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University of Central Lancashire

Course Handbook
Full-Time
Master of Business Administration
(MBA)
2017/2018
Dorota Marsh
School of Management

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

Contents

1. Welcome to the course

Welcome to the Full-Time Masters of Business Administration Programme

This is your guide to the Full-Time MBA programme at the University of Central Lancashire. We recognise that deciding to spend a year of your life investing in your personal and professional development by embarking on the MBA 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 and objectives of the MBA, the learning outcomes you will achieve, what you will be studying, how you will be assessed and more general information on how the MBA is managed. It also includes guidance on what we expect of you as members of the MBA and the University, and what you can expect of us as the team of staff responsible for the MBA programme.

It is part of our University's philosophy to involve students in the running of their courses as much as possible. Quite soon therefore, we shall be asking you to nominate representatives to serve on the Course Student Staff Liaison Committee (SSLC). So, perhaps at this early stage, you might like to be thinking about whether you personally would like to be a Student Representative.

We are committed to do everything we can to make your MBA studies and time with the University of Central Lancashire an enjoyable and worthwhile experience.

We offer you our best wishes for the coming months.

Dorota Marsh

Programme Director

1.1 Rationale, aims and learning outcomes of the course

The MBA offers you the opportunity to gain both the essential knowledge of business management and an in-depth understanding and insight into a range of specific managerial processes and issues. We seek to enable our graduates to gain a competitive edge in pursuing managerial and professional careers and to make an outstanding contribution to the performance of their employing organisations.

The School of Management postgraduate management programmes are well established and enjoy a considerable reputation amongst employer organisations in the private, public and voluntary sectors in the UK and overseas.

Our MBA programme, firstly will involve you in a great deal of hard work! It will also challenge you. Some of these challenges will be very much along the lines that you might expect of a postgraduate programme. Some may be more of a surprise!

The following are examples of the challenges you will face:

- to confront your own personal strengths and weaknesses to be prepared to share these insights with others in order for all of you to learn

- to reflect on your experience in order to develop an enhanced understanding of the principles of effective business management

- to be prepared to test out those principles in the real world of business, rather than just in the safety of the classroom

- to master increasingly sophisticated and complex techniques and skills in order to tackle real-life business problems

- to work collaboratively with others in the learning process

- to make mistakes and to learn from such mistakes

- to have fun and to help others have fun too!

These last two challenges are often the most difficult to meet head on.   We believe that effective management development comes primarily from groups of individuals joining together with the common need and thirst to learn and to develop themselves.

The MBA programme offers you the opportunity to work in groups that are small enough to develop a supportive team culture but big enough to provide the necessary diversity of experience and expertise.

Working with others towards common goals will almost certainly be frustrating, annoying and, at times, painful. However, it will also be exhilarating, energising and satisfying

The aims and learning outcomes of the programme, together with the teaching and learning and assessment methods, are:

Aims of the programme

- 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 an MBA 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.

Learning outcomes

A. Knowledge and Understanding
A1: to communicate an understanding and critical evaluation of the body of knowledge and research relating to business and management, including strategy and international management, new business venture development, data analytics and the primary business functions A2: to communicate knowledge, understanding and critical evaluation of business and management research methodologies and methods

B.   Subject-specific skills
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.
C.   Thinking Skills
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
D.   Other skills relevant to employability and personal development
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.
D3:Learn and work independently as a reflective practitioner, including goal setting, planning, self-management and review
D4: Work as part of a team

1.2 Course Team

The MBA FT course is located in the Management School, within the Division of Strategy and Enterprise

Course Leader	Room	Phone 01772 89 (add ext)	E-Mail
Dorota Marsh	GR258	4728	dmarsh@uclan.ac.uk

THE COURSE TEAM IS AS FOLLOWS (TBC):

