

Course Handbook

Title of the award(s): Foundation Degree in Business and Management

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.

Contents

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

1. Welcome to the course

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 consist 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 Foundation Degree in Business and Management awarded by the University of Central Lancashire.

Aims of the Programme
<ul style="list-style-type: none">• To promote within the student an enthusiasm for the academic study of business and management whilst encouraging independent judgement, self-awareness and work specific-skills relevant to a particular profession or sector of industry.
<ul style="list-style-type: none">• To provide an in-depth and intellectually challenging study of business and management developing analytical, critical and creative abilities in an integrated way.
<ul style="list-style-type: none">• To develop transferable key skills including independent and team skills, communication skills and the ability to solve problems creatively and to make decisions confidently.
<ul style="list-style-type: none">• To offer a wide choice or options which cater for a variety of specialist interests and career-paths.

- To develop in students personal qualities and attributes applicable to modern working life.

1.2 Intended Course Team

Intended Course Team for Integrated Foundation Entry Year			
Name	Role	Telephone	Email
Karen Grant	Course Leader Module Leader	0151 353 4444 Ext 5554	Karen.grant@hughbaird.ac.uk
Samantha Murray	Personal Tutor Module Tutor	0151 353 4444 Ext 5527	Samantha.murray@hughbaird.ac.uk
Intended Course Team for the Foundation Degree			
Name	Role	Telephone	Email
Karen Grant	Course Leader Module Leader	0151 353 4444 Ext 5554	Karen.grant@hughbaird.ac.uk
Samantha Murray	Personal Tutor Module Tutor	0151 353 4444 Ext 5527	Samantha.murray@hughbaird.ac.uk
Elly Foran	Module Leader	0151 353 4444 Ext 5027	Elly.foran@hughbaird.ac.uk
Yvonne Yule	Course Leader / Personal Tutor	0151 353 4444 Ext 5028	Yvonne.yule@hughbaird.ac.uk

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. I have recently graduated with an MA in Human Resources Management.

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.

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.

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 External Examiner

The External Examiners report can be located on the course MS Teams page.
External Examiner details:

Name	HBUC Course	Position	Home Institution
Dr Despoina Filiou	FdA Business and Management	Senior Lecturer Business School	Manchester Metropolitan University

Contact through home institution only.



2. Structure of the course

2.1 Overall structure

Integrated Foundation Entry (Level 3)

Full time (Year 1)

Semester 1	Semester 2
ACC003 – Accounting and Economics 20 credits	HRC005 – Introduction to Enterprise Skills 20 credits

BUC006 – Business in Context 20 credits	HRC007 – Managing People and Organisations 20 credits
HRC004 – Skills for Higher Education 20 credits	HRC002 – Managing Business Information 20 credits

Part time (two years recommended)

Year One

Semester 1	Semester 2
ACC003 – Accounting and Economics 20 credits	HRC005 – Introduction to Enterprise Skills 20 credits
HRC004 – Skills for Higher Education 20 credits	

Year Two

Semester 1	Semester 2
BUC006 – Business in Context 20 credits	HRC007 – Managing People and Organisations 20 credits
	HRC002 – Managing Business Information 20 credits

FdA Business & Management (Levels 4 & 5)

Full time (Year 1)

Semester 1	Semester 2
MD1023 - Entrepreneurship and Small Business Start-up (L4) 20 credits	
MD1711 - Organisations in their Environment (L4) 20 credits	
MD1712 - Management and Organisational Functions (L4) 20 credits	

MD1713 - First Line Management (L4) 20 credits
MD1714 - Professional and Academic Skills (L4) 20 credits
MG1004 – Preparation for Learning from Work (L4) 20 credits

Full time (Year 2)

Semester 1	Semester 2
AC2101 - Accounting (L5) 20 credits	
BU2402 - Business & Management Practice (L5) 20 credits	
HR2706 - Human Resource Management Principles and Practice (L5) 20 credits	
MD2002 - Managerial Decision Making (L5) 20 credits	
MG2006 - Learning from Work 2 (L5) 20 credits	
MK2003 - Marketing Principles for Business (L5) 20 credits	

Part time (three years recommended)

Year One

Semester 1	Semester 2
MD1713 - First Line Management (L4) 20 credits	
MD1714 - Professional and Academic Skills (L4) 20 credits	
MG1004 – Preparation for Learning from Work (L4) 20 credits	
MD1712 - Management and Organisational Functions (L4) 20 credits	

