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

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

1 Welcome to the Course
2 Structure of the Course
3 Approaches to teaching and learning
4 Student Support
5 Assessment
6 Classification of Awards
7 Student Feedback
8 Appendices
  8.1 Programme Specification(s)
Welcome to the course

We are delighted to welcome you to the School of Journalism, Media and Performance for the MA in Publishing, the first industry-accredited publishing programme in England (we obtained the Skillset excellence tick two years ago). The MA, available both full and part time, is an exciting opportunity to bring together academic excellence and practical experience of publishing.

The School of Journalism, Media and Performance has an excellent reputation for working closely in partnership with industry to ensure that its courses meet the needs of potential employers. The Division of Journalism (the academic ‘home’ for the MA Publishing) has developed links with a range of national publishers including Canongate, Faber and Faber, HarperCollins, Hodder Hachette, Bloomsbury and Penguin Random House, as well as regional publishing houses such as Liverpool University Press and Manchester University Press. Our programme is designed to give you a broad range of skills and expertise to pursue a successful career in the publishing and book industries and an excellent understanding of publishing within the wider context of the creative, cultural and media industries.

This course aims to prepare you for a career in the publishing industry. The content is highly vocational and taught by industry experts. You will have 24 hour access to the Greenbank Building and exclusive use of our publishing house which is fully equipped with InDesign, Macs, meeting space and printers. You will work on all aspects of book publishing projects from conception to production and from marketing to sales. We encourage creative and innovative thinking and research which we believe is essential to the future of the book industry.

The first part of the course is intensive, equipping you with the technical skills to carry out publishing projects as well as providing a background to the industry. The second part is very practical, allowing you to test your new skills in a number of real publishing projects and through work experience placements.

1.1 Rationale, aims and learning outcomes of the course

The course is modular over three semesters and emphasises both practical and theoretical knowledge. Our students are enabled to contribute to discussion and debate and to engage fully with the concepts of the publishing world, developing, communicating and evaluating individual thoughts and ideas through group participation. Written work is supported by experienced tutors who will offer advice in sessions and through one-to-one mentoring sessions. By the end of the programme, you will be equipped with the knowledge and practical skills to take your part in the future of publishing.

We aim to develop, at an advanced level:

| 1. Knowledge and understanding of the process of producing a book from commissioning to retailing |
| 2. Understanding of the publishing and book business including markets, structures, business models and innovation |
| 3. Entrepreneurial skills in a publishing context |

Learning Outcomes
A. Knowledge and Understanding
On successful completion of this programme you will be able to:

1. Understand potential career options within publishing and related industries.
2. Identify emerging commercial digital publishing opportunities and demonstrate a practical and critical understanding of IPR and copyright

B Subject-specific skills
On successful completion of this programme you will be able to:

1. Apply appropriate concepts of a range of markets, market segmentation, distribution networks and sales techniques in the context of publishing.
2. Conduct theoretical and applied investigations in key areas of publishing
3. Demonstrate knowledge of the role of publishing regionally, nationally and internationally.
4. Participate fully within the publishing business.
5. Use key software packages essential to the publishing industry

C Thinking Skills
On successful completion of this programme you will be able to:

1. Demonstrate developed knowledge of a significant component of publishing
2. Engage in debates about the future shape and direction of publishing.

D. Other skills relevant to employability and personal development
On successful completion of this programme you will be able to:

1. Demonstrate an advanced capacity for independent study through the practical application of analytical and evaluative skills.
2. Manage an extended project.
3. Demonstrate skills in project organisation, structure and management.
5. Demonstrates practical skills through work-related learning and RWE projects.

1.2 Course Team & Expertise


Debbie has worked in the publishing and book business at a senior executive level for over 15 years (including as a buyer, events manager and special project manager at Waterstone’s Head Office). She retains close contacts in the publishing industry and organises large-scale, collaborative (and often international) projects with business and community groups. She is also a Jacqueline Wilson character (you may recognise her as Ellie from the Girls’ series!)

