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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8.1 Programme Specification(s)
1. Welcome to the course

Congratulations on securing a place to study Counselling and Psychotherapy at UCLan and welcome to the BA (Hons) Degree in Counselling and Psychotherapy.

The course will be relevant to you if you are working or intending to work with individuals, families, groups or communities in residential and community-based health and related settings. The course is aimed at meeting the skills required by the health and care sector, which is an important and growing sector of the economy. We aim to enhance your training and qualifications to meet the current service quality and performance agendas. Students are expected to have an interest in people and wish to develop their abilities to both understand and communicate with others. Students will be encouraged to develop reflexive skills and will be able to reflect on all aspects of their work as learners and as members of the course.

This handbook contains important information for all students on the BA (Hons) Counselling and Psychotherapy Studies and is structured in such a way that it will address most of your issues in the form of key questions. Please read it carefully in conjunction with the University’s Student Regulations for 2017/2018 as well as the School of Community Health and Midwifery Student Handbook. The information provided will be useful at various stages in your course of study. You may be taking on a full time or part time basis. Whatever mode of study you are following, we are committed to making your study enjoyable and productive. We will provide a leaning environment in which you can develop the understanding and skills you need to meet your current and future goals.

You should make the most of teaching sessions by attending and participating. It is also important you manage your time effectively and meet specified deadlines for assignments. At the beginning of the course you will be allocated an academic advisor and an initial meeting will be arranged to discuss career development goals and set clear aims in relation to what you want to achieve from this course. You should utilise the support available, guidance and feedback provided by staff to help you monitor and improve your performance.

Once again the course team would like to welcome you and we hope you enjoy your time at UCLan and that the course meets your expectations and helps you achieve your goals.

Marie Percival – Course Leader
1.1 Rationale, aims and learning outcomes of the course

The BA (Hons) Counselling and Psychotherapy Studies offered at the University of Central Lancashire is designed for people who wish to study counselling and psychotherapy and who may wish to consider either a future career in counselling or who wish to enhance their counselling skills ability for use within their existing or future employment.

The course will be relevant to you if you are working or intending to work with individuals, families, groups or communities in residential and community-based health and related settings. The course is aimed at meeting the skills required by the health and care sector, which is an important and growing sector of the economy. **The course itself is NOT a qualification to practice** as, we believe, counsellors/psychotherapists should be qualified at Postgraduate level if they are to be seen as credible working alongside GP’s, psychiatrists, psychologists and mental health nurses who will all have postgraduate qualifications. Therefore, upon completion of this degree, there is the option of progressing onto the Postgraduate Diploma/MA Professional Counselling which is accredited by the British Association for Counselling and Psychotherapy (BACP).

<table>
<thead>
<tr>
<th>1. Aims of the Programme</th>
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</thead>
<tbody>
<tr>
<td>• To facilitate an understanding of counselling and psychotherapy and its relationship to other helping strategies.</td>
</tr>
<tr>
<td>• To enhance the students’ own interpersonal skills and self awareness.</td>
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<tr>
<td>• To facilitate the ability to demonstrate, analyse and present knowledge to support arguments, preparing the learner for further studies in the field of counselling/psychotherapy skills</td>
</tr>
<tr>
<td>• To provide knowledge of a range of counselling and psychotherapeutic skills and theories.</td>
</tr>
<tr>
<td>• To develop the opportunity to apply basic and intermediate counselling and interpersonal skills in the student’s chosen career; life-long learning and recognition of the value of education and research for the individual.</td>
</tr>
<tr>
<td>• To develop intellectual skills aimed at developing knowledge and understanding.</td>
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<tr>
<td>• To provide then opportunity to develop research skills and evidence-based practice</td>
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**On completion of the Degree in Counselling and Psychotherapy you will be able to**

<table>
<thead>
<tr>
<th>1. Learning Outcomes, Teaching, Learning and Assessment Methods</th>
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<tbody>
<tr>
<td><strong>A. Knowledge and Understanding</strong></td>
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<tr>
<td>Students will be able to:-</td>
</tr>
<tr>
<td>A1. Differentiate between concepts of counselling and counselling skills.</td>
</tr>
<tr>
<td>A2. Apply differing concepts of health to counselling and psychotherapy.</td>
</tr>
<tr>
<td>A3. Demonstrate knowledge of key underlying concepts relevant to counselling and psychotherapy.</td>
</tr>
<tr>
<td>A4. Demonstrate knowledge of the research paradigm and methodologies appropriate to counselling and psychotherapy.</td>
</tr>
<tr>
<td>A5. Demonstrate understanding of the historical origins of counselling and psychotherapy.</td>
</tr>
<tr>
<td>A6. Demonstrate knowledge of key debates relevant to the ethics and service of counselling and psychotherapy.</td>
</tr>
<tr>
<td><strong>B. Subject-specific skills</strong></td>
</tr>
<tr>
<td>Students will have the following skills:-</td>
</tr>
<tr>
<td>B1. Ability to demonstrate key core counselling skills.</td>
</tr>
<tr>
<td>B2. Ability to integrate personal experience and personal development to the synthesis of, and relationship with, counselling and psychotherapy knowledge.</td>
</tr>
<tr>
<td>B3. Ability to integrate knowledge from differing health issues to counselling and psychotherapy.</td>
</tr>
<tr>
<td>B4. Ability to discuss the principles, processes and evaluation of research and various data sources.</td>
</tr>
<tr>
<td>B5. Ability to demonstrate how counselling and psychotherapy theory can be applied to counselling and psychotherapy practice.</td>
</tr>
</tbody>
</table>
B6. Ability to be reflexive and to integrate theories into counselling and psychotherapy practice.

C. Thinking Skills

Students will be able to:
C1. Apply research theory to practice.
C2. Critically analyse and evaluate research-based evidence.
C3. Demonstrate the ability to critically read, analyse, and present balanced evidence-based and reasoned arguments.
C4. Demonstrate the ability to interpret, evaluate and integrate theories, concepts, experience and evidence.
C5. Demonstrate the ability to select and apply problem-solving approaches.

