University of Central Lancashire

Course Handbook

MSc Oil and Gas Engineering
2018/19
Dr Hamid Reza Nasriani
School of Engineering

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

Contents

1. Welcome to the course

This course has been developed in conjunction with oil and gas companies and aims to provide the skills and knowledge required to be petroleum engineer. The course is delivered by experienced university staff utilising the skills and experiences of visiting lectures to enhance your learning experience.

Students who graduate will gain the award of Master of Science in Oil and Gas Engineering. To achieve this you are entitled to expect high quality teaching from staff with experience in their own discipline. During the course you can expect to gain 'hands-on' experience using a range of equipment and experimental techniques. You will receive guidance and support from staff that have specialised in the discipline of fire investigation and fire science for many years.

All the staff involved in this course are committed to meeting your expectations. However, in turn there are certain expectations of you as studying at this level requires you to demonstrate that you have the mental capacity, self-motivation and commitment to achieve this award. Only those students with the personal qualities and attributes to do this will achieve the final award.

This handbook provides information about some of these regulations. It also gives details about staff, assessments, coursework, attendance requirements, safety procedures and guidance on communication and IT skills. In your induction file there is also further information about your role in the development of your Personal Development Portfolio, which will form a central part of your personal development plan. You will receive separate module booklets for each module you are studying. These will give detailed timetables and details of assessments. It is your responsibility to ensure that you receive these documents, are familiar with their contents and use them.

1.1 Rationale, aims and learning outcomes of the course

The programme leads to the award of the Degree of Master of Science in Oil and Gas Engineering (OGE).

The level of education provided by the programme is appropriate to those students who will eventually hold senior positions within the OGE arena. Throughout the programme emphasis will be placed on self-motivation, critical thinking and analytical depth.

For over a decade the University has excelled in delivering oil and gas/safety/fire and explosion concepts through research initiatives and the delivery of undergraduate and postgraduate programmes and hence played a significant part sustainable safety engineering.

Some of the modules you will be taking on the course are common to several programmes and as such, you will be studying alongside those students – both full and part time. This will, no doubt, help you to gain a good insight into the nature and scope of these closely related disciplines.

All courses at the University have overall aims and learning outcomes which describe what you will achieve on your course of study.

What are the Aims of the Course?

The MSc Oil and Gas Engineering has the following aims:

- Encourage students to approach their academic and subsequent professional careers as creative and innovative managers and engineers
- Prepare students with the necessary scientific, engineering and technological principles and tools to resolve complex design problems in oil and gas engineering applications individually and as part of a team
- Ensure that successful graduates will have the potential to contribute to significant advances in engineering and technological and social issues associated with oil and gas engineering
- Enables graduates in engineering disciplines progress in their studies to specialise and develop their engineering skills in application to oil and gas engineering problems
- Extend knowledge of technologies and related sciences in the resolution of oil and gas engineering problems
- Develop the critical and analytical skills involving the principles. Practices and techniques of the oil and gas engineering
- Develop the student's research methods and applications
- Develop an in-depth understanding and application of management skills, including team working, leadership and organisation to implement strategies to resolve engineering design problems and projects

What are the Learning Outcomes of the Course?

This list of the major learning outcomes of the course will give you an idea of the global learning goals. However, in the module booklets you will see the syllabi of the individual modules and their learning outcomes will provide more information. You could also refer to the module descriptors, which are in effect summaries of the module booklets and are available through our website or on e-Learn.

At the end of the course you will have a knowledge and understanding of and be able to:

A. Knowledge and understanding

A1. Display mastery and extended knowledge of engineering principles as applied to oil and gas engineering problems and projects and the associated forms of decision making with respect to oil and gas engineering issues.

B. Subject Specific Skills

B1. Formulate engineering and project plans using appropriate leadership and team management skills.

B2. Evaluate the role of the Oil and Gas Engineer, with respect to the associated human and technical factors as they impinge upon the provision of technologically functional, safe and financially viable project solutions

C. Thinking Skills

C1. Resolve fire safety design problems providing innovative solutions to working problems and case studies.