In her spare time, Debbie is a keen fell hiker, spends a lot of time training her two Shetland Sheepdogs, Django and Ella, for obedience trials and is also an artist, sculptor and classical pianist. She is married to Stuart Hampton-Reeves who is Director of Research at UCLan, a Shakespearean Professor and current Chair of the British Shakespeare Association.

Wayne Noble: Lecturer in Digital Publishing and Project Officer for UCLan Publishing. Wayne is currently more than half way through a Doctoral Research project which focuses upon the field of cyber-crime and deviant behaviour online. In particular he is examining online behaviour with
reference to existentialism and criminology, paying particular attention to the philosophical concepts of Nietzsche, Camus and Heidegger and the socio/criminological notions of Matza, Goffman and Owen. His intention is to develop and establish his own theoretical perspective (that of 'Causal Probability'), and to bring the view that deviant/criminal behaviour stems from existential and biological origins within the individual. He is also currently involved with co-editing a collection of academic works about cyber-crime and is making plans for a book of ‘Criminal Philosophies’. Wayne is an avid horror fan and has made many eBooks embedded with sound and movies on this theme. At home, he collects rescue cats and is a volunteer for his local shelter.

**Tony Mason**: Lecturer in Commissioning Editing on the Editorial and Production module. Tony is currently also Senior Commissioning Editor with responsibility for Social Sciences at Manchester University Press, the third largest university press in England, where he has worked for almost fifteen years. Before that he worked for Blackhall Publishing, a business publisher based in Dublin and a range of London based companies including Kogan Page, Prentice Hall and Gee Publishing. Tony has done some external assessment for the MA Publishing course in the past and also mentored students on their work placements with Manchester University Press and was delighted to take on a more involved role in the course. In his spare time he is a passionate supporter of Rochdale FC, an avid reader and a big fan of real ale.

**Kevin Duffy**: Joining us this year as Lecturer in Copy Editing and Fiction Commissioning. Kevin is the founder of the award-winning Northern publisher BlueMoose Books. Bluemoose Books is an independent publisher based in Hebden Bridge, West Yorkshire. Kevin and Hetha Duffy started Bluemoose in 2006 and as a ‘family’ of readers and writers who are passionate about the written word and stories.

Kevin was born in Ely, Cambridgeshire but grew up in Woodley just outside Stockport. He lives in Hebden Bridge with Hetha, co-founder of Bluemoose, his two sons and their dog, Eric.

**Becky Chilcott**: Lecturer in Production and Graphic Design. Becky is one of the most well respected freelancers in the publishing sector and we are honoured to have her on board. Becky is a graduate in graphic design from the Surrey Institute of Art and Design (now the University for the Creative Arts) and is passionate about book design. She worked for Random House (now Penguin Random House) designing children’s fiction and picture books for four years before going freelance in 2007. She has worked with many of the main publishing houses in the UK including Bloomsbury, Penguin Random House, HarperCollins, Palgrave Macmillan, Egmont and many more.

As part of ongoing work at Penguin Random House, Becky designs the covers and interiors of Jacqueline Wilson’s books and has recently worked on the newest editions of Harry Potter books with Bloomsbury. You will know her work already as she has designed many of the well-known covers you see on bookshelves and Amazon pages.

Becky also voluntarily curates the events programme at the St Bride Library tucked away down an alley near Fleet Street. The lectures are designed to help promote awareness of the library and the incredible collections it holds, as well as raise much needed funds to keep it running for future generations to enjoy.

In her spare time, Becky can be found rummaging through second hand book shops, walking up big hills, drinking tea and making print-based inky messes.
Alexa Gregson: Lecturer in Publishing. Alexa was one of the first graduates of MA Publishing at UCLan. She went on to work in publishing in the marketing and sales departments at Palgrave and Macmillan and has now returned to teach on the course in those areas. She has also worked in employability and is passionate about preparing students for the workplace. In her spare time, Alexa loves to spend time with her little boy, Ezra, and visiting her sister in Southern Italy who also works for Macmillan as Head of Sales in that territory. She also can be found riding horses in the Trough of Bowland and loves nothing more than relaxing with a glass of wine and a good book.

1.3 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.

