



Course Handbook  
MSc Building Services  
2018/19  
Course Leader: Darius Tabrizi  
School of Engineering



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)**

## 1. Welcome to the course

People spend the major part of their lives inside buildings which provide them with an environment that is comfortable and commensurate for intended activities. While the weather may fluctuate to the extreme limits of high and low climatic conditions, the building indoor, albeit at the expense of energy, is kept within comfortable thermal, aural and visual conditions. It is estimated that forty per cent of a nation's energy expenditure takes place in keeping the indoor condition healthy, comfortable, safe and productive. The relentless pursuit for better lives has not been without the risk of losing bearing. In recent years the detection of global warming trend and the realisation that the fossil fuels, the traditional sources of energy, have been depleting at very fast rates, have posed mankind to the challenge of the era that the civilisation has to consider sustainability issues seriously. Traditionally, the Building Services Engineers have been concerned with the design of healthy and comfortable indoor environment and issues of energy uses and its conservation. The challenge of the era entails him to be a Building Services Engineer who applies this knowledge and education to ensure that his engineering solutions lead to a sustainable design.

So, I greet you with the warmest welcome to the course of Master of Science in Building Services that will enhance your knowledge to meet the new challenges of the future as a conscientious, imaginative and innovative engineer.

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



This MSc course is designed to encourage students to approach their academic and professional careers as creative and innovative managers and engineers and to ensure that the successful graduates will have potential to contribute to significant advances in engineering and technological and social issues associated with the building engineering services industries.

The level of education provided by the programme is appropriate to those students who will eventually hold senior positions with consultants or contractors engaged in the building services engineering and energy management or with technical departments of government and semi-government institutions where building energy management is a major concern. Throughout the programme emphasis will be placed on self-motivation, critical thinking and developing analytical depth.

The MSc Building Services course emphasises the application of modern, sustainable and energy efficient Engineering systems in the context of the Built Environment. The course is well respected and widely recognised within the Building Services industry in Britain and abroad, and is accredited by the Chartered Institution of Building Services Engineers (CIBSE) and by the Energy Institute (EI).

The application of sustainable Building Services Engineering is multi-disciplinary and it is envisaged that, as in the professional world, you will carry out project work, which will facilitate dialogue between the Engineer and other members of the design and management team. It is the development of novel technological and engineering

solutions within the often contradictory constraints of sustainability, safety, economy and energy efficiency, and the law which pose the challenge in the course.

In the past, Building Services Engineering education often centred on practical engineering analysis and training, however this focus is now changing in the light of the requirements for sustainability and energy efficiency in all that we do. This course will promote the need to question accepted wisdom to provoke independent critical thought. In a time of rapid technological advances, when the international community is aware of and sensitive to a range of environmental issues, you will gain sufficient understanding of current developments and their underpinning technology to analyse and offer solutions to the problems faced by today's engineers in the fields of Building Services and associated engineering disciplines.

As a result you will find that the programme is now characterised by parallel themes of design and management of project work, complemented throughout by the drive towards sustainability and energy efficiency of engineering solutions. The management theme will develop your capabilities as a project manager, whilst the project modules will provide scope for integrative studies on practical engineering and design situations.

### **Aim**

The course aims:

- Encourage students to approach their academic and subsequent professional careers as creative and innovative managers and engineers
- Ensure that successful graduates will have the potential to contribute to significant advances in engineering and technological and social issues associated with the building services industries
- Enable graduates in engineering disciplines to progress in their studies to specialise and develop their project and facilities management skills in application to building services problems
- Extend critical and evaluative skills in technologies and related sciences in the resolution of building services problems
- Develop leadership and team skills
- Provide the opportunity for students to complete specialist modules which will facilitate the development of their critical appreciation in new areas.
- Extend the student's research methods skills and their application to research development

Learning outcomes for the course are included in the programme specification in appendix 8.1

### **1.2 Course Team**

The management of the programmes in the School and the evaluation of the effectiveness of the management process take place within the mechanism established for that purpose by the University through the School's Management and the Committee Structures. This is achieved at course level by a course team. The function of the Course Team is to administer the programme within the regulations and policies laid down by the University, taking such tactical decisions as are necessary to ensure the maximum effectiveness of the programme.