C2. Demonstrate a reflective, thoughtful and flexible approach to project planning, research, methodology and professional development.

D. Transferable Skills/Key Skills

D1. Apply appropriate research methodologies to facilitate analysis , synthesis and evaluation in the field of oil and gas engineering.

D2. Conduct an applied research study in an appropriate subject area.

D3 Demonstrate leadership and persuasion skills within technical and non-technical communication

1.2 Course Team
This list represents those co-ordinating particular areas, or who have particular roles in the delivery of the Course. We have included their qualifications so that you can see where their expertise lies.

Academic Staff

Andrei Chamchine MSc, MA, PhD (Engineering), CEng, MEI, MIFireE
Principal Lecturer and Academic Lead for International and Business Development,
E-mail: achamchine@uclan.ac.uk Ext 3207 Room JBF104

Hamid Nasriani Senior Lecturer, Course Leader for MEng/BEng(Hons) Oil and Gas Safety Engineering and Course Leader for MSc Oil and Gas Engineering
E-mail: hrnasriani@uclan.ac.uk, Ext 3559 Room JB009

Weiming Liu BSc, MSc, PhD
Lecturer (Fire Safety Engineering)
e-mail: wliu1@uclan.ac.uk Ext 3239 Room JBF003

Shephard Ndlovu BSc (Hons), MIFE, IFSM, FHEA
Lecturer (Fire Safety Engineering)
e-mail: sndlovu@uclan.ac.uk Ext 3225 Room JBF010

Jinghua Zhang BEng, MSc, PhD (Electrical Engineering and Electronics)
Lecturer (Fire Safety Engineering)

1.3 Expertise of staff

The course is a partnership arrangement with oil and gas companies and whilst most of the course is delivered by university staff, made up of OGE professionals and academics. Some sessions will be delivered by visiting lecturers who work in the fire/public sector; they will be invited to speak with authority from their own experience and expertise.

1.4 Academic Advisor

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

1.5 Administration details

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

Allen Building

Medicine
Dentistry
telephone:
email:

Harris Building

Lancashire Law School
Humanities and the Social Sciences
Centre for Excellence in Learning and Teaching
telephone:
email:

Foster Building

Forensic and Applied Social Sciences
Pharmacy and Biomedical Sciences
Psychology
Physical Sciences
telephone:
email:

Computing and Technology Building

Art, Design and Fashion
Computing
Physical Sciences and Computing
Film, Media and Performance
Engineering

Journalism, Languages and Communication
telephone:
email:

Greenbank Building
Sport and Wellbeing
Management
Business
telephone:
email:

Brook Building
Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
telephone:
email:

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 aim to reply to emails within one working day.

1.7 External Examiner

The University will appoint 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 through the e-learn platform. 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.

External Examiner

Dr Pedro Diaz, London South Bank University

2. Structure of the course

2.1 Overall structure

<u>MSc Oil and Gas Engineering without/with optional placement</u>

Award	Module Code	Module Title	Credits
Master of Science (MSc)	FV4701	Geology and Formation Evaluation	20
	FV4702	Reservoir Engineering and Well Test Analysis	20
	FV4703	Drilling Engineering and Production Technology	20
	FV4102	Safety, Fire and Environmental Management	20
	FV4201	Advanced Engineering Design Project	20
	FV4601	Research Methods	20
	FV4901	Dissertation	60
MSc with Work Placement (Optional)	EL4102	*Extra optional module:* Work Placement (Engineering) OR	60
MSc with Professional Placement (Optional)	EL4101	*Extra optional module:* Professional Placement (Engineering)	120

Please note that some of the optional modules may not be available every year if a minimum number of students is not enrolled in the module.