D. Other skills relevant to employability and personal development

Students will further develop:
D1. Effective communication by oral, written and IT methods to enhance presentation skills and team working.
D2. Ability to use interpersonal skills in a variety of settings.
D3. Ability to be reflexive in relation to self and practice.
D4. Ability to function independently and in cooperation with others, to problem solve, through team work.
D5. The ability to make sound judgements within an appropriate academic and ethical framework.

1.2 Course Team

<table>
<thead>
<tr>
<th>Course Leader</th>
<th>Email</th>
<th>Tel</th>
<th>Office</th>
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</thead>
<tbody>
<tr>
<td><strong>Marie Percival</strong></td>
<td>Email: <a href="mailto:MPerival@uclan.ac.uk">MPerival@uclan.ac.uk</a></td>
<td>Tel: 01772 893412</td>
<td>Office: HA253</td>
</tr>
<tr>
<td>Senior Lecturer/Course Leader</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Peter Cardew</strong></td>
<td>Email: <a href="mailto:PJCardew@uclan.ac.uk">PJCardew@uclan.ac.uk</a></td>
<td>Tel: 01772 893413</td>
<td>Office: Ha253</td>
</tr>
<tr>
<td>Senior Lecturer/Deputy Course Leader</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ann-Marie Alger</strong></td>
<td>Email: <a href="mailto:AAlger@uclan.ac.uk">AAlger@uclan.ac.uk</a></td>
<td>Tel: 01772 893638</td>
<td>Office: BB351</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Robin Bailey</strong></td>
<td>Email: <a href="mailto:RBAiley@uclan.ac.uk">RBAiley@uclan.ac.uk</a></td>
<td>Tel: 01772 893418</td>
<td>Office: BB235</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Imelda Hatton-Yeo</strong></td>
<td>Email: <a href="mailto:IHatton-Yeo@uclan.ac.uk">IHatton-Yeo@uclan.ac.uk</a></td>
<td>Tel 01772 895535</td>
<td>Office : BB330</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Richard Davis</strong></td>
<td>Email: <a href="mailto:RDavis2@uclan.ac.uk">RDavis2@uclan.ac.uk</a></td>
<td>Tel: 01772 893403</td>
<td>Office: HA252</td>
</tr>
<tr>
<td>Senior Lecturer</td>
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</table>
1.4 Academic Advisor

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

1.5 Administration details

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

**Brook Building**
Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
Room: 204
Telephone: 01772 891992
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 email the School utilises a variety of methods to communicate such as post or the Virtual Learning Environment (VLE). It is important for you to inform us immediately of any change of address or mobile phone number so that we can update our records accordingly. This is your responsibility and we cannot be held responsible
for any communication failure if you have not informed us of any relevant changes. Please note that allowing for other commitments such as annual leave staff will try to reply to your email within 3 working days of its receipt

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. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

**External Examiner for the Programme**

Heather Dale  - Senior Lecturer, University of Huddersfield

Senior Accredited and Registered Counsellor and Psychotherapist

Fellow, British Association for Counselling and Psychotherapy (BACP)

Fellow, Higher Education Academy (HEA)

2.0 Structure of the course

2.1 Overall structure

There is a foundation entry route available for students before beginning this course. The Programme Specification for the foundation entry route is provided in section 8 of this handbook.

**Year 1 - Level Four Modules** are seen as introductory, aimed at developing a broad knowledge base and a range of subject specific, cognitive and key / transferable skills. You are expected to show understanding of key concepts and theories, the ability to evaluate different approaches to solving problems, and the presentation of knowledge to support structured arguments, to integrate theory and practice and to reflect on and take responsibility for your own learning and development. As part of this year you will also be required to participate in small group counselling skills exercises. You will be required to achieve 120 points at level 4 to progress to level 5.

**Year 2 - Level Five Modules** are aimed at developing a greater depth of knowledge and understanding and the ability to apply and critically evaluate key concepts and theories. You are expected to demonstrate the ability to select appropriately from a range of subject-specific, cognitive and transferable skills and problem-solving strategies, to apply them to well-defined problems, and to generate ideas. You should also demonstrate the ability to communicate information and arguments in a variety of forms. It will also enhance your ability to reflect on and integrate theory and practice, and further enable you to plan your future academic, professional and personal development. You will be required to achieve 120 points at level 5 to progress to level 6.
**Year 3 - Level Six Modules** are aimed at developing an enhanced depth of knowledge and understanding and the ability to apply and critically evaluate key concepts and theories. You will complete a dissertation on a topic of your choice and will be assigned a supervisor to assist you with this piece of work.

### 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.

**Year 1 (Level 4)**

<table>
<thead>
<tr>
<th>Semester 1</th>
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<tbody>
<tr>
<td><strong>Module Code</strong></td>
<td><strong>Module Title</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>CG1030</td>
<td>Key issues in Counselling and Psychotherapy</td>
<td>(20)</td>
</tr>
<tr>
<td>CG1003</td>
<td>The Human Being in Context</td>
<td>(20)</td>
</tr>
<tr>
<td>CG1010</td>
<td>Introduction to Counselling and Counselling Skills</td>
<td>(20)</td>
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</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th></th>
<th></th>
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<tbody>
<tr>
<td><strong>Module Code</strong></td>
<td><strong>Module Title</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>CG1000</td>
<td>Discovery of the University</td>
<td>(20)</td>
</tr>
<tr>
<td>CG1002</td>
<td>Introduction to CBT</td>
<td>(20)</td>
</tr>
<tr>
<td>Elective module</td>
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<td>(20)</td>
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**Year 2 (Level 5)**

