

## Course Handbook

Title of the award: BA (Hons) Top up Business Administration

Relevant academic year: 2020-21

Name of Course Leader: Karen Grant

Name of host School: School of Management

Partner Institution: Hugh Baird College



Please read this Handbook in conjunction with the College'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.

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## 1. Welcome to the course

### Welcome to the course

Welcome to your UCLan Higher Education (HE) course at the Hugh Baird University Centre. We offer a friendly and supportive learning environment and the tailored support you need to be successful. Class sizes are small and tutors use varied teaching and learning methods to meet your needs. Our staff are also used to working with people of all ages and recognise that your work and life experience are an asset. As a friendly community of staff and students our aim is to give you an excellent educational experience. I hope you will enjoy this year and find your course challenging, stimulating, enjoyable and rewarding.

This Handbook provides a quick guide to what is offered at the college, what we aim to help you to achieve and what we expect of you. It also provides information about support services and regulations that you need to know.

We want you to achieve your academic and personal potential, to develop networks of friends, new interests and life skills. To achieve this, we want you to:

- **Work hard** - we expect you to attend lectures, seminars and workshops, as students with good attendance will achieve the best degrees overall. Plan your workload and think carefully about how to manage your reading and preparation for written assignments and practical work.
- **Enjoy your time at college** – studying on an HE course is also about having new experiences, making friends, finding new interests, and learning to create a balance between work and social life. Make sure you find time to take advantage of enrichment activities or sports facilities and get involved with student committees. Look after yourself and make sure you know about student wellbeing resources for information and support.
- **Make use of the support that is available to you** - I am sure you will have a great year but don't forget that there are many services available if you need them.

I wish you every success during your time at the Hugh Baird University Centre.

Colette Mawdsley

Dean of Higher Education and Access to HE

## **Welcome to the course**

The course has been created in conjunction with the University of Central Lancashire, it is our aim to provide you with an engaging and challenging programme of study that will develop creative, technical and employability skills and help you succeed in your chosen career.

Please read this handbook carefully and keep it in a safe place as it contains information that you will need to refer to on the course. It has been structured and laid out in a number of sections to ensure that the information is clear and accessible. There is information on academic and administrative aspects of the course. You will find details about the course modules, and assessment regulations. There is additional information about support services; especially those which can be of direct help to your learning and development.

The staff at the Hugh Baird University Centre are here to help you. Your Personal Tutor or Course Tutors are always ready to help if you have a question or a problem. Alternatively, dedicated members of staff at Student Services (Balliol Building) will be able to direct you to people who can offer support, information and advice to help you get the best from your time at the Hugh Baird University Centre in partnership with the University of Central Lancashire.

If you find there are points in this handbook, which you do not understand or wish to discuss further, do not hesitate to speak to one of the teaching staff. On behalf of the Course Team, may I wish you every success in your studies and we look forward to supporting you throughout your course.

Major policies that apply to students at the Hugh Baird University Centre can be found on Student Zone. These will give you guidance on a range of issues such as health and safety, computer use and quality assurance.

*Course Team*

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



Firstly, a warm welcome from the Course Team. We hope you will enjoy your time with us and achieve your aims.

The course team consists of the academic and technical staff who contribute to your course. The academic staff take responsibility for the delivery of the content of your modules, but they also have other many roles including research, overseas development, marketing and publicity, etc.

Your course is also supported by a number of facilitators who induct you into the workshops and the use of technical resources, demonstrate craft and technical processes and/or assist individual students with the production of work. They are a team of well-qualified individuals who assist students across a range of courses.

When we created your course, we began by considering a number of things:

- What knowledge and skills you are likely to have at the beginning of your course
- What knowledge and skills will be expected by the employers when you begin your career
- The range of expertise and professional experience of your tutors
- What standards are required for the various awards that we offer (the UK's 'Framework for Higher Education')
- What is generally expected to form a significant part of the curriculum of a course of this title (the UK's 'National Subject Benchmark' statements)

In the above we were informed by our experience, both as educators and practitioners, and by external reference points. Once we considered these key points, we blocked the responses into a number of modules, each with Aims and Learning Outcomes. You can think of Aims and Learning Outcomes as the 'DNA' that ultimately shapes the form and content of your degree. We've reprinted the aims for your course below and throughout the following sections you'll develop a sense of what the learning rationale of your course is; you'll find the overarching learning outcomes for your course in the programme specification.

On successful completion of the course you will be awarded a BA (Hons) Business Administration awarded by the University of Central Lancashire.

