



## Course Handbook

BSc (Hons) Dental Hygiene and Dental Therapy

2018/19

Course Leader: Vicky Buller

School of Dentistry



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

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## 1. Welcome to the course

Welcome to the School of Dentistry and to the BSc (Hons) Dental Hygiene and Dental Therapy.

Primary care dentistry is delivered by the whole team of which dental hygienists/therapists are an increasingly important part. The structure of the programme is exciting and innovative in that the dental hygiene/dental therapy course the BDS course are integrated. Both dental hygiene/dental therapy students and BDS students will learn their clinical and professional skills together and for a large percentage of the course, take the same modules. The school is already renowned for the depth of clinical experience its current students gain during their training.

If you are committed to learning to be a hygienist/therapist, we are committed to helping and supporting you. We want it to be an enjoyable course to allow you to gain the relevant skills and knowledge to become a registered Dental Care Professional. As students, you have already confirmed that you are academically able to enter into the programme, but now you have to learn the clinical skills and scope of practice required. At the start of the course manual dexterity may be challenging and you may need to spend more time practicing on simulators - that's perfectly normal. You may also find dealing with the public quite a new experience – that's normal as well and we will help develop your way of communicating with patients. As a student you will benefit enormously from the help and knowledge of the wider dental team, working together for the benefit of our patients. As a professional person you must put your patient's interests first. During the course this means doing your best to learn to be a good dental professional. You have chosen a career where the patient always comes first.

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

*Vicky Buller*

Course Leader

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



The BSc (Hons) Dental Hygiene and Dental Therapy is for individuals who wish to train to work within the dental profession as a Dental Care Professional, registered with the General Dental Council (GDC)

<b>Aims of the Programme</b>
<ul style="list-style-type: none"><li>• To develop clinical and academic knowledge and skills in a stimulating and supportive primary care clinical environment, producing hygiene/therapy graduates who are fully prepared for clinical practice in dentistry and meet the GDC requirements for registration.</li></ul>
<ul style="list-style-type: none"><li>• To develop lifelong learning skills including, critical appraisal, reflection, team working, communication and professionalism, thereby preparing hygiene/therapy graduates to take up their role in clinical practice as an integral part of the dental team.</li></ul>
<ul style="list-style-type: none"><li>• To produce hygiene/therapy graduates that at all times consider the best interests of their patients and colleagues in their professional life.</li></ul>

The course is designed to give you the ability to graduate with an honours degree in dental hygiene and dental therapy that is recognised by the General Dental Council and allows you to apply for registration on the DCP register.

The course comprises of modules arranged around 5 key areas:

- Developing clinical skills (including communication and leadership skills)
- Developing the clinical knowledge
- Health Promotion and Population Studies
- Professional Practice
- Human and Oral Diseases

The modules are all interlinked. The assessments in the final year are designed to see if the knowledge and skills developed in the previous two years have been brought together into the integrated skills and knowledge required by a hygiene/therapist.

### **Clinical Skills and Knowledge**

These first two themes are mutually supporting and continue throughout the course. They develop essential clinical learning outcomes which cover all the clinical work provided by a hygiene/therapist.

At the beginning of year 1, two modules: Foundation Clinical Skills and Foundation Clinical Knowledge - focus on how to undertake simple scaling and routine fillings on a simulator and understand the structure of teeth and materials that are used to repair them. At the end of these modules there is an assessment to check that you are ready to progress to treating patients. In the second half of the year the two modules - Clinical Skills 1 and Clinical Knowledge 1, develop allied skills, such as how to give local analgesic injections and take

radiographs. During this module you will see your first patients and provide prevention advice, scaling and simple fillings.

Towards the end of year 1 (subject to readiness for progression) you will be placed in one of the Dental Education Centres (DEC). In the modules Clinical Skills 2 and Clinical Knowledge 2 you will treat patients and learn more about the cause and diagnosis of pain and periodontal disease in addition to more advanced procedures such as pulpotomies and the placement of stainless steel crowns. You will start to apply your skills to treat children and you will also learn how to extract teeth first on a simulator but then on patients.

In year 3 you will continue to develop your clinical skills, expand your scope of practice and undertake a dissertation to produce a piece of work on a topic relevant to your practice.

### **Health Promotion and Population Studies**

The third theme covers the wider context of dentistry. Although it starts officially in year 2 you will be introduced to many of the concepts in year 1. You will learn that the incidence of dental disease varies throughout the country. This is related to individual behaviour such as diet, but it is highly influenced by paradigms that may be social or cultural. If parents believe that deciduous teeth don't matter this can have severe implications for attitudes to health that develop in the child. An important part of the module is the critical appraisal of data. As dental professionals, we are bombarded with literature. It is essential that we know how to critically evaluate this data.

### **Professional Practice**

The Professional Practice theme runs throughout the three years of the course but is assessed separately in year 1, 2 and 3 in the Professional Practice modules 1, 2 & 3.

In year 1, the module introduces you to the concept and practice of professionalism within the dental profession. It aims to develop your understanding of the importance of communication with in a team, learning and working inter professionally and the practice and recording of reflective practice as part of a personal development plan. It will also introduce you to the concept and practice of professionalism within the dental profession and the standards and attitudes expected of a dental student as laid down in the GDCs "Student Fitness to Practice" document.

You will be assessed on your contribution to Problem Based Learning both as a leader and team member and will need to show evidence of meeting minimum attendance requirements. You will have to account for any Professionalism Alerts you have been given throughout the year.

