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

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

1  Welcome to the Course
2  Structure of the Course
3  Approaches to teaching and learning
4  Student Support
5  Assessment
6  Classification of Awards
7  Student Feedback
8  Appendices
   8.1 Programme Specification(s)
Welcome to the University of Central Lancashire and in particular, the School of Health Sciences. Your course is managed through The Acute and Critical Care Division and you will shortly meet, and get to know, the staff who will teach you. This handbook is relevant to all students undertaking the Advanced Certificate in Perioperative Care and contains information that will assist you in completing your course.

Your course is a busy programme of study and normally completed over 1 year. As part-time students early planning for your studies is vital in recognition of your work and family commitments. The course might seem complicated or overwhelming at first glance, but don’t panic! This course handbook is designed to help you get started and to find your way through your course by the most direct route. The course and module leader and module teams are here to help you, they will keep you focused and provide information, guidance and help at the appropriate times in the course.

The course will be regularly reviewed by the University and the Course Management Team to ensure that it meets the needs and demands of current practice. Your views are important and you will be asked to take part in course review and evaluation in different ways. If you have any points that you wish to raise regarding the course at any point, please refer to your course leader who will ensure that your views are directed to the appropriate person or committee.

Best Wishes,
Tracey Williams
Course Leader AC Perioperative Care

1.1 Rationale, aims and learning outcomes of the course
Perioperative care is a busy and changing field and there is a need for practitioners who are knowledgeable, skilled and adaptable. This course has been developed in partnership with clinicians in the operating department and with reference to appropriate professional organisations and the most up to date and relevant practice documents, reports and frameworks. It will be regularly reviewed by the University and the Course Management Team to ensure that it meets the needs and demands of current practice.

The aim of the Advanced Certificate in Perioperative Care is to develop skilled and knowledgeable practitioners who have specialised to practice in either anaesthetics, surgery or post-operative care. If you have opted for the former route you will develop the necessary competencies to assist the anaesthetist in providing safe care for the patient undergoing general or regional anaesthesia. If you have opted for the surgical route, the programme will enable to work as a scrub practitioner, assisting the surgeon in a variety of surgical specialties. If you have opted for the post-anaesthetic route you will develop the skills and knowledge required to safely care for patients in the immediate post-operative period, following a variety of anaesthetic and surgical procedures.

The aims for this course can be found in the Programme Specifications (appendix 8.1).

On successful completion of the course you will achieved all the individual module learning outcomes from a clinical (where relevant) and theoretical perspective. Collectively the modules build depth and breadth to your learning and development, leading to achievement of the course learning outcomes. The course will encourage you to become a ‘lifelong’ learner, who is eager to continue to learn and promote health care
values and contribute to the development of evidence based practice and effective clinical outcomes. The
objectives for this course can be found in the Programme Specifications (appendix 8.1).

1.2 Course Team
Each course has a designated Course Leader. The course leader provides academic leadership and is
responsible for the effective operation of the course. Your Course Leader is Tracey Williams

The course content is ‘packaged’ into modules and each module has a named person who is responsible
for the delivery and management of the module. The table below tells you who is who and provides contact
details, also giving you some ideas about the individual interests and backgrounds of the team. You will
also find that staff teach across modules and wherever possible, staff with specific and specialised
interests will take part in the modules.

Access to academic staff

The course team compromises of the following personnel (see list below) and are here to support your
learning activities. You should always in the first instance contact those staff directly involved in the
delivery of your programme for any queries.