<b>Aims of the Programme</b>
• To develop an understanding of different domains of knowledge and the different perspectives brought to bear in the study and practice of business
• To enhance critical thinking and reasoning skills in the evaluation of the body of knowledge and research relating to business and organisations
• To enhance the learner's intellectual and transferable skills through an academically rigorous programme of study
• To encourage engagement in business/management research in general
• To encourage the learner to contextualise learning in practice

## 1.2 Intended Course Team

Name	Role	Telephone	Email
<b>Karen Grant</b>	Course Leader Module Leader	0151 353 4444 Ext 5554	<a href="mailto:Karen.grant@hughbaird.ac.uk">Karen.grant@hughbaird.ac.uk</a>
<b>Samantha Murray</b>	Personal Tutor Module Tutor	0151 353 4444 Ext 5527	<a href="mailto:Samantha.murray@hughbaird.ac.uk">Samantha.murray@hughbaird.ac.uk</a>
<b>Elly Foran</b>	Module Leader	0151 353 4444 Ext 5027	<a href="mailto:Elly.foran@hughbaird.ac.uk">Elly.foran@hughbaird.ac.uk</a>
<b>Yvonne Yule</b>	Course Leader / Personal Tutor	0151 353 4444 Ext 5028	<a href="mailto:Yvonne.yule@hughbaird.ac.uk">Yvonne.yule@hughbaird.ac.uk</a>

## 1.3 Expertise of staff

### **Karen Grant**

Karen has extensive experience in teaching many elements of business. She has delivered Lecturing on Economics at levels 3 & 4, Finance and Accounting and Organisational Behaviour, at Level 4, FdA Business & Management. Lecturing on Accounting and International Business at level 5 FdA Business & Management and Lecturing on Principles and Practices of Marketing Communications for Festivals and Events, at level 4, FdA Festival Management. Karen has also lectured in international marketing and enterprise at level 6. Karen recently graduated with an MSc in Leadership and Management Development.

### **Samantha Murray**

My name is Samantha Murray and I have experience and knowledge of teaching on various Foundation Degree programmes over a period of 11 years. I have clear knowledge and experience of teaching Business and Management, Festival/Events and Hospitality and also the Tourism Industry. I also have experience of developing these programmes from their specifications, their curriculum area and their frame work and have also taken responsibility to develop a Foundation Degree in Business Service Sector Management (approved by Edge Hill University) which was a successful programme and recognised in the North West. I also have experience of meeting with employers to organise student placements and working with the Institute of Leadership and Management (ILM) who are a well-recognised Management Trainee provider, recognised in the North West, especially by the NHS and private companies. I have also developed the HND Programme in Business and Management, co-ordinated it and ensured standards were met, assisted the Programme Leader with relevant professional body accreditations and preparation for external quality inspections/ reviews.

### **Elly Foran**

A lecturer specialising in Information Technology and Computing. Completed a Master's Degree in Education at Edge Hill University in 2018. Graduated from Liverpool Hope

University (Institute) in 1998 with a BAC (Hons) in Sociology and Information Technology. After graduating went on to work for Great Universal (GUS PLC) based in Manchester working in IT support looking after a global based company moving then into Merchandise Support responsible for PDM, EDI and the Merchandise batch system.

### **Yvonne Yule**

Yvonne Yule is a lecturer on the Foundation Degree in Business. She has a degree in law, a PGCE in teaching, a PGCE in inclusive education and successfully achieved the Law Society's Common Professional Exam. She has been teaching in F.E. since 1987 and is a trainer in the voluntary sector. She has also held posts as support tutor at JMU, Hope and Edge Hill Universities. She recently graduated with an MBA following a HMR pathway at Edge Hill University.

### **1.4 Student Engagement Officers**

The Student Engagement Officers will be the first point of contact for pastoral support. There will be opportunities, throughout the course, for your work to be reviewed periodically as well as opportunities for student to engage in pastoral academic support and career readiness workshops, for example.



### **1.5 Administration details**

The administrator for the Directorate of Higher Education is Nikki Powell. She can be contacted on 0151 353 4419 and is located on the top floor of the University Centre.

### **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.

The course leader will set up a course e-mail account that will allow staff to e-mail all students from the group. Additionally, email is checked daily and students should expect a prompt reply to their query.

Student Zone is a new system set up by the College that can be accessed via the College website for staff and students to share information. The course team will up-load relevant course information that will allow the student easy access for example module resources, course handbook, Harvard referencing, copyright information, deadline dates and times and project briefs.

During induction week you will be enrolled into the library and shown how to use College email, the library systems and College IT facilities, including Moodle (College Virtual Learning Environment). You will also be shown how to access your university systems such as MyUCLan.

### **1.7 Intended External Examiner**

The External Examiners report can be located on the course MS TEAMS PAGE.

Intended External Examiner details:

Name	Position	Home Institution
Dr Despoina Filiou	Principal Lecturer	Manchester Metropolitan University

Contact through home institution only.