Awards:

Master of Science (MSc) in Oil and Gas Engineering
Requires (180 credits) at level 7 (FV4701, FV4702, FV4703, FV4102, FV4201, FV4601 and FV4901)

Master of Science (MSc) in Oil and Gas Engineering with Work Placement
Requires (180 credits) at level 7 (FV4701, FV4702, FV4703, FV4102, FV4201, FV4601 and FV4901) plus successful completion of EL4102

Master of Science (MSc) in Oil and Gas Engineering with Professional Placement
Requires (180 credits) at level 7 (FV4701, FV4702, FV4703, FV4102, FV4201, FV4601 and FV4901) plus successful completion of EL4101

Course Schedule

The course can be studied either full time or part time, and has only September start.

The Course Schedule is as shown here:

Middle/End of August
Students who have been offered a place receive an Induction letter/e-mail from the University with the information on the Induction week.

Middle September
Induction week. This includes introduction to the library, the University facilities and the course. The detailed programme of the induction week is included in the induction letter

Note that prior to the induction week there is the student orientation week organised for international students. This information is sent by the International Office.
September to January

September to January
Taught part of the course, Semester 1
Modules (all compulsory)
FV4601 Research Methods
FV4701 Geology and Formation Evaluation
FV4102 Safety, Fire and Environmental Management

Full time: Students have to attend and pass all three modules (60 credits total)
Part time: Students have to attend and pass one or two modules (20 or 40 credits total) the first academic year and one or two the second academic year

Middle of January
Examination for FV4102 Safety, Fire and Environmental Management

End of January
Project titles available to students
Decisions about Work or Professional Placements

February to May
Taught part of the course, Semester 2
Modules (all compulsory)
FV4702 Reservoir Engineering and Well Test Analysis
FV4703 Drilling Engineering and Production Technology
FV4201 Advanced Engineering Design Project

Full time: Students have to attend and pass all three modules (60 credits total)
Part time: Students have to attend and pass one or two modules (20 or 40 credits total) the first academic year and one or two the second academic year

February/March
Students select their project; Project allocation; (Part time students select their project the same time the second academic year)

Middle of May
Examination for FV4702 Reservoir Engineering and Well Test Analysis

June to September
Full time: Work on FV4901 Dissertation
Part time: students work on FV4901 Dissertation the second academic year

July/August
Interim report and interim presentation of the dissertation

Beginning of September
Submission of the final report and presentation

Please note that students are allowed to proceed to FV4901 Dissertation only if they have passed all the taught modules.

Placement Options: Placements take place after the taught part of the course and before the Dissertation module.

MSc without placement: Students do FV4901 Dissertation in the summer directly after the taught part of the course.

Option 1: Work Placement, maximum 3 months. Students do EL4102 Work Placement (Engineering) during summer then they take FV4901 Dissertation after the summer, in the first term (starting in September the next academic year)

Option 2: Professional Placement, maximum 12 months. Students do EL4101 Professional Placement (Engineering) from June to May then they take FV4901 Dissertation the following summer (starting in June).

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. These are the modules that are included in the MSc Fire Scene Investigation. We have given an overview of their content here.

FV4701 Geology and Formation Evaluation
This module aims to enable students to understand the fundamental principles underlying geological systems applied to oil and gas engineering. This module will help the students to develop engineering skills in oil and gas engineering applications. Through the learning and teaching strategy, the module will also enhance students' employability skills such as critical thinking, independent research, and problem solving and working with others.

FV4702 Reservoir Engineering and Well Test Analysis
This module aims to enable students to understand the fundamental principles underlying reservoir engineering and well test analysis applied to oil and gas engineering. This module will help the students to develop engineering skills in oil and gas engineering applications. Through the learning and teaching strategy, the module will also enhance students' employability skills such as critical thinking, independent research, problem solving and working with others.

FV4703 Drilling Engineering and Production Technology
This module aims to enable the students to understand the fundamental principles underlying drilling engineering and production technologies and their impacts. This module is designed to develop student's competence in oil and gas engineering, petroleum economics, engineering sustainability, impact of oil and gas engineering on the environment and related issues. Through the learning and teaching strategy, the module will also enhances students'

employability skills: critical thinking, independent research, problem solving, focusing on main issues, presentations and working with others.