STAFF	*E-MAIL*	*ROOM*	*Phone 01772 89 (add ext)*
Robin Carey	RCarey@uclan.ac.uk	GR334	4773
Joe Riordan	JRiordan@uclan.ac.uk	GR265	4689
Judi Morgan	JMorgan3@uclan.ac.uk	GR257	4776
Yahaya Yusuf	YYusuf@uclan.ac.uk	GR049	4534
Sally Bate	SABate@uclan.ac.uk	GR056	4768
EmmaThirkell	EThirkell@uclan.ac.uk	GR250	4772
Max Brown	MBrown3@uclan.ac.uk	GR044	4724
Matthias EM Meckel	MEMeckel@uclan.ac.uk	GR055	4671
Lynne Gornall	LGornall@uclan.ac.uk	GR061	4615
Dorota Marsh	Dmarsh@uclan.ac.uk	GR258	4728

1.3 Expertise of staff

The Course Team is well developed in terms of teaching and learning practice established over many years and builds upon the previous business and industry experience of individuals, whilst maintaining good links with commerce and the professional bodies. A number of staff are active in research.

1.4 Academic Advisor

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

1.5 Administration details

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

Allen Building
Medicine
Dentistry
telephone: 01772 895566
email: AllenHub@uclan.ac.uk

Harris Building
Lancashire Law School
Humanities and the Social Sciences
Centre for Excellence in Learning and Teaching
telephone: 01772 891996/891997
email: HarrisHub@uclan.ac.uk

Foster Building
Forensic and Applied Sciences
Pharmacy and Biomedical Sciences
Psychology
Physical Sciences
telephone: 01772 891990/891991
email: FosterHub@uclan.ac.uk

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

Greenbank Building
Sport and Wellbeing
Management
Business
telephone: 01772 891992/891993
email: GreenbankHub@uclan.ac.uk

Brook Building
Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
telephone: 01772 891992/891993
email: BrookHub@uclan.ac.uk

The Course is part of the Division of Strategy and Enterprise in the   Management School.
The Head of Division is:

Louise Mc Ardle	GR261	Ext 4780	Lmc-ardle@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.

E-mail is the accepted means of communication with you the student generally about your course and for matters relating to you individually. This is to your Uclan e-mail address. In some circumstances telephone will be used: you should ensure that you update your mobile phone number.

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1.7 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. The name of this person, their position and home institution can be found below. 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.

Mr Alastrair Balchin
Liverpool Business School
Liverpool John Moores University

2. Structure of the course
2.1 Overall structure
The structure of your programme reflects the aims, objectives and learning outcomes. The MBA is divided into three Stages. Stage 1 is completed during Semester One which runs from September to December; Stage 2 is completed during Semester Two which runs from January to May, and Stage 3 is completed between the end of Semester Two and the end of the first week in September.

In overall terms, your programme consists of a set of modules which are taken by all students.
Within the University, modules come in different sizes, usually half (10 credits) and single (20 credits), double (40 credits) and treble modules (60 credits) are to be found. Modules are also Level-rated to reflect their academic standing. Postgraduate programmes such as the MBA consist of Level 7 modules.

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. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Your MBA programme consists of a combination of taught modules (10 credits and 20 credits), and a double module (40 credits) Dissertation. To gain the MBA you will have to successfully complete a total of 12 modules (180 credits), including Dissertation.

Stage 1

Stage 1 consists of 5 modules and these modules are taken by all students on the MBA programme during Semester One.

Module Code	Module Title
AC4410	Accounting and Finance
MD4043	Leadership and Management
MK4024	Marketing
HR4005	Managing People
EC4005	Fundamentals of Economics

Stages 2 and 3

Stage 2 consists of further 6 taught modules taken during Semester 2:

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MG4101	Operations Management Strategy
MD4100	Strategy and International Management
MD4060	New Enterprise Venture Development
MG4002	Data Analytics
MD4064	Designing a Research Project
MD4044	Entrepreneurship Theory and Practice

Stage 3 consists of a double-module

MD4992   MBA Dissertation

MD4054   Optional Module- Professional Placement

We also run the MBA with placement which allows students to undertake a placement as part of their studies. Students apply for paid positions on a competitive basis and secure positions through their own efforts. Some assistance in preparation for applying for placements will be provided, however placements are paid employment and the employer has the final say. The work undertaken by the student must be of an adequate standard in an area of work strongly related to the content of the MBA Programme and the appropriateness of any placement will be assessed / approved by a member of the academic team on an individual basis.