## 2. Structure of the course

### 2.1 Overall structure

### **BA (Hons) Business Administration Top up**

#### **Full time route**

Semester 1	Semester 2
BU3016 Contemporary Issues in Business 20 credits	HR3406 Coaching and Mentoring 20 credits
BU3413 Business Strategy 20 credits	MD3000 Enterprise Project 20 credits
BU3033 Personal and Professional Development for Business 20 credits	MK3111 International Marketing 20 credits

#### **Part time route (two years recommended)**

##### Year 1

Semester 1	Semester 2
BU3016 Contemporary Issues in Business 20 credits	HR3406 Coaching and Mentoring 20 credits
BU3033 Personal and Professional Development for Business 20 credits	

##### Year 2

Semester 1	Semester 2
BU3413 Business Strategy 20 credits	MD3000 Enterprise Project 20 credits



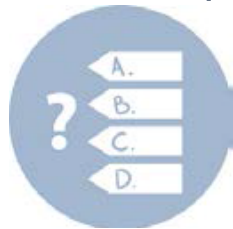
The course will be delivered in the Hugh Baird University Centre.

Please note that all modules are mandatory.

## 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.

## 2.3 Course requirements



All modules are compulsory. For entry requirements see programme specification.

### 2.3 Progression Information

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

## 2.4 Study Time

### 2.4.1 Weekly timetable

Your timetable is likely to consist of:

#### Year 1 full time:

- Up to 15 hours of taught sessions per week including a 1 hour tutorial academic and pastoral session

#### Year 1 part time

- Up to 7 hours of taught sessions per week

#### Year 2 part time

- Up to 7 hours of taught sessions per week

Part time students may be in-filled with full time students.

#### Additionally, for each year:

- Self-directed study
- Work based learning opportunities
- Enrichment activities, designed to help you meet people from other areas of the College, try out new skills and develop new interests.

### 2.4.2 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 the Hugh Baird University Centre and time spent in private study.

Your modules have been designed for teaching and independent learning to be completed in a set amount of time – each credit studied requires 10 hours of study. So a 20 credit module will require you to commit to 200 learning hours and 40 credit module, 400 learning hours. Full time students study 120 credits so over each year you will study, in total, 1200 hours. The academic calendar identifies 30 study and assessment weeks spread over two semesters of approximately 15 weeks each, so a full time students' learning should average 40 hours per week. If you find that you are regularly exceeding this amount, or regularly finishing your weekly studies in less time, then you should speak to module tutors or Personal Tutor.

Part-time students study modules in exactly the same way as full-time students, you just study less at any time. If you need advice or guidance about the amount of time you should spend in study, speak to your Personal Tutor.

For a 20 credit module, where the taught component is 60 hours, you should spend approximately 140 hours in independent study. Occasionally you may find modules where the contact hours are greater or less than the 60-hour norm. This is because of the nature of the module but you'll find this is compensated for in other modules. However, no matter how the contact hours and independent study hours are split up, no module requires more or less than 10 hours' study per credit and so you should still be spending approximately 40 hours per week in study if you are a full time student (speak to staff if you are not achieving or exceeding this amount).

#### **2.4.3 Attendance Requirements**



You are required to attend ALL timetabled learning activities for each module; there is a 95% attendance target. No modules or sessions are optional. Please be aware that attendance is closely monitored and may affect decisions taken about you in assessment boards or in the provision of references.

Student attendance is recorded electronically and if you are absent for more than 28 days without contact, we reserve the right to inform your grant office or student loan company. If you are unable to attend as a result of illness, accident or serious family problems (or other personal reasons) you must notify your course or personal tutor before the start of class.

Notification of illness or exceptional requests for leave of absence must be made to your personal tutor via email.

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.

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

#### **3.1 Expertise of staff**

All staff who deliver on the course have extensive course related industry and/or educational experience and have qualifications up to MA level in related subjects. The staff regularly

complete work experience opportunities within their subject areas, which allows them to keep up to date with current industry trends and standards.

Staff profiles can be accessed on the Hugh Baird University Centre website.

### 3.2 Learning and teaching methods

As we created the modules that constitute your course, we considered the following:

Your experience of study must be a holistic one; each module should be fully integrated within the total course of study;

At level 6 students are regarded as highly independent practitioners able to utilise research skills effectively and apply vocational, academic and transferable skills in order to solve complex problems unaided. Teaching and learning approaches during your studies on the programme will reflect this with an emphasis on student input based on both independent and peer work strategies.

### 3.3 Study skills

All courses incorporate study skills designed to help you to study at levels 3+, 4, 5 and 6. This will ensure you become an independent learner who will cope successfully with a Higher Education learning environment.