<table>
<thead>
<tr>
<th>Semester 1</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Module Code</strong></td>
<td><strong>Module Title</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>CG2001</td>
<td>Development of the Unconscious in Britain</td>
<td>(20)</td>
</tr>
<tr>
<td>CG2002</td>
<td>Perspective on Mental Health</td>
<td>(20)</td>
</tr>
<tr>
<td>CG2010</td>
<td>Intermediate Counselling in Practice</td>
<td>(20)</td>
</tr>
<tr>
<td>Semester 2</td>
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</tr>
<tr>
<td><strong>Module Code</strong></td>
<td><strong>Module Title</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>CG2011</td>
<td>Person Centred Counselling Theory in Context</td>
<td>(20)</td>
</tr>
<tr>
<td>CG2081</td>
<td>CBT: Skills and Applications</td>
<td>(20)</td>
</tr>
<tr>
<td>NU2335</td>
<td>The Research Process</td>
<td>(20)</td>
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<table>
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<tr>
<th>Year 3 (Level 6)</th>
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</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module Code</strong></td>
<td><strong>Module Title</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>CG3000</td>
<td>Psychoanalysis, Culture and Society</td>
<td>(20)</td>
</tr>
<tr>
<td>CG3001</td>
<td>Enhanced Counselling Skills and Personal Development</td>
<td>(20)</td>
</tr>
<tr>
<td>CG3003</td>
<td>Metacognitive Therapy and Theory</td>
<td>(20)</td>
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<table>
<thead>
<tr>
<th>Semester 2</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Module Code</strong></td>
<td><strong>Module Title</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>CG3010</td>
<td>Key issues in Counselling and Psychotherapy</td>
<td>(20)</td>
</tr>
<tr>
<td>NU3593</td>
<td>Dissertation</td>
<td>(20)</td>
</tr>
<tr>
<td>Option</td>
<td></td>
<td>(20)</td>
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The option in Year 3 can be taken from one of the following:

- CG3006 – Personal Development (This is compulsory if you are wishing to apply for a place on the PGDip/MA Integrative Psychotherapy)
- CG3550 – Expressive Art and Therapy
- NU3307 – Developing Solution Focussed Interventions in Mental Health

Or a module from the Electives catalogue (available on via student website)
2.3 Course requirements

It is essential that you complete **ALL** modules in each year for a Degree in Counselling and Psychotherapy.

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.

Further details of possible progression routes will be discussed during Progression Event held throughout the year at UCLan. For any further queries contact your academic advisor.

2.4 Study Time

2.4.1 Weekly timetable

[https://apps13.uclan.ac.uk/weeklyTimetable/](https://apps13.uclan.ac.uk/weeklyTimetable/)

2.4.2 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. It is expected that you will attend college 3 days per week in Year 1 and 2-3 days per week in years 2 and 3. You are expected to invest your own time in planning and preparing for class.

2.4.3 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:

UCLan
Marie Percival
School of Community Health and Midwifery
01772 893412
Harrington Building 253
mpercival@uclan.ac.uk
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.

Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. 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.

3. Approaches to teaching and learning

3.1 Expertise of staff

**Rick Fothergill** is the Divisional Leader for the Counselling and Psychological Therapies division within the School of Health. Rick is also a trained counsellor, Mental Health Nurse and accredited Cognitive Behavioural Therapist. His area of expertise is in the application of Cognitive Behaviour Therapy (CBT).

**Marie Percival** is a Senior Lecturer and Course Leader for the BA (Hons) in Counselling and Psychotherapy and a Lecturer on the Post Graduate Diploma. Marie has ten years’ experience teaching in higher education in both psychology and in the field of counselling and has nine years’ experience working as a psychotherapist in both private practice and in community settings.

**Peter Cardew** Peter is a BACP Accredited Psychotherapist and Psychosexual Therapist with COSRT and has worked as Chair of one of COSRT’s committees and as a member of the COSRT Management Committee. Peter currently works as a Consultant in Psychosexual Psychotherapy for Manchester Mental Health & Social Care NHS Trust for whom he has worked for the past 6 years.

**Richard Davis** is a full-time Senior Lecturer in Counselling/Psychotherapy at UCLan and is the current Course Leader. He has extensive experience of management and counselling in both further and higher education settings and in private practice as a practitioner and clinical supervisor. A counsellor since 1995, he has worked at UCLan as a Senior Lecturer since 2004. He is also Course Leader for UCLan’s ‘Counselling for Depression’ course as well as Course Tutor on the Psychodynamic route of the undergraduate degree. He currently works as a psychotherapist in the University Counselling Service at UCLan. He is a UKCP Registere
Integrative Psychotherapist

**Robin Bailey** is a Senior Lecturer in Counselling & Psychological Therapies. Robin is a qualified Cognitive Behavioural Therapist and also has a small private practice. He leads the CBT pathway of the course and has published widely in the area of CBT. He also has teaching commitments on the Psychological Wellbeing Practitioner programme and the Adv Cert in Cognitive Behavioural Interventions.

**Imelda Hatton-Yeo** is a full time Senior Lecturer in Counselling & Psychological Therapy at UCLan. Imelda has a background of working mainly in the NHS as a Nurse Manager, Art Psychotherapist and Clinical Supervisor however she has also worked in Schools and Voluntary Organisations prior to working in Higher Education. Imelda has training in a range of modalities including psychodynamic therapy and solution focused practice and contributes to a range of programmes across the School of Health & Wellbeing including the PGcert Primary Care Mental Health and the PGDip Integrative Therapy. Imelda is HCPC registered Art Psychotherapist, NMC registered Mental Health Nurse.

**Jacqueline** is a trained counsellor and supervisor having, completed training in clinical Supervision in 2000. An Accredited Counsellor since 2011 with the BACP, she was also a member of the BACP UC Advisory Committee 2011-2014. Other roles include being a member of the University and NW Associate of the Charlie Waller Memorial Trust; and author of their “Parent’s Guide to depression”.

**Amanda Ryding** is a Person Centred Counsellor and Supervisor with many years of experience of working in a variety of settings, she initially did her training with the NHS and then moved into working for HMP. Amanda teaches on the Person Centred theory and skills modules for the BA Honours in Counselling and Psychotherapy, she is currently module leader for the Introduction to Skills and Human being in context modules. Amanda is also the Course Leader for the Graduate Certificate in Advanced Counselling Skills.