In year 2, the module now introduces you to the concept and practice of professionalism within the primary care environment of the Dental Education Centre. It aims to develop your understanding of the importance of communication with in a clinical team and the use of evidence based practice. You will need to understand and comply with the GDCs "Scope of Practice" and "Standards document".

You will further develop your professional portfolio, which will now include evidence of reflective practice in the primary care clinical environment and its place in the development of your personal development plans.

You will be assessed on your contribution to the dental team through both peer and nurse lead assessments and will be expected to show that you can manage your own time and resources through their completion of clinical logbooks and evidence of meeting minimum attendance requirements and any professional alerts given.

In year 3, this module extends your concept and practice of professionalism within the extended healthcare team and the need to liaise with other professionals outside the healthcare sector in the best interests of the patient.

You will further develop the skills needed to accurately assess your capabilities and limitations in the interest of high quality patient care and utilise the provision and receipt of feedback to further develop these abilities.

You will be assessed on your contribution to the dental team through peer, patient and nurse lead assessments and your professional portfolio which will now also include the use of audit to help provide evidence of reflective practice in the clinical environment and its place in the development of your personal development plan.

### **Human Health and Disease**

This theme runs throughout the course. It complements the two clinical themes because the patient must be considered as a whole and medical complications affect dental care. The first module (pre-clinical science) covers the development and structure of the head and neck region as well as the other body systems and systemic disease in relation to dentistry. In year 2 you will look at oral disease and oral manifestations of systemic disease including pharmacology relating to dental disease and the modes and actions of common drugs encountered in dentistry. You will also explore the relevance of an ageing population to clinical practice including physiological and pathological age changes.

### **1.2 Course Team**

The current course team will include the staff detailed below. Other appoints may be made during the programme and will be detailed in the module handbooks.

#### **Head of School of Dentistry**

**Mrs Angela P. Magee**

Tel: 01772 895915

Email: [APMagee@uclan.ac.uk](mailto:APMagee@uclan.ac.uk)

#### **Course Leader – Principal Lecturer Undergraduate Programmes**

**Vicky Buller**

Tel: 01772 895879

Email: [VBuller@uclan.ac.uk](mailto:VBuller@uclan.ac.uk)

#### **Lecturer in Dental Hygiene/Therapy**

**Sarah Duerden**

Email: [SDuerden1@uclan.ac.uk](mailto:SDuerden1@uclan.ac.uk)

Tel: 01772 896311

**Lecturer in Dental Hygiene/Therapy**

**Bev Littlemore**

Tel: 01772 895098

Email: [BLittlemore@uclan.ac.uk](mailto:BLittlemore@uclan.ac.uk)

**Senior Clinical Teacher – Clinical Skills Co-Ordinator**

**Sue Groves**

Tel: 01772 895929

Email: [SEGroves@uclan.ac.uk](mailto:SEGroves@uclan.ac.uk)

**Senior Clinical Teacher**

**Liam O'Brien**

Tel: 01772 895913

Email: [LAObrien@uclan.ac.uk](mailto:LAObrien@uclan.ac.uk)

**Professor of Paediatric Dentistry**

**Professor Richard Welbury**

Email: [RWelbury@uclan.ac.uk](mailto:RWelbury@uclan.ac.uk)

**Lecturer – Medical Sciences**

**Leah Taylor**

Tel: 01772 896310

Email: [LFTaylor@uclan.ac.uk](mailto:LFTaylor@uclan.ac.uk)

**Dental Nurse/Technician**

**Miss Anne Wallbank**

Tel: 01772 895908

Email: [AWallbank@uclan.ac.uk](mailto:AWallbank@uclan.ac.uk)

[Senior Lecturer Clinical Dental Technology](#)

## Dental Education Centres

<b>Accrington</b> Oakhouse Dental Centre 34 Church Street Accrington BB5 2ED	Senior Clinical Teacher – Mrs Sheila Cromie Senior Clinical Teacher – Mr Roger Smith
<b>Blackpool</b> Whitegate Drive Health Centre 150-158 Whitegate Drive Blackpool FY3 9ES	Senior Clinical Teacher – Mr Ian Burn Senior Clinical Teacher – Mr Paul Knott
<b>Morecambe</b> Queen Victoria Hospital Thornton Road Morecambe LA4 5NN	Senior Clinical Teacher – Mrs Susan Page Senior Clinical Teacher – Mr Julian Kerr
<b>Carlisle</b> Cumberland Infirmary Infirmary Street Carlisle CA2 7HY	Senior Clinical Teacher – Mr Mark Wallwork Senior Clinical Teacher – Mr Kumar Datla

### 1.3 Expertise of staff

Details of the course team and their qualifications, research and publications are provided on the school's web page, which can be found at:

<http://www.uclan.ac.uk/schools/dentistry/index.php>

### 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.

### Academic Advisor meetings

In year 1, you will be given the name of your academic advisor during the induction week. A meeting will be arranged with you at the beginning of the first semester and then throughout your course. These dates will be outlined in the timetable.

During years 2 and 3, a Dental Education Centre based advisor will be identified to support you. They will meet with you at least twice each year.

You are encouraged to prepare for each meeting with your academic advisor using guidelines available within the UCLan student organiser. Your academic advisor will let you know how they can be contacted e.g. telephone, email or appointments available posted on their door. It is wise to plan the date of your next meeting at the end of each meeting



### 1.5 Administration details

Course Administration Service (CAS) provides academic administration support for students and staff and are located in the school office, which is situated on the ground floor of the Allen Building and is 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. Course specific information is also available via school blackboard sites.