For any enquiry on the course, the contact person is the Course Leader: Darius Tabrizi e-mail: [dtabrizi@uclan.ac.uk](mailto:dtabrizi@uclan.ac.uk) , Tel: 01772 894223. The course is delivered by the course team comprising the Course Leader, Module Tutors, Dissertation tutor and industrial experience tutor. Admission enquiries can be made to the Course Leader.

The course draws and assimilates the expertise from academic staff linked to all academic units of the school. A core group of staff, whose contact details are given in the table below,:

### Academic Staff (MSc Building Services)

KABBARA Hilal	Senior Lecturer	HKabbara	0177289 4206	Km122
LOWE Christopher	Senior Lecturer	Cnlowe	0177289 3960	KM012
Mcdonnell Timothy John	Senior Lecturer	TJMcdonnell	0177289 3524	KM107
PARR Eric	Lecturer	EParr1	01772893205	Km122
TABRIZI Darius	Senior Lecturer	DTabrizi	0177289 4223	Km122

### 1.3 Expertise of staff

The course team supporting the teaching and learning consists of academically and professionally qualified engineers. As well as teaching and learning activities, they are engaged in Scholarly Activities, Knowledge Transfer and Academic Research.

### 1.4 Academic Advisor

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



### 1.5 Administration details

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

#### Allen Building

Medicine

Dentistry

telephone: 01772 895566

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

#### Harris Building

Lancashire Law School

Humanities and the Social Sciences

Centre for Excellence in Learning and Teaching

telephone: 01772 891996/891997

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

### **Foster Building**

Forensic and Applied Sciences  
Pharmacy and Biomedical Sciences  
Psychology  
Physical Sciences  
telephone: 01772 891990/891991  
email: [FosterHub@uclan.ac.uk](mailto:FosterHub@uclan.ac.uk)

### **Computing and Technology Building**

Art, Design and Fashion  
Computing  
Journalism, Media and Performance  
Engineering  
telephone: 01772 891994/891995  
email: [CandTHub@uclan.ac.uk](mailto:CandTHub@uclan.ac.uk)

### **Greenbank Building**

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

### **Brook Building**

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

## **1.6 Communication**



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread. Staff normally use e-mail or e-learn facilities to communicate with students. In some cases a telephone can be used as a communication means.

## 1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically.

**The MSc Building Services External Examiner is Dr. Mostafa Darwish**

Senior Lecturer University of Southwales



## 2. Structure of the course

### 2.1 Overall structure

The course provides modules at level 7 of national academic curriculum. For a successful completion of the course, students must pass 180 credit worth of modules. Modules offered comprise compulsory and optional/elective modules at all levels. Students must pass all compulsory modules and a number of optional/elective modules as recommended and depending on their entry qualification to meet the course requirement.

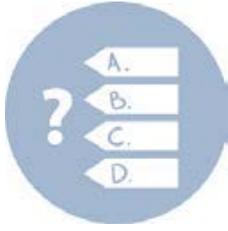
Full time students will complete the degree in one year of study, In part time mode, the programme is designed to operate over two years, students usually enter the programme with an BEng (Hons) or equivalent and sufficient years of experience, however, we normally request an upper second class honours degree from Building Services Engineering disciplines however applicants with appropriate industry experience having lower qualifications or from related study themes deemed to be equivalent are considered subject to interview and successful completion of the additional modules.

The course programme includes optional modules so that the successful candidate receives an appropriate engineering education that will help him to obtain credits towards his professional qualification.

### 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.

Modules available on the programme are detailed in the programme specification in appendix 8.1.



## 2.3 Course requirements

Student's final award is based on the average of the Modules studied at level 7. For further information on the modules please refer to Appendix 8.1.

Upon completion of the MSc students can register as graduate members with the Chartered Institution of Building Services Engineers (CIBSE )or Energy Institute (EI). For more information about full membership and Chartered status please refer to respective institution for membership requirements

## 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 time tables will be made available to the students prior to the commencement of the academic year. You can access your online timetable here:

<https://intranet.uclan.ac.uk/ou/lis/Pages/DailyWeekly-Timetables.aspx>

### 2.5.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours. The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.