At UCLan there are a variety of services available, for example:

WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>



### 3.4 Learning resources

#### 3.4.1 Learning Information Services (LIS)

The Hugh Baird University Centre has a full range of printing facilities, media studio, editing suite, dedicated HE study areas for independent study and two well stocked Library Learning Centres. Here you will find an extensive range of resources available to support your studies provided by the Hugh Baird University Centre and your partner university. Your course team works closely with the learning resources department to ensure that your primary learning needs are met. In addition, you will have access to journals and the electronic resources at UCLan. These include e-journals and databases, e-books, images and texts.

For library opening times please visit the Hugh Baird University Centre website.

#### 3.4.2 Electronic Resources

The course MS TEAMS PAGE also houses many resources that are kept up to date by your course team.

### 3.5 Personal development planning

PDP is designed to:

- Enable you to work towards a point you would like to be at on graduation;
- Help you acquire the skills needed for your chosen career;

- Evaluate your strengths and plan to deploy them in a range of situations during study and after graduation.

PDP starts at the beginning of the first year and will vary from course to course, but the aim on all courses is that on graduation you will be well prepared for industry, demonstrating your skills, knowledge and capabilities in a variety of settings.

As a student, it is important that you tie together the modules you are studying concurrently and to trace your progression throughout the three levels of study. One of the purposes of using a journal is to enable you to remember the details of the taught sessions and to reflect on how successful you were in absorbing and applying the content, both then and now, within your working process. But whatever mechanism you prefer it is important that all students should reflect on their progress and identify successful changes to work or learning patterns that will assist you to become a 'better' student.

We aim to train you to take responsibility for your own learning and career development, to be able to evaluate your strengths and weaknesses and conduct a skills audit to develop a critical practice. This covers analysis of your key skills base (use of English, literacy and writing skills, numeracy, communication skills and use of IT) and you will be encouraged to evaluate your strengths and weakness on a continual basis as you progress through different points during the course.

Many of the conversations that you will have with your tutors are intended to cause you to reflect on the work that you have completed; but they also intend you to look forward and build upon this success or perhaps to challenge a working practice that is limiting your development. Within PDP, you should consider how your learning and working processes should evolve to enable greater creative success and therefore greater personal satisfaction achieved through learning!



### 3.6 Preparing for your career

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

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

It's your future: take charge of it!

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

- Career and employability advice and guidance appointments
- Support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- Workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service at the UCLan campus is available from 09:00-17:00 for CV checks and initial careers information. For more information, come along and visit the team (in Foster

building near the main entrance) or access our careers and employability resources via the Student Portal.

At the Hugh Baird University Centre, we offer career guidance and support, which will be promoted via your tutorial sessions.

#### 4. Student Support.

At the Hugh Baird University Centre, the **College Chaplain** offers a one-to-one pastoral ministry to all members of the College and from all faith traditions.

The **Health & Wellbeing Officer** offers information and advice to students relating to all aspects of leading a healthy lifestyle both inside and outside College. Information and advice are offered in many areas including:

- Sexual health
- Nutrition
- Stopping smoking
- Healthy living
- Staying safe
- Making a positive contribution
- Personal development
- Financial help
- Enjoying College

**Student Counsellor** - the College has a well-established Counselling Service to help you overcome any problems you may be dealing with in College or in your personal life. Counselling gives you the opportunity to speak to one of our counsellors and explore any problems you have, in confidence. These could involve relationships with friends, family or partners, drugs, alcohol or any other issues. Remember, counselling is about helping you to recognise and value your abilities and to make informed choices and changes. The counsellor is here to provide you with a listening ear and, if necessary, refer you to other specialist support agencies. You can contact our intended Student Counsellor, Bernie O'Farrell, on:

Tel: 0151 353 4410  
Mobile: 07771 965792  
Email: [Anthony.O'Farrell@hughbaird.ac.uk](mailto:Anthony.O'Farrell@hughbaird.ac.uk)



#### 4.1 Personal Tutor

All students will be allocated a personal tutor who will be the first port of call should you have any problems or need academic or pastoral support.

The personal tutor will:

- Offer academic advice
- Monitor your progress and attainment
- Advise you on options once your course is finished
- Refer you to other staff who will help you with advice on financial support, scholarship and a range of other student service.

## 4.2 Students with disabilities

If you have a specific learning difficulty (SpLD), a long-term health condition or mental health condition, you may be eligible to receive Disabled Support Allowance (DSA). Please go to: <https://www.gov.uk/disabled-students-allowances-dsas/overview> for more information and to apply.

## 4.3 Students' Union One Stop Shop

The UCLan 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 we do and is encompassed by our 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 Union is where your voice can be heard, actions taken, or campaigns launched.