1.3 Expertise of staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Particular interests and background</th>
</tr>
</thead>
</table>
| Mike Donnellon     | • Mike is Link Lecturer at Blackpool, Teaching Hospitals NHS Foundation Trust where he also undertakes clinical practice.
                      | • Also Link Lecturer at Euxton Hall Hospital
                      | • Particular interest in Anaesthesia and Airway Management and he has published and presented in this area
                      | • His current research is leadership and management in the perioperative environment
                      | • He is a member of the CODP Education and Standards Committee and is a registered ODP with the Health and Care Professions Council |
| mdonnellon@uclan.ac.uk | 01772 893613
| Greenbank 216      |                                                                                                      |
| Elaine Hill        | • Elaine is the Link Lecturer for the operating department at Lancashire Teaching Hospitals NHS Foundation Trust, Gisburn Abbey Park Hospital and Fulwood Hall Hospital
                      | • She holds an Honorary Contract at Lancashire Teaching Hospitals NHS Foundation Trust where she still undertakes clinical practice
                      | • Particular interests are Human Factors and Simulation
                      | • She is a registered ODP with the Health and Care Professions Council and a registered nurse with the Nursing and Midwifery Council |
| eashill@uclan.ac.uk | 01772 893609
<p>| 01772 893609       |                                                                                                      |
| Greenbank 223      |                                                                                                      |</p>
<table>
<thead>
<tr>
<th>Jacqueline Lowe-Berry</th>
<th>Guy Mcclelland</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong><a href="mailto:Jlowe-berry@uclan.ac.uk">Jlowe-berry@uclan.ac.uk</a></strong></td>
<td><strong><a href="mailto:gmcclelland@uclan.ac.uk">gmcclelland@uclan.ac.uk</a></strong></td>
</tr>
<tr>
<td><strong>01772 895100</strong></td>
<td><strong>01772 893632</strong></td>
</tr>
<tr>
<td><strong>Brook Building 350</strong></td>
<td><strong>Greenbank 216</strong></td>
</tr>
</tbody>
</table>

- Jacqueline is a Link Lecturer for Surgical Pre Assessment Clinic & Cardiac Intensive Care at Blackpool, Teaching Hospitals NHS Foundation Trust as well as the Intensive Care Unit Lancashire Teaching Hospitals NHS Foundation Trust.
- She has 2 Honorary Contracts for Intensive Care Unit at Lancashire Teaching Hospitals NHS Foundation Trust and Cardiac Intensive Care unit at Blackpool, Teaching Hospitals NHS Foundation Trust.
- She teaches on a wide variety of courses and subjects including sociology/social policy, critical care, pathophysiology, nursing, leadership and management at levels 5, 6 & 7.

- Guy is the Link Lecturer for Wrightington, Wigan and Leigh NHS Foundation Trust and Southport and Ormskirk NHS Trust.
- Particular interest in Human Factors and Non-Technical Skills in the perioperative environment.
- Is a registered ODP with the Health and Care Professions Council.
- He is a member of CODP and the Association for Perioperative Practice.
| Tracey Williams  
twilliams@uclan.ac.uk  
01772 893694  
Greenbank 213 | • Tracey is the Link Lecturer for the University Hospitals of Morecambe Bay NHS Foundation Trust, covering Lancaster, Barrow-in-Furness and Kendal.  
• She holds an Honorary Contract at the Royal Lancaster Infirmary  
• Particular interests are in scrub and recovery practices, standards of practice and mentorship  
• She is a Trustee for the Association for Perioperative Practice  
• She is a registrant member of the HCPC fitness to practice panel  
• She is a registered ODP with the Health and Care Professions Council and a registered nurse and registered nurse teacher with registered nurse with the Nursing and Midwifery Council  
• She is a fellow of the Higher Education Academy |

### 1.4 Academic Advisor
For those students undertaking this module as part of a larger programme of study your academic advisor will remain the same. If you are not already on a programme of study, on commencement of the module you will be allocated an academic advisor; this will be a member of staff from the Course Team. Making time to meet with your academic advisor is something that you should plan for and arrange as soon as you can. Please keep your academic advisor informed if you are experiencing difficulties.