The hub telephone number for the School of Dentistry (undergraduate programmes) is 01772 895569

The hub email contact is [AllenHub@uclan.ac.uk](mailto:AllenHub@uclan.ac.uk)

#### **CAS Senior Officer**

To be confirmed

#### **CAS Senior Assistant**

Mrs Tracy Farrell  
Tel: 01772 895900

Email: [TFarrell@uclan.ac.uk](mailto:TFarrell@uclan.ac.uk)

#### **CAS Programmes Officer**

Martin Craven  
Tel: 01772 895903

Email: [MCraven@uclan.ac.uk](mailto:MCraven@uclan.ac.uk)

#### **CAS Business Support Assistant**

Atikah Parveen  
Tel: 01772 893300

Email: [AParveen5@uclan.ac.uk](mailto:AParveen5@uclan.ac.uk)

### 1.6 Communication



You will be given a primary academic e-mail address when you enrol; this will end in [uclan.ac.uk](http://uclan.ac.uk). 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.

Normal day to day communication with the school admin team should be via the generic school email address ([AllenHub@uclan.ac.uk](mailto:AllenHub@uclan.ac.uk)). This will be monitored on a regular basis.

There is also a student suggestion/feedback email address ([DentHaveYourSay@uclan.ac.uk](mailto:DentHaveYourSay@uclan.ac.uk)), which is monitored and managed by a designated member of academic staff.

Communication will usually be via email, with announcements and notifications being posted on Blackboard.

### 1.7 External Examiner

The University has appointed External Examiners 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 these individuals, their position and home institution can be found in the individual module handbooks. 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.

## 2. Structure of the course



### 2.1 Overall structure

The BSc Dental Hygiene and Dental Therapy is a 3 year full time programme. To complete the award, you will be required to gain 360 credits. More details about the individual module credits is provided in 2.2. below.

In year 1 students are based predominantly in the School of Dentistry, which is located on the Preston campus; however some teaching sessions could occur at the Dental Education Centres (DEC's). Towards the end of this year, after successful completion of the Clinical Progression Test, you will start to undertake treatment on patients at the DEC's.

In year 2, you will be at one of the four DEC's with some lectures being delivered by video conferencing and some lectures delivered on campus at Preston. You will continue to have academic support provided within the School, however, you will also have academic support provided by the Clinical Teachers based at the DEC's, who will also supervise clinical practice.

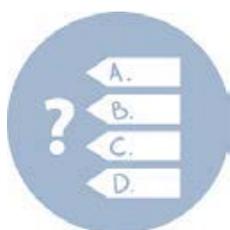
In year 3, you will follow the same format as in year 2.

### 2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Some of your modules (detailed below) may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

YEAR	CODE	TITLE	CREDIT	LEVEL
1	DG1001	Foundation Clinical Skills	10	4
	DG1002	Foundation Clinical Knowledge	10	4

	DG1006	Preclinical Dental Sciences	40	4
	DG1008	Clinical Skills 1	15	5
	DG1009	Clinical Knowledge 1	15	5
	DG1007	Foundation Professional Practice	30	4
2	DG2015	Clinical Skills 2	40	5
	DG2016	Clinical Knowledge 2	20	5
	DG2007	Health Promotion and Population Studies Part 1	10	5
	DG2013	Oral Disease and Integrated Practice	30	5
	DG2014	Professional Practice 1	20	5
3	DG3009	Enhanced Clinical Practice	40	6
	DG3010	Dissertation	40	6
	DG3004	Health Promotion and Population Studies Part 2	20	6
	DG3008	Professional Practice 2	20	6



### 2.3 Course requirements

All modules in each year are compulsory, and the assessment for each module must be passed to enable progression to the next year of the course.

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 demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

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.

### Course-specific Regulations

As a student on the Hygiene/Therapy programme at UCLan you are expected to approach your studies in a **professional** manner and to behave responsibly at all times.

The General Dental Council issues a guidance document outlining the Standards for Dental Professionals available at:

<https://www.gdc-uk.org/professionals/standards>

Please note that these standards apply to you as a hygiene/therapy student from the first day of your course to the day you graduate, and relate to your behaviour both on and off the University premises. Wherever you are, you are representing the profession of dentistry and the University.

Within this document, the **ethical principles of practice** falls into nine categories:

These same principles apply to all dental professionals in the UK, registered with the GDC. Please make yourself familiar with this document and the principles.

### **Fitness to Practise**

Dentistry is one of the registered healthcare professions, and your hygiene/therapy programme at UCLan is preparing you to enter this profession.

The School of Dentistry is responsible for ensuring that you are fit to practise as a student on the hygiene/therapy programme and that, upon graduation, you are fit to enter into the profession.

The General Dental Council (GDC) has also published a very useful and relevant **Student Professionalism and Fitness to Practise** guide, available at:

<https://www.gdc-uk.org/professionals/students-and-trainees/student-professionalism/sp-guidance>

This document sets out the standards of behaviour that the School expects of all students during their studies. It is not intended to be overbearing and, hopefully, it will provide a helpful framework for professional practice, and will ensure a positive experience for everyone.

It is important that you take the time to familiarise yourself with the Student Professionalism and Fitness to Practise guide in full. This will also be covered in Foundation Professional Practice.

If any concerns arise about your suitability for professional dentistry training, the School may refer to the Student Fitness to Practise guide. The guide may also be referred to as part of any investigation under the University's Fitness to Practise procedure (see below).