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

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

1.5 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 team will generally make contact with you via your university email account. When contacting your tutors, please ensure that you use that account to ensure that communication can be maintained effectively. We also have a course Facebook page where we post job adverts, links to interesting and useful articles and other useful information. We do not close this to those students who have graduated and therefore you will be able to seek advice from graduates from the course now working in the publishing industry.
1.6 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:

Alison Baverstock – Kingston University (Publishing Department). Alison is well respected in the publishing industry and has also published several books about publishing and writing.

2. Structure of the course
2.1 Overall structure
Full-time Study: One Year

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>JN4403 Editorial and Production (40 credits) (year-long)</td>
<td>JN4404 Independent Publishing Study (40 credits)</td>
<td>JN4404 Independent Publishing Study (40 credits) (year-long)</td>
</tr>
<tr>
<td>JN4405 Professional Practice (20 credits) (assessments completed in semester two due to timings of work placements)</td>
<td>JN4403 Editorial and Production (40 credits) (year-long)</td>
<td></td>
</tr>
<tr>
<td>JN4407 Issues and Innovations in Publishing (20 credits)</td>
<td>JN4604 Children’s Writing and Publishing (20 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>JN4402 Business of Books – Sales, marketing and Events (20 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>JN4401 Digital Publishing (20 credits)</td>
<td></td>
</tr>
</tbody>
</table>

For part time see below...

Part-time Study: Two Years
### Year One

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>JN4405 Professional Practice (20 credits)</td>
<td>JN4604 Children’s Writing and Publishing (20)</td>
<td>Major Project topic to be researched</td>
</tr>
<tr>
<td>JN4407 Issues and Innovations in Publishing Optional</td>
<td>JN4401 Digital Publishing Compulsory</td>
<td></td>
</tr>
</tbody>
</table>

### Year Two

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>JN4403 Editorial and Production (40 credits) (year-long)</td>
<td>JN4404 Independent Publishing Study (40 credits) (year-long)</td>
<td>JN4404 Independent Publishing Study (40 credits) (year-long)</td>
</tr>
<tr>
<td></td>
<td>JN4403 Editorial and Production (40 credits) (year-long)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>JN4402 Business of Books – Sales, marketing and Events (20 credits)</td>
<td></td>
</tr>
</tbody>
</table>

### Work-Related Learning

Work placements should take place in the third semester of your studies so as not to disrupt taught sessions. We have a range of publishers on your panel, both regionally and nationally. Students will be accepted on a first-come, first-served basis so should ensure that they make a decision about their work experience as early as possible. Each placement should last for at least one week, which can be taken one a week over an extended period, in consultation with the publisher. Both timing and length of placement are subject to negotiation and we aim for flexibility to suit needs of students both part time and full time as well as the busy schedule of the publishers. No funding is available for placements and students must cover all costs incurred through placements themselves.

### 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.

**Professional Practice: 20 credits** This module will develop your understanding and knowledge of publishing and related industries, considering the evolution of editing, product development, publishing production and sales/marketing within a range of delivery platforms, including book, journal and digital media. The module will also provide opportunities to apply that knowledge on a
practical basis through exercises and to participate fully in the processes of publishing within a
guided and supportive framework.

**Digital Publishing: 20 credits** explores the rapidly evolving digital landscape, equips you with current
practical skills in programmes such as CSS, HTML, InDesign and Nielsen and provides you with an
understanding of the issues involved in Intellectual Property, Digital Rights Management and piracy.
There will also be a strong element of entrepreneurship and innovation as we debate what the
digital future of publishing will look like. For this, there will be input from futurists and digital
innovators in the industry.

**Editorial and Production: 40 credits** explores every aspect of the work of editors within book
publishing, from commissioning to copy-editing to production and graphic design. It also develops a
wide range of practical skills in all areas of book production, including design, typography and layout.
Students will be shown how to use industry-standard software to prepare final print-ready copy, and
will also learn about contracts, budgets, project management, and how to deal with authors.

**Children’s Writing and Publishing: 20 credits** looks at the significant market for children’s books in
publishing. Students work in practical project groups with other disciplines and community groups
outside the University to conceptualise and initiate a real children’s book.

