



Course Handbook
Advanced Certificate Mentoring in Dental Practice
2018/19
Course/Module Leader: Mark Gilbert
School of Dentistry



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.

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1. Welcome to the course

Welcome to the School of Medicine and Dentistry and to the Advanced Certificate Mentoring in Dental Practice.

1.1 Rationale, aims and learning outcomes of the course



This course is designed to help dental professionals support colleagues in dental practice to attain high standards of care and treatment. It is also designed to support individuals when their performance, conduct or health may have fallen below the required standard.

The course was developed in collaboration with colleagues from the North Western Postgraduate Dental Deanery and expert external advisers, with specialist knowledge in the field of mentorship.

The school of Medicine and Dentistry aims to promote and support the professional development and clinical practice within medicine and dentistry, facilitating improvements in the health and social care of individuals, groups and communities. Its curriculum is underpinned by a broad, social model of health, which focuses on health and health related activities with an emphasis on multi-professional and inter-organisational collaboration and consumer involvement, enabling people to fulfil their potential within all environments. Students are encouraged to take an evidence based approach, integrating theory and practice, and to share and accept differing approaches.

The course team on the Advanced Certificate Mentoring in Dental Practice aim to create an exciting course that will enable you as a professional to develop your knowledge and skills to support a mentoring role. The course consists of one module, which will allow you to develop both your knowledge and skill to support dental professionals.

As this is a university accredited course, you are enrolled with the University of Central Lancashire and can access the library resources both on campus and on line. You will have a resource site for your course that you will also be able to access for specific course information. Further information about how to access this will be available on the induction session.

The Student Handbook will provide you with essential information about your course. It gives you information about the content of the course and introduces you to the ways in which we are going to teach and assess you.

This Student Handbook will have been given out to you during your induction session. Further essential information will also be made available to you in the Student's Guide to Assessment. Should you lose either of these documents then additional copies can be obtained from the University's Blackboard Virtual Learning Environment, which will be introduced to you during your induction session.

We do hope that you will enjoy your studies within the School of Medicine and Dentistry. We want this to be a positive learning experience for you. There will be some hard work ahead, but we hope that you will find it interesting and challenging, and that you will have the chance to enjoy yourself along the way.

Mark Gilbert

Course Leader

1.2 Course Team

<p><u>Mark Gilbert, Senior Lecturer</u></p> <p>Course/Module Leader</p> <p>mgilbert1@uclan.ac.uk</p> <p>Allen Building 212</p> <p>University of Central Lancashire</p> <p>Preston.</p> <p>PR1 2HE</p> <p>Office Telephone 01772 895879</p>	<p>Teaching Team</p> <p>Mark Gilbert</p> <p>mgilbert1@uclan.ac.uk</p> <p>Aengus Kelly</p> <p>AKelly18@uclan.ac.uk</p> <p>Martin Kelly</p> <p>Martin.Kelly@bfwhospitals.nhs.uk</p> <p>Frank van Russelt</p> <p>frank@dmft.co.uk</p> <p>Vicky Buller</p> <p>VBuller@uclan.ac.uk</p>
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1.3 Expertise of staff

The Course Team is led by a Senior Lecturer in the University, and supplemented with other professionals and lecturers from the profession.

1.4 Academic Advisor

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



1.5 Administration details

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

Pauline Brown	Senior Assistant	pbrown2@uclan.ac.uk	Allen Building 001
Gillian Price	Programmes Officer	GPrice4@uclan.ac.uk	Allen Building 001

Allen Building

Medicine

Dentistry

telephone: 01772 895566

email: AllenHub@uclan.ac.uk

Harris Building

Lancashire Law School
Humanities and the Social Sciences
Centre for Excellence in Learning and Teaching
telephone: 01772 891996/891997
email: HarrisHub@uclan.ac.uk

Foster Building

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

Computing and Technology Building

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

Greenbank Building

Sport and Wellbeing
Management
Business
telephone: 01772 891992/891993
email: GreenbankHub@uclan.ac.uk

Brook Building

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

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.

1.7 External Examiner

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

Course	Current External Examiner
Advanced Certificate Mentoring in Dental Practice	Kathryn Marshal MSc, RDN, Dip DHE, Cert PC



2. Structure of the course

2.1 Overall structure

The Advanced Certificate Mentoring in Dental Practice comprises of one 40 credit module.