If you are unsure about how the Student Fitness to Practise guide applies to you as a dentistry student at UCLan, or how it relates to other University procedures, please contact your academic advisor for advice.

## **Declaration of Good Character and Good Health**

The School will require information from you about your fitness to practise as a student. This will include information about: **a.** your character, including any criminal convictions or cautions and any fitness to practise proceedings instigated by another regulatory body; and **b.** your physical and mental health.

In advance of your enrolment, you will be required to undergo a Disclosure and Barring Service (DBS) check. Additionally, you will be asked to complete the Fitness to Practise Form, giving information about your good character and health at the time of your application and every year during the period of your studies in the School.

You must also inform the Course Leader (or nominee) as soon as possible, if you become subject to any criminal conviction or caution or if you become aware of any other factors relating to your character or health that might affect your fitness to practise.

A criminal conviction will not automatically debar you from the course, however, disclosure is mandatory as dentistry is one of the registered healthcare professions and is exempt under the Rehabilitation of Offenders Act. The School will make an informed and considered judgement on each individual declaration, in accordance with University procedures and taking account of guidance published by relevant bodies such as the GDC and the DBS.

If a declaration raises questions about your suitability for professional dentistry training, the matter may be referred for consideration under the University's Fitness to Practise procedure.

## **Procedure for the Consideration of Fitness to Practise**

The University's Fitness to Practise procedure applies to all students on professional courses at UCLan, including the hygiene/therapy programme. It can be viewed in full at:

[http://www.uclan.ac.uk/study\\_here/student-contract.php](http://www.uclan.ac.uk/study_here/student-contract.php)

The Fitness to Practise procedure is intended to ensure that there is a fair and effective process for addressing any concerns that may arise during the course of your studies, about your fitness and suitability to be a student on the hygiene/therapy programme. Such concerns may relate to your behaviour, including any criminal activity, or to your physical or mental health, in particular, where there are implications for the safety of others or for your ability to meet the competency standards of the course.

The School will consider any cause for concern with reference to the GDC's **Student Professionalism and Fitness to Practise** guide available at:

<https://www.gdc-uk.org/professionals/students-and-trainees/student-professionalism/sp-guidance>

If you are worried about any matter that may or has become subject to the Fitness to Practise procedure or if you have any questions about the procedure, you should contact your academic advisor or Student Services in the Students' Union Advice Centre (e-mail [suadvice@uclan.ac.uk](mailto:suadvice@uclan.ac.uk)) can advise and support you throughout the process.

Please note that the GDC will not participate in individual student Fitness to Practise cases held at the University. If, however, a formal sanction is imposed as the outcome of a Fitness to Practise hearing, the Course Leader/Dean of School will be obliged to notify the GDC (see below). You should, therefore, be aware that your fitness to practise may affect your ability to register and practise as a hygienist/therapist.

## **Disclosure of Information**

The University's on-line enrolment form gives details of the uses and disclosures of the personal information you provide. The following details are of particular relevance to you as a student on the hygiene/therapy programme.

When delivering the hygiene/therapy programme or other professional courses leading to registerable status, the School may need to share personal information relating to your academic performance, character, conduct and/or health with relevant external organisations. These may include the GDC, placement providers, external examiners, future employers (within references), sponsors, the Disclosure and Barring Service and, in the case of international students, the UK Visas and Immigration. You will be informed in the event of any such disclosure(s).

The School will automatically inform the GDC if any formal sanctions are imposed as the result of a Fitness to Practise hearing. You are also obliged to inform the GDC of any such sanctions and any other factors relating to your character or health, at the time when you come to apply for registration as a hygienist/therapist.

The GDC will make the final decision in terms of whether you are eligible to apply to register and to practise as a hygienist/therapist.

## **2.3 Progression Information**

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

## **2.4 Study Time**

### **2.4.1 Weekly timetable**

Students should refer to the online timetable, which will show the days and times that lectures and seminars will be held: <https://www.uclan.ac.uk/students/study/timetabling.php>

The academic year runs from early September to late July. Students will be attending lectures and clinics for up to 43 weeks per year. The school generally follows the university timetabled holidays over Christmas and Easter periods. After examination period in May/June students will return to their academic and clinical studies until the end of July.

A typical weekly timetable in year 1 will include clinical sessions in the phantom head room, anatomy resource centre and a lecture based programme. In year 2 onwards, approximately two days per week of clinical work replaces the phantom head and lectures at the Preston campus will continue.

Each week students will undertake clinical and human science lectures and regular small group tutorials. There will be blocks of time available for private study and independent learning during the working week. It is imperative that students are on time and organized to start at the arranged time especially when attending clinics and treating patients. This means taking into account journey times and potential traffic and other delays.

### **2.4.2 Expected hours of study**

20 credits is a standard module size and equals 200 notional learning hours.

In the first year when you are based at Preston the day normally commences at 09:00 and studies usually finish at 17:00 Monday to Friday; there are often private study sessions when you will have the opportunity to use the most appropriate learning resources for your needs. Students are expected to be available at all times between these hours. It is University policy that students are normally expected to remain engaged in formal programmes of activity until the end of each term. No student may be absent from lectures, classes or other form of prescribed work without the express written permission of the Course Leader.

In the following 2 years of the course when you are based at your Dental Education Centres your clinical sessions will require you to be on clinic from 08:30 to 17:00.



### **2.4.3 Attendance Requirements**

The minimum attendance requirement for all sessions is 95%. Any attendance levels below this due to unauthorised absences, will result in academic failure of any affected modules. A record of all absences is maintained by the School Office, as this information is required for future employment references.