**Chris Athanasiadis** is a BACP-Registered Counsellor and a Chartered Psychologist. He has previously held posts at the University of Leeds, Leeds Beckett University, University Campus Oldham, University of Teesside partner College in Athens and University of Northampton. He currently has teaching commitments on the BA (Hons) Counselling and Psychotherapy Studies and on the Psychological Wellbeing Practitioner programme at the University of Central Lancashire.

3.2 Learning and teaching methods

The Degree in Counselling and Psychotherapy is focused on developing a range of communication and counselling skills. Each week there will be a mixture of short lectures, group discussion, debates and presentations designed to meet the learning styles of all class members. You will be encouraged to reflect on experiences from the skills sessions in order to maximise learning opportunities and discuss these experiences within a group setting. The assessments range from assignments and presentations. You will also be given directed study and reading lists to focus on to help focus on specific areas in preparation for class. The aim of the Degree in Counselling and Psychotherapy is to focus on developing
the skills, strategies, and behaviours required to perform as confident, independent, and active learners.

3.3 Study skills

Lifelong learning is now a requirement in all professions to ensure that we continue to develop and use the most up-to-date knowledge in our practice. During induction week we aim to assist you in identifying and making best use of learning opportunities. You will be encouraged to reflect on experiences from counselling skills sessions in order to maximise learning opportunities. Please review the following for study skills session during Induction week:

- Study skills and learning styles
- Reflective learning
- Using IT for collecting and presenting information
- Making efficient use of BlackBoard
- Using feedback
- Self-evaluation
- Literature searching
- Referencing

There are a variety of services to support students and these include

LIS [http://www.uclan.ac.uk/students/it_library.php](http://www.uclan.ac.uk/students/it_library.php)

**WISER** offer specialist advice and guidance to ALL students at the University no matter what their area of study. Their aim is to help students learn how to study more effectively and get better marks for your exams and assignments.

[http://www.uclan.ac.uk/students/wiser/index.php](http://www.uclan.ac.uk/students/wiser/index.php)

3.4 Learning resources

3.4.1 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.

3.4.2 Electronic Resources

Library Information Services (LIS) provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. As the University is moving towards a paperless system ALL documentation for the Counselling and Psychotherapy Degree will be
available on line (VLE) it is up to the individual if they want to print the information. The school and course handbook will be discussed during the induction week and presented to you on line. You will be given the appropriate training on accessing and using the Virtual Learning Environment (VLE) system at UCLan within your first week on the course.

3.5 Personal development planning

Academic advisor

When you commence induction week on the Degree in Counselling and Psychotherapy you will be allocated an academic advisor, their role is to support your academic and pastoral needs. You will have opportunities for:

- Skills auditing. These could be subject-specific, professional and/or transferable skills
- Setting of appropriate long-term planning of personal, educational and career goals

Personal Development Plans and any other evidence of learning.

The completion of a reflective learning journal will allow you to develop, in a realistic way, your knowledge and skills. You will be supported to do this through the study and lifelong learning skills module and your personal tutor. Together you will also develop a learning agreement which will help you identify your strengths, learning needs and priorities you will be able to use this to help you to identify appropriate learning opportunities as well as providing you with a formal way of integrating your academic (theoretical) and skills experience.

3.6 Preparing for your career

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

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

**Careers** offers a range of support for you including:

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

Daily drop in service 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.

The course will equip you to perform as support, key and development workers, advisers, advocates or mentors. Opportunities will be open to you in residential, domiciliary and day care, nursing and care homes, advisory, support and rehabilitation centres, clinics and surgeries, voluntary, advocacy and community organisations, primary care agencies and in health development / education activities in schools, neighbourhoods and prisons. Your roles may involve you in work with people who have physical or learning disabilities, older people, families and children, young people, people with health problems.

It is important to remember that employment opportunities where enhanced communication skills are required are fluid and new roles are constantly developing as a result of changes in organisational policy and society. There are now many opportunities to work in caring capacity within settings which have not been available before. This course will enable you to explore the opportunities which are available to you outside the professions which are normally associated with Counselling and Psychotherapy.

4. Student Support

The ‘i’ is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only, Printing and Printer Credit, UCLan Cards, the ‘i’ shop and UCLan Financial Support Bursary (first year students only).

4.1 Academic Advisors

The Academic Advisor System has a vital role to play in enhancing students’ academic and personal development and is essential in ensuring students make the most of their time at university. Academic Advisors will help students to reflect on their skills and experience, both within and outside of the curriculum, in an academic context and where appropriate, use this reflection to assist the student to formulate action plans. Academic Advisors should be the main contact within the academic discipline, helping students to maximise their academic opportunities. Academic Advisors should also direct students to other sources of academic guidance within or beyond the School. Academic Advisors should actively listen to students, providing encouragement and support as appropriate. Academic Advisors should also offer guidance and advice on the availability of appropriate support concerning study, financial and other matters offered.
by the University where these are affecting the student's ability to complete their studies successfully.

One of the aims of the Academic Advisors System is to provide support for the induction process. All new students are required to see their Academic Advisors during Welcome Week and the levels of Tutorial support needed are likely to be highest at this time.

4.2 Students with disabilities

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

4.3 Students’ Union One Stop Shop

The Opportunities Centre is the Union’s One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

If your course is for students not studying on the main campus please include the following: as one of the thousands of students who are not studying on the main UCLan campus in Preston, the Students Union is still your union, please check http://www.uclansu.co.uk/ for full details on what we may be running in your partner institution.

5. Assessment

5.1 Assessment Strategy

The assessments involve assignments and presentations. These strategies will be linked to the module and course learning outcomes. During your course you will be assessed on all of the modules which you undertake. In most cases you will be awarded a percentage mark for the assessment, unless the module or part of it is to be assessed as a pass/fail only. There are two main types of assessment - formative and summative.