FV4102 Safety, Fire and Environmental Management
The aim of this module is to: (i) provide an understanding of the of health, welfare and safety legislation relevant to the construction, engineering and associated industries; (ii) allow students the opportunity to investigate and explore selected areas of certain environmental and safety laws in the context of their own specialism: (iii) develop the ability to critically appraise safety systems and cultures in the management and control of safety and health with particular emphasis upon human factors and continuous improvement processes; (iv) demonstrate an understanding of how safety and environmental management is practiced in a project environment.

FV4201 Advanced Engineering Design Project
The engineering design project module is designed to provide students with the opportunity to extend and demonstrate engineering design skills both as team members and as individuals. The project will enable students to develop their critical thinking, problem solving and key skills at the post graduate level. The module acts as the vehicle for integrating the study themes of design, ICT and technology, in a practical context.

FV4601 Research Methods
This module is concerned with research methodology relevant to scientists in both academic and commercial environments. This module will introduce basic aspects of conducting research, reinforced by practical exercises. The aim of the module is to provide the student with transferable career skills that will allow the student to communicate scientific ideas via a variety of media and to manage and plan projects. It will also give insight into some of the legal and ethical issues surrounding scientific work. The module also prepares the students for the MSc Research Project module.

FV4901 Dissertation
This module aims to provide the students with the opportunity to develop independent research and the ability to present a coherent, critical account of the work and how it relates to that of others. On an individual basis the student will be required to carry out an in-depth study involving theoretical, computational, experimental or investigative analysis, or a combination of these. Through the learning and teaching strategy, the module will also enhance students' employability skills such as written communication skills, independent planning, execution and dissemination of research outcomes.

2.2 Study Time
2.2.1 Weekly timetable
The weekly timetable can be accessed through the student portal

2.2.2 Attendance Requirements
You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to: CandTHubAttendance@uclan.ac.uk

Strict rules are imposed on the University regarding International students by UK Border Agency; under PBS UCLan is obliged to tell UKVI if you withdraw from the course, defer or suspend your studies or if you fail to attend the course regularly. Any journeys home must be authorised.

3. Approaches to teaching and learning

3.1 Expertise of staff
Whilst most of the course is delivered by university staff, specialists with a fire/public sector background will be invited to speak with authority from their own experience and expertise.

3.2 Learning and teaching methods
There are formal lectures followed up by group tutorials in which the subject of the lecture is explored in detail. Practical skills are developed through practical sessions, which may incorporate individual or group exercises and projects. You are also expected to engage in independent study.

For some modules, you will also be studying with students on other courses and both full and part time students. This will also allow you to interact and learn from others with different backgrounds and expertise.

As with all university education *you* are responsible for your own learning. The lectures are merely the starting point and you will have to undertake a substantial amount of individual study in order to succeed.

The aim of the School is to promote deep and active learning and for students to achieve an appropriate balance between (a) the accumulation of subject specific knowledge; (b) the understanding of subject-specific concepts; (c) the application of these and (d) the development of general investigative and presentational skills.

These learning experiences are designed to help you to master the problems surrounding complex fire investigations.

The assessment methods for the modules are different; some will be by examination, some by written assessment, presentations or a combination of these.

The final year will include a dissertation or a project report and use more challenging data handling exercises.

3.3 Learning resources
3.4.1 Learning Information Services (LIS)
Extensive fire related resources can be accessed from the student portal.

3.4.2 Electronic Resources
Course and module materials are **not** provided in 'hard copy' format, however, wherever practicable, lecture notes and/or presentations, seminar materials, assignment briefs and materials and other relevant information and resources are made available in electronic form via **'BlackBoard'**. This is the brand name for the on-line Virtual Learning Environment (VLE) that the University uses to support and enhance teaching and learning.

3.5 Personal development planning
Personal development planning tutorials will be offered as part of this programme and their Academic Advisor will be available to support the students by offering advice and guidance on how to develop their personal development plan.