To gain the MBA with Professional Placement you will have to successfully complete a total of 12 modules (180 credits), including Dissertation and MD4054 (Professional Placement).
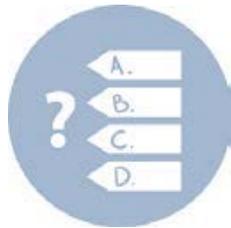
2.3 Course requirements

To gain the award of Masters of Business Administration you must attempt and successfully complete modules to the value of 180 credits.

You may be awarded a Postgraduate Diploma in Business Administration if you complete modules to the value of 120 credits at Level 6 or above with a minimum of 100 credits at Level 7 (excluding dissertation). If you complete modules to the value of 60 credits at Level 6 or above with a minimum of 40 credits at Level 7 (Only from taught modules) you may be awarded a Postgraduate Certificate in Business Administration

2.4 Study Time
2.4.1   Weekly timetable

Details of days, times and rooms are available by accessing your online timetable in the student portal

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

2.4.2   Expected hours of study

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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.

You are expected to undertake preparation for classes, reading and personal study for each module as well as assessment and class contact time. Your personal study, assessment,

preparation, and class contact time is expected to be the equivalent of 200 hours per 20 credit module

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:

GreenbankHub@uclan.ac.uk or by telephoning the hub on 01772 891998 or 01772 891999.

If you are an international student from outside the EU and governed by the UK Border Agency (UKBA), Points Based System (PBS) - you MUST attend your course of study regularly; under PBS, UCLan is obliged to tell UKBA if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

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.

You can monitor your attendance record on the SAM system at UCLan.

Each time you are asked to enter your details on SAM for a lecture or seminar 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.

3. Approaches to teaching and learning
3.1 Learning and teaching methods
Your postgraduate programme recognises the diversity of student learning needs and experiences. Teaching and learning strategies have been designed to meet these differing needs. The multiplicity of learning outcomes within the programme also requires a multiplicity of approaches

Students are supported by the electronic Blackboard system where materials are made available to them by module to support their learning. They are expected to complete guided self-study for each module in parallel to the taught inputs and other tutor-led work.

Particular teaching and learning strategies to be adopted to achieve the specified learning outcomes are outlined in the Module Information Pack (MIP) which accompanies each module.

Teaching and learning strategies may include the following:

Self-directed study with peer group support
Lectures
Plenary and small group work
Individual and team presentations
Videos, computer software, CD ROM, and documentary analysis
Learning logs
Case study analysis
Live organisational analysis
Research tasks
Critical and reflective thinking
Structured reading
Critical discussion and evaluation
Informed negotiation
Seminar paper presentation and discussion
Simulations
Visiting speakers
Study visits
Experiential learning activities
E-learning materials
Dissertation research

The strategy adopted by each module should be viewed in the light of a number of general principles. Each module's teaching and learning approach is designed to support and sustain:

- the acquisition, analysis and consideration of relevant concepts and theories;
- the application of such concepts and theories to personal and organisational settings;
- the analysis of live issues and problems identified by students and tutors;
- the development of sound working relationships between a diverse group of students.

The role of the tutor is very much to act as a facilitator and catalyst as much as it is to provide specific knowledge inputs. The aim is the holistic development of the student, where intellectual thought and analysis, personal confidence and competence are given expression within a stimulating 'involved learning' setting.

Our experience of working with people tells us that it is your knowledge and experience, used in a supportive way, which creates significant added value to the more tutor led inputs.