The module content has been mapped out in your timetable. There are 5 study days over the semester and there is an additional day “Supporting Learning in Dentistry” for students who have not undertaken a formal educational qualification. Full attendance at the study days is highly recommended to support your study and development. Students will be expected to work in their own time to complete study activities and assessments.

A register of attendance will be kept, which will be used to produce individual CPD Certificates for evidence of verifiable CPD for the GDC. These will be issued from the school following the assessment board.

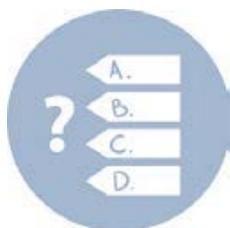
Please note that the School of Medicine and Dentistry will not provide CPD certificates for students attending the course, who do not submit work for assessment.

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.

Students will therefore study the following:

Year	Module	Title	Credits
1	DX4901	Mentoring in Dental Practice	40



2.3 Course requirements

Students are required to pass all individual pieces of assessed work. Each piece of work must achieve 50% or more to pass. There will be no compensation allowed by averaging the marks from each piece of work.

2.4 Progression Information

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

2.5 Study Time

2.5.1 Weekly timetable

Individual workshop timetables will be available at the beginning of the module. These will also be put on blackboard in advance for your information.

2.5.2 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. For this course, this equates to 400 hours overall.



2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

Course Leader, Mark Gilbert mqilbert1@uclan.ac.uk at the earliest opportunity.

Unauthorised absence is not acceptable and may attract academic penalties and/or other penalties.

NB: 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.

Attendance will be monitored. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

Please note that in any cases of absence (authorised or otherwise) it is your responsibility to find out what material you have missed, and by negotiation with staff (and perhaps other students) to catch up with your general learning and especially the work required for assessments.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

You will be required to study 40 Credits during the course. You should note that you will need to pass all pieces of assessed work in order to gain the exit award.

The Advanced Certificate Mentoring in Dental Practice is structured to meet your requirements as an employed student, and some of elements of the modules will incorporate “learning through work” opportunities, as well as supporting you to undertake elements of independent study.

The learning and teaching strategy focuses on combining the development of your conceptual understanding and knowledge appropriate to degree level study, the application of your understanding to experience and practice, the development of relevant skills in order to enhance your understanding and practice, and developing your independence in planning and organising your work.

Your involvement in the learning and teaching process will encourage analytical thinking, skills application and critical reflection on your own role and experience. Emphasis will be placed also on using and sharing your experience with others on the course to aid the learning process, as well as on developing independent learning.

You will learn through a variety of learning and teaching strategies designed to enable achievement of the learning outcomes. A combination of formal input, supplementary reading, interactive discussion, use of IT resources, seminars, group work, and practical work will be used to develop your understanding, critical analysis and ability to apply theory to practice. The varied experience of the group will be used to share knowledge and ideas and there will be discussion of documentation relating to national and local policy and trends in order to encourage independent work and critical comment. Guided reading will form part of your learning experience.

You will be asked to complete a module evaluation questionnaire, to ensure that we receive feedback about your experience of learning with us. This information will improve the quality of our modules.

The University of Central Lancashire has an established learning and teaching strategy that influences and shapes the delivery of this course. 'Learning' comes first in the title of this strategy to show its importance in the daily activity of the University. Lecturers and academics will help you to learn. Entering into a new area of knowledge requires you to learn.

Additional course resources will be available on Blackboard, which you will be able to access once you have enrolled on the course and necessary administration is completed. Your course leader will advise you on this and how to access and make good use of Blackboard.

3.2 Study skills

The broader Study Skills and Research Skills requirements of a University programme will be embedded in your taught modules. These are supported by an extensive range of materials on Blackboard and are assessed through coursework only. Should it be clear that any student needs more support in these areas, it is possible to refer them onto other support services within the

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



3.3 Learning resources

3.3.1 Learning Information Services (LIS)

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

3.3.2 Electronic Resources

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

In fact we make little effort to place hard copies of books and journals in the UCLan library, as our students generally need access at home, not on campus. We have therefore invested in a significant portfolio of e-books and e-journal available through EBSCO to provide full-text coverage of over 250 journals in the fields of dentistry and medicine. Guidance on how to use this service is available if required. You will also have access to the course materials on Blackboard and the recommended material is listed as an appendix in this handbook.