**Business of Books: 20 credits** is a vocational module which introduces the concept of books as a
product. It will give you an understanding of how sales, marketing and events work in selling books.
You will be given opportunities to work on real, live projects in collaboration with business and
community groups.

**Issues and Innovations in Publishing: 20 credits** explores the issues and entrepreneurial ventures in
the contemporary publishing industry. The module is highly dynamic and encourages lively debate
between students and industry professionals.

You will also complete a major project or dissertation (40 credits), which will investigate an original
topic relating to the publishing and book industry. You can work choose to work with a publisher on a project (which you will negotiate with them and the course leader), select a practical
project from a list provided by the course leader or produce a research study of an aspect of
publishing.

### 2.3 Course requirements

**Awards**

All modules are compulsory. In total, you must complete 180 credits to pass the
course in order to achieve the award of **MA in Publishing**. The following
alternate awards are also available:

**Post-graduate Diploma in Publishing**: this is awarded after successful completion of 120 credits.
Post-graduate Certificate in Publishing: this is awarded after successful completion of 60 credits which would normally include: JN4403 AND one of the following: JN4402, JN4405, JN4604 and JN4110.

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

2.5 Study Time
2.5.1 Weekly timetable
The weekly timetable can be accessed through your student portal here - https://portal.uclan.ac.uk/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=_106_1

2.5.2 Expected hours of study
You will receive approximately 3 hours tuition per week per module. In addition to this you will be expected to do independent study including work based learning and placements. Self-study time will be approximately 10 hours per week per module.

2.5.3 Attendance Requirements
You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:
Debbie Williams (course leader) DJWilliams1@uclan.ac.uk

3. Approaches to teaching and learning
3.1 Learning and teaching methods
Our MA programmes are taught primarily through a combination of interactive lectures, seminar and workshop sessions with tutorials for supporting activities. You may find the way that we teach is quite different from your previous institution and this is because we use innovative teaching techniques which require students to have a high level of participation. Our Publishing House provides students with a unique opportunity to explore real work through onsite facilities developed in the Media Factory. Students will also undertake work placements in publishing houses selected from our panel. Guest speakers from publishing houses will regularly feature in lecture and workshop sessions at UCLan, to discuss the profession with students, and offer advice of potential career pathways.

In the seminar sessions, emphasis is placed on the activity of students, both as presenters and as participants in feedback. Seminar discussion and, in some modules, formal presentations, enable students to further develop their subject-specific knowledge and understanding, strengthen their communicative skills, and pursue research projects either independently or in teams. Tutorials enable students to discuss issues and ideas with their tutors either individually or in small groups.
3.2 Study skills
We consider the development of study skills to be a key part of our programme and our weekly sessions, formal assessments and learning and teaching strategies all work to embed skills acquisition. You will be asked, during your time on this programme, to produce presentations, design posters, conduct quantitative and qualitative research, interpret database figures and, crucially, consider the distinctions between statistic and fact, received, or ‘popular’ opinion and research-informed propositions.

There are a variety of services to support students and these include

**WISER** [http://www.uclan.ac.uk/students/study/wiser/index.php](http://www.uclan.ac.uk/students/study/wiser/index.php)

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

**WISER** [https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_33_1](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](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_25_1)

We have unique access to databases such as Nielsen Bookscan which will be very helpful in providing information for your studies in Publishing. This can be accessed here:
[http://www.uclan.ac.uk/students/study/library/e_databases.php](http://www.uclan.ac.uk/students/study/library/e_databases.php)

3.3.2 Electronic Resources
We have unique access to databases such as Nielsen Bookscan which will be very helpful in providing information for your studies in Publishing. This can be accessed here:
[http://www.uclan.ac.uk/students/study/library/e_databases.php](http://www.uclan.ac.uk/students/study/library/e_databases.php)

3.4 Personal development planning
As is made clear in our learning objectives for this MA, personal development planning is of paramount importance in establishing yourself as a publishing professional. We have ensured that, in addition to providing you with practical skillsets for publishing, we will enable you to reflect on your learning, and gather knowledge about yourself as a postgraduate learner and a member of a publishing team. You will be given the opportunity, during taught sessions, to analyse your strengths and weaknesses, within an informed and supportive environment, and work towards filling gaps in skills, knowledge and provide you with an understanding of your potential.
3.5 Preparing for your career

The MA Publishing is a highly vocational program designed to help you gain a foothold in the publishing and related industries. We try to make sure that our graduates have an edge over their competitors by producing real, commercial publications, being employed in a real publishing house, undertaking placements and being exposed to excellent contacts in the publishing world.

