Course Leader provides guidance or advice to students about both the academic part of their course and in counselling for more personal matters. Please contact Judi Morgan on [JMorgan3@uclan.ac.uk](mailto:JMorgan3@uclan.ac.uk) or on 01772894776.

##### 4.2 Students with disabilities

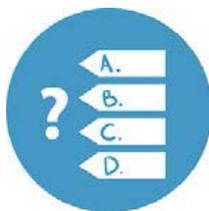
If you have a disability that may affect your studies, please either contact the Disability Advisory Service - [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk) - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory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

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

##### 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

The overall assessment strategy for the programme is coursework. A variety of assessment methods will be used and learners will be required to demonstrate their capabilities through written assessments (projects, reports and research articles), time constrained assessments, portfolio and presentations. A variety of summative assessments are used including essays, reports, practical projects and exercises, including case studies as well as individual and group oral presentations. Learners will also be provided with formative assessments including case study analysis, problem solving exercises short essays and market analysis reports. Formative assessment also includes presentation, short answers and discussions feedback usually in-class.

## 5.2 Notification of assignments and examination arrangements

Details of assignments for modules are provided in the Module Information Pack given to students at the start of the module. Individual Assessment briefs are provided for each module. These detail the assessment requirements, marking criteria and submission arrangements. Some submission will be electronically through Blackboard.

## 5.3 Referencing

You are required to use the Harvard system of referencing when you write. You cite the short reference within your text of author, date and page and given the full reference in a listing at the end of your work. See the: [LBS Guide to Referencing](#)

## 5.4 Confidential material

Although you not expected to access confidential information during the course you are reminded that you have ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations within their assignments.

## 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.

## 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.

<b>1. Awarding Institution /Body</b>	<b>University of Central Lancashire</b>
<b>2. Teaching Institution</b>	<b>University of Central Lancashire</b>
<b>3. University School/Centre</b>	<b>Lancashire School of Business and Enterprise</b>
<b>4. External Accreditation</b>	<b>n/a</b>
<b>5. Title of Final Award</b>	<b>Diploma in Management Studies</b>
<b>6. Modes of Attendance offered</b>	<b>Part Time</b>
<b>7. UCAS Code</b>	<b>n/a</b>
<b>8. Relevant Subject Benchmarking Group(s)</b>	<b>Business and Management (General)</b>
<b>9. Other external influences</b>	<b>n/a</b>
<b>10. Date of production/revision of this form</b>	<b>March 2016</b>
<b>11. Aims of the Programme</b>	
<ul style="list-style-type: none"><li>• to provide you with a postgraduate career development general programme in business and management that will enable you to achieve learning outcomes at a level appropriate for the award of a DMS from the University</li><li>• to provide you with the opportunity to develop your critical understanding of business and management and its constituent processes from both a theoretical and practical perspective.</li><li>• to enable you to critically review and integrate your existing work experience with your postgraduate studies within an intensive process of management development</li><li>• to provide you with a learning experience which will enable you to enhance your career potential, personal and professional effectiveness, and performance in employment in the field of business and management in a wide range of organisations.</li></ul>	