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

**Brook Building**  
Community, Health and Midwifery  
Nursing  
Health Sciences  
Social Work, Care and Community  
telephone: 01772 891992 or 01772 891993  
email: brookhub@uclan.ac.uk
1.6 Communication

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

As well as using e-mail, a variety of methods may be used to communicate with you such as post, e-learn or text messaging. Thus it is important that you inform the hub of any changes of address or mobile phone number so that records can be updated. This is your responsibility and we cannot be held responsible for communication failures if you have not informed us of relevant changes. Please allow for staff commitments such as annual leave; however we will endeavour to respond within three working days.

E-learn

E-learn is the term used to refer to a password protected aspect of the UCLAN website. Only students enrolled on e-learn modules have access to the e-learn site. You will be shown how to access this site. It is essential that you study the material on the e-learn site and access this site weekly.

Student participation and responsibilities in e-learning

1. "Attendance" and "presence" are required for this module. You should acknowledge that the study time for this module, in line with recognised standards, is 200 hours. In addition to routine access to materials you are expected to access the materials at least twice per week and are expected to contribute to the discussion at that time. Simply saying "hello" or "I agree" is not considered a substantive contribution.

2. You will enhance the quality of your success on this module by participation in asynchronous discussion

3. You are expected to use good "netiquette" at all times, this includes
   - Checking the discussion frequently and responding appropriately and on subject
   - Focusing on one subject per message and using pertinent subject titles
   - Capitalising words only to highlight a point or for titles - Capitalising otherwise is generally viewed as shouting
   - Being professional and careful with your online interaction
   - Citing all quotes, references and sources
   - When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
   - It is considered extremely rude to forward someone else’s message without their permission
   - It is fine to use humour, but use it carefully. The absence of face-to-face cues can cause humour to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as :) or ;) to let others know you are being humorous
1.7 External Examiner
The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader. The School will make the external examiner report available to you. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

The External Examiner for the Course is Claire Lewsey, Programme Lead, Glasgow Caledonian University. Reports may be accessed via the Course Leader.

2. Structure of the course

2.1 Overall structure

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU3645 Care of the intraoperative patient</td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td>NU3632 Care of the Anaesthetised Patient</td>
<td></td>
</tr>
<tr>
<td>And</td>
<td></td>
</tr>
<tr>
<td>NU3197 Principles of safe perioperative practice and management</td>
<td></td>
</tr>
</tbody>
</table>

The standard length of the course is two semesters. Students will study for nu 3197 and select either NU3645 or NU 3632 depending on the certificate required, to run concurrently. Taking Nu 3632 will lead to the Advanced Certificate in Perioperative Care (Anaesthetics)

Taking NU3645 will lead to the Advanced Certificate in Perioperative Care (Intraoperative)

Placement learning is mandatory and will be at your normal place of work. A qualified mentor will be required to supervise and assess practice competencies.

Academic sessions will be three hours long and delivery is at Preston campus. The sessions will be 9-12pm or 1-4pm. There will be some e-learn activities also and these will be on blackboard.
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. Please see appendices 8.2, 8.3, 8.4 for module descriptors.

2.3 Course requirements

Students must complete Module NU3197 and either nu3645 or nu3632 to be eligible for the certificate. NU3645 and NU3632 also have a competency package attached which must be passed.

- Students must have a current professional registration with a relevant professional/statutory body, such as the Nursing and Midwifery Council or Health Professionals Council
- Work within a clinical care setting appropriate to the outcome award for a minimum of six months, and be contracted to work for at least 18 hours per week
- They are required to be supported by their manager and may need to identify a clinical mentor for particular modules
- Pre-registration diplomats and baccalaureate graduates must demonstrate 12 months relevant clinical experience to be eligible for this course.
- Provide at least one reference
- Be able to satisfy the Course Leader that you are competent to pursue the programme

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
Follow this link to access your on-line timetable
https://intranet.uclan.ac.uk/ou/lis/Pages/DailyWeekly-Timetables.aspx