4. Student Support

As well as regular and personal contact with the course leader and other tutors there is a centralised Student and Academic Support Service which has The 'i' Student Information Centre as its first point of contact. You can obtain information on a wide range of topics including student administration such as Council Tax and letters to verify your status plus Scholarships, Counselling, Student Finance, Mentoring, Studying Abroad, Disability Advice, Independent Academic Advice, International Advice, Multi Faith Centre, Pre School Centre, Medical Centre and general life in Preston/Burnley.

You will receive all support documentation at your Induction meeting. Student Support Assistants have recent experience of what it is like to be a student and can advise you of the support systems available. They work towards improving your student experience here at UCLan.

4.1 Academic Advisors

At the start of your course you will be assigned an academic advisor who will regularly meet with you. The Academic Advisor will be a key person to help you with your personal development, including developing skills in self-awareness, reflection and action planning.

4.2 Students with disabilities

If you have a disability that may affect your studies, please let one of the course team know as soon as possible. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

4.3 Students’ Union One Stop Shop

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

If your course is for students not studying on the main campus please include the following: – as one of the thousands of students who are not studying on the main UCLan campus in Preston, 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

5.1 Assessment Strategy

Methods of assessment
A range of methods will be used to evaluate progress, including essays based on research, reflection and/or analysis, presentations and pitches, business plans, project plans, new product proposals, reflective learning logs and critical analyses.

5.2 Notification of assignments and examination arrangements

Deadlines for submission of coursework will be set by individual module tutors. If you have arranged to post coursework because of illness, it is essential that you (a) keep a copy and (b) use recorded delivery. At the end of each module you may be asked to hand in all coursework to the course tutor, who will then return it to you after the Assessment Boards. Some Module Tutors also make arrangements for online submission through E-learn or e-mail. Guidance will be given in your seminar sessions.

5.3 Referencing

We have decided to recommend one style for citation and documentation purposes for your course: Harvard Style.

Using the Harvard system (or style) of referencing, citations in the body of your writing should give the author's surname with the year of publication. The full details of all these sources should be listed alphabetically by author name as a reference list at the end of your writing.

Continued...

Harvard Style Guide

Books

In text:

According to Bell (2010, p.23) the most important part of the research process is...

Reference list:


Articles/Chapters from an Edited Book

In text:

The view proposed by Taruskin (1988, p.137-207)
Reference list:


Journal Articles

In text:

French *et al* (2006) concluded...

Reference list:


Thesis or dissertation

Most theses or dissertations are unpublished. If published, it should be cited as a book.

In text:

Jones (1974) describes Faure's piano style ...

Reference list:


Newspaper Articles

In text:


Reference list:


If there is no author, use the title of the newspaper followed by the date.

Articles from an Encyclopedia

Government Publications


E-book

In text:

Griffiths (1995) points out that ...

Reference list:


Online Video


E-Journal

In text:

Hunt (2008) describes the sub-prime mortgage problem...

Reference list:


Web Article

In text:

To keep sound in and out of your studio White (2008) advises...

Reference list:


Article from online newspaper

If the name of the journalist or writer is given, start with this.

In text:
Hygiene in NHS hospitals is described by Lister (2006)

Reference list:


If the journalist or writer isn’t named, start with the title of the online newspaper followed by the date in round brackets.

In text:

Guardian.co.uk (2008) describes the human rights situation in China...

Organisation or personal web site

In text:

Yau (2001) provided information about the Chinese community.

Reference list:


For web pages where no author can be identified, use the web page's title. Where no author or title can be identified, use the web page's URL.