It goes without saying that for this rich and stimulating learning process to be achieved all of the members of the programme need to commit themselves to the full participation in the programme. This means more than just turning up for all scheduled sessions. It means being fully prepared, being willing and able to make your own particular contribution to the

sessions, and being prepared to take on responsibility for the achievement of learning from the process of human interaction that ensues

3.2 Study skills

It is expected that students will over the duration of the course both acquire new skills and enhance their existing skills. Students will learn from lecture, seminar and workshop activities and from both directed and student initiated self-study. The use of experiential learning and learner-centred activities such as presentations, the dissertation and projects, together with encouraging both self-analysis and evaluation will enable continuous personal and professional development. Students will engage in presentations on a regular basis and when possible will be offered leadership, teamwork and outdoor experiences.

In particular students are recommended to take advantage of the UCLan support services such as:
WISER http://www.uclan.ac.uk/students/study/wiser/index.php

International student support

If you are a student from overseas then there is a dedicated support service for you to help you with studying modules and the assessments. The point of contact is:

Lynne Gornall	GR057	Ex 4615	LGornall@uclan.ac.uk	

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

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

Module information are available on Blackboard.

Students at UCLan now have unlimited free 24/7 access to lynda.com, an online library of high-quality instructional training videos and tutorials covering a wide range of software,

technology and business topics. lynda.com is designed for all levels of learners and is available whenever you're ready to learn - you can even use it on your iPhone, iPad, Android phone or tablet, or other mobile device. To access lynda.com:

1. Go to www.lynda.com
2. Select Login (top right-hand corner)
3. Under Log in through your organization or school enter www.uclan.ac.uk and click Go

Enter your UCLan username and password

3.4 Personal development planning

Employability skills and personal development is embedded in all modules on the course. However, additional resources are made available in e-Learn for students to use. These include time management, emotional intelligence, assertiveness, impression management, giving and receiving feedback etc. Students are encouraged to attend events and sessions organised by Careers, the universities career planning and employability service. There is also the opportunity for students to undertake mini-modules related to employability and career development. These do not form part of the MBA programme and are not credit bearing.

3.5 Preparing for your career

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

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

It's your future: take charge of it!

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

4.1 Academic Advisors

Students are directly supported by the Programme Director Dorota Marsh

4.2 Students with disabilities

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

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

The Disability Lead for the School of Management is Angela M Mackenzie

Email: ammackenzie@uclan.ac.uk

Tel: 01772 894910

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

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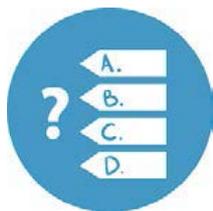
5.1 Assessment Strategy

Assessment is an important part of your development as a student both to test understanding and knowledge and as ever developing base upon which to build. The learning achieved from completing an assessment and from the feedback received, especially about how to improve are very valuable.

Each learning outcome of the course has to be assessed and this is achieved in the various modules. Most modules are assesses purely by course work, but some modules have time constrained assessments (such as in class tests and debates) during semester.

Assessment covers four areas:

Knowledge and understanding

A variety of assessments are used including essays, reports, in-class tests, formal oral debates, individual/group research tasks, presentations, dissertation proposal and dissertation.

Subject specific skills

This may take the form of essays, reports, reports, in-class tests, oral debates, individual and group case study analyses; individual and group research tasks; group presentations, dissertation proposal and dissertation

Thinking skills

A variety of assessments are used including individual and group reports; group presentations; critical review of research publications; dissertation research proposal and masters dissertation.

Other skills relevant to employability and personal development
A variety of methods are used including critical essays, learning logs, reflective logs, reports, in-class tests, formal oral debates individual and group reports and oral presentations, case study analyses, project plans, dissertation proposal, dissertation

5.2 Notification of assignments and examination arrangements
Students will be notified on Blackboard of the requirements for individual assessments and the deadlines for submission. Examination arrangements will also be given on Blackboard.

The respective module leaders notify through the Module Information Packs and Assessment Briefs, which may be contained within the MIP or published separately. Students are advised to take note of any special or separate communication from individual module leaders as announcements by e.g. e-mail or in lectures. Assessments will always be notified in writing.

Short Tests and Examinations may be set within the semester or at the end of a semester/year and students should ensure that they are fully aware of when and where these are.

Students should take note that some pieces of work have to be submitted by or on a particular day and sometimes by a particular set time on that day e.g. 9.00 am.