You are required to attend all timetabled learning activities for each module. In year 1 notification of illness must be made on the first day of illness before 9.00 a.m. via telephone to the School Office. Upon your return to study, you must complete a Sickness Absence form which will be made available to you.

In years 2 and 3, notification of illness must be made to the Senior Clinical Teacher at your DEC, before 08:30 via telephone and the appropriate sickness absence form completed upon your return.

For exceptional requests for leave of absence, this must be made by completing a Leave of Absence form in advance of the event, which must be authorised by your Senior Clinical Teacher and also by the Course Leader.

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.

You can check your own attendance record through my UCLan.

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

### **3.1 Expertise of staff**

Details of the course team and their qualifications, research and publications are provided on the school's web page, which can be found at: <http://www.uclan.ac.uk/faculties/index.php>

### **3.2 Learning and teaching methods**

The school recognises that it is important that students have the opportunity to experience many different approaches to teaching and learning during the programme. Most modules on the course are extremely practical, with students working at first using simulations and later in DEC clinics on patients under supervision. Lectures, tutorials, seminars and practical teaching in the human sciences maintain interest through the use of models, electronic resources and clinical input in the university setting. The DEC provides a clinical environment which closely resembles the one students will experience when qualified.

The dental school and DEC's are linked through a bespoke videoconferencing facility providing students with on-demand access lectures and tutorials with the additional facility to watch previous lecture recordings. The staff have purposefully designed modules that present independent learning tasks, small group work (scenario based learning) and portfolios to both enhance and enrich the breadth in styles of teaching and assessment. A variety of assessments styles are used throughout each year of the programme. These various approaches to teaching and assessment are designed to provide students with key opportunities for feedback and reflection. Students will be able to verify their own progress in becoming an effective practitioner.

Information technology (IT) is used throughout the course to support learning. The online eLearn (Blackboard) platform hosted at the university is the main repository of custom made learning materials, lecture notes and Powerpoint presentations. eLearn (Blackboard) acts as a gateway to online resources such as dental journals, professional bodies and selected library resources. Judicious use of videos and role play are used to support developing communication skills for example in developing skills to reduce patient anxiety and fear.

The library resources provide access to up to date books and journals. Key textbooks are provided in the DEC's as well as networked access to online material, which cover material on module reading lists.

### 3.3 Study skills

We recognise that you may have already accumulated many transferrable skills from your previous study and we exploit these during the course and put these skills into a clinical framework. Whether it is reviewing and researching dental literature or managing your timetable the staff will continue to support you in developing lifelong learning skills. Information literacy skills are addressed in specific modules where students are asked to prepare case studies and critique the current research literature. Reflective practice and the use of reflective portfolios are examples of the type of skill development we actively support. Study skills will also be supported in the Professional Practice modules.

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

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

LIS [https://www.uclan.ac.uk/students/study/it\\_skills\\_training.php](https://www.uclan.ac.uk/students/study/it_skills_training.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.

The dental school has a comprehensive collection of books and subscriptions to key dental journals (high citation indices). LIS provide access to many of the dental text electronically through the dental school library pages on the LIS website. Easy access to learning materials is important to the school since most students are based at the DEC's and therefore do not need to visit the Preston campus to access learning material. LIS provided a postal delivery service for DEC students who wish to request physical copies of textbooks ordered through

the library website. In addition a key collection of over sixty books is available in each DEC for immediate access and reference.

LIS school liaison staff provide induction activities for students during the course, such as searching the scientific literature. They also provide one to one advice to students particularly when starting research style projects.

Library books are available on normal, short and 24 hour loan. There are sufficient copies of textbooks to meet periods of high demand.

### **3.4.2 Electronic Resources**

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

The school manages its eLearning environment proactively to provide a constant up to date repository of course material. eLearn (Blackboard) gives access to lecture and practical resources, handbooks, video recordings of lectures and timetables. It acts as a one-stop-shop for information about the course and a site for students to interact.

Networked software and electronic journals provided by LIS enrich the access to learning materials and provide students with a comprehensive set of resources to succeed in dentistry. Subject software in anatomy provides students with a different approach to learning and on-demand resources.

### **3.5 Personal development planning**

During induction you will be introduced to the UCLan virtual learning environments and tools available to support your personal development. Learning & Information Services (LIS) will ensure that you are registered on the system and can access the web. There will be group tutorials on access to learning resources at UCLan

As students at the Dental School you will have access to:

- Blackboard – this is the UCLan interactive learning site that provides information about the local delivery of the course and important events happening in the University.

Your academic advisor will give support to develop a Personal Development Plan utilising the resources you identify as most effective for your own use. The PDP process challenges you to examine all aspects of your experience as you progress through your programme and to review your strengths and areas for development in relation to personal skills, learning styles, study skills, and includes setting goals and action planning.

You are encouraged to review your progress with your academic advisor once every semester. You are encouraged to bring to the meeting a review of your own progress together with your personal goals and action plan, this process is by you and for you.

If you require specialist advice to learn more effectively WISER tutorials and workshops are available.

- Tutorials – [Walk-In Study Enhancement through Review](#) drop-in one-to-one tutorial consultations, available to all students during term time, focusing upon specific and individual needs.
- Workshops – [Workshop Interactions for Study Enhancement and Review](#) which focus on topics of direct relevance to students' study needs such as Oral Presentations and Essay and Report Writing



### 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.

You will be able to record your journey using the university’s e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

Your clinical and secondary care placements will allow you to gain experience of a wide range of career pathways available within dentistry. We will then provide further information and guidance to facilitate your postgraduate career.