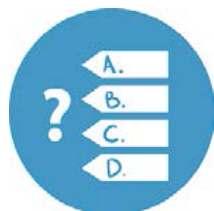
Your Union is also the home to a fantastic range of student-led [societies](#), [sports teams](#) and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go pop into the [Opportunities Centre](#) on the ground floor of the Students' Union building at the UCLan campus 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 our dedicated staff team in the [Advice and Representation Centre](#) are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at <http://www.uclansu.co.uk/>.

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

#### ***Why is assessment relevant to learning?***

For assessment to be truly meaningful, you have to perceive its relevancy to your learning. Consequently, we make assessment relevant to your interests, relevant to the industry's standards and relevant to potential future careers.

In previous sections within this document we've tried to give you some insight into how we 'modularised' your learning. The learning process enables you to unpack these and 'use' the contents. We gauge how well you do this by assessment. Assessment forms part of your learning process; it provides feedback information so that you can refine your judgement of your own abilities and progress, and respond accordingly – this is significant in your planning

and the self-evaluation that occurs within your PDP activities and your Journals and Logs. Secondly, it provides information that helps us evolve the various modules and, ultimately, the course you are studying.

Each assignment that you undertake commits you to a certain amount of study. To ensure fairness the evidence of this study must be completed by all students to the same deadline. Part of the assessment process is the recognition that meeting deadlines involves realistic planning and setting achievable targets. Thus your tutors will apply deadlines rigorously, as does the University system generally. We recognise that some students achieve better grades for practical work, whilst others are better at theoretical study. Consequently, we will use a very wide range of assessment methods to ensure that all skills and knowledge are fairly assessed.

To ensure that you have a full and accurate understanding of the purpose and processes of assessment, there will be frequent opportunities to discuss the assessment of each assignment. These discussions will include 'house-keeping' and simple practicalities, as well as making sure you fully understand what you will be expected to do to fulfil the brief. There will also be discussion of more abstract areas, such as 'creativity', 'originality' and 'imagination'. You will have the opportunity to discuss what seemingly subjective assessment criteria such as 'experimentation' actually mean, rather than simply being assessed on them.

There are several desirable attributes within assessment of any course; these are that you:

- Understand the meaning of terms used in assessment;
- Have a clear understanding of exactly how the assessment mechanism works, and the reasons for the arrangements adopted;
- Appreciate that assessment is a means of developing your own critical facilities and self-awareness;
- Know what steps to take to meet assessment criteria and gain maximum benefit from the process;
- Are assessed frequently and that this regular process encourages you to make comparisons between your own judgement and values, and those of others;
- Are aware of the assessment criteria that staff apply to the growing evidence of your learning and that this is clear and open and is discussed freely;
- Partake in the activities of discussion, evaluation and assessment and that you receive feedback that is immediate and frequent, detailed, accurate and fair

### ***What is assessed?***

We assess course work – course work is normally a set of creative projects and some essays, set by your tutors to deadlines that are same for all. Course work is marked to an agreed set of criteria and, through moderation, a final mark is achieved.

It is important for you to understand that we don't assess modules; we assess assignments packaged within these modules. By assessing individual assignments, we obtain a mark that indicates how well you did overall on a particular module. At the end of your course, by putting the module marks together we calculate your degree classification. Therefore, the assessment of each assignment contributes to passing your degree.

**You must attempt each assessment; even if your work is late or incomplete, we still regard the submission of this as an 'attempt' – it is always better to attempt an assessment that you think you will fail than to submit nothing at all!**

The assessment strategy is created out of the information agreed at validation and contained within the module descriptors. Many modules have two or more assignments but it is entirely normal for a module to be only composed of one assignment. In the Module Handbook

(occasionally called Module Information Pack), all the assignments for that module are usually included. Read them as soon as you receive it because this will help you understand what we expect of you and how the module will develop; it will also help you to time-manage your workload for the semester or year.

In feedback your tutors will explain what qualities in your work defined the grade you were awarded, and what you could improve on in future assessment that will assist you to improve your grades.