### 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 your Course Leader Darius Tabrizi [DTabrizi@uclan.ac.uk](mailto:DTabrizi@uclan.ac.uk) Tel: 01772 894223.

For international students, under the UK Border Agency (UKBA), Points Based System (PBS) - you **MUST** attend your course of study regularly; under PBS, UCLan is obliged to tell UKBA if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

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

You are being monitored through SAM so you can check your attendance record through myUCLan. For those who attend on Part-time basis they can share their attendance information with employers who sponsor their studies.

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

### **3. Approaches to teaching and learning**

#### **3.1 Learning and teaching methods**

Methods are of a varied nature. They consist of a range of design based exercises, lectures and tutorials to ensure Knowledge and understanding are achieved. As well as those, at levels 4 and 5, project based assignments and examination papers based upon problem solving techniques are used.

At level 7 the use of the design project and dissertation modules which focus upon individual study and group based activities enables students to show a critical awareness of the significance and scope of their chosen discipline, particularly its contribution to the built environment and to society. The importance of the design project modules which run throughout the programme is emphasised in evaluating the appropriateness of different approaches to solving problems related to building services and sustainable engineering. It also initiate, devise and develop a working personal and professional development plan by participation on the course programme, completing the necessary key skills and working with tutors within a structured and managed learning environment. This will ensure Specific skills are achieved.

The use of design based modules which involve individual and team based design activities is achieved primarily by setting scenario based assignments and examination papers to meet thinking skills. An investigative approach in learning can be achieved at levels 5 and 6 as well.

A useful tool to the students is E-learn using Blackboard portal. They can access materials uploaded already by lecturers for each module they are studying. Students are encouraged to access those before lectures take place in order to pre-read and familiarise themselves with the lesson (s). They are also encouraged to use the tutorials uploaded for the purpose of completing their classwork, homework and assignments.

#### **3.2 Study skills**

Students are expected to prepare for lecture/tutorial sessions and workshop, to read directed materials, and to use other materials in their preparation. Students are also expected to spend time on completing homework and assignments. More hours are expected during the workshop when it takes place to practice skills and apply concepts into a real exercise.

Students are expected to take part in discussion and review material to demonstrate their understanding of issues in the context of Building Services Engineering and the environment. Seminars and practical sessions will further students understanding of Engineering Services by enabling them to explore concepts in detail. There will be opportunities for group working allowing students to develop a range of skills including numeracy, self-organisation, accessing information and effective communication and presentation skills.

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

WISER <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.

#### 3.3.2 Electronic Resources

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

Materials such as CIBSE, ASHRAE and other relevant guides can either be access from the library data base or upon request can be uploaded by lecturers on e-learn.

#### 3.4 Personal development planning

Personal development planning is closely related to the acquisition of personal transferable skills and developing such skills is an integral part of the course. Academic skills alone are clearly insufficient to meet the demands of Building Services Engineers. The development of additional interpersonal qualities is essential to enable you to initiate, direct and control events effectively. To help achieve this objective, much of the tutorial and assignment work in the modules will provide you with the opportunity for practical project work and the development of problem solving skills.

Self and peer assessment forms part of your group projects, presentation exercises and the final year project, as it is important to remember that when you leave education, it will be crucial that you the ability and confidence to rely on your own judgement of yourself and your peers.

Employers do not simply look for basic competences such as in numeracy, literacy and communication skills, but also for motivation, time management, decision making, reliability, team work and leadership skills. Your programme of study has been designed to help you to develop all of the above mentioned skills and more.



#### 3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it at every level. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability

Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

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

Futures offers a range of support for you including:-

- career and employability advice and guidance

- access to work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills
- business start-up, freelance and self-employment advice
- the Futures Award, a University Certificate which formally recognises your employability and enterprise achievements whilst at UCLan.

For more information come along and visit the team or access our careers and employability resources via [www.uclan.ac.uk/futures](http://www.uclan.ac.uk/futures).