## 4. Student Support



### 4.1 Academic Advisors

See section 1.4

### 4.2 Students with disabilities

UCLan is committed to providing access to and removing barriers where possible for students with special needs. A range of policies and information about disability matters have been produced and can be accessed via the link below:

[https://www.uclan.ac.uk/students/health/disability\\_services.php](https://www.uclan.ac.uk/students/health/disability_services.php)

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

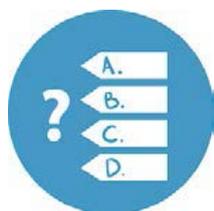
### **Assessment arrangements for students with a disability**

Should you need any advice regarding our processes, or have issues related to disability/learning difficulty, then please contact the School’s disability Lead - Elaine Austin [eaustin@uclan.ac.uk](mailto:eaustin@uclan.ac.uk) for further advice / support.

### 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.

## 5. Assessment



### 5.1 Assessment Strategy

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

The hygiene/therapy programme adheres to UCLan's modular framework. Students will undertake at least 120 credits of learning per year and modules will range from 10-40 credits according to content. Each module will have a clear assessment strategy that is described on the relevant Module Descriptor. All assessment briefs and supporting information will be available on blackboard.

Each item of clinical work will be graded for the following domains.

The Grades are:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Serious concerns	Starting (novice) Standard	Approaching standard required at graduation	At standard required at graduation	Well above standard required at graduation	As good as possible

### 5.2 Notification of assignments and examination arrangements

Examination arrangements are posted onto the dental school noticeboards in the Allen Building. Details of assessments, including marking criteria and method of submission can be found in each module space on Blackboard.

### 5.3 Referencing

Students are expected to use the scientific referencing style used in the dental research journals such as British Dental Journal, Journal of Dental Research. Bibliographic software is available to all students online via Endnote and Web of Science for them to manage their personal lists of references.

Referencing style guide can be found at [http://www.iadr.org/files/public/JDR\\_ReferenceExamples.pdf](http://www.iadr.org/files/public/JDR_ReferenceExamples.pdf)

### 5.4 Confidential material

Students are reminded of their ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations at all times. All students should be aware of their professional responsibilities when posting discussions or information on social

networking sites, such as Facebook. Failure to comply may result in referral to Fitness to Practise.

### **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.

Further information is provided in the Student handbook.

## **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. The course team regularly review this feedback and incorporate this into the programme where required.

#### **7.1 Student Staff Liaison Committee meetings (SSLCs)**

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

## 8. Appendices

### 8.1 Programme Specification

<b>UNIVERSITY OF CENTRAL LANCASHIRE</b>
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**Programme Specification**

<p>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.</p>
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<p><b><i>Sources of information on the programme can be found in Section 17</i></b></p>
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<p><b>1. Awarding Institution / Body</b></p>
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<p><b>2. Teaching Institution and Location of Delivery</b></p>
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<p><b>3. University School/Centre</b></p>
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<p><b>4. External Accreditation</b></p>
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<p><b>5. Title of Final Award</b></p>
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<p><b>6. Modes of Attendance offered</b></p>
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<p><b>7. UCAS Code</b></p>
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<p><b>8. Relevant Subject Benchmarking Group(s)</b></p>
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**9. Other external influences**

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

**11. Aims of the Programme**

- To develop clinical and academic knowledge and skills in a stimulating and supportive primary care clinical environment
- To develop lifelong learning skills including, critical appraisal, reflection, team working, communication and professional development
- To produce hygiene/therapy graduates that at all times consider the best interests of their patients and colleagues

<b>12. Learning Outcomes, Teaching, Learning and Assessment Methods</b>
<b>A. Knowledge and Understanding</b>
<p>A1. Critically analyse and apply concepts, theories and contemporary knowledge relevant to the safe delivery of clinical dentistry in general dental practice</p> <p>A2. Analyse, integrate and apply the associated basic sciences through an evidence based approach of concepts, theories and knowledge relevant to clinical dentistry.</p> <p>A3. Critically appraise and use appropriate methodologies in primary dental healthcare practice and research.</p> <p>A4. Know and apply the requirements and develop methods of achieving the required level of professionalism as applied to a registered Dental Care Professional (Dental Hygienist/Dental Therapist).</p> <p>A5. Conduct an independent piece of research, critically exploring relevant literature and materials pertinent to dental practice</p>
<b>Teaching and Learning Methods</b>
Formal lectures, case based discussions, clinical supervision and practice, blended learning, case presentations and peer discussions A student-centred learning approach is encouraged.
<b>Assessment methods</b>
Case based discussions, case presentations, clinical performance, written assignments, extended matched items and best fit multiple choice questions, Direct observation of Procedural Skills (DOP's) Objective Structured Clinical Examination (OSCEs,) portfolio assessment.
<b>B. Subject-specific skills</b>
<p>B1. Demonstrate skills at a competent level pertinent to the safe practice of clinical dentistry as required by the General Dental Council.</p> <p>B2. Demonstrate complementary skills required to contribute to and influence development and evaluation of evidence based practice in the context of the changing health agenda and patient demands and expectations.</p> <p>B3. Adapt methods of learning under guidance and independently, to meet new patient-led demands relevant to clinical dentistry with a focus on inter professional learning and working.</p> <p>B4. Demonstrate skills and professional attitudes appropriate to a dental care professional aiming to play a leading role in establishing a safe, validated and predictable service including innovation.</p>
<b>Teaching and Learning Methods</b>
Formal lectures, simulator courses, case based discussion, clinical supervision and practice; clinical training facility based learning and blended learning.
<b>Assessment methods</b>
Clinical environment (Dental Clinic and Dental Education Centres), written exams, written assignments, in course assessments of performance, DOP's, OSCEs, case presentations, clinical portfolio assessment, portfolio, log books
<b>C. Thinking Skills</b>
<p>C1. Apply theory and knowledge to reflect on experience and performance, to develop independent practice and recognise need to initiate and implement change to management protocol.</p> <p>C2. Analyse problems and opportunities, systematically develop evidence based responses and recommend strategies for implementing appropriate change or adjustments.</p> <p>C3. Evaluate own performance and capabilities, use visual and media styles to enhance communication and contribute to peer assessment and national standard setting.</p>
<b>Teaching and Learning Methods</b>