The nature of your course requires that a number of different learning methods be used and assessed. These can be summarised as follows:

**Lecture/Seminar Work** - The majority of the modules that you study are practical. However, even within practical modules it is still often appropriate to deliver some lectures and seminars. It is normal to assess the knowledge that you have gained from these lectures at various points throughout the year. However, rather than always expecting you to present theoretical learning for assessment in the form of essays, we often prefer you to introduce this knowledge in your practical work or to create seminar presentations, which you may think of as solo or group presentations. To assess the results of lectures and seminars we apply criteria based upon the following:

- Consideration of information and personal views, interpretation and analysis
- Involvement of the use of resources to extend understanding through self-study
- Development of abilities to originate, research and prepare concepts or ideas
- Fluency in communicating creative issues, concepts or ideas

**Group Work** – It is more appropriate to assess group work in some courses more than others, but where group work is assessed we sub-divide its assessment into 2 different approaches: Firstly, when we assess your understanding of some aspect of theory within group work, we may need to isolate your contribution and measure this contribution to the group's presentation separately from other students. We may use your supporting documentation, discussions, viva voces and workshop sessions to help us to monitor your contribution. Secondly, it is common in practical work to assess your groups' response to a particular task holistically. In these instances, it is not always possible or relevant to isolate each individual's contribution (however we may adjust this grade for one or more individuals if we feel there has been an unequal contribution to the group from certain members). To assess group work we apply criteria based upon the following:

- Your understanding of personal responsibility
- Your ability to integrate and play an active part
- Your participation in complex organisational and creative decision making
- Your management and monitoring of the group's progress
- Your participation in joint presentations of proposals/solutions

In addition to the above, assessment criteria may also include:

- \* Active involvement in learning
- \* Positive use of resources
- \* Relationships with people - working in teams or groups
- \* Management of study including self-study

The specifics of the assessment criteria for each assignment will be explained to you prior to starting the assignment, but if you are in any doubt **speak to your module tutor immediately!**



### ***Why do you assess written work in practice-based courses?***

To ensure that your course is the equal of all other subjects it is not only essential to test your embedded knowledge through the creation of creative work, but to test your intellectual understanding and higher levels skills of research, reflection and communication. Essays and other written works are the simplest way of testing the skills of:

1. The collection of appropriate knowledge (research) from primary and secondary sources
2. The organisation of this knowledge in a coherent and logical way (structure)
3. The ability of you as the writer to make the material 'alive' and engaging to the reader (communication)
4. The correct use of academic conventions, such as referencing and language and grammar (accuracy)

Please remember that, unless you are told otherwise, we expect **all** written work submitted for assessment to be word-processed, printed on white A4 paper, using a plain font of either 11 or 12 points. Citations and references should be made in Harvard format. Where a specific word count is listed:

- i) Between 'two stated figures', i.e., between 2,000 and 2,500 work, you should not submit work where the word count is outside of these limits
- ii) That is 'a single figure', i.e. 1,500 words, you should submit work that is within 10% of this figure (in the case of 1,500 words you should submit no less than 1,350 and no more than 1,650 words).

The words on the title page, in the bibliography and in appendices are not included in the word count.

### ***How can I be certain that my work has been assessed accurately and fairly?***

To ensure standards are maintained our assessment procedures are rigorous and regularly reviewed. For example:

1. All work that accounts for 25% or more of a module will be assessed by at least 2 staff members from your College; all work that receives a fail grade (below 40%) will also be assessed by at least 2 of your College tutors;
2. Samples of work from each module will be further moderated by UCLan staff
3. If, because of the particular nature of your work or because of prior commitment, 2 staff members cannot present at 'ephemeral' assessment (presentations), then we will ask you to record your work on video so that this becomes available to another staff member;
4. Our assessment processes are monitored by academics from other Universities, just as we are asked to 'externally examine' similar courses to yours in other institutions. Your course's External Examiner may view the work you submit for assignments at any time but normally at the end of the academic year; they will certainly discuss your modules with staff and look at a range of samples of the work of students on all modules within your course.

### **5.2 Notification of assignments and examination arrangements**

All assessed work must be submitted according to the Course's assessment plan (issued by your course tutor). Authorisation of the late submissions requires written permission from your university. Extenuating Circumstances may be applied for in cases where factors outside your control will adversely affect your performance on the course. If you are unable to submit work within 10 days of the due submission date (due to verifiable circumstances) you may be able

to submit an application in accordance with your university's Extenuating Circumstances procedures.

### 5.3 Referencing

Your work must be referenced using the Harvard system where specified. Tutorial sessions and a presentation from Library Learning Centre staff will be delivered so that you are clear about this system. Further information will be provided on the UCLan website.

You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

### 5.4 Confidential material

It is not expected that students will need to access confidential material for this programme. Students have an ethical and legal responsibility to respect confidentiality and maintain the anonymity of individuals and organisations within their assignments. All students will be required to adhere to the Ethics in research Policy, which can be located on MyDay. Personal tutors will have further information on this.

### 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.

During Module Evaluation Questionnaires, student identified the number of assignment briefs delivered in 2015-16 as an area to improve upon. This was reviewed for delivery the following academic year.

