Student Handbook – Course Supplement

FdSc Fire Safety Engineering

2015-16

Course Leader: Dr Khalid Khan

School of Engineering, Preston Campus, and

School of Continuing and Professional Education (SCOPE), Hong Kong City University

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UCLan Mission statement

WE PROMOTE ACCESS TO EXCELLENCE ENABLING YOU TO DEVELOP YOUR POTENTIAL
We value and practise equality of opportunity, transparency and tolerance.
We strive for excellence in all we do: locally regionally, nationally and internationally.
We work in partnership with business, the community and other educators.
We encourage and promote research innovation and creativity.

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

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

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

Please review the UCLan Equality and Diversity Policy for further information.

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1 Introduction to Fire Safety Engineering at UCLan

1.1 Welcome
Firstly, congratulations in choosing Fire Safety Engineering at the University of Central Lancashire as your course and your career, you have now taken the first step along a challenging, interesting and rewarding career, both at a personal level and a financial level. The course is administered by the School of Engineering. The Fire Engineering course team has a wealth of experience of the fire engineering profession and the teaching of the subject. The fire team are some of the most research active staff within the school and this degree is supported by research in Fire and Explosion Studies which provides expert research in the study of fires, flames and related processes. Current and future research outcomes will be used in this course. Students are encouraged to implement their projects under research programmes of the School. This provides a stimulating learning environment for students, lectures and researchers and a prospect for future studies.

What do you expect from the next few years? Presumably you hope to graduate with a degree and you hope that this will lead to related employment. You expect to get high quality teaching from staff with experience in their own discipline; you expect to gain ‘hands-on’ experience of a range of equipment and experimental techniques; you expect to receive guidance and support from staff and you will expect to have the opportunity to take part in a range of social activities and to develop as an individual.

All the staff involved in this course are committed to meeting these expectations. However, in turn there are certain expectations of you. Firstly, it is important that you develop the capacity for independent learning. The overall teaching strategy within the School is one of ‘Dependence to Independence’, and therefore this will be expected increasingly as you progress through your course. Secondly, you are expected to develop, or improve, key skills such as numeracy, writing, self-organisation, working in a team, etc. Employers will certainly be looking for evidence of such skills! Finally, you are expected to take a responsible approach and an active role in your study, following the School and University policies and regulations.

This handbook tells you about some of these regulations and gives details about staff, assessments, handing in work, attendance requirements, safety procedures and guidance on communication and IT skills etc. In your induction file there is also further information about your role in the development of your Personal Development Portfolio which will form a central part of your personal development plan.

You will receive separate module booklets for each module you are studying. These will give detailed timetables and details of assessments. It is your responsibility to ensure that you receive these documents, are familiar with their contents and use them.

Dr Khalid Khan,
Course Leader for FdSc Fire Safety Engineering
1.2 Rationale, aims and learning outcomes.
Fire Safety Engineering has been taught at University of Central Lancashire since 1991. Fire Safety is an established discipline within construction, but Fire Safety Engineering is relatively new and of growing importance. It is only 15 years ago that the UK Building Regulations were adjusted to enable engineered (as opposed to ‘prescribed’) designs of building to be constructed. This legal change has led to greater flexibility in building design, providing the opportunity for innovative, creative and cost effective design. Allowing the use of materials and building services systems in ways not previously allowed. This has all come about as a result of great strides forward made in understanding fire dynamics and risk in the second half of the twentieth century.

As fire safety engineering develops and grows, more and more complex fire safety systems are being introduced into buildings, so it is essential that the understanding of fire engineering design is constantly developed and re-evaluated.

This course in Fire Safety Engineering will provide you with fundamental concepts of the subject and some workplace or practical context to the science. It is concerned with the study of fire prevention, fire development and containment, fire dynamics, fire decay and suppression, hazards and risk management, and the means by which fire consequence may be minimised in human, environmental and financial terms. This course provides a state-of-the-art, forward-looking programme that will prepare you as well as is possible for your future career. It draws upon the latest research as well as the centuries of experience of fire safety and related areas in the United Kingdom.

1.3 Philosophy
The foundation degree is a relatively new concept in the UK. Like bachelor degrees, master degrees and doctoral degrees, UK universities are now allowed to award foundation degrees under Royal Charter. A foundation degree is awarded following successful completion of a 2-year full-time (or equivalent part-time) course of study.

A foundation degree should not be confused with a foundation course/year. The word ‘foundation’ has been used for many years by some UK universities to denote a pre-degree starter (or access) year for those wishing to progress to undergraduate study. It is perhaps a little unfortunate that the phrase ‘foundation degree’ was chosen in preference to ‘associate degree’, as the latter (used in some other countries to denote a 2-year full-time undergraduate qualification) is less likely to be mistaken for an access course. However, the word ‘foundation’ does describe quite accurately the aim of the qualification.

A foundation degree provides a broad-based and vocationally relevant qualification. Students graduating with a foundation degree should have been provided with a balanced curriculum, enabling them to develop a sound general knowledge of their chosen field or subject. Whereas a bachelor’s degree in a named subject provides a general education with some degree of special interest, often in a specific discipline, a foundation degree establishes a broader academic underpinning of future professional activity, providing a general education in some overarching field.

In addition, with certain modules it is also possible to accumulate credits to form a foundation with a leaning toward a particular discipline, and hence obtain a named award of Foundation Degree in that subject (e.g. Fire Safety Engineering).

The introduction of foundation degrees allows students in Higher Education to delay the choice of a specialist discipline until a later top-up course to a bachelor degree. It allows students to cease study at a lower level of educational attainment, but with the necessary underpinning knowledge of their field and some vocational or work-relevant skills to enable them to operate effectively at the intermediate level (i.e. the level at which many graduates enter the job market). The vocational aspects of a foundation degree are intended to provide graduates with learning and skills that are more useful in the workplace than those that would be gained in the first two years of a bachelor degree. It is a fundamental ethic of the foundation degree that in studying the curriculum, students have the opportunity to develop ‘common skills’ that are useful across a variety of job functions. Some foundation
degrees go further, and make a portion of the curriculum directly relevant to the workplace.

