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.
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)
1. Welcome to the course

I am delighted to welcome you to the MSc Building Conservation & Adaptation, based within the School of Art, Design and Fashion which is part of the College of Culture and the Creative Industries here at UCLan. As your course leader I’m here to help you throughout every stage of your studies and beyond.

The information in this handbook has been carefully developed to assist you through the exciting and challenging journey ahead. You will find it a very useful resource, containing important information pertaining to your studies and University life in general.

Your participation and feedback is always valued and I encourage you to play an active role in making the course a rewarding, successful and collaborative experience. Please feel free to contact me at any time and please make best use of the staff and other resources UCLan has to offer.

I wish you the very best of luck.

Chris O’Flaherty, MRICS, MSc

Email: cjo-flaherty@uclan.ac.uk

Phone: 01772 893238

1.1 Rationale, aims and learning outcomes of the course

Building conservation is a fundamental premise of sustainable development theory and practise. At its most basic it can involve simple routine maintenance: at its most complex it can include restoration, adaptation, extension and conversion. Whatever the processes involved, the aim of building conservation is to sustain the active use of a building - or indeed a place - in a manner that conserves the building’s significance. In order to achieve this it is first necessary to understand where significance lies and how significance might be affected by intervention. The overriding question to ask is what makes a building or place significant or special?

Building conservation has fascinated succeeding generations and its origins can be traced back many hundreds if not thousands of years. For centuries the architectural qualities of buildings have been debated and their cultural values have been open to multiple interpretations. Meanwhile, over a comparatively short space of time the traditional skills employed in constructing many of our historic buildings have fallen in to short supply, as modern methods of construction dominate within the training and education sectors. This poses a major threat to the condition of many buildings, where inappropriate approaches to repair and maintenance have led to accelerated deterioration and the loss of historic fabric. When considered alongside the countless unsympathetic interventions that have harmed or destroyed the aesthetic and historic values of buildings, one can appreciate the pressing need for skilled professionals in the field of building conservation.

Our most significant historic buildings and places are offered protection under planning law. These are commonly referred to as ‘designated heritage assets’ and include listed buildings, conservation areas and scheduled monuments. They range from humble vernacular cottages
in rural areas to landmark buildings like the great cathedrals and palaces. More recent 20th century buildings are also included: these are often the subject of hot debate, a case in point being the grade II listed Preston Bus Station. What all these buildings have in common is they have been identified as being special and in need of protection, because they represent the artistic and technological achievements of previous generations and tell us something about how we used to live and who we are.

In addition to our designated heritage assets there exist many other traditionally built buildings (e.g. solid wall construction), which if cared for properly can serve society for many years to come. Although of lesser heritage significance, these buildings represent vital resources providing both utility and historic character. Industrial era terraced houses are a prime example. Across the country the re-use potential of these buildings is being explored, particularly in areas with economic difficulties where affordable housing provision is a major problem. Retrofit technologies are being developed to help improve the energy efficiency and adaptation schemes are being implemented to vary size and configuration. In many ways these schemes are demonstrating how the special qualities of historic buildings can be conserved in a manner which allows and sustains change whilst contributing positively to economic, social and environmental sustainability. This is of key importance as sustainable and intelligent management of change lies at the heart of contemporary building conservation philosophy.

This course merges the complimentary disciplines of building conservation and adaptation and urban (and rural) regeneration. The course has global relevance and is accredited by the RICS. It also the ‘total recognition’ of the IHBC.

Building conservation and adaptation is a wide area of study. It includes architectural and urban history, the technology of building conservation (or building preservation as it is called in some countries), conservation philosophy, heritage interpretation, materials science, surveying buildings/building archaeology and town planning law & policy. As a discipline it overlaps with numerous fields such as architectural history, architecture, archaeology, building surveying, heritage studies, town planning/development control, tourism, property development and urban regeneration.

Urban and rural regeneration is also a wide area of study, which has to embrace the physical, social and economic dimensions of regeneration. Through necessity urban regeneration has become an interdisciplinary study, which includes architectural and urban history, town planning/development control, urban design and masterplanning, building conservation, urban geography, socio-economics, sustainability and transport.