The bulk of our intake is part-time and therefore our students are already employed in the industry holding varied positions such as designers, project engineers, contract engineers, maintenance managers etc. However, the few full-time intakes can always be advised by their tutors on how their modules are helpful in their practical careers. For example they are advised on why and how design projects and systems design modules are useful if they want to pursue a career in design consultancies and how plant & maintenance and controls modules are useful in a maintenance job etc. We also do encourage old graduates to come and talk to our existing students to give them advice and talk about their personal experience. In addition, we do receive vacancies from companies requiring graduate engineers. Those will be forwarded to those who are seeking employment and in most cases they are successful in securing a job.

## 4. Student Support



### 4.1 Academic Advisors

Your Academic Advisor is someone you can go to for help and advice relating to your course. You will be contacted by them from time-to-time to see how you are going on and to help you address any issues or concerns.

### 4.2 Students with disabilities

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

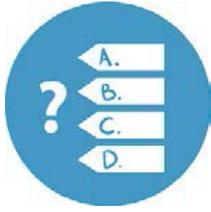
Assessment arrangements for students with a disability

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

### 4.3 Students' Union One Stop Shop

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

## 5. Assessment



### 5.1 Assessment Strategy

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

Depending on the learning outcomes and the nature of the module the assessment strategies can be:

- By completion of assignments and problem based examinations in the engineering and related modules throughout the programme.
- By presentations, design based projects.
- By student presentations, group work, design projects, dissertation, examination.

### 5.2 Notification of assignments and examination arrangements

Students will be notified of individual and /or group assignments as well as final assessments and their respective deadlines for submission within module information packs. Assignment brief are uploaded on Blackboard for student access. The date and time of the submission will be clear on the assignment brief together with the marking criteria for each part of the assignment.

### 5.3 Referencing

The referencing details will be set out on the assignment brief given out to students. Usually the course adopts the Harvard referencing style.

### 5.4 Confidential material

Students should be aware of the ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations within their assignments.

### 5.5 Cheating, plagiarism, collusion or re-presentation

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

## 6. Classification of Awards

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



## 7. Student Feedback

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

Student feedback is vital to the course improvement. For example, students would express concerns regarding accommodation, subject delivery, assessments and timetable. These concerns can always be useful to the course delivery and its improvement.

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).

Other opportunities are available for students to voice their opinion such as SSLC (as noted below). Other means can be through Module Evaluation Questionnaires (MEQs) at the end of each module.

### 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.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester. Your Course Leader will facilitate the meetings using Guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year). Your Student Engagement Assistance will be invited to attend and support the resolution of any issues. The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

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

Course representatives are elected at the beginning of the Academic year. Usually students either come forward or get nominated by other members of the class. Usually, and depending on the size of the class, one or two student reps can be elected, and where the class is a mixture of full and part time students one for each will represent the class.

Student-staff Liaison meetings take place twice a year; once in each semester. Students will be notified by e-mail about the date, time and place of the scheduled meetings. Thereafter,

an action plan will be drafted and students will receive feedback about actions taken as a result of discussions held within 15 working days.

## 8. Appendices

### 8.1 Programme Specification(s)

<b>UNIVERSITY OF CENTRAL LANCASHIRE</b>
---

#### 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***

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	University of Central Lancashire
<b>3. University School/Centre</b>	School of Engineering
<b>4. External Accreditation</b>	CIBSE, Energy Institute (EI)
<b>5. Title of Final Award</b>	MSc Building Services MSc Building Services with work placement MSc Building Services with Professional Placement
<b>6. Modes of Attendance offered</b>	Part-time, Full-time
<b>7. UCAS Code</b>	Not applicable
<b>8. Relevant Subject Benchmarking Group(s)</b>	Building & Surveying
<b>9. Other external influences</b>	SARTOR, ULSpec
<b>10. Date of production/revision of this form</b>	January 2015 (PCR)
<b>11. Aims of the Programme</b>	
	<ul style="list-style-type: none"><li>• Encourage students to approach their academic and subsequent professional careers as creative and innovative managers and engineers</li><li>• Ensure that successful graduates will have the potential to contribute to significant advances in engineering and technological and social issues associated with the building services industries</li><li>• Enable graduates in engineering disciplines to progress in their studies to specialise and develop their project and facilities management skills in application to building services problems</li><li>• Extend critical and evaluative skills in technologies and related sciences in the resolution of building services problems</li><li>• Develop leadership and team skills</li><li>• Provide the opportunity for students to complete specialist modules which will facilitate the development of their critical appreciation in new areas.</li><li>• Extend the student's research methods skills and their application to research development</li></ul>