In text:

The process for compressing video files is described at (http://www.newmediarepublic.com/dvideo/compression.html, 2008)

Blog

Author(s) Last name, First name. (Year site published/Last updated) ‘Title of message’, Title of Internet Site, Day Month of posted message. Available at: internet address (Accessed Day Month Year).


Email communication
Sender Last name, Initials (Year of message) Medium of communication Receiver of communication, Day Month of communication.


**Interviews**

Last name, Initials of person interviewed. (Year of interview) 'Title of the interview (if any)’. Interview by/with Interviewer’s First name Last name, *Title of publication*. Medium in which the interview appeared (journal, radio, video etc), Publication details.

Example: Cowen, B. (2010) Interviewed by Brian Dobson, *Six One News*, video, RTE One,

**In text**

Cowen (2010) claimed in an interview....
In an interview on RTE (Cowen, 2010)....

**Example of a reference list using the Harvard system.**

<table>
<thead>
<tr>
<th>References</th>
<th>Source</th>
</tr>
</thead>
</table>
Further reading


5.4 Confidential material

During the course of your study you may handle confidential material such as publisher’s designs, manuscripts and business figures. Please do not share this information with anyone outside the module unless you are given permission.

5.5 Cheating, plagiarism, collusion or re-presentation

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

6. Classification of Awards

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

7. Student Feedback

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

We have incorporated changes to the structure of the programme in response to student feedback, notably in designing a module that embeds work placements into the learning process, now
established as JN4405: Professional Practice. We also added a new module Issues and Innovations in Publishing in response to feedback from graduates now working in the publishing industry. The SLO and 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).

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. Through the Student Union a representative will be elected for the course. They will then attend a student-staff liaison meeting once per semester during which student feedback will be communicated to the course teaching team.
### UNIVERSITY OF CENTRAL LANCASHIRE

#### Programme Specification

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

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

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>University of Central Lancashire; Preston campus</td>
</tr>
<tr>
<td>3. University School/Centre</td>
<td>Journalism, Media and Performance</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td>Skillset</td>
</tr>
<tr>
<td>5. Title of Final Award</td>
<td>MA Publishing</td>
</tr>
<tr>
<td>6. Modes of Attendance offered</td>
<td>Full Time/Part Time</td>
</tr>
<tr>
<td>7a) UCAS Code</td>
<td>Postgraduate programme</td>
</tr>
<tr>
<td>7b) JACS Code</td>
<td>P400</td>
</tr>
<tr>
<td>8. Relevant Subject Benchmarking Group(s)</td>
<td>No benchmarking at this level</td>
</tr>
<tr>
<td>9. Other external influences</td>
<td>Publishing Industry, UKAPE, community groups</td>
</tr>
<tr>
<td>10. Date of production/revision of this form</td>
<td>May 2017</td>
</tr>
<tr>
<td>11. Aims of the Programme</td>
<td></td>
</tr>
</tbody>
</table>
- Knowledge and understanding of the process of producing a book from commissioning to retailing
- Understanding of the publishing and book business including markets, structures, business models and innovation |
• Entrepreneurial skills in a publishing context
12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Understand potential career options within publishing and related industries
A2. Identify emerging commercial digital publishing opportunities and demonstrate a practical and critical understanding of IPR and copyright

Teaching and Learning Methods

Lectures, seminars, workshops, visiting speakers from publishing profession, project work, case studies, group work and tutorials.

Assessment methods

Including a range of assessment strategies such as essays, reflective statements, tests, presentations and skills portfolios.

B. Subject-specific skills

B1. Apply appropriate concepts of a range of markets, market segmentation, distribution networks and sales techniques in the context of publishing.
B2. Conduct theoretical and applied investigations in key areas of publishing
B3. Demonstrate knowledge of the role of publishing regionally, nationally and internationally.
B4. Participate fully within the publishing business.
B5. Use key software packages essential to the publishing industry

Teaching and Learning Methods

Coursework undertaken will develop the students’ practical skills and understanding of the publishing industry and the context in which it currently sits. Teaching will use a number of methods including lectures, seminars, interactive lectures, individual and group tutorials, work-based learning, workshops and discussions.