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 for each credit you need to achieve – this includes attendance at UCLAN and time spent in private study. At the end of this period of learning, you will demonstrate successful achievement of the module learning outcomes and demonstrate achievement of competence to practice in your chosen field. You will need to be working in the relevant clinical area with a qualified mentor to achieve these competencies.
2.4.3 Attendance Requirements

The programme will be studied on a part time basis. You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

The course leader Tracey Williams 01772 893694
twilliams@uclan.ac.uk

Students can check their attendance record through myUCLan

Please be aware that sharing of attendance information with employers who sponsor their place on this course will be in place. Employers will be notified if a student is absent for two sessions.

3. Approaches to teaching and learning

3.1 Expertise of staff

Students are supported by academic staff who are experts within their professional field and committed to supporting students to develop their full potential. The course team comprises of staff from both ODP and Nursing disciplines. They all have current experience in delivering the course and related content.

The course leader is the vice-president of the Association of Perioperative Practice. She is involved in writing the standards for NATSIPPS with NHS England. The module leaders are also members of AfPP and CODP and are therefore influential in setting the national curriculum and standards of practice. The team is also involved in research activity particularly around human factors, which complements the course.

3.2 Learning and teaching methods

The course is designed for practitioners who have post registration experience with a variety of professional and life experiences. The emphasis of the teaching and learning strategy will be student-centred and aimed at utilising and maximising your own experiences to assist the learning process. The diversity of experience enables the use of a variety of approaches to teaching and learning, including web based learning, seminars, debate and other informal, interactive methods. These approaches are further enhanced by the commitment to shared learning. The emphasis within the course will be upon the creation of an adult learning environment with a student-centred approach as the team feels this is essential to facilitate your development as an independent learner. You have, as mature practitioners, much to contribute to the learning process. You will be given time within the course to reflect and informally discuss your expectations, views and experiences.

There is an expectation that you will read materials and articles available on blackboard prior to sessions to facilitate informed discussions.

You will be introduced to course content through the use of structured lectures, which will be further developed through guided learning material. Critical reflection will be developed with the support and guidance of both academic and practice staff.
3.3 Study skills
We will provide web-based materials to support study skills development. These will be available via your e-learn module site. The University offers study skills workshops through WISER (Walk-In Study Enhancement through Review). This service will benefit students who want to learn more effectively and get better marks for their assignments and exams. WISER can also help you with your personal development planning (PDP).

WISER http://www.uclan.ac.uk/students/study/wiser/index.php
LIS https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=25

3.4 Learning resources
3.4.1 Learning Information Services (LIS)
We acknowledge that students attending the course have a variety of experiences; some of you may not have studied for some time. This makes it all the more important that you make full use of the help and support that you can receive. A good starting point is to access The- 'i', and Library, Learning Information Services http://uclan.ac.uk/students/it_library.php

3.4.2 Electronic Resources
LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. As discussed earlier resources are also available through e-Learn on blackboard.

3.5 Personal development planning
Personal Development Planning (PDP) is a process designed to assist you to get the most from your time as a student at the University. It is intended to provide you with a structured and supported process through which you can reflect on your learning, performance and/or achievements and plan for your personal, educational and career development. By becoming actively involved in PDP you can improve your capacity to understand what and how you are learning, and how to review, plan and take responsibility for your own learning and future development. As a registered practitioner it is advised that you record your PDP activities, as you may be asked to provide evidence of Continued Professional Development if requested by Statutory Professional Bodies. The University has produced some excellent documentation in this area as well as identifying some key links to additional PDP resources at http://www.uclan.ac.uk/ldu/resources/pdp/staff.htm

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 programme, but an important part of it which will help you to show future employers just how valuable your certificate 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:

It’s your future: take charge of it!