During the course, students have regular opportunities to feedback on course content, delivery and student experience. A student representative attends course team meetings, and student

representatives also work in partnership with management through the Principal's Forum and Student Experience Team (SET). All students complete Module Evaluation Questionnaires (MEQs), second year students complete the National Student Survey (NSS), and two Student Questionnaires are completed by all students per year. These inform improvements for resources and delivery of the programme.

### **7.1 Course Team Meetings and Course Representatives**

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 and voice their opinions and share positive practice with the course team.

The course team will make arrangements for you to elect a course representative who can represent any issues you may have to the course team at the monthly course team meeting and within the Student Experience Team (SET) meetings. If you are interested in becoming a course representative yourself and wish to find out more about the role talk to your course or personal tutor.

#### **Student Engagement Team (SET)**

The Student Engagement Team is made up of HE student representatives from different HE courses and the HE Student Governor. They meet monthly to discuss and feedback on the student experience and to inform developments, which will improve future courses. The student representative's feedback to their peers with information from the SET meetings to ensure consistency of information, this allows HE students to have a voice, engage and improve the HE student experience.

## 8. Appendices

### 8.1 Programme Specification(s)

#### UNIVERSITY OF CENTRAL LANCASHIRE

#### Programme Specification

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

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

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	University of Central Lancashire Wigan and Leigh College Hugh Baird College
3. University School/Centre	Lancashire School of Business and Enterprise
4. External Accreditation	None
5. Title of Final Award	BA(Hons) Business Administration top up
6. Modes of Attendance offered	1 year full-time / 2 years part-time* *Available study option at Hugh Baird College only.
7. UCAS Code	C30 CLANC N202 BA/BA N101
8. Relevant Subject Benchmarking Group(s)	Business and Management (BM)
9. Other external influences	None
10. Date of production/revision of this form	February 2017
11. Aims of the Programme	To develop an understanding of different domains of knowledge and the different perspectives brought to bear in the study and practice of business To enhance critical thinking and reasoning skills in the evaluation of the body of knowledge and research relating to business and organisations

To enhance the learner's intellectual and transferable skills through an academically rigorous programme of study

To encourage engagement in business/management research in general

To encourage the learner to contextualise learning in practice

## **12. Learning Outcomes, Teaching, Learning and Assessment Methods**

### **A. Knowledge and Understanding**

On successful completion of this programme a student will be able to:

- A1. Evaluate the complexity and pace of change within the internal and external environments
- A2. Evaluate and critique the meaning, process and practice of business and organisations
- A3. Evaluate, respond to and communicate with relevant stakeholders and markets
- A4. Demonstrate the ability to apply the principles of resource management within the process of organisational development
- A5. Critically appraise strategy and policy development within a range of dynamic and changing organisations

### **Teaching and Learning Methods**

Acquisition of core knowledge and understanding (A1-A5) is mainly through lectures and seminars or workshops. Group activities, projects and case study analysis are used to encourage independent and active learning and interaction. Additional support and resources are available using the Blackboard platform. Particular emphasis is placed on active learning with students undertaking a one-year full-time placement and/or participating in live project work.

### **Assessment methods**

For outcomes A1-A5, a range of assessment methods are used including academic essays, business reports, reflective pieces, case study analysis, group-work and group-based assessments, discussions, presentations and examinations. Some of these methods involve virtual / online elements to develop digital skills.

### **B. Subject-specific skills**

An ability to

- B1. Critically evaluate the main activities of business
- B2. Critically evaluate internal and external factors for business
- B3. Critically evaluate the nature and role of operational and strategic techniques within business and other organisations
- B4. Critically analyse business in relation to the changeable and dynamic international environment
- B5. Conduct research into both real and simulated business and management issues, either individually or within a group
- B6. Develop effective networking skills (for academic and employability purposes), within a business and management context.

### **Teaching and Learning Methods**

For the teaching of organisational functions and their subject-specific theories, models and methodologies, students will learn through modules that focus specifically on an organisational activity e.g. Finance or Marketing. Modules have also been designed to analyse the interdependency of organisational functions. This approach will offer the learner the opportunity to apply the principles, techniques from the lectures to subsequent seminar work or workshops, whilst gaining a greater understanding of organisations as complex systems. Some of the sessions (seminars/workshops) take place in dedicated computer rooms to facilitate information technology practice and enhance digital skills. Students can also participate in business and management research, either via a real or simulated project to produce independent and or practical research. For the placement year, students keep a reflective learning log and with support from visiting tutors, evaluate the content of this log during the placement period. Students will learn through the formal placement, observations, advice, research and practice.

There is an expectation that as active learners, students will bring their own experiences into the classroom. These experiences may be as consumers of goods and services, from part-time work experience, from summer internships or from a 12-month placement. Work experience is actively encouraged throughout the degree.