Assessment methods

Assessments will concentrate on developing the students’ practical skills as well helping them to gain a thorough understanding of the publishing and book industry in context. There will be a full range of assessment formats including professional case studies, business plans, presentations, the creation of books and eBooks and content, reflective documents and essays.

C. Thinking Skills

C1. Practical and theoretical approaches to publishing and the book related book industry
C2. Appraisal of industry approaches to the issues concerning the publishing in the current context
C3. The ability to successfully analyse current approaches, methods and discussions in the professional publishing industry
C4. The ability to thinking creatively and develop a coherent argument and analysis

Teaching and Learning Methods

Lecture notes and other material, group and seminar work, set reading and individual/group tutorial support as well as the student's own individual research.

Assessment methods

Case studies, presentations, essays, reflective work, group projects on to appraise the extent of the students own critical analysis and understanding.

D. Other skills relevant to employability and personal development

D1. Demonstrate an advanced capacity for independent study through the practical application of analytical and evaluative skills.
D2. Manage an extended project.
D3. Demonstrate skills in project organisation, structure and management.
D5. Demonstrates practical skills through work-related learning and UCLan Publishing projects.
<table>
<thead>
<tr>
<th><strong>Teaching and Learning Methods</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminars, workshops, work-based learning, tutorials and independent study all adhering to strict deadlines and considering the context of the current publishing and book industry.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment methods</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The assessments will appraise the student’s level of understanding of the practical skills which are needed to work in the publishing and book industries as well as consolidating and reflecting on the varied learning which the student has undertaken throughout the duration of the course.</td>
<td></td>
</tr>
</tbody>
</table>
13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7</td>
<td>JN4401</td>
<td>Digital Publishing</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>JN4604</td>
<td>Children’s Writing and Publishing</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>JN4405</td>
<td>Professional Practice</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>JN4403</td>
<td>Editorial and Production Process</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>JN4402</td>
<td>The Business of Books</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>JN4404</td>
<td>Independent Publishing Study</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>JN4407</td>
<td>Issues and Innovations in Publishing</td>
<td>20</td>
</tr>
</tbody>
</table>

14. Awards and Credits*

- Masters Degree in Publishing
  Requires 180 credits at Level 7

- Postgraduate diploma in Publishing
  Requires 120 credits at Level 7.

- Postgraduate certificate in Publishing
  Requires 60 credits at Level 7.

15. Personal Development Planning

1. The programme is designed to foster and develop academic and professional skills, enabling students to consider a range of career choices within publishing and also related industries, and also provides a platform to hone general knowledge and analytical thinking within an accommodating environment.

2. The programme will provide access to work-based learning, in publishing houses and UCLan Publishing, supporting knowledge exchange and applied, practical experience supported by academic tutors.

3. We will also, as part of learning and teaching sessions, provide access to a range of industry professionals to support academic study and potential career choices.

4. The learning and teaching methods encourage students to develop critical thinking and self-expression, and to be receptive to new ideas and ways of thinking.

5. We offer the opportunity to develop an independent project, with tutorial support and clear goals, which will help students to become responsible for their learning, within a vocational setting that emphasises the role and value of commitment to learning in the work place.

6. Students will learn about career choices and, through analysis and application, evaluate their own personal strengths and weaknesses, helping you to identify appropriate and fulfilling choices.

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.

Bachelor Degree with Honours at lower second class or above or equivalent industry experience.

IELTS 6.5 or higher in each category if English is not first language.

Applicants will be interviewed and each case assessed on the student’s ability to benefit.