3.6 Preparing for your career

Personal Development Planning and can be defined as: *A structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development.*

The University puts a high priority on your personal development, and so keeping a record of your achievements is encouraged and will help when you are applying for jobs. When you ask staff for a reference, they could use this information to help them provide more rounded detail.

4. Student Support

4.1 Academic Advisors

You will be assigned a Personal Tutor who will assist with Academic related problems. You will find out more about them and their role in induction week. They are responsible for providing you with support and advice in relation to your programme of studies, assistance in accessing other services available to students within the University, and to offer whatever help and assistance they can to make your time at the University a satisfying and stimulating experience. Their job is not to have all the answers but they will be able to direct you to the person or place where they can be found. Your personal tutor should be supportive, helpful and try to understand (but not necessarily share) your point of view when you need advice. At times it may be necessary for them to challenge you over your progress, performance or attendance, but it is not their role to constantly monitor you in these areas as may have happened at school or college.

You should meet your personal tutor during induction week and time has been allocated on the induction timetable to enable to you do this. During this meeting you should make arrangements about the process by which future regular contact will be maintained. You should meet with your personal tutor regularly. You should have at least four meetings in Year 1, with at least three of these being 'one to one' meetings. There should be at least three contacts in Year 2, one of which should be 'one to one' and two during Year 3.

There will be appointment sheets by staff offices so that you can arrange meetings either by booking an appointment or emailing them (details of this are at the front of the booklet). Throughout the year contact with your personal tutor is usually maintained through e-mail, you should check your UNIVERSITY e-mail account regularly.

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

If you need to get advice in an emergency or when your personal tutor is not available then you can go and see your retention tutor or course leader.

If you have good reason for wishing to change your personal tutor, then this can be arranged by contacting the Course Leader.

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.

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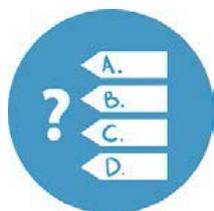
5. Assessment
5.1 Assessment Strategy
Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating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

The Course Team recognise the main purpose of assessment as:

- The diagnosis of strengths and weaknesses of individual students

- Encouragement to students to be involved in determining their own performance

- Evaluation as to whether or not the student has met the learning outcomes of the module and programme in order to progress to the next level or achieve an exit award

Assessment is continuous and uses both formative and summative methods.

Formative assessment relates to the continuing and systematic appraisal of the degree of learning. This helps you by providing feedback on the appropriateness of your study skills in meeting the learning objectives. It also assists the academic staff by providing information as to the appropriateness of the learning environment in facilitating student learning. Formative assessment includes assessment strategies that encourage the student and tutor to build on the student's strengths and to plan remedial help to correct identified weaknesses. Formative assessment encourages the development of personal self-awareness and self-evaluation such that corrective change can be instigated by the individual.

The nature of formative assessment varies between modules. In some there are short tests or essays, while in others there is informal feedback via activities such as tutorials or discussion of experiment results during laboratory sessions.

It is important that we try to match assessment to the learning outcomes of each module. Sometimes we need to assess how well you have assimilated facts, sometimes we need to assess your understanding, and at other times your application of the facts. Often we need to test all of these learning outcomes at once. In addition, we need to assess skills, such as your ability to communicate your ideas.

The assessment methods and what we are trying to assess by the particular method are shown below:

Examinations short answer questions are usually looking for how well you have learned factual information. Essay questions are looking for your understanding and critical analysis skills.

Oral presentations   your presentational skills under pressure are being assessed here, as is the ability to think on your feet using the facts that you have learned.

Essays   non-examination situation essays assess your understanding of the subject and ability to do research, as well as your written communication and critical analysis skills.

Case studies   these assess the application of theory to practical situations. They also assess either your written or oral presentation skills when communicating your deliberations to the class or marker.

Dissertation   this assesses the application of the information that you have gained, and assesses your skills in bringing a large body of work together in a concise coherent report.