Year Two

Semester 1	Semester 2
MD1023 - Entrepreneurship and Small Business Start-up (L4) 20 credits	
MD1711 - Organisations in their Environment (L4) 20 credits	
MK2003 - Marketing Principles for Business (L5) 20 credits	
HR2706 - Human Resource Management Principles and Practice (L5) 20 credits	

Year Three

Semester 1	Semester 2
AC2101 - Accounting (L5) 20 credits	
BU2402 - Business & Management Practice (L5) 20 credits	
MD2002 - Managerial Decision Making (L5) 20 credits	
MG2006 - Learning from Work 2 (L5) 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.

Module descriptors can be located on the course MS Teams page.



2.3 Course requirements

All modules are compulsory. Students have a work based learning or work placement module at every level of study. Students are also encouraged to seek their own placements whilst on the course.

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:

Integrated Foundation Entry (Level 3)

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.

Foundation Degree (Levels 4 and 5)

Year 1 full time:

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

Year 2 full time:

- Up to 14 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

Year 3 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;

Much of the focus of the teaching, especially during level 4, is aimed at forming the student body into a fully functioning group. It is important that you, as part of your learning, should develop a sense of the needs of others and become equally responsible for all aspects of the group's development. When, as occurs in group work, you rely on the presence and contribution of others for your own progression, a mutual contract is made between all parties and the exploitation of this commitment is essential to both educational and personal development;

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



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.

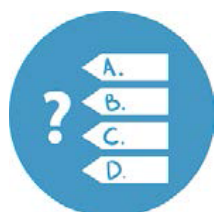
Your Union is also the home to a fantastic range of student-led [societies](#), [sports teams](#) and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go pop into the [Opportunities Centre](#) on the ground floor of the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

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.

Formal mechanisms for obtaining your opinion include the following:

- College HE questionnaires/surveys – on-line questionnaires at key stages of the programme.
- Course reps – to attend a range of college committees such as the Student Council.
- Module Evaluation Questionnaires (MEQ) – to be completed at the end of semester 1 and 2 in each year.

These mechanisms have been important in shaping changes to the course within 2015/16, the most notable change being the inclusion of a new module, TE1056 Introduction to Narrative Film, this was brought in to prepare students for the level 5 module TE2055 Fictional Narrative Film Production.

Complaints – should you have cause for complaint, the complaints procedures are intended to provide an accessible, fair and straightforward system, which ensures an effective, prompt and appropriate response. The first procedure to be used is the Hugh Baird College complaints procedure which can be located on the HBUC website.

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.

7.2 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	Partner Colleges: <ul style="list-style-type: none">• Burnley College• Kendal College• Hugh Baird College
3. University School/Centre	Lancashire School of Business and Enterprise
4. External Accreditation	None
5. Title of Final Award	Foundation Degree Arts in Business and Management
6. Modes of Attendance offered	Full Time, Part Time
7. UCAS Code	CLANC C30 N102 HBC N103
8. Relevant Subject Benchmarking Group(s)	Business and Management Foundation Degree
9. Other external influences	None
10. Date of production/revision of this form	March 2017 / Revised September 2017 / September 2018
11. Aims of the Programme	<ul style="list-style-type: none">• To promote within the student an enthusiasm for the academic study of business and management whilst encouraging independent judgement, self-awareness and work specific-skills relevant to a particular profession or sector of industry.• To provide an in-depth and intellectually challenging study of business and management developing analytical, critical and creative abilities in an integrated way.