People in urban and rural environments worry about change and whether its impact will be positive. Regeneration schemes of the post war period swept away many important heritage buildings and were largely responsible for the rise of the conservation movement. Currently there is a groundswell of opinion that urban sprawl is destroying the countryside and must be checked. Linked to this, there are calls to improve our urban environments through urban design and the reuse of brownfield sites. Building conservation and regeneration are major considerations in the urban sustainability debate.
Building conservation and regeneration complimentary areas of activity, often seen as two sides of the same coin, which can either lead to conflict and tension or to mutual benefit. During the first decade of the twenty-first century regeneration came to be viewed as an umbrella activity under which conservation took place, especially in funding terms. National conservation bodies increasingly portrayed themselves as (heritage-led) regeneration organisations.

UCLan has been running Masters programmes in building conservation since the early 1990s. Although the course(s) have been designed primarily as vocational, it is open to other candidates who may wish to study the subject for its own merits. It will also provide people with the experience to embark on an academic career (in teaching and research). The majority of our students do tend to be vocationally motivated.

Graduates of the Building Conservation courses have secured employment or advanced their careers in conservation and/or regeneration as a result of successfully completing their chosen programme of study. Many of them work in the North West of England and are in regular contact with the course team and make various contributions to the course programme. Your course has a well-established reputation and it will provide you with the platform you need. Make the most of the opportunities the course offers, enjoy your chosen specialism and look forward to making a worthwhile contribution to building conservation in the future.

1.2 Course Team
Christopher O’Flaherty – Course Leader - Harris Building room HB319, tel 01772 893238 cjo-flaherty@uclan.ac.uk
Ann Vanner – Course tutor - AMVanner@uclan.ac.uk
Jenni Barrett - Course tutor – JEBarrett@uclan.ac.uk
Dr Champika Liyanage – Dissertation Tutor – CLLiyanage@uclan.ac.uk

1.3 Expertise of staff
The course team are experienced academic and practitioners working in the field of building conservation. Chris O’Flaherty is a chartered Building Surveyors, Ann Vanner is a Chartered Architect and Jenni Barret has a background in landscape architecture and urban design. All have relevant postgraduate qualifications in addition to their professional accreditations. They also have a long relationship with the Building Conservation courses at UCLan and strong ties with industry practitioners, many of whom are course graduates. External practitioners also deliver content on the course, particularly on the workshop programme and site visits but also through guest lectures.

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.

The dedicated hub for your course is in the Computing and Technology Building where administrators for the School of Art, Design and Fashion are based in room CM235.

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.

Chris O’Flaherty, your course leader, operates an open door policy. For important issues it is best to make prior arrangement to meet via email and email is the best port of call for ensuring contact. Student emails are dealt with promptly by the course leader and course tutors.

1.7 External Examiner
The external examiner is:

Charles Hippisley-Cox BSc BA FCABE IHBC FHEA MCIAT
Senior Lecturer and Course Leader for BSc Architectural Technology
https://www.hud.ac.uk

Department of Architecture & 3d Design

University of Huddersfield | Queensgate | Huddersfield | HD1 3DH
2. Structure of the course
2.1 Overall structure

The diagram below outlines full and part time course structures.

<table>
<thead>
<tr>
<th>Full Time</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Summer</th>
</tr>
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<tbody>
<tr>
<td>BN4604 History of Buildings &amp; Towns</td>
<td>BN4610 Building Conservation</td>
<td>BN4108 Urban Regeneration</td>
<td>BN4611 Adaptive re-use</td>
</tr>
<tr>
<td></td>
<td>Workshop programme (field trips)</td>
<td>BN4606 Building Recording &amp; Analysis</td>
<td>BN4612 Conservative Repair</td>
</tr>
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<td></td>
<td>Workshop programme (field trips)</td>
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BN4609 Masters Dissertation
(triple module including research methods)

| Part Time Year 1 | Semester 1 | Semester 2 | |
|------------------|------------|------------|
| BN4604 History of Buildings & Towns | BN4610 Building Conservation | BN4611 Adaptive re-use |
| | Workshop programme (field trips) | BN4606 Building Recording & Analysis |

<table>
<thead>
<tr>
<th>Part Time Year 2</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Summer</th>
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<tr>
<td>BN4108 Urban Regeneration</td>
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<td></td>
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<td>Workshop programme (field trips)</td>
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</tbody>
</table>

2.2 Modules available

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

BN4108 Urban Regeneration – semester 1

This module is designed to enable students to study the aims of urban regeneration, critically evaluate the philosophical and theoretical underpinning and examine the physical, environmental, social, political and economic dimensions. The module will provide a programme of study that evaluates urban regeneration in terms of the key themes and approaches, policies, issues and debates. It seeks to enable students to understand the context of historical and contemporary regeneration agendas and the ways in which actors and stakeholders can help to assure a sustainable future for the human and built environment. The module lays emphasis on identifying underlying causes and problems and the solutions that have been advocated in order to evaluate how appropriate they are in terms of regeneration.