You will find a detailed breakdown of the assessments in the individual module booklets.

5.2 Notification of assignments and examination arrangements

The course team, through the retention tutors, try to spread the assessment load. Nevertheless, it is important that you plan your work carefully in order to meet assessment deadlines. You may have more than one deadline at the same time, and you are expected to manage your time sufficiently well to meet all deadlines whilst continuing with your attendance at classes. Examinations take place at the end of Semester 2; times and venues will be notified via the timetable.

5.3 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

To be eligible for the award of MSc you must normally:

Pass a total of nine modules with an overall APM of 50% or better.

The award will be an MSc in Oil and Gas Engineering.

Put simply, the APM calculation takes into account the mark you got in a module (m), the size or credit of the module (c) and also the level of the module (l).

Your APM is calculated using all 180 credits you take.

Candidates who are considered by the Board of Examiners to have shown exceptional levels of performance may be awarded an **MSc with Distinction**. Normally this would require:

Pass a total of nine modules with an overall APM of 70% or better.

If the above is not achieved, the award of an **MSc with Merit** may be considered by the Board of Examiners. Normally this would require:

Pass a total of nine modules with an overall APM of 60% or better

Exit Awards

Sometimes people fail modules or withdraw from a programme of study for personal reasons. In these cases the exam board have the power to award an 'exit award'. The number of modules at each level/stage that are needed to qualify for a particular award are as follows:

Award	Credits/levels required
PGDip in Oil and Gas Engineering	120 credits (6 modules) at level 7 including (i) FV4701 Geology and Formation Evaluation (ii) FV4702 Reservoir Engineering and Well Test Analysis (iii) FV4201 Advanced Engineering Design Project
PGCert in Oil and Gas Engineering	60 credits (3 modules) at level 7 including (i) FV4701 Geology and Formation Evaluation (ii) FV4702 Reservoir Engineering and Well Test Analysis

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.

The Students' Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities.

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,

7.1 Student Staff Liaison Committee meetings (SSLCs)

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.

8. Appendices

8.1 Programme Specification(s)

<table>
<tr><td colspan="2" align="center">UNIVERSITY OF CENTRAL LANCASHIRE</td></tr>
</table>

Programme Specification

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

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

1.	**Awarding Institution / Body**	University of Central Lancashire
2.	**Teaching Institution and Location of Delivery**	University of Central Lancashire (UCLan), Preston campus
3.	**University School/Centre**	School of Engineering
4.	**External Accreditation**	Energy Institute (EI) for Engineering Council (EC) accreditation to be sought
5.	**Title of Final Award**	MSc Oil and Gas Engineering MSc Oil and Gas Engineering with Professional Placement MSc Oil and Gas Engineering with Work Placement
6.	**Modes of Attendance offered**	Full time, Part time and Sandwich
7.	**UCAS Code**	
8.	**Relevant Subject Benchmarking Group(s)**	Engineering
9.	**Other external influences**	Engineering Council (EC) Society of Petroleum Engineers (SPE)
10.	**Date of production/revision of this form**	May 2016 Revised August 2017

11. Aims of the Programme
• Encourage students to approach their academic and subsequent professional careers as creative and innovative managers and engineers
• Prepare students with the necessary scientific, engineering and technological principles and tools to resolve complex design problems in oil and gas engineering applications individually and as part of a team
• Ensure that successful graduates will have the potential to contribute to significant advances in engineering and technological and social issues associated with oil and gas engineering
• Enables graduates in engineering disciplines progress in their studies to specialise and develop their engineering skills in application to oil and gas engineering problems

• Extend knowledge of technologies and related sciences in the resolution of oil and gas engineering problems
• Develop the critical and analytical skills involving the principles. Practices and techniques of the oil and gas engineering
• Develop the student's research methods and applications
• Develop an in-depth understanding and application of management skills, including team working, leadership and organisation to implement strategies to resolve engineering design problems and projects

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Display mastery and extended knowledge of engineering principles as applied to oil and gas engineering problems and projects and the associated forms of decision making with respect to oil and gas engineering issues.   (UK-SPEC A1,C4,D1,D3,E1,E2,E3)

Teaching and Learning Methods

Formal lectures, group discussion and project simulation when studying the compulsory modules. Advanced Engineering Design Project is embedded within the simulation by organising team approach to task from briefing to design solution, including analysis and synthesis of technical issues and evaluation of social, legal, economic and managerial issues that impact upon a project. Supported by lectures and tutorials when studying some compulsory and optional modules.