In practice, both the length of study and academic level attained in foundation degrees are equivalent to the first two years of an honours degree programme. This is the level at which some universities have in the past awarded a higher national diploma. Notwithstanding this, although some foundation degrees enable students to make a direct entry to the final year (full-time) of a bachelor (with honours) programme, the nature of a foundation degree is different from the first two years of a Bachelor’s degree, and where the vocational aspects are emphasised in a foundation degree the graduate may require further support when entering a Bachelor’s programme; hence two bridging modules are used to further prepare the student entering the final year of a bachelor (honours) degree for what is conceptually a different style of qualification.

Your studies will be concerned with the causes, dynamics, structure and consequences of fire as well as prevention technology, standards and laws, and the means by which fire risk can be reduced to a minimum in human, environmental and financial terms, particularly is the application to buildings and infrastructure. The programme before you has been developed in anticipation of your needs. We are dedicated to helping you achieve your full potential and have a policy of “access to excellence”. The School is home to an internationally rated research base for Fire Studies and your tutors and mentors are specialists, whom will work with you at every step.

Careful consideration has been given to the education that employers seek in industry and practice, as well as the basis for possible progression into future research and development. Your course will support your enterprise and allow scope for you to develop your own strengths as part of our team. Here on the course you will learn all you need to know to get you started on your career path. We work closely with industry to ensure that the course is not only up to date, but that it also provides you with the opportunity for relevant work placement in your year out, should you choose this mode of study.
1.4 Course Team

You will mainly be taught by staff from the School of Engineering (UCLAN Fire) at the University. This list represents those who have particular roles in the delivery of the Course. We have included their qualifications so that you can see where their expertise lies.

Academic Staff

Andrei Chamchine  MSc, MA, PhD (Engineering)
Academic Lead Fire
E-mail: achamchine@uclan.ac.uk  Ext 3207  Room JBF104

Khalid Khan  BSc (Hons), MSc, PhD (Mathematical Modelling, Chaos Theory),
Course Leader, Senior Lecturer (Engineering Mathematics),
E-mail: kkhan5@uclan.ac.uk  Ext 5684 Room JBF010

Tracy Bradford  BSc, MSc (Fire Safety Engineering)
Retention Tutor/ Senior Lecturer (Fire Safety Engineering)
E-mail: tebradford@uclan.ac.uk  Ext 3237  Room JBF011

Simon Cable  MA (Professional Training and Development) BSc (Hons) (Fire Engineering Management)
Senior Lecturer (Fire Safety and Fire Protection)
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Paul Currie  BEng (Hons), PhD CEng, MIFireE
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Jinghua Zhang  BEng, MSc (Intelligence Engineering, distinction), PhD (Electrical Engineering and Electronics)
Senior Lecturer (Fire Safety Engineering)
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Kenneth Peek
Lecturer (Fire and Rescue Service Management)
E-mail: kpeek@uclan.ac.uk Ext 4380 Room JBF002

Campus Admin Services provides academic administration support for students and staff and are located in C and T Hub and are open from 8:45am until 5:15pm Monday to Thursday and until 4:00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals. Course specific information is also available via the school Blackboard site.

The hub telephone number is: 01772 89 1994/1995
The hub email contact is CandTHub@uclan.ac.uk
1.5 **Academic advisor**
Throughout the year contact with your academic advisor is usually maintained through e-mail, you should check your UNIVERSITY e-mail account regularly.

Both you and your tutors should keep appropriate records of meetings and this may form part of your Personal Development Process.

I must maintain contact with my academic advisor who is:

<table>
<thead>
<tr>
<th>Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Email:</td>
<td></td>
</tr>
<tr>
<td>Room Number:</td>
<td></td>
</tr>
<tr>
<td>Telephone Number:</td>
<td></td>
</tr>
</tbody>
</table>

1.6 **Induction information**
As a new student you are expected to participate in an induction and orientation process designed to assimilate you into the life of the School and the University. Typically this programme lasts for one week and will help you to ‘settle in’ to your studies.

2 **Structure of your course**

2.1 **Overall Structure**
Like most foundation degree courses this course is modular. This means that it is split up into particular areas of study, which are studied and assessed separately. Your foundation degree is composed of modules, which can be full modules with a weighting of 1.0, half modules (weighting 0.5) or double modules (weighting 2.0).

Typically, the foundation degree programmes consist of a mixture of half, full and (more rarely) double modules. To achieve a Foundation Degree as a full-time student, you must pass 12 modules over the two years of the course – 6 modules per year.

Modules are also given a credit weighting so that modules at different Universities can be compared, so 0.5 modules are worth 10 credits, 1.0 module 20 credits and 2.0 modules 40 credits.

You will see modules described by their title and having a code number. The module code consists of 2 letters and 4 numbers e.g. FV1201. The letters tell you which School delivers the module FV = Engineering. The first digit is normally the year of study.

Full time students will take six full modules in each of the two years of their studies: part time students will normally take 4 modules per year.

The academic year is divided into 2 semesters. Semester 1 runs from 14 September 2015 to 22 January 2016. Semester 2 runs from 25 January 2016 to 27 May 2016.

How the Course is Managed
At the front of this handbook you will find the names, telephone numbers, email addresses and room numbers of key people involved in the running of the fire courses. Do not hesitate to contact them if you are unclear about anything.

The FdSc Fire Safety Engineering course has a Course Leader who is responsible for planning and co-ordinating course delivery. The Course Leader is Khalid Khan room JBFirth Building JBF010, tel. 01772 895684, e-mail kkhan5@uclan.ac.uk. You should see the course leader if there is anything going on with you that cannot be handled by a module tutor, academic advisor or retention tutor.

Each module you will study has a Module Tutor. The Module Tutor is responsible for the planning, delivery and assessment of the module. In some cases the Course Leader may also be the Module Tutor. You should see the
module tutor about any issues to do with their module (coursework, revision, etc.).

In addition, there is a Retention Tutor for the course. They are responsible for organising groups for tutorials and practical sessions and authorising extensions to coursework deadlines if you have an acceptable reason for not completing your work on time. This is the person you should see if you wish to request an extension on any piece of work.