BN4611 Adaptive Re-use – semester 2

The aim of this module is for students to develop a knowledge and understanding of adaptive re-use in the built environment, focussing upon traditional buildings and historically sensitive sites. The module explores regulatory, technical and economic factors, analysing how these factors influence options for change thereby enabling students to develop an appreciation of problem solving techniques.
BN4604 History of Buildings & Towns – semester 1

This module examines the development of buildings and human settlement. The aim is to introduce students to the historical background of the built environment so that they can identify what is significant today in terms of surviving buildings and settlement patterns. The module considers the development of urban morphology, architectural styles and the influence of traditional construction materials and technology. The module considers the interplay between interplay between technology and social, economic and geographical influences and their impact on the built environment through history. As such it considers some of the complex issues relating to architectural and/or urban history and the influences that have shaped the built environment.

BN4606 Building Recording & Analysis – semester 2

The module aims to enable students to develop the skills required to record and analyse historic buildings. They will learn conventions in surveying and recording buildings and interpreting their history through archival research and inspection of the building fabric. They will also develop analytical skills in the appraisal of heritage values and determining the significance of buildings for the purposes of intelligently managing change. The module will provide students with experience of the purposes and processes of building recording an analysis in a historical context. It will provide an opportunity for supervised but independent self-directed study and primary source research which will enhance the appreciation of factors relating to the initial conception and historical development of buildings. This will include consideration of a wide range of influential factors such as: function; construction technology; architectural fashion and taste; social and economic contexts; legislation.

BN4610 Building Conservation – semester 1

The aim of this module is for students to consider and debate the philosophical issues and principles that underpin heritage conservation in the historic environment. Students will evaluate how the nature and distinctiveness of buildings and places are dynamic; and they will consider how our understanding and perception of heritage assets is contested - being constructed through the interaction of physical & environmental processes and social, economic & political considerations. These processes and considerations operate at various geographical scales, in different cultures, geographical regions and/or chronological periods. By developing an understanding of the nature and meaning of heritage assets students will be able to interpret their significance. Another aim of the module is for students to appraise how philosophical approaches to building conservation inform legislation and policy. Students will develop a knowledge and understanding of the planning and legislative framework; they will assess the significance of heritage assets, based on the premise of ‘managing change’ and heritage values; they will also consider policy issues and funding arrangements.

BN4612 Conservative Repair – semester 2

The module is designed to equip the student with a thorough understanding of defects which occur in ‘traditional buildings’ as a result of material decay and/or structural problems. The module evaluates the conservative repair approach, which seeks to ensure traditional buildings survive for as long as possible. The module alerts students to the special considerations that apply when conservation must be as non-destructive as possible: to preserve the maximum heritage value/significance in the heritage asset(s) in question.
Traditional buildings have been constructed using traditional methods, materials and technology. Buildings and structures that are deemed worthy of conservation are protected by legislation, which informs the nature of any maintenance or repair work that can be carried out on them. Traditional buildings that are not deemed worthy of conservation, however, do not enjoy this protection. The module evaluates the benefits of advocating a conservative repair approach to all traditional buildings, whether they are protected or not.

2.3 Course requirements
• Students are required to pass all 9 modules on the course to graduate with the MSc. The pass mark for coursework and exams is 50%. All modules are compulsory.
• Passing 3 modules (excluding the triple dissertation) entitles students to exit with a PG Certificate.
• Passing 6 modules (excluding the triple dissertation) entitles students to exit with a PG Diploma.

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

2.4 Study Time
2.4.1 Weekly timetable
Timetables are published on the online timetable system.

There are two modes of attendance: full time or part time.

Part Time students attend classes one day a week and need to set aside a similar amount of time for private study and also time for assignment preparation. Full time students attend classes two days a week and need to make similar allowances for private study and assignment preparation. Preparation time is also needed for group assignment and presentation work.

The day of attendance for Year 1 Part Time students is Tuesday and for Year 2 it is Wednesday. Full time students attend on both Tuesdays and Wednesdays. On Wednesday afternoons there are classes or a workshop. The afternoon session will usually end about 16.00, although Workshops often run until 17.00.