**Careers** offers a range of support for you including:-
- career and employability advice and guidance appointments
- workshops, seminars, modules, certificates and events to develop your skills

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

4. **Student Support**

The transition to university life and education can be a stressful time for people. If you have not studied recently, remember to take into account the fact that almost every part of your life may undergo change and this may lead to problems. If this happens to you, don’t imagine that you are on your own. If problems do arise (no matter how minor they may appear to you) try to discuss them with your academic advisor as soon as possible, as delays can make them harder to resolve.

Remember, if you have a problem that you don’t feel you can discuss with teaching staff, professional counsellors are available. We can help arrange appointments or you can consult your copy of the University’s Guide to Student Services. The Students Union also operates a Welfare Unit, which can offer advice on both personal and financial difficulties.

There is a Student Liaison Officer (SLO) for every School - if you are seeking advice they can signpost you around the many services offered by the University but if you just want a chat, they are there for that too. If the SLO cannot resolve an issue for you they will make sure that they can put you in touch with the right person to help you.

4.1 **Academic Advisors**

You will also be allocated an **Academic advisor** (who may also be the course leader). Your academic advisor is responsible for supporting you throughout the whole of your programme of study, facilitating personal and academic growth. Meetings with your Academic advisor will take place each semester or as and when you require.

4.2 **Students with disabilities**

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

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk – lead for School Sarah Harris

4.3 Students’ Union One Stop Shop

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

Representation and campaigning for students’ rights is at the core of what 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 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/.

5. Assessment

5.1 Assessment Strategy

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

Assessment

You are responsible for your course work. No one else can plan this for you although we will give you a structured approach to achieving set goals throughout the year.

Course assessment

Some of the modules are assessed in both theory and practice. You will note in each module descriptor (see module handbooks) that all assessed elements must achieve a pass grade for the module to be successfully completed. For theoretical assignments the pass grade is 40%, all theoretical assessments are marked and moderated in accordance with the School of Health Sciences theoretical marking criteria on Blackboard module site. It is very important
that you review the guidelines for assessment in the school handbook and understand your responsibilities in the assessment process.

Formative assessment allows you to review, reflect upon and discuss progress. The formative session may turn into a tutorial, a learning opportunity, or it may result in an action plan. You may have as many opportunities for formative assessment as you need - you just have to arrange them! You will note that in some modules, assignments will be handed in at different times. Earlier assignments are designed to provide formative feedback to you so that you can monitor your own progress.

Summative assessment is a judgement of your achievement of the learning outcomes. Each module has a summative assessment strategy and you will be given detailed information at the start of each module. Summative assessment allows all students on the module to be assessed as fairly and equitably as possible. A date is set for achievement of summative assessment. It contributes to an overall achievement for an award.

Assessment overview

<table>
<thead>
<tr>
<th>module</th>
<th>assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU3197</td>
<td>Written assignment</td>
</tr>
<tr>
<td>Nu3645</td>
<td>Written assignment Competency schedule and portfolio</td>
</tr>
<tr>
<td>Nu3632</td>
<td>Written exam Competency schedule and portfolio</td>
</tr>
</tbody>
</table>

5.2 Notification of assignments and examination arrangements
Module Leaders will inform you of the requirements for individual assessments. Both written and electronically submitted assignments must be submitted no later than 12.00 midday on the due date unless an extension has been agreed or an extenuating circumstances granted.

5.3 Referencing
For the duration of the course, we will use the American Psychological Association 6th Edition (APA) referencing style. Please refer to the School of Health Sciences Referencing Handbook regarding referencing techniques and guidelines.

5.4 Confidential material
When you are engaged in courses that involve doing practice placements, documenting research and producing written work, you may be using very sensitive information. As a result you are required to always respect confidentiality, and to maintain the anonymity of individuals and organisations. There are both ethical and legal reasons for maintaining anonymity and confidentiality. Where your course leads to a professional award it is all the more important to pay attention to this issue. In professional courses you will be developing
your professional role and responsibilities, which you will require in practice settings in relation to anonymity and confidentiality of the patient/client group

The policy of maintaining anonymity and confidentiality applies to you whether you are an undergraduate or post graduate student. Remember anonymity and confidentiality are not the same thing! The British Medical Association (BMA) define the two as:

“Confidentiality: The principle of keeping secure and secret from others, information given by or about an individual in the course of a professional relationship.”