3.4 Personal development planning

Personal Development Planning aims to encourage independent life-long learners who can reflect on, understand and plan for their learning.

In that this course is specifically designed for professionals to develop practice and theoretical understanding of the subject matter, it is clear that the “career development” aspect of PDP is an essential.

The PDP programme therefore focuses on encouraging you to reflect on your learning (and other life) experiences, towards taking directed actions to ameliorate weaknesses and build on strengths. You will be introduced to the concepts of reflective practice throughout your learning, and will be expected to reflect on your performance after assessments and feedback

sessions. These reflective statements will be an integral part of each module. You will also be expected to reflect on clinical situations and your response to them within your case portfolios during the course.



3.5 Preparing for your career

Your University experience is not only about achieving your chosen award, it is also about developing as a person and realising your potential. We want you to gain the skills and attitudes that will help you to achieve your goals and aspirations.

Your taught programme also includes academic development that will ensure that your area of development is research informed. You will develop broader group working and interpersonal skills and will have the opportunity to reflect on how these can be used in your role. We realise in the school that as practising professionals, some of the services offered by futures may not be as relevant. However, some of the support and advice may be applicable.

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

- career and employability advice and guidance
- access to work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills
- business start-up, freelance and self-employment advice

For more information come along and visit the team or access our careers and employability resources via www.uclan.ac.uk/futures.

4. Student Support



4.1 Academic Advisors

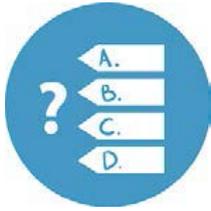
The course/module leader, Mark Gilbert will also act as your Academic Adviser. The role of the Academic Adviser is to provide a focal point for your academic development, to provide individual feedback on progress, to identify areas needing improvement and discuss strategies for achieving this, and to monitor attendance and progress through the course. In addition,

Academic Advisors should provide personal support, taking account of current problems in the student's life, and be available for informal appointment through email or telephone requests.

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.

5. Assessment



5.1 Assessment Strategy

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

The module contains three summative assessments and this is an essential part of the module. It provides evidence that you have achieved the learning outcomes. You must submit and achieve the required pass level in each of the module summative assessments to pass the module. Grades will be awarded against assessment criteria that have been designed specific to your module and these will be available with the assessments. A range of summative assessment methods are used across the programmes delivered by the School of Medicine and Dentistry. This ensures that broad ranges of learning styles are met. The assessment strategies adopted for the Advanced Certificate Mentoring in Dental Practice are:

- Case-based report
- Presentation of case
- Simulated mentoring scenario

The above assessments are all summative (i.e. they count towards your overall grade) and will be supplemented by formative assessments, which are for your feedback only and allow you to gauge your own progress on the programme.

Assessments at this level are not only about remembering facts, but will also test your ability to interpret and critically appraise available information and construct logical arguments.

5.2 Notification of assignments and examination arrangements

Information regarding each assessment will be found in the assessment information and will be discussed by the course/module leader on workshop 1. You will receive an “assignment brief” that will also be posted onto Blackboard together with the required submission dates.

Some assignments will need to be submitted as hard copy, but most of them will be via Blackboard. Guidance on how to do this will be provided by the module tutor.

5.3 Referencing

For all written assessments you will be expected to reference correctly. The main purposes of referencing are as follows:

- to acknowledge the sources of information that you have used
- to indicate to the reader the range and scope of your literature review
- to enable the reader to find the sources easily and quickly.

The references must therefore contain enough information for the item to be traced quickly in a library catalogue.

For all written assessments we will expect you to use the **Harvard** referencing system under which the author and date of publication appear in brackets in the body of the text and a reference list at the end of the document contains all of the journals, books, etc. that are referenced in the text. Further details on the use of referencing, and the avoidance of plagiarism, will be provided during your course and will also be available on blackboard.

5.4 Confidential material

Please remember your ethical, professional and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations within any assessment submitted.

The School has a confidential email address - MedDentConfidential@uclan.ac.uk through which any student can raise concerns or issues in confidence that these will only be seen and considered by the Dean of School.

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.