Assessment methods

A variety of assessment methods including individual written assignments (including in the dissertation module where students submit project proposals and reflect on the process that allowed them to do so), and other project submissions and presentations (e.g. dissertation in which a reflection upon the methodology is part of the analysis expected).

B. Subject-specific skills

B1. Formulate engineering and project plans using appropriate leadership and team management skills   (UK-SPEC B3,C1,C2,C3,C4,D2,D3)
B2. Evaluate the role of the Oil and Gas Engineer, with respect to the associated human and technical factors as they impinge upon the provision of technologically functional, safe and financially viable project solutions   (UK-SPEC A2,B1,B3,C3,D2,E2,E3,E4)

Teaching and Learning Methods

See above for A1. Also, the optional modules have been provided to enable the students to complete specific project skills; these range from the use of legal skills through to the technical analysis of buildings and structures

Assessment methods

See above for A1. Also, the assessment mechanisms employed in the optional modules will draw the student towards each mode of specialism and require the provision of original and innovative responses in their solution

C. Thinking Skills

C1. Resolve fire safety design problems providing innovative solutions to working problems and case studies.   (UK-SPEC A2,B2,B3)

Teaching and Learning Methods

By completion of the dissertation module (see A1 above), reinforced by lectures and self-study in some optional modules.

Assessment methods

A series of case study and/or project based assessments, and in some modules papers aimed at evaluation of techniques

D. Other skills relevant to employability and personal development

D1. Apply appropriate research methodologies to facilitate analysis, synthesis and evaluation in the field of oil and gas engineering (UK-SPEC A1,A2,C4,E1,E2,E3)
D2. Conduct an applied research study in an appropriate subject area. (UK-SPEC B2)

Teaching and Learning Methods

The transferable skills element will involve the development of leadership skills within the engineering design module. Further use of research skills are embedded within all modules and culminate in the Research Methods module and dissertation; which will enable higher level

research skills and information management and processing to be developed and applied to the subject area.

| **Assessment methods** |
| A variety of assessments including reports, individual and group project presentations, Dissertation report and presentation. |

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 7	FV4901	Dissertation	60	**MSc Oil and Gas Engineering**
	FV4601	Research Methods	20	Requires 180 credits at Level 7.
	FV4701	Geology and Formation Evaluation	20	MSc with Distinction APM $\geq$ 70%
	FV4702	Reservoir Engineering and Well Test Analysis	20	MSc with Merit APM $\geq$ 60%
	FV4703	Drilling Engineering and Production Technology	20	**PG Dip Oil and Gas Engineering**
	FV4102	Safety, Fire and Environmental Management	20	Requires 120 credits at Level 7, including FV4701, FV4702 and FV4201.
	FV4201	Advanced Engineering Design Project	20	**PG Cert Oil and Gas Engineering** Requires 60 credits at Level 7, including FV4701 and FV4702.
		Optional Module for Professional Placement		**MSc Oil and Gas Engineering with Professional Placement**
	EL4101	Professional Placement (Engineering)	120	Requires 180 credits at Level 7 plus successful completion of EL4101.
		Optional Module for Work Placement		**MSc Oil and Gas Engineering with Work Placement**
	EL4102	Internship Placement (Engineering)	60	Requires 180 credits at Level 7 plus successful completion of EL4102.