“Anonymised information: Information which does not, directly or indirectly identify the person to whom it relates.”

Students will be notified of the requirements for individual assessments and their respective deadlines for submission / examination arrangements through the use of module information packs or through the module site on Blackboard.

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. Opportunities available for students to voice their opinion within the course include course management committees and Module Feedback Questionnaires (MFQs). Previous feedback led to changes in the delivery of the course to facilitate ease of attendance.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

8. Appendices
# 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, Preston campus |
| 3. University School/Centre | School of Health |
| 4. External Accreditation | N/A |
| 5. Title of Final Award | Advanced Certificate Perioperative Care (Anaesthetic) and (Intraoperative) |
| 6. Modes of Attendance offered | Part Time |
| 7. UCAS Code | N/A |
| 8. Relevant Subject Benchmarking Group(s) | N/A |
### 9. Other external influences


### 10. Date of production/revision of this form

| January 2014 |

### 11. Aims of the Programme

- To develop the knowledge base required to safely practice as a qualified anaesthetic or surgical assistant.
- To develop the necessary clinical skills and competencies for assisting the anaesthetist or surgeon, and acting in the circulating role, across a variety of surgical specialties and patient age groups.
## 12. Learning Outcomes, Teaching, Learning and Assessment Methods

### A. Knowledge and Understanding

| A2. | Policies, guidelines and standards that contribute to the physical safety and psychological support of patients in the perioperative environment. |
| A3. | Perioperative staff roles and responsibilities. |
| A4. | Understanding of the non-technical skills required when working in interdisciplinary teams and with patients (e.g. communication, team-working, situational awareness). |
| A5. | Technical knowledge, skills and competencies that safeguard the perioperative patient. |

### Teaching and Learning Methods

- Lectures
- Group work e.g. participation in debate, discussion, case studies, critical incident analysis.
- Reflective practice.
- eLearn/distance learning
- Use of clinical skills laboratories.

### Assessment methods

- Written examinations and assignments, production of formative assessments in class or through electronic discussion boards, reflections and case-based discussions.

### B. Subject-specific skills

For the AC Perioperative Care (Anaesthetic): Assisting the anaesthetist during induction, maintenance and emergence from anaesthesia to ensure safe patient management, including:

| B1. | Assistance with airway management and artificial ventilation. |
| B2. | Commencing, maintaining and utilising haemodynamic monitoring. |
| B3. | Applying underpinning knowledge of anatomy and physiology to ensure patient safety. |
| B5. | Promoting normothermia during anaesthesia. |
B6. Demonstrating good non-technical skills (e.g. teamwork, communication) and organisational abilities in relation to anaesthetic care delivery.

For the AC Perioperative Care (Operative): working within the surgical team in the perioperative environment including:

B7. Supporting the surgical team in the circulating practitioner role across a range of surgical procedures.

B8. Assisting the surgeon in the scrub practitioner across a range of surgical procedures.

B9. Maintaining optimal operative conditions for adults and children e.g. ensuring safe surgical skin preparation, safe management of swabs and surgical instruments.

B10. Planning and organising operating sessions and co-ordinating clinical care delivery during operative procedures

B11. Engaging in skilled communication (written and oral) and interpersonal interaction when applied to operative practice

B12. Demonstrating good team non-technical skills (e.g teamwork, communication) and organisational abilities in relation to operative care delivery.