Evaluation questionnaires provide one of the most important means for you to express your opinion about your teaching and learning experience. They capture feedback on your experience within each module and inform staff about where improvements could be made. Your Course Leader will ensure that you receive the forms for completion - please complete and return these to ensure your voice is heard - all responses are anonymous. You are likely to see the module team responses to previous student feedback in your module handbooks / information packs.

7.1 Student Staff Liaison Committee meetings (SSLCs)

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

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

student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

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

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	UCLan
2. Teaching Institution and Location of Delivery	UCLan Preston
3. University School/Centre	School of Dentistry
4. External Accreditation	
5. Title of Final Award	Advanced Certificate Mentoring in Dental Practice
6. Modes of Attendance offered	Part Time
7. UCAS Code	N/A
8. Relevant Subject Benchmarking Group(s)	N/A
9. Other external influences	Health Education North West
10. Date of production/revision of this form	January 2016
11. Aims of the Programme	
The aim of the module is to equip members of the dental team to fulfil the role of mentor with colleagues who require support to fulfil the requirements of professional practice in Dental care or who have been the subject of Fitness to Practice review	

12. Learning Outcomes, Teaching, Learning and Assessment Methods
A. Knowledge and Understanding
A1. Critically analyse the purpose and context of the mentoring relationship within dental care practice A2. Discuss the ethical and legal implications of the mentoring relationship within dental care practice
Teaching and Learning Methods
Lectures, small group activities, directed reading, case studies supported by E-Learn, contract development
Assessment methods
Case-based report, presentation of case
B. Subject-specific skills
B1 Evaluate and support progress of mentees using a range of facilitation, assessment and feedback strategies as appropriate to the professional practice of dental care
Teaching and Learning Methods
Role play, simulation using actors, small group work, lectures, demonstrations
Assessment methods
Simulated mentoring scenario, presentation of case, case-based report
C. Thinking Skills
C1. Evaluate and support progress of mentees using a range of facilitation, assessment and feedback strategies as appropriate to the professional practice of dental care
Teaching and Learning Methods
Lectures, small group work, role play, simulation, case studies
Assessment methods
Case - based Report, presentation of case, simulated mentoring scenario
D. Other skills relevant to employability and personal development
D1 Demonstrate effective use of a range of communication skills required within the mentoring relationship
Teaching and Learning Methods
Recorded actor sessions, small group work, tutorial support, PDP development activities
Assessment methods
Case - based Report, presentation of case, simulated mentoring scenario

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 7	DX4901	Mentoring in Dental Practice	40	Advanced Certificate Mentoring in Dental Practice requires 40 credits at Level 7
15. Personal Development Planning				
<p>According to QAA (2009), PDP is:</p> <ul style="list-style-type: none"> • 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) <p>Using the above ideas as a framework to support personal development planning, all students on the course will have the opportunity to access university resources. As dental practitioners they are required by their professional body to have a personal development plan and to undertake verifiable CPD, of which this course will form part. Students will be encouraged to identify their own strengths and areas for development from the beginning of the course and encouraged to reflect on their progress in the final case report assessments in both modules, so that PDP is embedded within the overall course structure. The course team will encourage reflective practice throughout the programme.</p> <p><u>Reference</u> Quality Assurance Agency for Higher Education (2009) <i>Personal Development Planning: guidance for institutional policy and practice in higher education</i> QAA:Gloucester</p> <p>http://www.qaa.ac.uk/en/Publications/Documents/Personal-development-planning-guidance-for-institutional-policy-and-practice-in-higher-education.pdf</p>				
16. Admissions criteria				
<p><i>Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.</i></p> <p><i>Students will be informed of their personal minimum entry criteria in their offer letter.</i></p> <p>Applicants must be experienced dentists/dental care professionals, currently registered with the General Dental Council, with the ability to benefit from study at Level 7 (providing evidence on the application form of former study at level 6 or above, or considerable experience of relevant professional development activities) and willing to undertake the role of mentor in dental practice. Evidence of undertaking formal preparation in the development of others e.g. Advanced Certificate Facilitation of Learning in Healthcare Practice, PGCE, Cert Ed, Preparing to teach in the Lifelong learning sector will normally be required. For candidates without a teaching qualification attendance at an additional one day "Supporting Learning" workshop will be required during the course.</p>				
17. Key sources of information about the programme				
<ul style="list-style-type: none"> • Student Handbook • University website http://www.uclan.ac.uk/courses/advcert_mentoring_in_dental_practice.php 				

Appendix 8.2

Reading List

Dunn, W (2008) *Bringing evidence into everyday practice: practical strategies for healthcare professionals* Slack, London

Holt V, Ladwa R. (2008) Mentoring. A quality assurance tool for dentists. Part 1: The need for mentoring in dental practice. *Prim Dent Care.*;15:141-6.