Each assessment will have particular criteria specified in the assessment brief. This will be published either as part of the Module Information Pack, or as a separate assessment document.

5.3 Referencing

Students are expected to use the Harvard referencing system.

It is important when writing in assessed work that you adopt the correct academic style used at the University. This may be very different from what you are used to from pre-degree study and especially if you are an international student. The following is given as a brief review of this important area. The most important point to remember is that you are expected to write in your own words, yet give reference to your source as you write within the text of your report. It is a common misunderstanding that it is all right to use your sources words so long as you give the source – no it isn't acceptable. Generally you should not use the words of your source at all and if you do you must identify this as such by putting the words exactly as originally written and within quotation marks. These should be short and form a very minor part of the overall work that you present. You are expected to build arguments not from your opinion but from your sources, using these as evidence to build up your points and citing their work i.e. giving references to them as the original source, but using your own words.

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 Management School Referencing Guide at:

https://v3.pebblepad.co.uk/v3portfolio/uclan/Asset/View/Gm3mmGk6sM3RgHZnjGfh7mm6pM

Writing in the correct style is very important and not doing so is often the cause of plagiarism which is considered to be against the university regulations and carries severe penalties. It is thus to be avoided.

5.4 Confidential material

Students do not generally have to use confidential material but there are some situations in which they need to be cognisant of the legal and ethical requirements of protecting confidentiality e.g. when conducting research with respondents.

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.

The classification of awards is based on the Average Percentage Mark (APM) - a calculation derived from the marks achieved in specified modules. The classification of postgraduate awards is based on an APM derived from Level 7 modules only. Any Level 6 modules must be passed but will be excluded from the calculation of the APM. A Masters qualification is awarded for successful completion of the equivalent of 9 modules (180 credits), however exit awards may be awarded for the completion of less modules. These Postgraduate Awards are as follows:

AWARD	APM Based on standard modules (credits shown in brackets):
Postgraduate Certificate	3 (60) modules
Postgraduate Diploma	6 (120) modules

7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement, for example, as a result of student feedback we have removed the formal examination from our MBA Programme assessment strategy.

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.

As a student your feedback is essential to inform the Course Team of your views about modules, the course as a whole and the University facilities. There are opportunities to do so personally in dialogue with the nodule tutors and the course leader through the year and more formally through the Student Liaison Officer and Student Representatives who represent all the students at the Staff Student Liaison Committee meetings (once a semester and through the Module Evaluation Questionnaires if applicable) .

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

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

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

1.	Awarding Institution / Body	**University of Central Lancashire** **University of Central Lancashire Cyprus**
2.	Teaching Institution and Location of Delivery	**University of Central Lancashire** **University of Central Lancashire Cyprus**
3.	University School/Centre	School of Management School of Business & Management – Cyprus Campus
4.	External Accreditation	Cyprus Agency for Quality Assurance & Accreditation in HE
5.	Title of Final Award	MBA
6.	Modes of Attendance offered	Full Time
7.	UCAS Code	n/a
8.	Relevant Subject Benchmarking Group(s)	**Business and Management (General)**
9.	Other external influences	n/a
10.	Date of production/revision of this form	March 2016
11.	**Aims of the Programme**	

- 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 an MBA 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 organizations