The Course Leader, Retention Tutor and Module Tutors form the Course Team which meets regularly to review the progress of the Course and take account of your comments - both positive and negative. Adjustments will be made to the delivery of the Course if the Team feel that changes are necessary to make delivery and/or organisation better. At the end of the academic year all modules undergo review.

The University operates a quality assurance scheme which requires the Course Leader to report periodically to the Head of School to keep them in touch with progress. Every year the Course Leader submits a detailed report to the Head of School.

Your comments are important to the successful running and evolution of the Course and its delivery. For this reason you will be asked to meet with your fellow students and elect two Course Representatives from each year. They will meet with the course team (called the Staff Student Liaison Committee) once a semester to represent the views of the students. This is one route for your comments to be discussed and fed into the system. We will report how we have dealt with your comments back to the next meeting of the Staff Student Liaison Committee and minutes will be posted on the notice board.

We also encourage you to feedback comments to the Course Team on an ad hoc basis. Your feelings and thoughts are valuable and we want to hear them.

2.2 Modules Available

Year 1 - FdSc Fire Safety Engineering - Full Time

The modules that you take in your first year (stage 1) are shown below. The timetable of when your classes are will be posted on the course page on BlackBoard and was given to you at induction.

In year 1 you will study 7 modules which will introduce you to the fundamental scientific principles of combustion and fire (FV1001) as well as the main principles of energy transfer, thermodynamics and fluid dynamics (FV1201). The primary goal is to provide students with general understanding and knowledge of combustion, fire and explosion phenomena.

The Skills for Science and Engineering module (FV1502) aims to develop your IT and basic maths skills in such a way that the activities of the programme both support the role of the chosen career and integrate the first year programme of study, whilst developing the student’s personal transferable skills.

In studying the module Buildings, Materials and Fire (FV1207) you will be introduced to the functional requirements of materials for structures, the principles of construction methods and you will develop a knowledge and understanding of the behaviour, performance and limitations of construction materials.

You will also study Introduction to Engineering Analysis (FV1301), the aim of this module is to introduce basic maths concepts, to extend your range of mathematical concepts and develop basic techniques and provide a framework of mathematical techniques with which to analyse engineering problems; thence to apply them in the analysis and solution of common engineering problems. You will be required to practice solving applied mathematical problems.

You will also study modules in Safety and Fire Law (FV1101) and Community Safety (FV1501) to broaden your knowledge and understanding of all aspects of Fire Safety Engineering
The material contained within year 2 of the course builds upon that delivered in year 1. All modules studied in the second year are full credit modules and year long in length.

Fluid Dynamics of Fire (FV2001) module aims to enable the students to assimilate the fundamental principles underlying fluid flow and to apply these to flames, fires, and explosions. The module is designed to develop theoretical and practical themes introduced in Level 1. The aim of this module is to further improve qualitative understanding of combustion, fire and explosion phenomena and develop skills in their quantification.

Fire and the Built Environment (FV2003) aims to develop an awareness and understanding of the impact of fires on the built environment, including building construction methods and materials used, smoke movement and control, law, regulations and standards. It explores different types of fire behaviour in the built environment.

In studying Fire Safety Management and Legislation (FV2004) it will enable you to develop an awareness and appreciation of the consequences of fire in the built environment. It will provide an understanding of the importance of fire safety systems, means of escape and the implementation of fire safety management systems and will develop an understanding of legal aspects of fire safety and other relevant legislation.

Structures, Materials and Fire (FV2207) will develop the students understanding of structural engineering, the behaviour of materials, and the effects of fire on the construction of multi-storey buildings. Students will investigate and appraise the design, construction, and performance of framed and masonry structures under normal and fire conditions.

Following on from Community Fire Safety (FV1501) you will study Community Fire Safety Strategies (FV2501). This module will enable you to complete a case study and make a presentation in the area of community fire safety strategies. Students will be required to make strategic decisions and view problems from the top down.

The Fire Science Project (FV2900) is a year long module. This module aims to provide you with the opportunity to develop research and evaluation skills. On an individual basis you will be required to carry out a study involving theoretical, computational, experimental or investigative analysis, or a combination of these. Through the learning and teaching strategy, the module will also enhance students’ employability skills such as written communication skills, independent planning and execution of the project.

<table>
<thead>
<tr>
<th>Module code</th>
<th>Module title</th>
<th>Credit value</th>
<th>Module Size</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>FV1001</td>
<td>Introduction To Combustion and Fire</td>
<td>20</td>
<td>1</td>
<td>Year long</td>
</tr>
<tr>
<td>FV1101</td>
<td>Safety and Fire Law</td>
<td>10</td>
<td>0.5</td>
<td>Year long</td>
</tr>
<tr>
<td>FV1201</td>
<td>Energy Transfer and Thermodynamics</td>
<td>20</td>
<td>1</td>
<td>Year long</td>
</tr>
<tr>
<td>FV1207</td>
<td>Buildings, Materials and Fire</td>
<td>20</td>
<td>1</td>
<td>Year long</td>
</tr>
<tr>
<td>FV1301</td>
<td>Introduction to Engineering Analysis</td>
<td>20</td>
<td>1</td>
<td>Year long</td>
</tr>
<tr>
<td>FV1501</td>
<td>Community Safety</td>
<td>20</td>
<td>1</td>
<td>Year long</td>
</tr>
<tr>
<td>FV1502</td>
<td>Skills for Science and Engineering</td>
<td>10</td>
<td>0.5</td>
<td>Year long</td>
</tr>
</tbody>
</table>
Table 2 - FdSc Fire Safety Engineering Year 2 (full time)