2.4.2 Expected hours of study
20 credits is a standard module size and equals 200 notional learning hours.

Each module has classes which amount to approximately 30 hours. In addition to this, students should expect to conduct private study equating to approximately 150 hours and will have supplementary workshops which will equate to approximately 20 hours. Each module therefore equates to 200 hours of study time.
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 via the Blackboard system.

3. Approaches to teaching and learning

3.1 Expertise of staff
The teaching staff on your course have excellent experience both within their subject specific areas and teaching at postgraduate level. You are encouraged to seek their advice and guidance on all matters pertaining to your studies.

3.2 Learning and teaching methods
Formal lectures, seminars and tutorials are aimed at developing students’ general appreciation and understanding of topic areas and encouraging their own further research and investigation. At postgraduate level students are required to conduct in depth investigation and approach new areas of study in a critical and evaluative manner. The research sessions which accompany the dissertation module(s) provide specific help in this regard and prove extremely valuable in enabling students to develop skills of objectivity.

3.3 Study skills
You are encouraged to utilise the services provided on campus to help develop your study skills. Also speak with your course leader. There are a variety of services which include:

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

3.4 Learning resources
3.4.1 Learning Information Services (LIS)
Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study. Your course specific advisor in LIS is Julie Hitchen who can be emailed on JHitchen@uclan.ac.uk

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

3.5 Personal development planning
For guidance and support on any matters appertaining to your personal development planning you are advised in the first instance to speak with your personal tutor.

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

Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,

You will then be ready to learn how to successfully tackle the recruitment process.

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

It’s your future: take charge of it!

Careers offers a range of support for you including:

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

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

4. Student Support
You are advised in the first instance to speak with your course leader for support related issues.

4.1 Academic Advisors
The course leader is your academic advisor.

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.

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

5. Assessment
5.1 Assessment Strategy
Each module is subject to summative assessment, including assignments, presentations and examinations. These are detailed on each module descriptor.
5.2 Notification of assignments and examination arrangements
Your module tutor will notify you of all assessment details.

5.3 Referencing
Students are to use the Harvard style referencing.

5.4 Confidential material
For guidance on using any potentially confidential material please speak with your course leader.

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. Please offer your feedback to your course leader and module tutors throughout the course.

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.
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**

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<td>2. <strong>Teaching Institution and Location of Delivery</strong></td>
<td>University of Central Lancashire</td>
</tr>
<tr>
<td>3. <strong>University School/Centre</strong></td>
<td>Grenfell-Baines School of Architecture, Construction and Environment</td>
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| 4. **External Accreditation** | Institute of Historic Building Conservation (IHBC)  
Royal Institution of Chartered Surveyors (RICS) |
| 5. **Title of Final Award** | MSc. Building Conservation & Adaptation |
| 6. **Modes of Attendance offered** | Full-time  
Part-time |
| 7. **UCAS Code** | N/A |
| 8. **Relevant Subject Benchmarking Group(s)** | No subject specific benchmark N/A |
| 9. **Other external influences** | Master’s degree Characteristics (consultation) |
10. Date of production/revision of this form  
Jan 2015 (PCR)

11. Aims of the Programme

- Provide a challenging programme of study that evaluates the means by which stakeholders can help assure a sustainable future for the human, built and historic environment, by laying emphasis on identifying influential factors, themes and problems relating to contemporary building conservation issues and the need to find appropriate sustainable solutions;

- enable students to study the underpinning philosophies of heritage conservation and the sustainable re-use of traditional buildings and critically evaluate their philosophical and theoretical underpinning, and examine their physical, environmental, social, political and economic dimensions;

- provide students with a vehicle to study and critically evaluate different approaches from the UK and abroad and develop a critical awareness and new insights, informed by the forefront of research and practice;

- enable students to develop specialisms that are appropriate to their working environment and/or general interest in heritage conservation and the sustainable re-use of traditional buildings.