Students are encouraged to complete a portfolio of evidence, to develop their thinking on personal and academic development and evidence this throughout the BSc. Case studies will be to encourage students to think logically about evidence-based dentistry. Problem solving forms a significant part of the clinical skills modules course and the thinking skills gained in the earlier modules will be utilised at a higher level as students continue their clinical skills in year 2 and 3. Experience in clinical placements will encourage students to consider the most suitable career pathway after graduation.

**Assessment methods**

Thinking skills will be assessed in formal examinations by interpretation-type questions. Personal Development Plans and Reflective Portfolios will also be reviewed.

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

- D1. Communicate effectively with patients, their families and associates, and with other health professionals involved in patient care
- D2. Work with other members of the dental team to create an inter-professional environment and, provide an appropriate level of leadership.
- D3. Demonstrate respect for patients and colleagues that encompasses, without prejudice, diversity of background and opportunity, language and culture.
- D4. Use contemporary methods of electronic communication and information management.

**Teaching and Learning Methods**

Tutorials, Group Work (Journal Club), Clinical environment (Dental Clinic and Dental Education Centres),

**Assessment methods**

Clinical environment (Dental Clinic and Dental Education Centres), in course assessments, OSCE's, Portfolio of evidence.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Year 3 Level 6	DG3008	Professional Practice 2	20	<b>BSc (Hons) Dental Hygiene and Dental Therapy</b> Requires 360 credits including a minimum of 220 at Level 5 or above and including 100 at Level 6  <b>BSc Dental Health Sciences</b> Requires 320 credits including a minimum of 180 at Level 5 or above and including 60 credits at Level 6 (Level 6 must include DG3004, DG3008 and DG3009)
	DG3009	Enhanced Clinical Practice	40	
	DG3010	Dissertation	40	
	DG3004	Health Promotion and Population Studies Part 2	20	
Year 2 Level 5	DG2014	Professional Practice 1	20	
	DG2013	Oral Disease and Integrated Practice	30	
	DG2007	Health Promotion, Population Studies Part 1	10	
	DG2016	Clinical Knowledge 2	20	
	DG2015	Clinical Skills 2	40	
Year 1 Level 4	DG1009	Clinical Knowledge 1	15	
	DG1008	Clinical Skills 1	15	
	DG1002	Foundation Clinical Knowledge	10	
	DG1001	Foundation Clinical Skills	10	
	DG1007	Foundation of Professional Practice	30	
	DG1006	Preclinical Dental Sciences	40	
<b>15. Personal Development Planning</b>				
<p>The programme is specifically designed to develop the skills and knowledge of students to enable them to achieve registerable status with the General Dental Council (GDC), and therefore the personal development planning is clearly addressed within this programme.</p> <p>The programme will provide frequent and regular opportunities in years 1, 2 and 3 for the student to reflect on their acquisition and application of clinical knowledge and skills. <u>Individual</u> clinical cases will require reflective analysis of the clinical work undertaken, and this will be considered formatively in years 1-3 and then summatively at the end of year 3. The portfolio of clinical cases will also include an</p>				

overall reflective learning statement in which the value of the course and, most importantly, its impact on the student's own clinical practice will be considered.

#### **16. Admissions criteria**

Applicants on the course will need to meet the following criteria:

- 3 A Levels with minimum grades of ABB. One A level must be in biology with another from Physics, Chemistry and Mathematics. GCSE Mathematics (Grade B) and English Language (Grade B) or equivalent. NVQ Level 3 Oral Health Care (Dental Nursing) or National Certificate in Dental Nursing is acceptable for application in lieu of one A-level grade B; however Biology and another science are still required with grades of AB.
- For all non-UK students for whom English is not their first language, proof of competence in English Language as evidenced by IELTS Grade 7.0 or above in each of the four IELTS components (Listening, Reading, Writing and Speaking).