Holt V, Ladwa R. (2009) Mentoring. A quality assurance tool for dentists. Part 3: Building a successful mentoring relationship. *Prim Dent Care.*;16:67-73.

Holt V, Ladwa R. . (2009) Mentoring. A quality assurance tool for dentists. Part 2: What are mentoring and coaching? *PrimDent Care*;16:19-24.

Gopee, N (2008) *Mentoring and Supervision in Healthcare* London, Sage

Kay D, Hinds, R (2009) *A Practical Guide to Mentoring* 4th Edition Oxford, Howtobooks Ltd

Neary, M (2000) *Teaching, Assessing and Evaluation for Clinical Competence* Nelson Thornes Cheltenham – a good introduction to ideas about competence

NCAS (2010) *Handling performance concerns in primary care: an NCAS good practice guide available from <http://www.ncas.npsa.nhs.uk/resources/good-practice-guides/> accessed July 20th 2010*

The Stationery Office (2007) *trust, Assurance and Safety – The regulation of health professionals in the 21st Century* London, The Stationery Office

Van Zwenenburg D, Harrison J (2004) *Clinical Governance in Primary Care* Radcliffe, Oxon

Journals

European Journal of Dental Education

Medical Education

Studies in Higher Education

Teaching in Higher Education

Journal of Public Health Dentistry

BMJ – ABC of Learning and Teaching in Medicine Series is particularly helpful

Nurse Education Today

British Dental Journal

British Dental Journal Education and Training Supplements

See also:

MacLeod S (2007) The challenge of providing mentorship in primary care *Postgrad Med J* 83: 317-319

Websites

The General Dental Council

<http://www.gdc-uk.org/>

Care Quality Commission

<http://www.cqc.org.uk/>

Department of Health

<http://www.dh.gov.uk/en/index.htm>

Higher Education Academy

<http://www.heacademy.ac.uk/>

Academic Subject Centre for Medicine, Dentistry and Veterinary Medicine

<http://www.medev.ac.uk/>

National Clinical Assessment Service

<http://www.ncas.npsa.nhs.uk/>

Health Sciences and Practice Subject Centre

<http://www.health.heacademy.ac.uk/>

GP Training .net a GP training site that includes educational theory

http://www.gp-training.net/training/educational_theory/index.htm

GDPUK

<http://www.gdpuk.com>

University Student Handbook for Taught Courses



2018/19

Please read this Handbook in conjunction with your Course Handbook.

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

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

UCLan Mission statement

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

UCLan Values

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

Student Charter

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

Supporting Diversity at UCLan

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

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

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

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1. Welcome and Introduction to the University

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

1.1 Communication

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

1.2 External Examiner

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

1.3 Expected hours of study

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

1.4 Attendance Requirements

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

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

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

1.5 Data Protection

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

2. Learning resources



2.1 Learning Information Services (LIS)

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

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

http://www.uclan.ac.uk/students/study/library/opening_hours.php

2.2 Electronic Resources

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

3. Preparing for your career

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

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

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

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

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

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

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

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

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

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

4. Student support, guidance and conduct



4.1 Student Support

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

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

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

and much more.

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

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

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

4.2 Students with disabilities

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

https://www.uclan.ac.uk/students/health/disability_services.php

4.3 Assessment arrangements for students with a disability

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



4.4 Health and Safety

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

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

4.5 Conduct

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

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



5. Students' Union

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

Representation and campaigning for students' rights is at the core of what the Students' Union does and is encompassed by its tag line of *Making Life Better for 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 through the course.

For courses (except distance learning):

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

For distance learning courses:

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

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



7.6 Unfair Means to Enhance Performance

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

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

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

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

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

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

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

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

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

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

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

7.7 Appeals against assessment board decisions

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

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

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



8. Student voice

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

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

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

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

8.1 Course Representatives and School Presidents

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

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

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

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



8.2 Student Staff Liaison Committee Meetings (SSLC)

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

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

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

8.3 Complaints

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

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