- enabling students to undertake a research project on a topic that is relevant to their working environment and/or general interest, in heritage conservation and/or the sustainable re-use of traditional buildings, by undertaking a masters dissertation;

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. demonstrate a systematic knowledge and understanding of building conservation and adaptation and a critical awareness of current approaches and issues, informed by the forefront of research and practice;

A2. demonstrate an understanding of how the nature and distinctiveness of buildings and places are dynamic and constructed through the interaction of physical and environmental processes and social, economic & political links at various geographical scales, in different cultures, geographical regions and/or chronological periods;

A3. appreciate the impacts and consequences of conservation, adaptation and regeneration initiatives and interventions on buildings, neighbourhoods and people and the processes of interaction between the human, built, historic and natural environments;

A4. demonstrate a comprehensive awareness of a range of stakeholder interest(s) and procedures within the human, built and historic environment, including political, professional and community organisations, in a variety of international/national, institutional, legal, commercial, social and cultural contexts and frameworks;

A5. recognise the relationship(s) between heritage conservation, adaptation and/or urban
regeneration and environmental and urban sustainability.

### Teaching and Learning Methods

Knowledge and understanding is developed through lectures, seminars and workshops. These direct teaching methods are supported by directed study of textbooks and research papers/journal articles (hard copy and electronic), case study material, workshops and by assignment or project work.

### Assessment methods

Knowledge and understanding is assessed through unseen written examinations, written assignments and oral presentations. The assessments are all designed so that they require students to demonstrate their knowledge and understanding and meet the learning relevant outcomes.

### B. Subject-specific skills

- **B1.** evaluate the means by which stakeholders can help assure a sustainable future for the human, built and historic environment
- **B2.** identify underlying causes of building and area conservation problems, generate realistic conservation solutions and evaluate whether these solutions integrate social, economic, political and aesthetic requirements of local and global contexts;
- **B3.** identify underlying causes of urban problems and propose regeneration solutions, with clear objectives, and critically appraise whether these solutions are holistic and sustainable in terms of place-making and urban sustainability, in local and global contexts;
- **B4.** develop a comprehensive understanding of techniques applicable to their own advanced scholarship and research, in conservation, adaptation and/or regeneration.

### Teaching and Learning Methods

Subject specific skills are developed through opportunities to practise the activities in an appropriate learning context (e.g., seminars & tutorials, workshops, field based activity, advanced scholarship, work placement). Web based materials and practical manuals are used, where appropriate, to support learning.

### Assessment methods

Assessment of professional or equivalent academic competence in exercising a practical skill or procedural proficiency must involve practical demonstration of the skill in question and learning outcomes are written with this in mind.

### C. Thinking Skills

- **C1.** demonstrate their conceptual understanding through critically evaluating current research and advanced scholarship and engaging with the concepts, values and debates which inform study in conservation, adaptation and regeneration;
- **C2.** evaluate methodologies and approaches, develop critiques of them and, where appropriate, propose new hypotheses;
- **C3.** demonstrate originality in the application of knowledge, together with a practical understanding - of how established techniques of research and enquiry are used to create and interpret knowledge in building conservation, adaptation and/or urban regeneration;
C4. critically discuss and recommend alternative interpretative and/or repair strategies for conservation and/or alternative policy initiatives for regeneration;

C5. deal with complex issues both systematically and creatively, using either convergent or divergent thinking skills, as appropriate, make sound judgements and propose solutions, in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.

### Teaching and Learning Methods

Thinking skills are practiced and demonstrated through active learning processes involving group-learning activities such as seminars or tutorials and workshops or field based activity, independent advanced scholarship, assignments, projects and examinations and the research dissertation.

### Assessment methods

Assessment of thinking skills utilises unseen written examinations, or critical evaluation and/or problem-based exercises (e.g., written essays, reports or research based projects). Independent project work (e.g., assignments and the dissertation) are used to demonstrate capability in a range of intellectual skills linked to specialist knowledge, understanding and subject specific skills (see above).

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

D1. demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level and demonstrate the independent learning ability required for continuing professional development;

D2. work collaboratively demonstrating key (workplace) skills in interdisciplinary team working including: oral communication skills, intelligent listening, evaluating the opinions and values of others and negotiation;

D3. develop the creativity, flexibility and communication skills required for leadership in multi-disciplinary/partnership work and/or inclusive visioning/ stakeholder collaboration;

D4. prepare and present arguments and illustrative materials in a variety of formats: written, graphic and oral, using numeracy, statistical data and I&CT software, as appropriate.

### Teaching and Learning Methods

Other skills (as described above (see D1 –D4) are developed through naturally arising opportunities in the curriculum. For example, independent/self directed study is developed through written assignments and the dissertation; oral communication skills through formal presentations and in seminar discussions; team working skills through collaborative projects and seminar discussions. Skills may also be developed through extra-curricular activities including work experience, student representative work, and voluntary, social and cultural activities.