<b>12. Learning Outcomes, Teaching, Learning and Assessment Methods</b>
<b>A. Knowledge and Understanding</b>
A1. Evaluate appropriate skills in order to progress their academic and subsequent professional careers as creative and innovative managers and engineers A2. Reflect critically the key skills relating to the strategic management of operations and projects, including financial and legal consideration in private and the parallel public sectors of industry A3. Critically evaluate the application of law and managerial skills in the context of building services and sustainable engineering projects A4. Use industry standard computational programmes and peripherals in the application of projects, problems and simulations.
<b>Teaching and Learning Methods</b>
The teaching methods employed will involve a series of seminars, lectures and informal tutorials.
<b>Assessment methods</b>
Assessment will be through the use of case studies, presentation of papers, and examinations.
<b>B. Subject-specific skills</b>
B1. Analyse problems and make contribution to advances in engineering and technological and social issues associated with the building services. B2. Display a critical awareness of the significance and scope of their chosen discipline, particularly its contribution to the built environment and to society B3. Evaluate the appropriateness of different approaches to solving problems related to building services and sustainable engineering B4. Initiate, devise and develop a working personal and professional development plan by participation on the course programme, completing the necessary key skills and working with tutors within a structured and managed learning environment
<b>Teaching and Learning Methods</b>
Seminars, tutorials and guest lectures
<b>Assessment methods</b>
Assessment will be via the use of case studies, presentation of papers and examinations
<b>C. Thinking Skills</b>
C1. Analyse issues and concepts in respect to the Building Services technologies and related sciences in the resolution of Building Services problems. C2. Apply underlying concepts and principles outside the context in which they were first studied; C3. Display a critical awareness of the limits of their knowledge and how this influences analyses and interpretations based on this knowledge
<b>Teaching and Learning Methods</b>
Teaching methods will include key note lectures and seminars.
<b>Assessment methods</b>
Assessment will be via the use of case studies, presentation of papers and examinations
<b>D. Other skills relevant to employability and personal development</b>
D1. Understand, appraise and analyse and apply project and facilities management skills. D2. Display a critical awareness and appropriate communication skills so that the graduates may convey their ideas effectively and imaginatively in a clear and concise manner to both the related professions and to persons outside the industry; D3. Develop the student's research methods operational skills and the ability to plan and execute a research study. D4. Progress and develop key learning skills and acquire new competences in a structured manner by use of a personal and professional development plan that will enable the candidates to assume significant responsibility within organisations. D5. Display qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making.
<b>Teaching and Learning Methods</b>
PP presentations, project work , work shops
<b>Assessment methods</b>
Assignment, Examinations and Dissertation