<b>12. Learning Outcomes, Teaching, Learning and Assessment Methods</b>
<b>A. Knowledge and Understanding</b>
A1: to communicate a knowledge, understanding and critical evaluation of the body of knowledge and research relating to business and management, including management theory and practice, HRM, accounting and finance, marketing, management environment, strategic management and change management. A2: to communicate a knowledge, understanding and critical evaluation of business and management research methodologies and methods.
<b>Teaching and Learning Methods</b>
Lectures, plenary and small group discussion; case study analysis; background reading and research; guest speakers, group research tasks, dissertation.
<b>Assessment methods</b>
Essays, reports, individual/group research tasks, presentations.
<b>B. Subject-specific skills</b>
B1: to collect and analyse information in order to synthesise it into a form that enables complex business management situations to be evaluated and addressed. B2: to understand and be able to apply appropriate techniques and skills to allow detailed investigation into relevant business and management issues. B3: to generate, evaluate and implement creative solutions in a business management context.
<b>Teaching and Learning Methods</b>
Lectures, exercises, plenary and small group discussion; case study and video analysis; background reading; dissertation.
<b>Assessment methods</b>
Essays, reports, individual and group case study analyses; individual and group research tasks; group presentations, dissertation proposal and dissertation.
<b>C. Thinking Skills</b>
C1: to engage in postgraduate level academic and applied investigations within the field of business and management. C2: to critically review your work experience to date in the light of contemporary knowledge and understanding of business and management C3: to engage in project work at a professional level integrating prior experience and contemporary knowledge. C4: to plan, implement and report on an extended programme of individual research into a contemporary business and management issue, problem or field of study.
<b>Teaching and Learning Methods</b>
Plenary discussions, individual and group applied investigations; preparatory research methodology lectures and workshops.
<b>Assessment methods</b>
Essays, individual and group reports; group presentations; critical review of research publications.
<b>D. Other skills relevant to employability and personal development</b>
D1: to apply key personal, social, technical and other transferable skills relevant to employment within a management context, including communication, team-working, leadership and critical and creative thinking. D2: to be able to learn through reflection on practice and experience in order to facilitate your personal and professional development.
<b>Teaching and Learning Methods</b>
Lectures, plenary and small group discussions, group presentations and group investigative tasks; experiential learning,
<b>Assessment methods</b>
Essays, individual and group reports and oral presentations, case study analyses, project plans.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
7	AC4410	<b>Year One</b> Accounting and Finance	10	<b>Postgraduate Diploma in Business Administration</b> Requires 120 credits at Level 7 (excluding dissertation).
	HR4006	Contemporary Human Resource Management	10	
	MD4015	Management and Organizations	10	
	MD4050	Management Environment	10	<b>Postgraduate Certificate in Business Administration</b> Requires 60 credits at Level 7. (Only from taught modules).
	MK4025	Contemporary Marketing in Organizations	10	
	MG4002	Data Analytics	10	
		<b>Year two</b>		
	MD4011	Strategic Management	10	
	MD4063	Management Consulting Project	20	
MD4002	Management Learning and Research	20		
MG4101	Operations Management	10		
<b>15. Personal Development Planning</b>				
<p>A supported PDP process commences with a briefing during the DMS induction programme. For students who are engaged in concurrent part-time higher education alongside their full-time employment, the opportunity to continuously relate their studies with their work experience is a powerful vehicle for fostering their own personal development. Module MD4002 requires students to reflect on their own learning style and how this contributes to their personal development while undertaking the programme. Students are also expected to utilise the University Learning Development Unit's 'Skills Learning Resources' website; discussions with their personal tutor; draw on modules in terms of curriculum, teaching/learning/assessment strategies; University careers advice service website; extra-curricular experiences and to maintain a PDP file. A more detailed account is available in the Course Handbook Appendix.</p>				
<b>16. Admissions criteria</b>				

Admission is based on a holistic review of each candidate's work experience and educational qualifications in order to assess their ability to benefit from the Programme. Candidates must have at least 2 years of relevant and appropriate work experience. In terms of the minimum educational qualifications, an honours degree or its international equivalent (at least Lower Second Class) or a professional qualification deemed to be honours degree (2/2) equivalent is typically sought. Candidates without a degree but with substantial managerial or professional experience and/or an equivalent professional body qualification will also be considered for the Programme.