### Assessment methods

Independent/self directed study and written communication skills are both assessed through unseen examinations, written essays, reports and the dissertation; oral communication skills through formal presentations and in seminar discussions; team working skills through collaborative projects and seminar discussions.
13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
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<td>History of Buildings &amp; Towns</td>
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<td>Building Conservation</td>
<td>20</td>
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<td></td>
<td>BN4611</td>
<td>Building Adaptation</td>
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<td>Building Recording &amp; Analysis</td>
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<td>Conservative Repair</td>
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<td>Urban Regeneration</td>
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<tr>
<td></td>
<td>BN4609</td>
<td>Dissertation</td>
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</tbody>
</table>

14. Awards and Credits*

**Masters Degree**
Requires 180 credits with a minimum of 180 credits at Level 7

**Exit awards:**

**PG Diploma**
Requires 120 credits with a minimum of 120 credits at Level 7

**PG Certificate**
Requires 60 credits with a minimum of 60 credits at Level 7

15. Personal Development Planning

PDP is embedded in the curriculum. We expect postgraduate students to already have IT & Study skills and library & information retrieval skills. During the course, these skills will become further developed, through naturally arising opportunities in the curriculum, for advanced scholarship and research and preparation for course assessment.

Section 12 (above) gives more specific detail. On this course individuals will develop knowledge and understanding (see section 12 A), subject specific skills (see section 12 B) and thinking skills (see section 12 C). On a vocationally orientated course like this these all relate to PDP. Section 12 D specifically outlines the “other skills relevant to employability and personal development”.

It is possible to gain credit for PDP activities through workshop activities and the opportunities for work experience placements which will become apparent through communication with industry professionals.

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University’s website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.
The **minimum** entry requirement for the course is a recognised British honours degree at 2:2 level or its equivalent.

Applicants who do not satisfy the standard minimum entry requirement can be admitted on the basis of equivalent prior experience or learning details of which can be found at: [http://www.uclan.ac.uk/information/services/sss/accreditation/index.php](http://www.uclan.ac.uk/information/services/sss/accreditation/index.php)

The course is subject to the *University’s Admissions Policy & Code of Practice* which can be accessed at the following link: [http://www.uclan.ac.uk/information/services/sss/admissions/index.php](http://www.uclan.ac.uk/information/services/sss/admissions/index.php)

17. Key sources of information about the programme

- UCLan prospectus
- UCLan website
- School Website
## 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>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>A1</td>
<td>A2</td>
</tr>
<tr>
<td>BN4604</td>
<td></td>
<td>History of Buildings &amp; Towns</td>
<td>Comp</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>BN4605</td>
<td></td>
<td>Building Conservation</td>
<td>Comp</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>BN4606</td>
<td></td>
<td>Building Recording &amp; Analysis</td>
<td>Comp</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>BN4102</td>
<td></td>
<td>Conservative Repair</td>
<td>Comp</td>
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<td>✓</td>
</tr>
<tr>
<td>BN4108</td>
<td></td>
<td>Urban Regeneration</td>
<td>Comp</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>BN4611</td>
<td></td>
<td>Adaptive Re-use</td>
<td>Comp</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>BN4609</td>
<td></td>
<td>Dissertation</td>
<td>Comp</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Notes:**

- Excluded combination

*Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks*
Please read this Handbook in conjunction with your Course Handbook.

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

This Handbook is produced centrally and locked for editing. Partner institutions only are given permission to contextualise the Handbook.
UCLan Mission statement
We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

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

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

Supporting Diversity at UCLan
UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination on various grounds including race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to
- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan Equality and Diversity Policy for further information.
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1. Welcome and Introduction to the University
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](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](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 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](https://www.uclan.ac.uk/students/health/disability_services.php) in the University. UCLan expects you to behave in a respectful manner towards all members of the University at all times demonstrated by using appropriate language in class, switching mobile phones / other devices off prior to attending classes, and also in your use of any social networking sites.

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

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

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

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

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

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

6. Rationale, aims and learning outcomes of the course

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

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

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

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

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

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

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;
that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations (this fourth ground will not be relevant to an appeal against a decision relating to an interruption or discontinuance of study. Such an appeal should be based on one or more of the three grounds above.

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

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

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

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

**8.1 Course Representatives and School Presidents**

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

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

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

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

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

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

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

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

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