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 7	NT4011	MSc Dissertation	60	<b>Master of Science Building Services with professional placement</b> Requires 9 module passes (180 credits) at level 7 plus successful completion of EL4101
	BN4440	Strategic Project Management	20	
	NT4021	HVAC for a Sustainable Environment	20	
	NT4023	Engineering Design Project	20	<b>Master of Science Building Services with work placement</b> Requires 9 module passes (180 credits) at level 7 plus successful completion of EL4102
	NT4035	Carbon Regulation and Policy	20	
	BN4521	Facilities Management	20	<b>MSc in Building Services</b> Requires 180 credits at Level 7.
	NT4025	Sustainable Electrical Services and Lighting	20	
	BN4503	Contractual Issues	20	
	EL4101	Professional Placement (Engineering)	120 (Notional)	<b>Exit Awards:</b> <b>Postgraduate Diploma in Building Services</b> Requires 120 credits at Level 7. <b>Postgraduate Certificate in Building Services</b> Requires 60 credits at Level7
	EL4102	Work Placement (Engineering)	60 (Notional)	
<b>15. Personal Development Planning</b>				
<p>Personal development planning is closely related to the acquisition of personal transferable skills and developing such skills is an integral part of the course. Academic skills alone are clearly insufficient to meet the demands of Building Services Engineers. The development of additional interpersonal qualities is essential to enable student to initiate, direct and control events effectively. To help achieve this objective, much of the tutorial and assignment work in the modules will provide students with the opportunity for practical project work and the development of problem solving skills.</p> <p>PDP provides support for students to:</p> <ul style="list-style-type: none"> <li>• increase their self-awareness of their own skills, qualities, attitudes and capabilities</li> <li>• improve their own learning and performance by developing the necessary skills for independent learning, taking responsibility for their own development</li> <li>• identify their own strengths, weaknesses and needs, and directions for change</li> <li>• set goals and plan action for developing, monitoring and reviewing their own progress</li> <li>• compile a record of learning experiences and achievement, with progress reviews, personal reflections and action plans</li> <li>• Plan realistically for their career progression and manage their own career development.</li> </ul> <p>Students are therefore encouraged to keep their personal development records and samples are provided in the student handbook :</p> <ol style="list-style-type: none"> <li>a) Improving personal performance: evaluation sheet</li> <li>b) Evaluating progress on learning goals</li> <li>c) Record of work History</li> <li>d) Learning through work</li> <li>e) Priorities for personal development</li> </ol>				
<b>16. Admissions criteria</b>				

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.

- Upper second class honours degree from Building Services Engineering disciplines. However applicants with appropriate industry experience having lower qualifications or from related study themes deemed to be equivalent will be considered and will be subject to interview and may be required to complete additional modules prior to entry.
- Overseas equivalent qualifications and English IELTS 6.5 or equivalent if English is not the first language.

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

[http://www.uclan.ac.uk/information/courses/msc\\_building\\_services.php](http://www.uclan.ac.uk/information/courses/msc_building_services.php)





## University Student Handbook for Taught Courses



**2018/19**

Please read this Handbook in conjunction with your Course Handbook.

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

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

### **UCLan Mission statement**

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

### **UCLan Values**

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

### **Student Charter**

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

### **Supporting Diversity at UCLan**

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

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

Please review the UCLan [Equality and Diversity Policy](#) for further information.

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

## 2. Learning resources



### 2.1 Learning Information Services (LIS)

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

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

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

### 2.2 Electronic Resources

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

## 3. Preparing for your career

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

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

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

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

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

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

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

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

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

**UCLan Careers** | Foster Building | University of Central Lancashire, Preston PR1 2HE  
 01772 895858  
[careers@uclan.ac.uk](mailto:careers@uclan.ac.uk)  
[www.uclan.ac.uk/careers](http://www.uclan.ac.uk/careers)

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



##### 4.1 Student Support

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

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

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

and much more.

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

If you are struggling financially or have financial concerns which may prevent you from continuing on your course, you are advised to seek advice from the University's Finance Support Team, based in the <i>, or in the Advice and Representation Centre at the Students' Union.

If you are finding the course challenging or cannot complete independent study and assessments on time you should consult your Academic Advisor.

#### **4.2 Students with disabilities**

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

[https://www.uclan.ac.uk/students/health/disability\\_services.php](https://www.uclan.ac.uk/students/health/disability_services.php)

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

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



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

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

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

#### **4.5 Conduct**

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

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



## 5. Students' Union

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

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

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

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

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

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

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

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

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



## 7. Assessment

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

### 7.1 Dealing with difficulties in meeting assessment deadlines

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

### 7.2 Extensions

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

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

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

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



### 7.3 Extenuating circumstances

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

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

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

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

[Further information about the submission process](#)

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



#### 7.4 Late submissions

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

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

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

#### 7.5 Feedback Following Assessments

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

For courses (except distance learning):

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

For distance learning courses:

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

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



### 7.6 Unfair Means to Enhance Performance

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

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

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

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

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

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

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

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

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

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

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

### 7.7 Appeals against assessment board decisions

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

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

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



## 8. Student voice

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

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

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

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

### **8.1 Course Representatives and School Presidents**

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

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

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

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



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

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

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

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

### **8.3 Complaints**

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

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