### Teaching and Learning Methods

<table>
<thead>
<tr>
<th>Lectures</th>
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<tbody>
<tr>
<td>Group work e.g. participation in debate, discussion, case studies, critical incident analysis.</td>
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<tr>
<th>Reflective practice</th>
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<tr>
<td>eLearn/distance learning.</td>
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</table>

| Use of clinical skills laboratories and supervised clinical practice. |

### Assessment methods

- Written examinations and assignments, production of formative assessments in class or through electronic discussion boards, reflections and case-based discussions, competency schedule.

### C. Thinking Skills

C1. Application of research and the evidence base for perioperative practice.

C2. Reflection and evaluation of perioperative care.


### Teaching and Learning Methods

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<tr>
<td>eLearn/distance learning</td>
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<tr>
<td>Use of clinical skills laboratories</td>
</tr>
</tbody>
</table>

### Assessment methods

Written examinations and assignments, production of formative assessments in class or through electronic discussion boards, reflections and case-based discussions, clinical skills laboratory sessions.

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

| D1. Managing tasks and solving problems |
| D2. Working inter-professionally |
| D3. Self-awareness and self-management |
| D4. Initiative and independence in the pursuit of knowledge and its application to perioperative practice |

### Teaching and Learning Methods

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</table>

### Assessment methods

Written examinations and assignments, production of formative assessments in class or through electronic discussion boards, reflections and case-based discussions, clinical skills laboratory sessions, competency schedule.
### 13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 6</td>
<td>NU3197</td>
<td>Principles of safe perioperative practice and management</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>NU3632</td>
<td>Care of the anaesthetised patient</td>
<td>20</td>
</tr>
<tr>
<td>Level 6</td>
<td>NU3197</td>
<td>Principles of safe perioperative practice and management</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>NU3645</td>
<td>Care of the intraoperative patient</td>
<td>20</td>
</tr>
</tbody>
</table>

### 14. Awards and Credits*

- **Advanced Certificate** in Perioperative Care (anaesthetic)  
  40 credits at level 6

- **Advanced Certificate** in Perioperative Care (intraoperative)  
  40 credits at level 6

### 15. Personal Development Planning

According to QAA (2009), Personal Development Planning (PDP) is:

- A structured process that is integral to higher level learning
- Concerned with learning in an holistic sense (academic and non-academic)
- Something done with guidance and support
- A process that involves reflection, creation of personal records, planning and monitoring progress towards achievement of personal objectives
- Intended to improve the capacity of the individual to communicate their learning to others who are interested in it (academic staff/ employers)

Reference

PDP plays an influential role in this course by enabling you to engage in the process of personal and professional reflection in order to achieve not only the learning outcomes of this course but develop lifelong learning skills. This PDP process will assist with your personal development by enabling you to develop the ability to become more self-aware, by your identifying strengths and weaknesses to support your learning. By taking responsibility for your own development, you will become more confident in your ability to work alongside enhancing others and gain additional skills which will enhance problem solving and team working.

As part of PDP you should build a PDP Progress File, which contains records of your progress and achievements during each module, each semester and year of the course. You can collate a wide range of material for this file during your course as well as from experiences outside the university, which contribute to your personal, academic and professional development (e.g. voluntary work, awards, employment).

16. Admissions criteria

- Applications (including those from overseas) must have a current professional registration with either the Nursing and Midwifery Council or the Health and Care Professions Council
- They must have worked within a clinical care setting appropriate to the outcome award for a minimum of six months, and be contracted to work for at least 18 hours per week
- They are required to be supported by their manager and may need to identify a clinical mentor for particular modules
- Provide at least one professional reference
- Applicants must be able to satisfy the course leader that they are suitable to engage with the programme

The Accreditation of Prior Learning (APL) is a process which enables people of all ages and backgrounds to receive recognition and formal credit for learning acquired in the past through formal study and through work and other life experiences. Due to the short nature of this course you will not be permitted to APL past learning experiences.