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

- University website and programme fact sheets

## 18. Curriculum Skills Map

Level	Module Code	Module Title	Compulsory (Comp), Core (C) or Option (O)	Knowledge and Subject-specific Skills						Thinking Skills				Other skills relevant to employability and personal development				
				A1	A2		B1	B2	B3		C1	C2	C3	C4	D1	D2		
7	AC4410	Accounting and Finance	Comp	√			√	√			√	√			√	√		
	HR4006	Human Resource Management	Comp	√			√	√			√	√			√	√		
	MD4015	Management and Organizations	Comp	√			√	√			√	√			√	√		
	MD4050	Management Environment	Comp	√			√	√			√	√			√	√		
	MG4002	Data Analytics	Comp	√			√	√			√	√			√	√		
	MD4011	Advanced Strategic Management	Comp	√			√	√			√	√			√	√		
	MD4063	Management Consulting Project	Comp	√			√	√	√		√	√	√		√	√		
	MD4002	Management Learning and Research	Comp	√	√		√	√			√	√		√	√	√		
	MG4101	Operations Management	Comp	√			√	√			√	√			√	√		
	MK4025	Contemporary Marketing in Organizations	Comp	√			√	√			√	√			√	√		

19. LEARNING OUTCOMES FOR EXIT AWARDS:

**Learning outcomes for the award of: PGCert\_\_\_\_\_**

A1: to communicate a knowledge, understanding and critical evaluation of the body of knowledge and research relating to business and management, including management theory and practice, HRM, accounting and finance, marketing, management environment, strategic management and change management.

B1: to collect and analyse information in order to synthesise it into a form that enables complex business management situations to be evaluated and addressed.

B2: to understand and be able apply appropriate techniques and skills to allow detailed investigation into relevant business and management issues.

C1: to engage in postgraduate level academic and applied investigations within the field of business and management.

C2: to critically review your work experience to date in the light of contemporary knowledge and understanding of business and management

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

## 2. Learning resources



### 2.1 Learning Information Services (LIS)

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

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

[http://www.uclan.ac.uk/students/study/library/opening\\_hours.php](http://www.uclan.ac.uk/students/study/library/opening_hours.php)

### 2.2 Electronic Resources

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

## 3. Preparing for your career

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

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

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

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

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

- One to one career and employability advice and guidance appointments.

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

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

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



##### 4.1 Student Support

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

The <i> is your first point of call for all enquiries, help and advice. We provide guidance to all UCLan students whatever the query may be. We 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 (1<sup>st</sup> 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](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](https://www.uclan.ac.uk/students/health/disability_services.php)

#### **4.3 Assessment arrangements for students with a disability**

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



#### **4.4 Health and Safety**

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

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

#### **4.5 Conduct**

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

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



## 5. Students' Union

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

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

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

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

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

## 6. Rationale, aims and learning outcomes of the course

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

6.2 Sometimes certain aspects of courses may be subject to change. Applicants are encouraged to check information on our relevant course pages from time to time, particularly before submitting any application for their academic year of study. Material changes about a

course will be notified to you in material produced after the change is made and at the time you are made any offer of a place of study for that course. For details about changes to course information after you have accepted any offer, please see our [Additional Information and Conditions of Offer](#)



## 7. Assessment

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

### 7.1 Dealing with difficulties in meeting assessment deadlines

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

### 7.2 Extensions

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

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

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

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



### 7.3 Extenuating circumstances

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

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

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

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

[Further information about the submission process](#)

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



#### 7.4 Late submissions

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

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

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

#### 7.5 Feedback Following Assessments

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

For courses (except distance learning):

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

For distance learning courses:

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled

submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Generic feedback may be oral, written, posted on a website or other.



### 7.6 Unfair Means to Enhance Performance

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

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

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

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

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

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

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

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

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

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

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

### 7.7 Appeals against assessment board decisions

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

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

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



## 8. Student voice

You can play an important part in the process of improving the quality of 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](mailto:coursereps@uclan.ac.uk).

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



### **8.2 Student Staff Liaison Committee Meetings (SSLC)**

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

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

used. Course representatives will gather feedback from students and communicate this to the School President in advance of the meetings.

### **8.3 Complaints**

The University recognises that there may be occasions when you have cause for complaint about the service you have received. When this happens, the University's 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.