Formative (intermediate) assessment provides you with an opportunity for reflection and development. This includes strategies that encourage you to build upon previous knowledge and explore new areas. The emphasis is on self-awareness, self-evaluation and development of the individual. Not all modules offer formative assessment and specific details will be found in your module information guide. Where it is used your module leader or indeed your fellow students will provide you with feedback on this work that may help you.
Summative assessment is an essential part of your modules. It provides evidence that you have achieved the learning outcomes. You must submit the module summative assessments to pass the module. Grades will normally be awarded against assessment criteria that have been designed specific to your module and you should check this with your module leader. A wide range of summative assessment methods are used across the programmes delivered by the School of Health. This ensures that broad ranges of learning styles are met.

Types of assessment utilised include the following:

- Presentations (individual or group)
- Written assignments

5.2 Notification of assignments arrangements

At the commencement of each module students will be informed of the assessment strategy, this will be discussed with the main group and students will also be informed of submission deadlines as it will be different for each module. Students can also arrange appointments with the module tutors to discuss the assessment. All module handbooks will clearly state assessment marking criteria and submissions dates.

5.3 Referencing

A reference is any piece of written material, published or unpublished, to which a writer 'refers'. The purpose of this information is to enable the reader to locate the work and consult it. The reference acts as an acknowledgement of the other writer's work or the work of a group of people, such as a committee or conference report.

A key component of academic writing is the use of high quality references to support the argument and debate in your assignment. References provide a theoretical framework for the topic, and demonstrate how you have developed your argument on the basis of published work. They also allow the reader to consult the original evidence supporting your point where, for example, you refer to the results of a research study. You should always use the APA referencing system. This is explained in The School Referencing Guide.

5.4 Confidential material

The Degree in Counselling and Psychotherapy involves working in pairs or small groups (3s) during counselling skills sessions. Therefore some students may share sensitive information with you. As a result you are required not only to respect confidentiality but also to maintain the anonymity of individuals and any organisations they might be affiliated with. There are both ethical and legal reasons for maintaining anonymity and confidentiality. Such information is also subject to the Data Protection Act (1998) and you should adhere to the contents of this.
act. The policy of maintaining anonymity and confidentiality applies whether you are an undergraduate or post graduate student.

Exceptions

There may well be cases where exceptions to maintaining anonymity and confidentiality occur. These can include:

- Signatures of staff or mentors on official documents.
- Names of persons in acknowledgements who have supported the work, such as acknowledgements in dissertations.
- Naming individuals or organisations where the information is already in the public domain, providing this material is accurate.
- Instances where you have written permission from an individual or organisation. It may be possible for you to obtain consent to use information for academic purposes. Clearly state that this is the case at the beginning of your work. Written consent forms will be retained with the academic work. If you intend to publish your work, you may need to seek further guidance from appropriate Ethics Committees.
- You may have access to sensitive information about an organisation through your personal contact or employment which is quite separate from you university course. In this case you will be expected to adhere to any contractual or other agreements you have made with the organisation concerned regarding disclosure.
- The course team may have agreed that it is an essential part of an assignment that information is provided about a place or group. Consent from that place or group must be obtained, the assessment guidelines will clarify how this can be achieved.
- When submitting evidence in support of assignments, your course tutors may indicate how sensitive information should be presented and handled.

If you do need to refer to an organisation in your work, you can maintain anonymity by the following method:

- In the text: “this action was in accordance with the NHS Trust’s (name withheld) infection control policy”
- In reference list: NHS Trust (name withheld) 2004 infection control policy

| Please make sure you have read and understood the exceptions detailed above |
|-----------------------------|--------------------------|
| **Do's**                    | **Don'ts**               |
| Do respect the right to privacy of an individual and/or organisation. | Don’t name an individual or organisation (unless it is already in the public domain). |

Do's
- respect the right to privacy of an individual and/or organisation.

Don'ts
- name an individual or organisation (unless it is already in the public domain).
<table>
<thead>
<tr>
<th>Do change all names to fictitious ones.</th>
<th>Don’t include identifiable stationery in your work, such as letter heads, Lab forms or X-rays.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do provide a statement with your assignment that all information has been anonymised.</td>
<td>Don’t give information away that could identify an individual or organisation (unless it is already in the public domain).</td>
</tr>
<tr>
<td>Do reference work accurately if information is already in the public domain.</td>
<td>Don’t include photographs that can identify a person or place.</td>
</tr>
<tr>
<td>Do support your discussions with reference to published work.</td>
<td>Don’t make unsupported accusations.</td>
</tr>
<tr>
<td>Do seek guidance and advice where you are unsure.</td>
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</tr>
</tbody>
</table>

Unless you are specifically required to include a critical appraisal, subjective or judgemental opinions about an employer or Work Based Learning (WBL) provider (even when not identifiable) are not normally acceptable. This may mean that your opinion may not be able to be kept confidential under the Freedom of Information Act and will lead to further discussion.

NB: Please note that by seeking guidance from your personal tutor/module tutor, you have the opportunity to ensure the work is not in breach of the guidance.

If there is a breach of Anonymity and or Confidentiality you will receive feedback from the module leader/marker and support to prevent errors in your future work.

Actions taken following a breach in anonymity and or confidentiality will depend on a number of issues and will be determined within the School.

Issues which will be of importance may include:

- Level of study of student and or stage of course
- Extent and nature of the breach

Under these circumstances it may be that the School will impose a penalty. Your module leader/marker will work with you and the course leader to review the specific situation and involve the Dean of School/named deputy in the decision-making process.
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.

Some key changes to the course based on student feedback have been both the delivery of the course over two full days and the further integration of work based learning across all level 4 and 5 modules as well as the reducing of some assessment weighting in modules.

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.