<table>
<thead>
<tr>
<th>Module code</th>
<th>Module title</th>
<th>Credit value</th>
<th>Module Size</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>FV2001</td>
<td>Fluid Dynamics of Fire</td>
<td>20</td>
<td>1</td>
<td>Year long</td>
</tr>
<tr>
<td>FV2003</td>
<td>Fire and the Built Environment</td>
<td>20</td>
<td>1</td>
<td>Year long</td>
</tr>
<tr>
<td>FV2004</td>
<td>Fire Safety Management and Legislation</td>
<td>20</td>
<td>1</td>
<td>Year long</td>
</tr>
<tr>
<td>FV2207</td>
<td>Structures, Materials and Fire</td>
<td>20</td>
<td>1</td>
<td>Year long</td>
</tr>
<tr>
<td>FV2501</td>
<td>Community Fire Safety Strategies</td>
<td>20</td>
<td>1</td>
<td>Year long</td>
</tr>
<tr>
<td>FV2900</td>
<td>Fire Science Project</td>
<td>20</td>
<td>1</td>
<td>Year long</td>
</tr>
</tbody>
</table>

In the previous section the learning outcomes of the FdSc Fire Safety Engineering course were listed. It is often useful to know which learning outcomes will be covered in the different modules; the map in the programme specification in Appendix B plots the different learning outcomes against each module.

Appendix A provides the programme specification and Appendix B give the module content details.

### 2.3 Course Regulations

#### 2.3.1 Course requirements

**Progression Regulations**

**Stage 1 to Stage 2 (level 4 to level 5)**

a) To proceed from year 1 to year 2 of the programme of study, normally you must pass ALL seven modules. If you do not pass all the modules you cannot normally progress into the second year of the degree. Exceptionally, if you fail a single module the Assessment Board has the discretion to allow you to retake that module in the subsequent academic year as an extra module (i.e. 7th module).

Another possibility, entirely at the discretion of the Assessment Board, if you fail one or more modules you may be permitted to re-take just the failed modules in the subsequent academic year as a part-time student. Once you have passed those modules you could then be allowed to progress to year 2 of the course in the subsequent academic year.

(You should, however, be aware that you cannot get a student loan or some other types of funding as a part-time student.)

You will not normally be allowed to attempt more than six additional modules in order to complete Stage One and progress to Stage Two.

b) If you fail a component of assessment and are required to be reassessed in that component, the maximum mark you can be awarded for any reassessed component is the minimum pass mark (ie 40% or P or S) and this mark will contribute to the overall aggregate mark for the module.
A module, or a component within it, may be reassessed only once, whether that is in-module reassessment or at the end of the module.

### 2.3.2 Classification of Awards

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

Successful completion of your programme of study will lead to the award of a FdSc Fire Safety Engineering

The Average Percentage Mark (APM) will be calculated and used to determine the award classification as follows:

<table>
<thead>
<tr>
<th>APM</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>70-100%</td>
<td>Foundation Degree with Distinction</td>
</tr>
<tr>
<td>60-69.99%</td>
<td>Foundation Degree with Merit</td>
</tr>
<tr>
<td>40-59.99%</td>
<td>Foundation Degree</td>
</tr>
</tbody>
</table>

A minimum APM of X9.5 will be rounded up automatically to the next degree classification.

The APM is calculated using a rather complicated formula as stated in academic regulations.

\[
\text{APM} = \frac{m_1l_1c_1 + m_2l_2c_2 + \ldots + m_nc_n}{l_1c_1 + l_2c_2 + \ldots + l_nc_n}
\]

Put simply, the APM calculation takes into account the mark you got in a module (m), the size or credit of the module (c) and also the level of the module (l), so that the modules are weighted 1:2 as you go from level 4 to level 5. Your APM is calculated using all 12 modules you studied during your programme.

Exit Awards

There is also an alternative ‘exit’ award shown below that you may wish to consider.

- **Foundation Certificate**: 120 credits from modules at level 4 or above

For calculating awards 1 module = 20 credits

**Appeals**

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

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

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

### 2.4 Communication Skills

Within the overall philosophy of the courses, academic skills alone are clearly insufficient to meet the perceived demands on those choosing a career in the
Construction Industry and the development of additional interpersonal qualities is essential to enable you to initiate, direct and control events effectively. To help achieve these objectives your course has been designed to encourage you to invest a significant amount of time and effort in those activities which seek to promote skills such as group presentation work, modelling exercises, simulation, problem solving, and group projects.

2.5 Fire Science Project
Whilst the project forms part of your final year of study developing an interest in relevant professional areas starts now.

In your final year you will be required to carry out an in-depth investigation involving theoretical or investigative analysis or a combination of these. The nature of the project is to present you with a challenge, the solution of which is not readily available, and will involve original work. The fire science project will differ from research in that your supervisor will be aware of, or could envisage the conclusion or limits of the investigation. This will not prevent you exploring alternative paths to the conclusion. The work will be original as far as you are concerned but based on proven techniques which would relate to and integrate with your previous and current academic studies.

The aim of the project is to develop your ability to explore in depth a subject of your choice and within this process you will be expected to:

* clarify the objectives;
* acquire the necessary background knowledge;
* plan a programme of work;
* carry out the programme;
* communicate results and conclusions to others.

Topics may also arise from industry or from students themselves, but in both cases they will be undertaken only with close staff supervision. On completion the project will be presented in draft form for perusal before being formally submitted.

2.6 Part-Time Students
The part-time route is an alternative method of study to the full-time/sandwich mode. There are people in employment who would benefit from this course, who may not be able to study on a full time basis. There are other people working in related occupations who may like to study such a course, as part of their personal professional development, but again they may only be able to do so on a part time basis. The part-time route has been designed to make the degree course accessible to all of these people and involves attendance on one day a week for five years. Normally lectures for part time students are timetabled to correspond with those for full time students.

2.7 Internationalisation
The professional bodies that accredit your programme recognise the importance of the international dimensions of the construction Industry and the career opportunities it affords to students from around the world.

Your programme has been designed to allow direct entry from international applicants who hold the appropriate entry qualifications. The level at which such applicants may enter will depend upon the recognition given to their qualification by the University and the Professional Bodies.

2.8 Post-Qualification Opportunities and Employability
This exciting, state-of-the-art programme will prepare you for a future career as a fire professional involved in the design of fire systems, building control or fire consultancy.