12. Learning Outcomes, Teaching, Learning and Assessment Methods
A. Knowledge and Understanding
A1: to communicate an understanding and critical evaluation of the body of knowledge and research relating to business and management, including strategy and international management, new business venture development, data analytics and the primary business functions A2: to communicate knowledge, understanding and critical evaluation of business and management research methodologies and methods
Teaching and Learning Methods
Lectures, plenary and small group discussion; case study analysis; background reading and research; guest speakers, group research tasks, dissertation
Assessment methods
Essays, reports, formal oral debates, individual/group research tasks, presentations, dissertation proposal and dissertation
B. Subject-specific skills
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.
Teaching and Learning Methods
Lectures, exercises, plenary and small group discussion; case study analysis; background reading; dissertation
Assessment methods
Essays, reports, reports, formal oral debates, individual and group case study analyses; individual and group research tasks; group presentations, dissertation proposal and dissertation
C. Thinking Skills
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
Teaching and Learning Methods
Individual and group applied investigations; preparatory research methodology lectures and workshops, followed by the planning and implementation of an individual postgraduate level research project with tutorial support from your Dissertation supervisor.
Assessment methods
Individual and group reports; group presentations; critical review of research publications; Dissertation research proposal and Masters Dissertation
D. Other skills relevant to employability and personal development
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. D3:Learn and work independently as a reflective practitioner, including goal setting, planning, self-management and review D4: Work as part of a team
Teaching and Learning Methods
Lectures, plenary and small group discussions, group presentations and outdoor-based experiential activities, group investigative tasks, experiential learning, dissertation
Assessment methods
Essays, learning logs, reflective logs, reports, formal oral debates, individual and group reports and oral presentations, case study analyses, project plans, dissertation proposal, dissertation

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating UK/ECTS**	
Level 7	AC4410 MD4043 MK4024 HR4005 EC4005	**Accounting and Finance** **Leadership and Management** **Marketing** **Managing People** **Fundamentals of Economics**	10 / 5 20 / 10 10 / 5 10 / 5 10 / 5	**Masters Degree In Business Administration with Professional Placement** Requires 180 credits at Level 7 plus successful completion of MD4054 (Professional Placement)
	MG4101 MD4100 MD4060 MG4002 MD4064 MD4044	**Operations Management Strategy** **Strategy and International Management** **New Enterprise Venture Development** **Data Analytics** **Designing a Research Project** **Entrepreneurship Theory and Practice**	10 / 5 20 / 10 10 / 5 10 / 5 10 / 5 20 / 10	**Masters Degree In Business Administration** Requires 180 credits at Level 7 including MD4992 (Dissertation)
		Semester 2 and 3		**Postgraduate Diploma**
	MD4992	**Dissertation**	40 / 20	Postgraduate Diploma Requires 120 credits at Level 7 (excluding dissertation).
	MD4054	**Optional Module** Professional Placement	60 / 30	**Postgraduate Certificate** Requires 60 credits at Level 7. (Only from taught modules).

15. Personal Development Planning

A supported PDP process commences with a briefing during the induction programme. Students are expected to utilise discussions with their personal tutor; draw on modules in terms of curriculum, teaching/learning/assessment strategies; the dissertation process; University careers advice service website; extra-curricular experiences and to maintain a PDP file.

16. Admissions criteria *
(including agreed tariffs for entry with advanced standing)
Correct as at date of approval. For latest information, please consult the University's website.

UK honours degree or its international equivalent (at least Lower Second Class)
or professional qualification deemed to be honours degree (2/2) equivalent.
2 years of relevant and appropriate work experience is desirable but not essential
For students where English is not their first language or where their degree has not been studied in the English language, a score of at least 6.5 on IELTS (or equivalent) is required.

17. Key sources of information about the programme

- Full-time Postgraduate brochure and web-site

18. Curriculum Skills Map

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

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Knowledge and understanding				Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development			
				A1	A2			B1	B2	B3		C1	C2	C3	C4	D1	D2	D3	D4
Level 7	AC4410	Accounting and Finance	Comp	√				√	√			√	√			√	√		
	HR4005	Managing People	Comp	√				√	√			√	√			√	√		
	MD4043	Leadership and Management	Comp	√				√	√			√	√			√	√		
	MK4024	Marketing	Comp	√				√	√			√	√			√	√		
	MG4101	Operations Strategy	Comp	√				√	√			√	√			√	√		
	EC4005	Fundaments of Economics	Comp	√				√	√			√	√			√	√		
	MD4060	New Enterprise Venture Development	Comp	√	√			√	√	√		√	√	√		√	√		
	MG4002	Data Analytics	Comp	√				√	√			√	√			√	√		
	MD4100	Strategy and International Management	Comp	√				√	√	√		√	√			√	√		
	MD4044	Entrepreneurship Theory and Practice	Comp	√	√			√	√			√	√			√	√		
	MD4064	Designing a Research Project	Comp		√			√	√			√	√		√	√	√		
	MD4992	Dissertation	Comp	√	√			√	√	√		√	√		√	√	√		
	MD4054	Professional Placement	O													√	√	√	√

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

19.   LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

For example, for a standard BA/BSc (Hons) award the exit award learning outcomes for CertHE (Level 4) and DipHE (Level 5), BA/BSc (Level 6) should be included; for a postgraduate Masters, this would normally be PGDip and PGCert.