<b>Assessment methods</b>
For outcomes B1 – B6 a variety of assessments are used in either an individual or group context, which include: case study analysis, production of professional development plans, portfolios, presentations, academic essays, company reports, projects, reflective accounts, examinations and, for some students, dissertations.
<b>C. Thinking Skills</b>
An ability to: C1. Select, collate, analyse and synthesise information from a range of sources C2. Interpret and critically review theoretical, research and experiential data C3. Critically relate relevant conceptual material to evidence from practical applications and developments C4. Evaluate problem-solving tools and techniques specific to the process of management C5. Plan and conduct research projects and effectively communicate the outcomes using a range of media.
<b>Teaching and Learning Methods</b>
For learning outcomes C1 – C5, critical perspectives and case study problem examples will be used in lectures. This will be supported by seminars/workshops in which students have the opportunity to apply perspectives to case material. Facilitated seminars/workshops at all levels, allow the students to discuss, actively solve problems and apply theoretical principles to case studies, simulations and their own research projects and experiential learning. The placement allows the students to actively engage in solving problems, applying theoretical principles and data to their own research projects.
<b>Assessment methods</b>
Critical essays, business reports, dissertation and research projects provide students with a means to apply thinking skills C1- C5 both on a theoretical and applied basis. Students may choose the dissertation's application of research tools to a theoretical hypothesis, or a business report detailing a practical solution to a complex client problem.
<b>D. Other skills relevant to employability and personal development</b>
An ability to: D1. Use verbal and non-verbal communication skills effectively D2. Collate, evaluate and transfer information using a range of media D3. Work independently and as a member of a team D4. Manage own personal development and growth D5. Manage self in terms of time, planning, motivation and individual initiative
<b>Teaching and Learning Methods</b>
Full time students have the opportunity of a placement year which is supported by pre and post placement modules to assist students in maximising the value of the placement opportunity. For all students, learner-centred activities that focus on employability and personal development such as skills audits, role plays and presentations, together with encouraging both peer self-analysis and evaluation will enable continuous personal and professional development.
<b>Assessment methods</b>
This may take the form of skills audits, reflective portfolios, case studies and learning contracts. Group-based problem solving activities are assessed from both a process and output perspective. Presentations and group reflective reports and individual learning journals, in addition to developing functional plans will assist in the assessment of transferable skills.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6	BU3033	The following three modules are compulsory. Personal and Professional Development for Business	20	<b>Bachelor Honours Degree BA (Hons) Business Administration (Top up)</b> requires 120 credits at level six
	BU3016	Contemporary Issues in Business	20	

BU3413	Business Strategy	20	BA Business Administration (Top up) requires 80 credits at level 6  * Please note that these modules are compulsory at Hugh Baird College only
<b>Optional modules:</b>			
AC3410	Financial Mgmt for Business	20	
MG3013	Logistics and Supply Chain Management	20	
MD3000	*Enterprise Project	20	
HR3030	Human Resource Management in Multi-National Organisations	20	
HR3406	*Coaching and Mentoring	20	
MK3106	Contemporary Retail Marketing	20	
MK3111	*International Marketing	20	

### 15. Personal Development Planning

Personal Development Planning exists as a compulsory module on the programme in which the learner's ability to reflect upon his/her skills base and plan for future personal development is developed, practiced, monitored and assessed. Within the module there will be a strong focus on developing the individual employability and lifelong learning skills. The personal tutor system additionally provides each student with an individual whom they can consult on a wide variety of issues over the term of their study.

### 16. Admissions criteria

#### Full-Time Students Entering at Level 6.

The University's minimum standard entry requirements for degree level study on a top up programme is completion of study up to a level that is equivalent to the first two years of a university degree programme in that topic.

e.g.

HND Business

FDA Business studies

Diploma of Higher Education (following two years of advanced study)

Or Equivalent UK or Overseas award.

Applications from individuals with non-standard qualifications, relevant work or life experience and who can demonstrate the ability to cope with and benefit from this degree-level programme are welcome and these applicants will be interviewed. If applicants have not studied recently they may need to undertake an Access programme first.

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

- Course Leader email: [PMMarshall-Kalina@uclan.ac.uk](mailto:PMMarshall-Kalina@uclan.ac.uk)
- Course Handbook available online [www.uclan.ac.uk](http://www.uclan.ac.uk)
- Information about The Lancashire School of Business and Enterprise: <http://www.uclan.ac.uk/faculties/business-law-applied-social-studies.php>
- Information about the university [www.uclan.ac.uk](http://www.uclan.ac.uk)
- Open days and campus tours
- University Admissions Team:
- Information about the city of Preston: [http://www.uclan.ac.uk/visit/about\\_preston.php](http://www.uclan.ac.uk/visit/about_preston.php)