A range of employment opportunities exist for graduates who have studied on these degree programmes. There are potential employers in the public services and the private sector, who advertise posts in the national and local press and specific publications. Opportunities exist for progression to senior posts with experience.
This qualification is internationally recognised and therefore affords graduates the opportunity to find employment and develop their careers globally.

However, it is recognised that some students may wish to engage in alternative employment upon graduation. The emphasis in the programmes on critical thinking, the development of personal transferable skills and the foundation in management studies will stand such students in good stead.

This course is accredited by the Energy Institute (EI) on behalf of the Engineering Council as partially meeting the academic requirement for registration as an Incorporated Engineer.

Also, it is accredited by the Institution of Fire Engineers as a Recognised Educational Programme (with academic exemption) for Member Grade (MIFireE).

There is also the opportunity for progression on to the final year of a degree programme either by full-time or part-time options. Students wishing to progress further, will be eligible to top up their foundation degree in one year studying full-time, or two years studying part-time, to either

- BSc(Hons) Fire Safety (Engineering) top-up, or
- BSc(Hons) Fire Safety (Management) top-up.

### 2.9 Study Time

#### 2.9.1 Weekly timetable

The timetable is designed to meet the needs of both the full-time and the part-time students.

Up-to-date timetables are available online via the Student Portal.

The following link will give you access to your on-line timetable:

https://apps13.uclan.ac.uk/WeeklyTimetable/

#### 2.10.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

A single module completed in one semester will roughly require 12-15 hours per week during the semester. This consists of between 2 and 6 hours contact time with staff in lectures, tutorials or practical sessions and the rest in private study.

On average, then, you should be planning to do between 36 and 40 hours per week. Any lesser commitment is unlikely to produce a good degree. You should bear this in mind if you intend to undertake part-time employment or pursue other interests outside the curriculum.

### 2.10 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or absence must be made to Admin by telephone or by email.

Exceptional requests for leave must be made to the Programme Coordinator or nominee (usually the Course Leader). You should contact CAS as above and your request will be forwarded to the appropriate person.

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

Unauthorised absence is not acceptable and may attract academic penalties and/or other penalties. Some practical sessions may involve assessed work, so if you miss the practical without good reason you will attract a score of 0% in that assessment. In the event of absence due to illness, a medical certificate must be produced.
If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Your attendance at classes will be monitored using the Student Attendance Monitoring system (SAM), and you can check your attendance record through MyUCLan.

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

### 2.11 External Examiners

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below.

The External Examiner for this course is Dr P Rubini, Department of Engineering, University of Hull, UK.

External Examiner reports for the Engineering courses can be accessed electronically via the Engineering@UCLan Blackboard pages.

### 2.12 … and Finally!

This supplement is the briefest of guides to ‘get you going’ without over-facing you. There are numerous other documents you will be referred to, all of which will be available electronically through Blackboard™, and you are encouraged to read them; some of which are listed below:

- University’s Academic Regulations
- Student Guide to Regulations
- Assessment Handbook
- School of Engineering Student Handbook (available on Blackboard™)
Appendices

Appendix 1 - Programme Specification

Appendix 2 – SCOPE Contact Details
The 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

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<td>University of Central Lancashire</td>
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<td>School of Continuing and Professional Education, City University of Hong Kong (SCOPE, HKCityU)</td>
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<td>Fire and Rescue Services</td>
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### 10. Date of production/revision of this form

| June 2012 | Updated July 2015 |

### 11. Aims of the Programme

- To assimilate a general knowledge of fire safety engineering within construction and fire fields
- To develop fire safety engineering principles and techniques
- To inculcate generic construction engineering and key transferable skills
- To develop reasoning and problem solving skills appropriate for an Engineering Technician operating in a fire safety engineering role within a construction workplace
- To establish a foundation of knowledge and skill leading to further study appropriate for Incorporated and Chartered Engineers and construction managers
- To identify the major disciplines and roles of engineers at various levels within the construction industry; and to identify personal professional development needs and strategies for achievement within that framework
- To provide students with a broad and balanced knowledge in community engagement and participation and work based learning.

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

#### A. Knowledge and Understanding

| A1. Demonstrate the ability to appraise the design, construction and performance of structures and their safety systems |
| A2. Demonstrate the ability to assess the fire safety needs of buildings in a real or simulated workplace environment |
| A3. Demonstrate knowledge of social, environmental, legal and management issues impacting upon fire safety engineering practice |
| A4. Demonstrate knowledge of fundamental engineering science and mathematical analysis |

**Teaching and Learning Methods**

- Lectures, seminars, tutorials, workshops, directed reading, problem solving and case studies

**Assessment methods**

- Assignment and design reports, portfolio, formal examinations and presentations and group projects

#### B. Subject-specific skills

| B1. Demonstrate the ability to apply accepted theory, tools and techniques of fire safety engineering in a real or simulated workplace |
| B2. Demonstrate occupational competence in a range of work skills within the context of the construction and fire industries |
| B3. Demonstrate the capacity to work with stakeholders across the construction industry |
| B4. Demonstrate management of an engineering function |

**Teaching and Learning Methods**

- Lectures, seminars, tutorials, workshops, directed reading, problem solving and case studies
<table>
<thead>
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<tr>
<td>Assignment and design reports, portfolio, formal examinations and presentations and group projects</td>
</tr>
</tbody>
</table>

### C. Thinking Skills

C1. Demonstrate reasoning skills within the context of fire safety engineering in order to identify suitable methods, materials or components
C2. Demonstrate the ability to solve problems by engineering solutions.