<ul style="list-style-type: none"> • To develop transferable key skills including independent and team skills, communication skills and the ability to solve problems creatively and to make decisions confidently.
<ul style="list-style-type: none"> • To offer a wide choice of options which cater for a variety of specialist interests and career-paths.
<ul style="list-style-type: none"> • To develop in students personal qualities and attributes applicable to modern working life.
12. Learning Outcomes, Teaching, Learning and Assessment Methods
A. Knowledge and Understanding
A1. Discuss, critically appraise and apply concepts and perspectives relevant to the area of business. A2. Demonstrate understanding of management processes within different business functions
Teaching and Learning Methods
There will be some lectures but the majority of the time will be spent in workshops and seminars, in student-centred discussion, analysing case studies or considering real business problems from the students' own experience
Assessment methods
Most assessment is by coursework and in-class tests. The coursework may involve group work, seminar presentations, exercises, business reports and some academic essays. A few modules also have a formal examination as part of the assessment.
B. Subject-specific skills
B1. Analyse business and management problems and formulate appropriate methods for solving them. B2. Contribute to the management process based on knowledge and understanding of the functional areas of business. B3. Analyse and interpret simple and complex data. B4. Develop and present solutions to business and management problems and challenges.
Teaching and Learning Methods
There will be some lectures but the majority of the time will be spent in workshops and seminars, in student discussion, analysing case studies or considering real business problems from the student's own experience with the focus on subject-specific skills development as outlined in Section B above
Assessment methods
Most assessment is by coursework and in-class tests. The coursework may involve group work, individual and group presentations, written reports and academic essays. A few modules also have a formal examination as part of the assessment of subject-specific skills.
C. Thinking Skills
C1. Analyse business problems and formulate appropriate approaches for solving them. C2. Develop solutions to problems and challenges. C3. Analyse and interpret data
Teaching and Learning Methods
There will be some lectures but the majority of the time will be spent in workshops and seminars, in student-centred discussion, analysing case studies or considering real business problems from the students' own experience to facilitate the development of the Thinking Skills identified in Section C above.
Assessment methods
Most assessment is by coursework and in-class tests. The coursework may involve group work, individual and group presentations, written reports and academic essays. A few modules also have a formal examination as part of the assessment of Thinking Skills identified in Section C above.
D. Other skills relevant to employability and personal development

D1. Demonstrate an enhanced level of skills appropriate to making an effective contribution to working in the chosen area of business. Key skills include:

- Communication: taking part in discussions, making presentations, reading and responding to written material and producing written material.
- Information Technology: preparing information, processing and presenting information and reviewing and evaluating the use of information technology.
- Numeracy: collecting and recording data, working with data and presenting results and findings.
- Group Work: Planning activities with others and working towards identified targets together.
- Improving own learning and performance: setting targets and planning action, following a plan to meet targets and reflecting on and evaluating outcomes.

D2. Demonstrate a broad range of skills appropriate to making an effective contribution to working in a chosen area of business

Teaching and Learning Methods

There will be some lectures but the majority of the time will be spent in workshops and seminars, in student-centred discussion, analysing case studies or considering real business problems from the students' own experience to facilitate the development of employability and personal development skills identified in Section D above

Assessment methods

Most assessment is by coursework and in-class tests. The coursework may involve group work, individual and group presentations, written reports and academic essays. A few modules also have a formal examination as part of the assessment of employability and personal development skills identified in Section D above.

13. Programme Structures*

14. Awards and Credits*

Level	Module Code	Module Title	Credit rating	
Level 5	BU2402	Business and Management Practice	20	FdA Business and Management Requires 240 credits including a minimum of 100 at Level 5
	MG2006	Learning from Work 2	20	
	MD2002	Managerial Decision Making	20	
	HR2706	HRM Principles and Practice.	20	
	MK2003	Marketing Principles for Business	20	
	AC2101	Accounting	20	
Level 4	MD1711	Organisations in their Environment.	20	Foundation Certificate Business and Management Requires a minimum of 120 credits at Level 4
	MD1712	Management Organisation and Functions.	20	
	MD1713	First Line Management.	20	
	MD1714	Professional and Academic Skills	20	
	MG1004	Preparation for Learning from Work	20	

	MD1023	Entrepreneurship and Small Business Start Up	20	
Foundation Entry delivered at Burnley College				
	HUC610	Essential Study Skills for Higher Education	40	<p>Successful completion of 120 credits on this Foundation year programme guarantees progression to the first year of one of the following degrees:</p> <p>BA (Hons) Business Management FdA Business and Management</p> <p>Students who exit after successful completion of 120 credits at Level 3 will receive a transcript of the modules and grades.</p>
	HUC111	Developing Essential Knowledge and Skills for Higher Education	20	
	HUC112	Informed Decision Making	20	
	HRC007	Managing People and Organisations	20	
	HRC008	Marketing and Retail	20	
Foundation Entry delivered at Hugh Baird College				
				<p>Requires completion of 120 credits at Level 3.</p> <p>Successful completion of six modules leads to progression to Year 1 of BA (Honours) in the following:</p> <p>Accounting Accounting and Finance Management Accounting and Financial Studies Advertising and Marketing Communication Business and Management Business and Marketing Business Administration Business Studies Economics Human Resource Management International Business International Business and Management Marketing Management Retail Management</p> <p>Students who exit after successful completion of 120 credits at Level 3 will receive a transcript of the modules and grades.</p> <p>Hugh Baird College students will (in addition to the programmes listed) be able to progress to the FdA Business and Management course at the College.</p>
	HRC004	Skills for Higher Education	20	
	HRC005	Introduction to Enterprise Skills	20	
	BUC006	Business in Context	20	
	ACC003	Accounting and Economics	20	
	HRC007	Managing People and Organisations	20	
	HRC008	Marketing and Retail	20	