Learning outcomes for the award of: PGCert_____
- to communicate an understanding and critical evaluation of the body of knowledge and research relating to business and management, including the primary business functions
- 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 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

Learning outcomes for the award of: PGDip

- to communicate an understanding and critical evaluation of the body of knowledge and research relating to business and management, including the primary business functions
- to communicate a knowledge, understanding and critical evaluation of business and management research methodologies and methods
- to generate, evaluate and implement creative solutions in a business management context.
- to engage in project work at a professional level integrating prior experience and contemporary knowledge
- to plan an extended programme of individual research into a contemporary business and management issue, problem or field of study

2
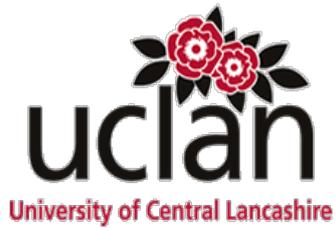
University Student Handbook

2017/18

Please read this Handbook in conjunction with your Course Handbook.

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

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

UCLan Mission statement

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

UCLan Values

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

Student Charter

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

Supporting Diversity at UCLan

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

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

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

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Contents page

1. **Welcome and Introduction to the University**

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

1.1 Communication

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

1.2 External Examiner

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

1.3 Expected hours of study

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

1.4 Attendance Requirements

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

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

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

1.5 Data Protection

All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These purposes are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University's policy on the use and disclosure of

personal information, please see the University's Data Protection Policy and [Privacy Notice](#) or contact the Information Governance Officer, Clerk to the Board Service, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk.

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

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

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

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

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

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

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

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

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

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

near the main entrance) or access our careers and employability resources via the [Student Portal](#)

It's your future: take charge of it!

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

4. Student support, guidance and conduct

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

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

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

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

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

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

4.5 Conduct
You will be expected to abide by the [Regulations for the Conduct of Students](#) in the University. UCLan expects you to behave in a respectful manner towards all members of

the University at all times demonstrated by using appropriate language in class, switching mobile phones / other devices off prior to attending classes, and also in your use of any social networking sites.

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

5. Students' Union

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

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

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

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

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

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

6. Rationale, aims and learning outcomes of the course

6.1 You will find information specific to your chosen course of study in your Course Handbook, in the form of a 'programme specification'. As defined by the QAA (Quality Assurance Agency) - the regulatory body responsible for overseeing quality compliance in the Higher Education Sector - a programme specification is a concise description of the intended learning outcomes of an HE programme. It is the means by which the outcomes are achieved and demonstrated. In general, modules or other units of study have stated outcomes, often set out in handbooks provided by institutions to inform student choice. These intended learning outcomes relate directly to the curriculum, study and assessment methods and criteria used to assess performance. Programme specifications can show how modules can be combined into whole qualifications. However, a programme specification is

not simply an aggregation of module outcomes; it relates to the learning and attributes developed by the programme as a whole and which, in general, are typically in HE more than the sum of the parts.

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

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

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

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

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

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

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

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

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

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

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

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

7.4 Late submissions

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

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

You may apply to appeal this decision in accordance with the University's Academic Regulations.

7.5 Feedback Following Assessments

UCLan is committed to giving you clear, legible and informative feedback for all your assessments (Academic Regulations). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress though 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 for support and guidance.

7.7 Appeals against assessment board decisions

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

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

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

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

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

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

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

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

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

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

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

8.2 Student Staff Liaison Committee Meetings (SSLC)

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

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

8.3 Complaints

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

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