| **15. Personal Development Planning** |
| PDP is delivered and monitored through project modules and the personal tutor system. Students are provided with a PDP handbook and an introductory lecture on it during induction week. Personal tutoring begins at commencement of the course and students are encouraged to consider their options in the light of their personal aspirations. Many students will be taking this course as part of their career development but specific opportunities for personal development planning arises in FV4901 and FV4201. In the former, the student is encouraged to select a dissertation topic and plan an investigation that will meet their own personal interests and aspirations. In the latter, students engage in a simulated design project, from which experience of group roles and topics encountered students will the better be able to plan their future. |

16. Admissions criteria
Applicants will normally be required to have, one of: Hons Degree in Oil and Gas/Petroleum Engineering. 2:2 degree in Engineering. Professional membership or substantial experience. Applicants will be required to have a minimum level of proficiency in English Language equivalent to IELTS grade 6.5. Please consult the UCLAN admissions department for the most up to date requirements.
17. Key sources of information about the programme
• University web site www.uclan.ac.uk
• School website www.uclan.ac.uk/engineering
• UCLan Energy, Fire and Sustainability Team: www.uclan.ac.uk/fire
• Course Leader
• Admissions Tutor

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

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes					
				Knowledge and understanding	Subject-specific Skills		Thinking Skills	Other skills relevant to employability and personal development	
				A1	B1	B2	C1	D1	D2
Level 7	FV4701	Geology and Formation Evaluation	COMP	✓		✓		✓	✓
	FV4702	Reservoir Engineering and Well Test Analysis	COMP		✓	✓		✓	✓
	FV4703	Drilling Engineering and Production Technology	COMP		✓	✓		✓	✓
	FV4102	Safety, Fire and Environmental Management	COMP		✓	✓	✓	✓	
	EL4101	Professional Placement (Engineering)	O					✓	✓
	EL4102	Work Placement (Engineering)	O					✓	✓
	FV4201	Advanced Engineering Design Project	COMP	✓	✓			✓	
	FV4601	Research Methods	COMP	✓		✓		✓	
	FV4901	Dissertation	C	✓	✓		✓	✓	✓

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

19.   LEARNING OUTCOMES FOR EXIT AWARDS:

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

Learning outcomes for the award of **Postgraduate Diploma in Oil and Gas Engineering**:

PG Dip Oil and Gas Engineering
Requires 120 credits at Level 7, including FV4701, FV4702 and FV4201.

A1. Display mastery and extended knowledge of engineering principles as applied to oil and gas engineering problems and projects and the associated forms of decision making with respect to oil and gas engineering issues.
B1. Formulate engineering and project plans using appropriate leadership and team management skills.
B2. Evaluate the role of the Oil and Gas Engineer, with respect to the associated human and technical factors as they impinge upon the provision of technologically functional, safe and financially viable project solutions.
C1. Resolve fire safety design problems providing innovative solutions to working problems and case studies.

Learning outcomes for the award of **Postgraduate Certificate in Oil and Gas Engineering**:

PG Cert Oil and Gas Engineering
Requires 60 credits at Level 7, including FV4701 and FV4702.

A1. Display mastery and extended knowledge of engineering principles as applied to oil and gas engineering problems and projects and the associated forms of decision making with respect to oil and gas engineering issues.
B1. Formulate engineering and project plans using appropriate leadership and team management skills.
C1. Resolve fire safety design problems providing innovative solutions to working problems and case studies.

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

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

1.1 Communication

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

1.2 External Examiner

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

1.3 Expected hours of study

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

1.4 Attendance Requirements

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

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

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

1.5 Data Protection

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

2.   Learning resources

2.1 Learning Information Services (LIS)

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

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

2.2 Electronic Resources

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

3. Preparing for your career

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

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

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

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

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

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

5

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

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

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

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

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

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

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

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

and much more.

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

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

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

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

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

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

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

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

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

5. Students' Union

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

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

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

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

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

6. Rationale, aims and learning outcomes of the course

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

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

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

7. Assessment

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

7.1 Dealing with difficulties in meeting assessment deadlines

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

7.2 Extensions

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

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

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

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

7.3 Extenuating circumstances

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

9

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.