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

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily 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 meanwhile 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 is your School President or more about the role visit the Students’ Union website or email: coursereps@uclan.ac.uk

8. Appendix: Programme Specification

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

| 2. Awarding Institution / Body | University of Central Lancashire |
| 3. Teaching Institution and Location of Delivery | Preston Campus |
| 4. University School/Centre | School of Community Health and Midwifery |
| 5. External Accreditation | None |
| 6. Title of Final Award | BA (Hons) Counselling and Psychotherapy Studies |
| 7. Modes of Attendance offered | Full/Part-time |
| 8. UCAS Code | BC98 |
| 9. Relevant Subject Benchmarking Group(s) | National Service Frameworks Primary Care Policy Drivers |
| 10. Other external influences | BACP, UKCP |
| 11. Date of production/revision of this form | January 2014 |
## 12. Aims of the Programme

- To facilitate an understanding of counselling and psychotherapy and its relationship to other helping strategies.
- To enhance the students’ own interpersonal skills and self awareness.
- To facilitate the ability to demonstrate, analyse and present knowledge to support arguments, preparing the learner for further studies in the field of counselling/psychotherapy skills.
- To provide knowledge of a range of counselling and psychotherapeutic skills and theories.
- To develop the opportunity to apply basic and intermediate counselling and interpersonal skills in the student’s chosen career; life-long learning and recognition of the value of education and research for the individual.
- To develop intellectual skills aimed at developing knowledge and understanding.
- To provide the opportunity to develop research skills and evidence-based practice.
### 13. Learning Outcomes, Teaching, Learning and Assessment Methods

#### A. Knowledge and Understanding

Students will be able to:-

- **A1.** Differentiate between concepts of counselling and counselling skills.
- **A2.** Apply differing concepts of health to counselling and psychotherapy.
- **A3.** Demonstrate knowledge of key underlying concepts relevant to counselling and psychotherapy.
- **A4.** Demonstrate knowledge of the research paradigm and methodologies appropriate to counselling and psychotherapy.
- **A5.** Demonstrate understanding of the historical origins of counselling and psychotherapy.
- **A6.** Demonstrate knowledge of key debates relevant to the ethics and service of counselling and psychotherapy.

#### Teaching and Learning Methods

Group work, seminars, workshops, experiential learning, e-learning/WebCT, observations, tutorials and keynote lectures.

#### Assessment methods

Essays, negotiated essays, observational projects, reflective essays, dissertation

#### B. Subject-specific skills

Students will have the following skills:-

- **B1.** Ability to demonstrate key core counselling skills.
- **B2.** Ability to integrate personal experience and personal development to the synthesis of, and relationship with, counselling and psychotherapy knowledge.
- **B3.** Ability to integrate knowledge from differing health issues to counselling and psychotherapy.
- **B4.** Ability to discuss the principles, processes and evaluation of research and various data sources.
- **B5.** Ability to demonstrate how counselling and psychotherapy theory can be applied to counselling and psychotherapy practice.
- **B6.** Ability to be reflexive and to integrate theories into counselling and psychotherapy practice.

#### Teaching and Learning Methods

Group work, seminars, electronic/digital recording, e-learning/WebCT, workshops, experiential learning exercises, tutorials and keynote lectures.

#### Assessment methods

Essays, negotiated essays, observational project essays, reflective accounts and personal learning journal, dissertation

#### C. Thinking Skills

Students will be able to:-

- **C1.** Apply research theory to practice.
- **C2.** Critically analyse and evaluate research-based evidence.
- **C3.** Demonstrate the ability to critically read, analyse, and present balanced evidence-based and reasoned arguments.
- **C4.** Demonstrate the ability to interpret, evaluate and integrate theories, concepts, experience and evidence.
- **C5.** Demonstrate the ability to select and apply problem-solving approaches.

#### Teaching and Learning Methods

Group work, seminars, workshops, experiential learning exercises, e-learning/WebCT, tutorials and keynote lectures.

#### Assessment methods
Essays, negotiated essays, class presentation, reflective accounts, dissertation

D. Other skills relevant to employability and personal development

Students will further develop:
D1. Effective communication by oral, written and IT methods to enhance presentation skills and team working.
D2. Ability to use interpersonal skills in a variety of settings.
D3. Ability to be reflective in relation to self and practice.
D4. Ability to function independently and in cooperation with others, to problem solve, through team work.
D5. The ability to make sound judgements within an appropriate academic and ethical framework.

Teaching and Learning Methods

Group work, seminars, workshops, e-learning/WebCT, experiential learning exercises, tutorials and keynote lectures.

Assessment methods

Essays, reflective accounts, dissertation, counselling skills video and critical analysis, seminar presentations.

13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
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</thead>
<tbody>
<tr>
<td>Level 6</td>
<td>CG3000</td>
<td>Psychoanalysis, Culture and Society</td>
<td>20</td>
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<td></td>
<td>CG3001</td>
<td>Enhanced Counselling Skills and Personal Development</td>
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<td>CG3003</td>
<td>Metacognitive Therapy &amp; Theory</td>
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<td>CG3006</td>
<td>Personal Development</td>
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<td>CG3010</td>
<td>Integration and Contemporary Issues in Counselling and Psychotherapy</td>
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<td></td>
<td>CG3550</td>
<td>Expressive Art and Therapy</td>
<td>20</td>
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<td></td>
<td>NU3307</td>
<td>Solution Focussed Interventions (can be taken as an option in year 3)</td>
<td>20</td>
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<tr>
<td></td>
<td>NU3593</td>
<td>Dissertation</td>
<td>20</td>
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<tr>
<td>Level 5</td>
<td>CG2001</td>
<td>Development of the Unconscious in Britain – Klein &amp; Winnicott</td>
<td>20</td>
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<td></td>
<td>CG2002</td>
<td>Perspectives on Mental Health</td>
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<td>CG2010</td>
<td>Intermediate Counselling Skills in Practice</td>
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<td>CG2011</td>
<td>Person-Centred Counselling Theory in Context</td>
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<td></td>
<td>CG2081</td>
<td>Cognitive Behavioural Therapy - Skills &amp; Applications</td>
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<td>NU2335</td>
<td>Research Process</td>
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<td>Level 4</td>
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<td>The Discovery of the Unconscious - Freud and Jung</td>
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<td>CG1002</td>
<td>Introduction to Cognitive Behaviour Therapy</td>
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<tr>
<td></td>
<td>CG1003</td>
<td>The Human Being in Context</td>
<td>20</td>
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</tbody>
</table>