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

General Dental Council revised version (2015) "Preparing for Practice – Dental Team Learning Outcomes for Registration"

[http://www.gdc-uk.org/Aboutus/education/Documents/Preparing%20for%20Practice%20\(revised%202015\).pdf](http://www.gdc-uk.org/Aboutus/education/Documents/Preparing%20for%20Practice%20(revised%202015).pdf)

UCAS

<http://www.ucas.com/>

University Sources – School of Medicine and Dentistry web pages

[http://www.uclan.ac.uk/schools/medicine\\_and\\_dentistry/courses.php](http://www.uclan.ac.uk/schools/medicine_and_dentistry/courses.php)

## 18. Curriculum Skills Map

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

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes															
				Knowledge and understanding					Subject-specific Skills				Thinking Skills			Other skills relevant to employability and personal development			
				A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4
LEVEL 6	DG3009	Enhanced Clinical Practice	C	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	DG3004	Health Promotion & Population Studies Part 2	C	✓	✓							✓	✓	✓	✓	✓	✓	✓	✓
	DG3008	Professional Practice 2	C	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
	DG3010	Dissertation	C	✓	✓	✓	✓	✓			✓		✓	✓					
LEVEL 5	DG2013	Oral Disease and Integrated Practice	C	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	DG2015	Clinical Skills 2	C	✓	✓		✓		✓				✓	✓		✓	✓		
	DG2016	Clinical Knowledge 2	C	✓	✓		✓					✓			✓				
	DG2007	Health Promotion & Population Studies Part 1	C	✓	✓	✓						✓		✓	✓				
	DG2014	Professional Practice 1	C	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	DG1009	Clinical Knowledge 1	C	✓	✓	✓													
	DG1008	Clinical Skills 1	C	✓	✓		✓		✓					✓		✓	✓	✓	
LEV EL 4	DG1001	Foundation Clinical Skills	C	✓	✓							✓						✓	
	DG1002	Foundation Clinical Knowledge	C	✓	✓	✓	✓												
	DG1007	Foundation of Professional Practice	C	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	DG1006	Preclinical Dental Sciences	C	✓	✓		✓					✓			✓				

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

19. LEARNING OUTCOMES FOR EXIT AWARDS:

**Learning outcomes for the award of BSc Dental Health Sciences**

- A1. Critically analyse and apply concepts, theories and contemporary knowledge relevant to the safe delivery of clinical dentistry in general dental practice
- A2. Analyse, integrate and apply the associated basic sciences through an evidence based approach of concepts, theories and knowledge relevant to clinical dentistry.
- A3. Critically appraise and use appropriate methodologies in primary dental healthcare practice and research.
- A4. Know and apply the requirements and develop methods of achieving the required level of professionalism as applied to a registered Dental Care Professional (Dental Hygienist/Dental Therapist).
- B1. Demonstrate skills at a competent level pertinent to the safe practice of clinical dentistry as required by the General Dental Council.
- B2. Demonstrate complementary skills required to contribute to and influence development and evaluation of evidence based practice in the context of the changing health agenda and patient demands and expectations.
- B3. Adapt methods of learning under guidance and independently, to meet new patient-led demands relevant to clinical dentistry with a focus on inter professional learning and working.
- B4. Demonstrate skills and professional attitudes appropriate to a dental care professional aiming to play a leading role in establishing a safe, validated and predictable service including innovation.
- C1. Apply theory and knowledge to reflect on experience and performance, to develop independent practice and recognise need to initiate and implement change to management protocol.
- C2. Analyse problems and opportunities, systematically develop evidence based responses and recommend strategies for implementing appropriate change or adjustments.
- C3. Evaluate own performance and capabilities, use visual and media styles to enhance communication and contribute to peer assessment and national standard setting.
- D1. Communicate effectively with patients, their families and associates, and with other health professionals involved in patient care
- D2. Work with other members of the dental team to create an inter-professional environment and, provide an appropriate level of leadership.
- D3. Demonstrate respect for patients and colleagues that encompasses, without prejudice, diversity of background and opportunity, language and culture.
- D4. Use contemporary methods of electronic communication and information management.

## University Student Handbook for Taught Courses



**2018/19**

Please read this Handbook in conjunction with your Course Handbook.

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

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

### **UCLan Mission statement**

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

### **UCLan Values**

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

### **Student Charter**

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

### **Supporting Diversity at UCLan**

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

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

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

## **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. This Handbook provides you with generic University level information and the Course Handbook provides specific information about your programme of study.

### 1.1 Communication

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

### 1.2 External Examiner

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

### 1.3 Expected hours of study

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

### 1.4 Attendance Requirements

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

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

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

## 1.5 Data Protection

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

## 2. Learning resources



### 2.1 Learning Information Services (LIS)

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

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

[http://www.uclan.ac.uk/students/study/library/opening\\_hours.php](http://www.uclan.ac.uk/students/study/library/opening_hours.php)

### 2.2 Electronic Resources

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

## 3. Preparing for your career

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

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

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

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

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

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

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

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

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

**UCLan Careers** | Foster Building | University of Central Lancashire, Preston PR1 2HE  
 01772 895858  
[careers@uclan.ac.uk](mailto:careers@uclan.ac.uk)  
[www.uclan.ac.uk/careers](http://www.uclan.ac.uk/careers)

#### 4. Student support, guidance and conduct



##### 4.1 Student Support

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

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

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

and much more.

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

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

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

#### **4.2 Students with disabilities**

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

[https://www.uclan.ac.uk/students/health/disability\\_services.php](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](mailto:disability@uclan.ac.uk)



#### **4.4 Health and Safety**

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

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

#### **4.5 Conduct**

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

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



## 5. Students' Union

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

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

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

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

More information on all these things, as well as details about all the Student Union's (not-for-profit) commercial services, including its student supermarket (Essentials) and student-bar (Source) can be found at [www.uclansu.co.uk](http://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](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](mailto:suadvice@uclan.ac.uk) for support and guidance.

### 7.7 Appeals against assessment board decisions

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

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

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



## 8. Student voice

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

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

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

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

### **8.1 Course Representatives and School Presidents**

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

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

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



### **8.2 Student Staff Liaison Committee Meetings (SSLC)**

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

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

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

### **8.3 Complaints**

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

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