### Teaching and Learning Methods

Lectures, seminars, tutorials, workshops, directed reading, problem solving and case studies

### Assessment methods

Assignment and design reports, portfolio, formal examinations and presentations and group projects

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

D1. Demonstrate the use of communication skills in oral and written form in a variety of real or simulated work related situations
D2. Demonstrate the ability to use information resources and technology in order that information is effectively managed and presented

### Teaching and Learning Methods

Lectures, seminars, tutorials, workshops, directed reading, problem solving and case studies

### Assessment methods

Assignment and design reports, portfolio, formal examinations and presentations and group projects
### 13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
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<th>Module Title</th>
<th>Credit rating</th>
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<td>Fire and the Built Environment</td>
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<td>FV2004</td>
<td>Fire Safety Management and Legislation</td>
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<tr>
<td></td>
<td>FV2207</td>
<td>Structures, Materials and Fire</td>
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<tr>
<td></td>
<td>FV2501</td>
<td>Community Fire Safety Strategies</td>
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</tr>
<tr>
<td></td>
<td>FV2900</td>
<td>Fire Science Project</td>
<td>20</td>
</tr>
<tr>
<td>Level 4</td>
<td>FV1001</td>
<td>Introduction To Combustion and Fire</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>FV1101</td>
<td>Safety and Fire Law</td>
<td>10</td>
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<tr>
<td></td>
<td>FV1201</td>
<td>Energy Transfer and Thermodynamics</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>FV1207</td>
<td>Buildings, Materials and Fire Introduction</td>
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</tr>
<tr>
<td></td>
<td>FV1301</td>
<td>Engineering Analysis</td>
<td>20</td>
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<td>FV1501</td>
<td>Community Fire Safety</td>
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<tr>
<td></td>
<td>FV1502</td>
<td>Skills for Science and Engineering</td>
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</tr>
</tbody>
</table>

**Foundation Degree in Fire Safety Engineering**

Requires 240 credits at level 4 or above including a minimum of 100 at Level 5 or above.

APM ≥ 60% - Foundation Degree with Merit

APM ≥ 70% Foundation Degree with Distinction

### 14. Awards and Credits*

- **Foundation Certificate in Fire Safety Engineering**
  - Requires 120 credits at Level 4 or above.

### 15. Personal Development Planning

Opportunities for reflective learning occur throughout the course, in particular in modules assessed by portfolio. The workplace modules enable students to develop generic and key transferable skills by engaging in work or simulated work practice, discussing and reflecting upon the experience and using a range of tools to report effectively on the experience within their portfolio. The nature and relations between the common engineering and construction professions is examined along with the level of engineering expertise associated with particular roles; and hence the student’s current and possible future role and means to achieve competence for that role.

### 16. Admissions criteria
Applicants will be normally be required to have, one of:

DDE at A2, BTEC ND MPP. IB 24P, Pass Access Course.

In addition applicants will be required to have Maths and English GCSE at Grade C or equivalent.

Applicants will be required to have a minimum level of proficiency in English Language equivalent to IELTS grade 6 with no subscore lower than 5.5.

Applications from individuals with non-standard qualifications, relevant work or life experience and who can demonstrate the ability to cope with and benefit from degree-level studies are welcome. If candidates have not studied recently they may be required to undertake an Access programme. APL/APEL will be assessed through standard University procedures.

Please consult the UCLAN admissions department for the most up to date requirements.

17. Key sources of information about the programme

- University web site (www.uclan.ac.uk)
- UCAS web site (www.ucas.ac.uk)
- School website (www.uclan.ac.uk/forensic)
- Course Leader
- Admissions tutor
# 18. Curriculum Skills Map

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C) or Option (O)</th>
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<th>Subject-specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
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<td>A3</td>
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<td>COMP</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td></td>
<td>FV2501</td>
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<td>COMP</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>FV2900</td>
<td>Fire Science Project</td>
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<tr>
<td>LEVEL 4</td>
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<tr>
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<td>FV1101</td>
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<td>COMP</td>
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<td>✓</td>
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<tr>
<td></td>
<td>FV1201</td>
<td>Energy Transfer and Thermodynamics</td>
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<tr>
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<td>FV1301</td>
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<td>COMP</td>
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<td>✓</td>
<td>✓</td>
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<td>FV1502</td>
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<td>COMP</td>
<td>✓</td>
<td>✓</td>
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</tbody>
</table>
Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks
Student Handbook
School of Engineering
2015-16

Please read this handbook alongside your course specific supplement found on the course Blackboard area.

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.

UCLan Mission statement

WE PROMOTE ACCESS TO EXCELLENCE ENABLING YOU TO DEVELOP YOUR POTENTIAL
We value and practise equality of opportunity, transparency and tolerance.
We strive for excellence in all we do: locally regionally, nationally and internationally.
We work in partnership with business, the community and other educators.
We encourage and promote research innovation and creativity.
Student Charter
The Student Charter has been developed by the University and the Students’ Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or ‘contract’ between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students. Read the full Student Charter

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

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

Please review the UCLan Equality and Diversity Policy for further information.
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1. Introduction to the course

1.1 Welcome to the school
We are delighted to welcome you to the School of Engineering at the University of Central Lancashire (UCLan) and to the School Handbook for engineering.

We hope you will find lots of useful and interesting information here to guide you through the coming academic years with us, please read this in conjunction with your course supplement.

Good luck and every success with your course!
Robert Wallace - Dean of Engineering

1.2 Administration details
Campus Admin Services provides academic administration support for students and staff and are located at within the Computing and Technology Building and is open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals. Course specific information is also available via school Blackboard sites.

Hub contact information is below
Email: CandThub@uclan.ac.uk
Telephone: +44(0)1772 891994 or +44(0)1772 891995

1.3 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.

The key mode of contact will be via email and blackboard announcements..

1.4 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. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range. The name of this person, their position and home institution can be found in your course supplement handbook which will also detail how you can access the examiners reports for your course. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly.

2. Structure of the course
The school of engineering has a wide and diverse number of courses based within the various disciplines of engineering. Your course supplement that should be read in conjunction with this document provides valuable information on your specific mode of study.
Within the supplement you will find a flow chart showing the modules and progression through your study, credits of each module and what modules are mandatory or optional.

2.1 Study Time
Each course has a specific timetable that shows the day, time and duration of your contact time with staff, the generic UCLan timetabling website can be found at:
https://www.uclan.ac.uk/students/study/timetabling.php
The course supplement has a specific link to the weekly timetable for your course.

Please ensure that you check your timetable on a regular basis for any changes that may occur.