14. Awards and Credits*

| | BA (Hons) Counselling and Psychotherapy Studies |
| | Requires 360 credits including the 5 compulsory modules at level 4 (plus one elective); All 6 compulsory modules at level 5; All 5 compulsory modules at level 6 and an option module that is taken at either Level 5 or 6. |

| | BA Counselling and Psychotherapy Studies (as an exit award only) |
| | Requires 320 credits including the 5 compulsory modules at level 4 (plus one elective); 5 compulsory modules at level 5 (not including NU2335); And 4 compulsory modules at level 6 (not including NU3593) and an option module that is taken at Level 6. |

| | DipHE Counselling and Psychotherapy Studies (as an exit award only) |
| | Requires 240 credits including the 5 compulsory modules at level 4 (plus one elective); And a minimum of 5 compulsory modules at level 5 plus one other, |

| | CertHE Counselling and Psychotherapy Studies (as an exit award only) |
| | Requires 120 credits at Level 4 or above including 5 compulsory modules at level 4 (plus one elective), |
According to QAA (2004), Personal Development Planning (PDP) is:
- A structured process that is integral to higher level learning
- Concerned with learning in a 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)

QAA state that “the ultimate responsibility for deriving benefit from PDP should rest with each student”

Students will be supported in this process by a series of negotiated discussions and interactions which will help them to explore and record their development and to set goals and devise action plans to meet their needs and extend their personal and professional opportunities. In addition the use of personal awareness and reflection is central to counselling and psychotherapy and, in addition, a personal learning journal is central to many of the counselling and psychotherapy modules. Students can also take CG3*** (Personal Development) which provides the opportunity to develop at a personal level.

In addition the course involves a high degree of reflexivity which is central to the majority of the modules

Reference
School of Health Student Handbook

16. Admissions criteria
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.

Students will be informed of their personal minimum entry criteria in their offer letter.

280-300 UCAS Points including a minimum of 2 passes at A2 and grade C (or above) in GCSE English and Maths, or the equivalent.

Applicants will have either a face-to-face or telephone interview.

Relevant life/work experience will be of benefit.

17. Key sources of information about the programme
- UCLan Academic Regulations [http://www.uclan.ac.uk/aqasu/academic_regulations.php](http://www.uclan.ac.uk/aqasu/academic_regulations.php)
- UCLan School of Health website [http://www.uclan.ac.uk/schools/health/index.php](http://www.uclan.ac.uk/schools/health/index.php)
- UCLan Open Days
- UCLan Undergraduate prospectus
<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), or Option (O)</th>
<th>Knowledge and understanding</th>
<th>Subject-specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
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<td>Psychoanalysis, Culture and Society</td>
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<td>A2</td>
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<td>Metacognitive Therapy &amp; Theory</td>
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<td>CG1030</td>
<td>Key Issues in Counselling and Psychotherapy</td>
<td>C</td>
<td>√</td>
<td>√</td>
<td>√</td>
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<td>√</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>14. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Teaching Institution and Location of Delivery</td>
<td>Preston Campus</td>
</tr>
<tr>
<td></td>
<td>Burnley Campus</td>
</tr>
<tr>
<td>16. University School/Centre</td>
<td>School of Community, Health and Midwifery</td>
</tr>
<tr>
<td>17. External Accreditation</td>
<td>N/A</td>
</tr>
<tr>
<td>18. Title of Final Award</td>
<td>BSc (Hons) Health &amp; Social Care (Foundation Entry)</td>
</tr>
<tr>
<td>19. Modes of Attendance offered</td>
<td>Full-time and Part-time</td>
</tr>
<tr>
<td>20. UCAS Code</td>
<td>2G12</td>
</tr>
</tbody>
</table>
21. **Relevant Subject Benchmarking Group(s)**

QAA Benchmarks

22. **Other external influences**

Entry requirements for health professional courses delivered within the School of Health

23. **Date of production/revision of this form**

July 2016

24. **Aims of the Programme**

1) To develop the learners’ understanding of Health and Social Care.
2) To prepare learners academically and socially for Higher Educational study.
3) To provide learners with an insight into the importance of evidence-based practice within Health and Social Care.
4) To develop and enhance learners’ self-awareness and interpersonal skills.
5) To facilitate learners’ progression opportunities within Health and Social Care.

25. **Learning Outcomes, Teaching, Learning and Assessment Methods**

**A. Knowledge and Understanding**

A1. Apply key academic skills within the context of Health and Social Care.
A2. Examine the theoretical concept of reflective practice.
A3. Examine key concepts of database searching methods.
A4. Apply system-based knowledge of anatomy and physiology to practice.
A5. Develop an understanding of a structure processes for knowledge acquisition.

**Teaching and Learning Methods**

In regards to academic development, a structured methodology approach to knowledge acquisition will be applied where each learner will develop their own personalized knowledge acquisition process. This will be further developed through practical sessions, directed reading, case studies, reports, presentations, reflective logs / diaries and the application of relevant research-based evidence to support practice, workshops, discussions and interactive virtual learning. This wide range of learning methods will aim to replicate similar learning experiences which the learner will experience over the next three years within their chosen pathway of progression.

**Assessment methods**
- Presentations
- Essay and portfolio development including reflective reports
- Evidence-based assignments
- Individual oral presentations
- Essays
- Group presentation
- Workbook

B. **Subject-specific skills**

B1. Review and analyse the development to access professional programmes.
B2. Development of values and beliefs and service users underpinning values relating to the 6 Cs.
B3. Develop insight into the structure of Health and Social Care within the United Kingdom.
B4. Develop personal reflective practice skills.

**Teaching and Learning Methods**

Each module will identify appropriate learning and teaching strategies. A range of approaches will be used for example, lectures, seminars, discussions, case study analysis, E-Learn activity, directed study, reflective practice activities, maintenance of reflective critical diary and portfolio of learning and development.