15. Personal Development Planning

Four modules in the programme are particularly relevant to Personal Development Planning. Initially MD1714 Professional and Academic Skills and MD1023 Enterprise and Small Business Start Up aim to facilitate the development of academic (transferable), professional and business skills and to encourage students to develop the entrepreneurial attributes and qualities to make a success of work in small business and in a larger organisational context. These are complemented by MG1004 Preparation for Learning from Work, which aims to help students gain the greatest possible advantage from their experience in the workplace. This module provides workshops covering for example, learning from self-reflection, action planning, project planning and management and career planning and maximises students' ability to succeed in their chosen career path.

Later in the programme, MG2006, Learning from Work continues to provide students with the skills required to reflect and learn from workplace experience and to plan their future career. Finally, MD2002 Managerial Decision Making aims to build upon the knowledge and skills gained within the MD1714 module, Academic and Professional Skills, delivered during year 1 of the programme and concentrate upon the development of Leadership and Management skills. This will involve the broadening of self-development skills, using a range of resources communicating, providing direction for others, facilitating change, people skills and the ability to achieve results.

16. Admissions criteria *

(including agreed tariffs for entry with advanced standing)

**Correct as at date of approval. For latest information, please consult the University's website.*

For students entering via the optional Foundation Entry route, the following admission criteria will apply: -

The entry requirements for Foundation Year entry is 180 points at A2 level or equivalent.

Other acceptable qualifications include:

Advanced VCE

Scottish Certificate of Education Higher Grade

Irish Leaving Certificate Higher Grade

International Baccalaureate

BTEC National Certificate/Diploma

For students entering directly onto the Foundation Degree, the following admission criteria will apply: -

Students should be at least 18 years of age. Entry requirements for a Foundation Degree in Business and Management are a minimum of 200 points at A2 (or equivalent) plus GCSE Maths and English at Grade C or above.

Applications from individuals with non-standard qualifications, relevant work or life experience and who can demonstrate the ability to cope with and benefit from Foundation Degree level studies are welcome. For students who have not studied recently there may be a requirement to undertake an Access Programme. For details of those offered by the University please contact Course Enquires, Tel: 01772 892400

17. Key sources of information about the programme

• **University of Central Lancashire – Main Campus**

Geoff Thwaites

Greenbank Building **University of Central Lancashire, Preston, Lancashire. PR1 2HE. Tel:**

01772 894670; Email: Gthwaites@uclan.ac.uk

- **Admissions Office**

University of Central Lancashire
Preston PR1 2HE
Lancashire
UK
Admissions@uclan.ac.uk
Tel: Enquiry Management +44 (0) 1772 892400
Fax: +44 (0) 1772 894959
Email: cenquiries@uclan.ac.uk

- **Partner Colleges**

Burnley College

Princess Way,
Burnley,
BB12 0AN
Tel: +44 (0)1282 733373
Fax: +44 (0)1282 733383

Web Address: www.burnley.ac.uk

Kendal College

Milnthorpe Road
Kendal
Cumbria
LA9 5AY
Tel: +44 (0) 1539 724313
Fax: +44 (0) 1539733714

Web Address: www.kendal.ac.uk

Runshaw College

Langdale Road
Leyland
PR5 2DQ
Tel: +44 (0) 1772 622677
Fax: +44 (0)1772 642009

Web Address: www.runshaw.ac.uk

Hugh Baird College

Balliol Road
Bootle
L20 7EW
Tel: +44 (0) 0151 353 4444
Fax: +44 (0) 0151 353 4469
Email: enquiries@hughbaird.ac.uk
Web Address: www.hughbaird.ac.uk