17. Key sources of information about the programme

- Course enquiries – School of Health. Telephone +44 (0)1772 892400 or email: cenquiries@uclan.ac.uk.
- On-line course information: http://www.uclan.ac.uk/courses/advcert_operating_department_practice_operative_practice.php
- Contact the course leader: Elaine Hill 01772 893609, email EASHill@uclan.ac.uk
### 18. Curriculum Skills Map

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 6</td>
<td>NU319 7</td>
<td>Principles of safe perioperative practice and management</td>
<td>C</td>
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</tr>
<tr>
<td></td>
<td>NU363 5</td>
<td>Care of the intraoperative patient</td>
<td>O</td>
<td></td>
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<tr>
<td></td>
<td>NU364 2</td>
<td>Care of the anaesthetised patient</td>
<td>O</td>
<td></td>
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</tr>
</tbody>
</table>

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

2017/18

Please read this Handbook in conjunction with your Course Handbook.

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

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

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

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

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

Please review the UCLan [Equality and Diversity Policy](#) for further information.
1. Welcome and Introduction to the University
The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. Part one of this Handbook provides you with generic University level information and the Course Handbook provides specific information about your programme of study.

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

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

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

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

Students with continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance. You may appeal this decision by following the Complaints Procedure.

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

1.5 Data Protection
All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These purposes are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University’s policy on the use and disclosure of
2. Learning resources

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

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

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

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

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

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

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

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

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

Our drop-in service is available from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. We offer CV and cover letter checks, careers information and can tell you about our full range of services. 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.

It’s your future: take charge of it!

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

4. Student support, guidance and conduct

4.1 Student Support

“Got a Problem to Sort? Come to us for Support”.

The <i> is your first point of call for all enquiries, help and advice. We provide guidance to all UCLan students whatever the query may be. We are based on the ground floor of the UCLan Library and open 7 days a week most of the year. Our friendly and approachable team will do their best to ensure your query is answered. Come and have a chat with us if you have a query on any aspect of student life and study.

Additional information can be found at [http://www.uclan.ac.uk/students/study/library/the_i.php](http://www.uclan.ac.uk/students/study/library/the_i.php)

4.2 Students with disabilities

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

Additional information can be found at [https://www.uclan.ac.uk/students/health/disability_services.php](https://www.uclan.ac.uk/students/health/disability_services.php)

4.3 Assessment arrangements for students with a disability

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

4.4 Health and Safety

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

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

4.5 Conduct

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

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

5. Students’ Union

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

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

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

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

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

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

6. Rationale, aims and learning outcomes of the course

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

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

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

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

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

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

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

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

7.3 Extenuating circumstances
Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready
to support you, with both your course and your personal wellbeing, through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

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

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

**Further information about the submission process**

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

**7.4 Late submissions**

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

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

You may apply to appeal this decision in accordance with the University’s Academic Regulations.

**7.5 Feedback Following Assessments**

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

For courses (except distance learning):

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

For distance learning courses:

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Generic feedback may be oral, written, posted on a website or other.
7.6 Unfair Means to Enhance Performance

The University regards any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained as a serious academic and/or disciplinary offence. Such offences can include, without limitation, cheating, plagiarism, collusion and re-presentation (‘unfair means’). You are required to sign a declaration indicating that individual work submitted for assessment is your own and will be able to view your Originality Report following e-submission of assessed work.

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

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

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

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

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

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

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

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

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.
7.7 Appeals against assessment board decisions
If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations: Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

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

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

8. Student voice
You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

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

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

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

8.1 Course Representatives and School Presidents
A course representative is a student who represents their fellow students’ views and opinions to the course team, school, university and students’ union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.
The role of a course representative is extremely beneficial to both students on your course and the University. It enables students to have ownership of their student experience, to voice their opinions and to share positive practice with the course team, primarily at the Student Staff Liaison Committee Meetings (see below).

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

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

8.2 Student Staff Liaison Committee Meetings (SSLC)

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

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

8.3 Complaints

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

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