17. Key sources of information about the programme

- www.uclan.ac.uk
- Book events and panel discussions
- Postgraduate open days
- Advertising
- Social media
- Industry contacts
## 18. Curriculum Skills Map

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Knowledge and understanding</td>
<td>Subject-specific Skills</td>
</tr>
<tr>
<td>LEVEL 7</td>
<td>JN4402</td>
<td>The Business of Books</td>
<td>COMP</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>JN4401</td>
<td>Digital Publishing</td>
<td>COMP</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>JN4604</td>
<td>Children’s Writing and Publishing</td>
<td>COMP</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>JN4405</td>
<td>Professional Practice</td>
<td>COMP</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>JN4403</td>
<td>Editorial and Production Process</td>
<td>COMP</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>JN4404</td>
<td>Independent Publishing Study</td>
<td>COMP</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>JN4407</td>
<td>Issues and Innovations in Publishing</td>
<td>COMP</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

**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: ___PGDip______________

1. Understand potential career options within publishing and related industries
2. Demonstrate knowledge of the role of publishing regionally, nationally and internationally
3. Use key software packages essential to the publishing industry
4. Appraisal of industry approaches to the issues concerning the publishing in the current context
5. Practical and theoretical approaches to publishing and the book related book industry
6. The ability to thinking creatively and develop a coherent argument and analysis
7. Demonstrate skills in project organisation, structure and management.
8. Evaluation own performance, personally and professionally

Learning outcomes for the award of: ___PGCert______________

1. Understand potential career options within publishing and related industries
2. Demonstrate knowledge of the role of publishing regionally, nationally and internationally
3. Practical and theoretical approaches to publishing and the book related book industry
4. The ability to thinking creatively and develop a coherent argument and analysis
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.
Contents page

1. Welcome and Introduction to the University
2. Learning Resources
3. Preparing for your career
4. Student support
5. Students’ Union
6. Rationale, aims and learning outcomes of the course
7. Assessment
8. Student Voice
1. Welcome and Introduction to the University

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

1.1 Communication

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

1.2 External Examiner

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

1.3 Expected hours of study

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

1.4 Attendance Requirements

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

Students with continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance. You may request a review of this decision if you have grounds in line with the Academic Appeals Procedure. Tuition fees will be charged in accordance with Appendix 2 of our Tuition Fee Policy.

You must swipe in using your student card. Each time you are asked to enter your details on the Student Attendance Monitoring system (SAM) you must remember that the University has a responsibility to keep information up to date. **You must only enter your own details on the system** as to enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries, such as scanning but not attending, can be disciplined under the Regulations for the Conduct of Students.
1.5 Data Protection
All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These purposes are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University’s policy on the use and disclosure of personal information, please see the University’s Data Protection Policy and Privacy Notice or contact the Information Governance Officer, Office of the University Secretary and Legal Officer, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk.

2. Learning resources

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

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

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

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

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

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

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

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

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

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

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

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

4. Student support, guidance and conduct

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

The <i> is your first point of call for all enquiries, help and advice. We provide guidance to all UCLan students whatever the query may be. We offer advice on:

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

and much more.

We are based on the ground floor of the UCLan Library and open 7 days a week most of the year. Our friendly and approachable team will do their best to ensure your query is answered. Come and have a chat with us if you have a query on any aspect of student life and study. http://www.uclan.ac.uk/students/study/library/the_i.php

If you are struggling financially or have financial concerns which may prevent you from continuing on your course, you are advised to seek advice from the University’s Finance Support Team, based in the <i>, or in the Advice and Representation Centre at the Students’ Union.
If you are finding the course challenging or cannot complete independent study and assessments on time you should consult your Academic Advisor.

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

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

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

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

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

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

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

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

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

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

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

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

6. Rationale, aims and learning outcomes of the course

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

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

7. Assessment

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

7.1 Dealing with difficulties in meeting assessment deadlines

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

7.2 Extensions

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

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

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

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

7.3 Extenuating circumstances

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

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

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

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

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

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

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

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

7.6 Unfair Means to Enhance Performance

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

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

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

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

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

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

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

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

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

7.7 Appeals against assessment board decisions

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

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

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

8. Student voice

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

The Students Union can support you in voicing your opinion, provide on-going advice and support and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).
The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

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

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

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

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

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

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

8.3 Complaints

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

If you are a student registered for a University award at a partner college, who is dissatisfied with the provision at the college, you should pursue your complaint in accordance with the college’s complaints procedure in the first instance. In the event of continuing dissatisfaction when you have completed the college’s procedure, you will be entitled to submit your complaint to UCLan under stage 3 of the procedure.