**Assessment methods**

- Essays
- Critiques
- In-class Reports
- Case studies
- Individual oral presentations
- Group presentation
- Workbook

C. **Thinking Skills**

C1. Apply the concept of evidence-based practice and its use within Health and Social Care.
C2. Evaluate and analyse their own chosen career pathway.
C3. Evaluate the strength of evidence.
C4. Analyse and review the scope of practice of a range of healthcare professionals.

**Teaching and Learning Methods**

Modes of delivery include lectures, guest speakers from appropriate health agencies/professions, seminars, group activities, workshops, debates and discussions, individual independent inquiry and analysis, web-based learning system (E-Learn), personal tutorials.

**Assessment methods**

- Factsheet
- MCQ
- Individual oral presentations
- Essays
- Group presentation
- Rationale
- Hand out
- Workbook

D. **Other skills relevant to employability and personal development**
D1. Develop literacy through analytical thinking and reflection and assignment development.
D2. Utilise and develop presentation skills.
D3. Develop key communication skills and interpersonal skills.
D4. Develop numeracy skills.
D5. Enhance learners’ self-confidence.
D6. Develop digital literacy skills.
D7. Develop collaborative working skills.

**Teaching and Learning Methods**

Group work, seminars, workshops, experiential learning, e-learning, observations, tutorials and keynote lectures.

**Assessment methods**

- Factsheet
- MCQ
- Individual oral presentations
- Essay
- Rationale
- Reflective account with action plan
- Individual interview / presentation

**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>3</td>
<td>NUC003</td>
<td>Academic Writing and Studying in Health and Social Care</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>NUC004</td>
<td>Learning development and using information communication technology to present information Developing skills for delivering health &amp; social care (1)</td>
<td>20</td>
</tr>
</tbody>
</table>

Requires completion of 120 credits at Level 3. Successful completion of the course leads to guaranteed progression on to Year 1 of:

- BSc (Hons) Sexual Health Studies
- FDSc Health & Social Care [subject to satisfactory enhanced DBS clearance]

Progression to the following programmes:

- BSc Hons Counselling & Psychotherapy
- BSc Hons Pre-registration Nursing [Mental Health]
- BSc Hons Pre-registration Nursing [Adult]

Is subject to additional entry requirements:

<table>
<thead>
<tr>
<th>Programme</th>
<th>BSc (Hons) Pre-registration Nursing [Adult]</th>
<th>BSc (Hons) Pre-registration Nursing [Mental Health]</th>
<th>BSc (Hons) Counselling &amp; Psychotherapy</th>
</tr>
</thead>
<tbody>
<tr>
<td>APM</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Exam Weight</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>NUC001</td>
<td>Developing professional skills for delivering health and social care (2)</td>
<td>20</td>
<td>60%</td>
</tr>
<tr>
<td>NUC005</td>
<td>Foundations in Anatomy, Physiology, Pathology and Disease</td>
<td>20</td>
<td>60%</td>
</tr>
<tr>
<td>NUC006</td>
<td>Measuring Health and Wellbeing</td>
<td>20</td>
<td>60%</td>
</tr>
<tr>
<td>NUC007</td>
<td>Satisfactory pre interview test*</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Satisfactory Interview</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Satisfactory numeracy assessment</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Satisfactory literacy assessment</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Enhanced DBS Clearance</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Satisfactory Occupational Health Assessment</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Students who exit after the Foundation Entry Year will receive a transcript of their modules and grades.

**15. Personal Development Planning**

Personal development is a key component of this course; throughout each element of the course students will carry out reflection, looking at their long-term goals and identification of key steps on achieving their self-selected aims. This will be achieved by:

1. Personal tutorials will include progress reviews, personal reflections, setting goals and development of action plans for the student’s own progression.

2. Plan realistically for career progression and manage own career development and lifelong learning by reflection on a wide range of multidisciplinary professionals’ career pathways. Access to further academic and professional pathway advisers.
3. Improve learning and performance by taking responsibility for their own development and developing the necessary skills for independent learning.

4. After each summative and formative assignment, learners will be required to carry out reflection and action planning for self-development; this will be integrated as an essential part of the scheme of work for each module.

16. Admissions criteria

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.

Students will be informed of their personal minimum entry criteria in their offer letter.

Entry requirements for this course are 160 tariff points at A Level or equivalent, 5 passes at GCSE or above, including GCSE Maths and English at Grade C or above, a minimum proficiency in English of IELTS 6 or equivalent. Consideration will be given to applicants who have equivalent vocational or experiential learning gained within a Health and Social Care environment. All applicants are interviewed and will be subject to numeracy, literacy and values based assessment, dependant on their chosen progression route.

17. Key sources of information about the programme

- University Website: [www.uclan.ac.uk](http://www.uclan.ac.uk)
- The Course Handbook
- The UCAS website: [http://www.ucas.ac.uk/](http://www.ucas.ac.uk/)
<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>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Knowledge and understanding</td>
<td>Subject-specific Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A1</td>
<td>A2</td>
</tr>
<tr>
<td>Level 3</td>
<td>NUC003</td>
<td>Academic Writing and Studying in Health and Social Care</td>
<td>C</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>NUC004</td>
<td>Learning development and using information communication technology to present information</td>
<td>C</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>NUC005</td>
<td>Developing skills for delivering health &amp; social care (1)</td>
<td>C</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>NUC006</td>
<td>Developing professional skills for delivering health and social care (2)</td>
<td>C</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>NUC001</td>
<td>Foundations in Anatomy, Physiology, Pathology and Disease</td>
<td>C</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>NUC007</td>
<td>Measuring Health and Wellbeing</td>
<td>C</td>
<td>✓</td>
</tr>
</tbody>
</table>
Please read this Handbook in conjunction with your Course Handbook.

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

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

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

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

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

Please review the UCLan Equality and Diversity Policy for further information.
Contents page

1. Welcome and Introduction to the University
2. Learning Resources
3. Preparing for your career
4. Student support
5. Students' Union
6. Rationale, aims and learning outcomes of the course
7. Assessment
8. Student Voice
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.

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.

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 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;
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.