Ensure that you familiarise yourself with the locations of your lessons and give yourself sufficient time to arrive prior to the start time, this will minimise delays in starting the session and avoid any disruption to the session.

2.1.1 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.

2.1.2 Attendance Requirements
You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to your course leader, their contact information can be found within the course supplement documentation.

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

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

Please refer to the course supplement for more detailed information and additional requirements (where applicable), such as minimum requirements for external bodies.

Please note, if you are an international student it is your responsibility under the Visas and Immigration (UKVI) Points Based System (PBS) - you MUST attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

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

3.1 Expertise of staff
Each member of staff that will be teaching you has excellent theoretical and practical knowledge of the area. This has been attained by studying the subject, research into the area and/or with practical expertise gained within industry. Further information and detail on the course team can be found in the course supplement.

3.2 Learning and teaching methods
Within your time at UCLan you be exposed to a wide variety of methods appropriate to the module you will be studying. These may include lecturers, laboratory sessions, tutorials, seminars and field trips. Further information of how your course is delivered can be found within the course supplement.

3.3 Study skills
In addition to the skills that you will gain on your course the university offers a variety of services designed to aid you in developing study skills. Details of these can be found on the following:

WISER https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_33_1
LIS https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_25_1

3.4 Learning resources
The university provides various resources to support your learning. These include general computing facilitates, the library, and study areas to name a few. In addition to the general resources available you also have access to specialist facilities that are specific to the School of Engineering.

3.4.1 Learning Information Services (LIS)
Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study. Library opening times can be found at the following link:

https://www.uclan.ac.uk/students/study/library/opening_hours.php

3.4.2 Electronic Resources
LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. Blackboard (our virtual learning environment) will be used on this course, here you will find notes and other important resources for your course. It is important that you check your blackboard areas on a regular basis for updates.

3.5 Personal development planning
Within your course you will develop skills outside of the core technical skills. These include personal development where you will reflect on your performance and actively engage to improve your skills.

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

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

You will be able to record your journey using Pebblepad, the university’s e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.
It’s your future: take charge of it!

Careers offers a range of support for you including:

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

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

4. Student support, guidance and conduct

Support is available within your course of study from your academic advisor and course leader. It is also important to discuss your progress or any issues that you may be having with your teaching team within the modules that you study.

Additional support can be found at the student support website on the following link:

http://www.uclan.ac.uk/study_here/student_support.php

4.1 Academic advisors

Academic advisors are assigned you at the start of the academic year. Academic advisors are there to offer guidance and help where needed on your studies, this may include advice on feedback given form an assignment or suggesting courses to attend to improve your skills.

You will be required to have meetings with your academic advisor which you are required to attend. Further information on the academic advisors can be found in the course supplement.

4.2 Student Support

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

4.3 Students with disabilities

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

Assessment arrangements for students with a disability

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

Please see the course supplement for any information specific to your course.

4.4 Health and Safety

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

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

4.5 Conduct

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

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

4.6 Students’ Union

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

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

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

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

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

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

If you are not studying on the main UCLan Preston campus please note the Students Union is still your union, please check http://www.uclansu.co.uk/ for full details on what we may be running in your partner institution.
5. Assessment
Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

Your course supplement provides information of the assessment strategy used within your course.

5.1 Notification of assignments and examination arrangements
This information will be provided within your course supplement handbook and in your module information packs.

5.2 Referencing
You will be required to reference within your assignments. Referencing is important in acknowledging where you have gathered information from and to give credit to the authors of the work. Please note that if your work is not referenced correctly then this may be taken as plagiarism. Refer to your course supplement handbook for guidance on the correct referencing style to use.

5.3 Confidential material
Guidance on confidential information and ethical guidelines will be provided by the Dissertation module leader and within the module information pack.

5.4 Dealing with difficulties in meeting assessment deadlines
Assignments must be submitted no later than the date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to the module leader and the course leader.

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

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

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

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

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

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (see Academic Regulations).
Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

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

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

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

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

5.4.2 Late submissions
If you submit work late and unauthorised, a universal penalty will be applied in relation to your work:
- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

5.5 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 though the course.

5.6 Cheating, plagiarism, collusion or re-presentation
You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

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

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

The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook. If an allegation is found to be proven then the appropriate penalty will be implemented:
In the case of a single offence of cheating, plagiarism, collusion or re-presentation:
  - the penalty will be 0% for the element of assessment, and an overall fail for the module.
  - the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
  - when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

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

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

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

5.7 Appeals against assessment board decisions
If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations: Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:
  1. that an Assessment Board has given insufficient weight to extenuating circumstances;
  2. that the student’s academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
  3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
  4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.

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.

Please refer to the UCLan academic calendar for important dates

6. Course regulations
6.1 Course requirements
Specific course requirements that will affect your final award, core/compulsory and option modules and placements or field trip activities are detailed in your course supplement. Some of these ‘course requirement’ may be set by the professional body that accredits your course and may take precedence over the University’s Academic Regulations, these, where applicable, can be found in the course supplement – so please familiarise yourself with them and ask your course leader for further clarification if required.

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

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

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

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

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

7.1 Course Representatives and School Presidents

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

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

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

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

7.2 Student Staff Liaison Committee Meetings (SSLC)

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

Your Course Leader will facilitate the meetings using guidelines 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. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting
• Update on actions completed since the last meeting
• Feedback about the previous year – discussion of external examiner’s report; outcomes of National/UCLan student surveys.
• Review of enrolment / induction experience;
• Course organisation and management (from each individual year group, and the course overall);
• Experience of modules - teaching, assessment, feedback;
• Experience of academic support which may include e.g. Personal Development Planning, academic advising arrangements and The Card;
• Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
• Any other issues raised by students or staff.

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

Additional statement for partner college courses:
As 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 upon exhaustion of the college’s procedure, you will be entitled to submit your complaint to UCLan.

Tuition fees:
Your tuition fees include:

• Scheduled course tuition, academic, technical and administrative support, use of course equipment and facilities.
• Course related induction activities.
• Placement year academic support (where the course includes a placement year).
• Course assessment and awards.
• Access to the university’s library and online resources, including on-campus wifi, networked and remote access to the university’s virtual learning environment,
• Use of the university’s estate and resources for scheduled activities and learning support
• Dissertation, project and/or thesis printing and binding where the submission of printed and bound documents is a requirement for assessment of the module(s).
• Use of the university’s technical equipment and materials identified by the course teaching team as essential for the completion of the course.
• The extra items listed against your course in the table below.

<table>
<thead>
<tr>
<th>Course name</th>
<th>Additional items included in the tuition fees for your course</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSc (Hons) Chemistry (including foundation entry)</td>
<td>Laboratory coats, PPE glasses</td>
</tr>
</tbody>
</table>
MChem Chemistry  
FdSc Chemistry  
BSc (Hons) Forensic Chemistry

BSc Archaeology  
Field trip in each year of the course.

BSc (Hons) Forensic Science & Anthropology  
Foundation Degree Forensic Science  
BEng (Hons) Fire Engineering  
BSc (Hons) Fire & Leadership Studies  
BSc (Hons) Forensic Science  
Cert Forensic Science  
FdSc Fire Safety Engineering  
BSc (Hons) Fire Safety Engineering  
BSc (Hons) Forensic Science & Criminal Investigation  
FD Policing  
BSc (Hons) Applied Investigation FDE  
BSc (Hons) Applied Sciences FDE  
Cert Fire Investigation  
BSc (Hons) Policing & Criminal Investigation  

**Living costs:**

Living costs are not included in your tuition fees. You will need to budget for these separately. Below is an indication of some typical living costs, but everyone is different and you are strongly advised to plan your own budget.

<table>
<thead>
<tr>
<th>Typical items</th>
<th>Estimated weekly costs lower range</th>
<th>Estimated weekly costs higher range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodation: University Halls of Residence based on a 42 week contract.</td>
<td>£79.03</td>
<td>£107.83</td>
</tr>
<tr>
<td>Private Halls of Residence</td>
<td>£70 (€0)</td>
<td>£110</td>
</tr>
<tr>
<td>(Living at home may reduce your accommodation costs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td>£20</td>
<td>£30</td>
</tr>
<tr>
<td>Internet connection (free wifi on campus, in university halls of residence and in some private accommodation)</td>
<td>£0</td>
<td>£12</td>
</tr>
<tr>
<td>Toiletries/Laundry</td>
<td>£5</td>
<td>£15</td>
</tr>
<tr>
<td>Gas/electricity/water (included within university halls of residence and some private accommodation – check your contract)</td>
<td>£0</td>
<td>£20</td>
</tr>
<tr>
<td>Printing, copying, stationery.</td>
<td>£2.50</td>
<td>£10</td>
</tr>
<tr>
<td>Travel expenses (varies by method &amp; distance travelled e.g. on foot, bicycle, bus, train or car. If using bus or train check travel card / season ticket rates for savings). University halls of residence and a good selection of private accommodation are situated on campus or a short walk from campus.</td>
<td>£0</td>
<td>£40</td>
</tr>
</tbody>
</table>
### Mobile phone or landline

<table>
<thead>
<tr>
<th></th>
<th>£2.50</th>
<th>£10</th>
</tr>
</thead>
</table>

### Books

<table>
<thead>
<tr>
<th></th>
<th>£5</th>
<th>£10</th>
</tr>
</thead>
</table>

### Leisure

<table>
<thead>
<tr>
<th></th>
<th>£5</th>
<th>£25</th>
</tr>
</thead>
</table>

### Total per week

<table>
<thead>
<tr>
<th></th>
<th>£110</th>
<th>£282</th>
</tr>
</thead>
</table>

### Total for 42 weeks

<table>
<thead>
<tr>
<th></th>
<th>£4,620</th>
<th>£11,844</th>
</tr>
</thead>
</table>

*(typical halls of residence contract)*

### Total for 52 weeks

<table>
<thead>
<tr>
<th></th>
<th>£5,720</th>
<th>£14,664</th>
</tr>
</thead>
</table>

You may also need to budget for 'one off' or irregular costs

<table>
<thead>
<tr>
<th>Typical items</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bedding</td>
<td>From £20</td>
</tr>
<tr>
<td>Clothes</td>
<td>Costs vary depending on your needs</td>
</tr>
<tr>
<td>TV licence</td>
<td>£145.50 per year</td>
</tr>
<tr>
<td>Insurances</td>
<td>Costs vary depending on your needs.</td>
</tr>
<tr>
<td>Computer/laptop/telephone</td>
<td>You will have access to University computers or laptops for your studies or you may have your own you wish to bring. If you are acquiring one to come to university the cost varies depending on model and whether it is new or refurbished.</td>
</tr>
<tr>
<td>Furniture, crockery etc.</td>
<td>Furnished accommodation may include all your needs. Check your accommodation to see what is included.</td>
</tr>
</tbody>
</table>

### Additional costs.

The costs below are incurred by some but not all students and are **not** included within the Tuition Fees.

<table>
<thead>
<tr>
<th>Optional items – all courses</th>
<th>Estimated costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel to course related work placements, work experience, voluntary work, or site visits (for example costs of petrol, business level motor insurance cover, taxis, train fares, bus fares etc.).</td>
<td>Variable depending on the distance travelled and the method of transport chosen.</td>
</tr>
</tbody>
</table>
| Library fines & charges | On time £0.00  
0-8 days overdue £0.10-0.50 per day  
9+ days overdue £0.50-£1.00 per day  
40+ days replacement cost and administrative charges/account suspension |
| Costs of obtaining medical or other evidence to support applications for extenuating circumstance applications relating to assessments. | For example a medical certificate may cost from £10. |
| Fees for arranging and invigilating course examination(s) off campus are payable by the student (Note this only applies where permitted by course regulations and approved by course leaders) | £300 |
| Printing of electronic books, journals etc. You are strongly recommended to access these electronically. | Estimated £0.10 per copy sheet |
| Printing of reports, course materials and other course documents, which have been supplied or are available electronically or in hard copy in the library. | Estimated £0.10 per copy sheet |