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## 1. Welcome to the course

I would like to welcome you to the School of Health Sciences. More significantly, welcome to the BSc (Hons) Physiotherapy 3 year full time programme here at UCLan. To those students who are returning to the University, I hope that you have had a good break and are looking forward to the programme of study that awaits you.

The degree in Physiotherapy is a dynamic course that prepares you for the breadth of contemporary Physiotherapy practice in the continually changing Health and Social Care sector. Throughout the course, emphasis is placed on developing a range of professional skills, attitudes and behaviours that will enable you to meet the requirements of the programme, and the professional (Chartered Society of Physiotherapy) and regulatory (Health and Care Professions Council) bodies that control Physiotherapy within the UK.

The purpose of this handbook is twofold. Firstly, it aims to address many of the administrative questions that you may have during the early stages of the course. This may relate to enrolment or registering for the appropriate number of modules. Secondly, it addresses many academic issues including the modules that are undertaken during each stage of the course. This handbook should be used alongside other University guides and should be kept in a safe place.

The handbook has been structure and laid out in a number of sections. This is to ensure that the information is clear and accessible.

From past experiences, the first few weeks are a source of fun for students and we are very pleased to see our students enjoy their studies and personal time. The first few weeks can also be confusing. As a team of academics and administrators we are here to help. Simply go to the Hub where one of the School Administrators will assist you, or see your Course Leader, First Year Tutor or Academic Advisor.

The Division is very proud of its BSc (Hons) Physiotherapy course and a team of dedicated and enthusiastic staff will be in charge of teaching. In return we expect the highest levels of motivation and commitment from our students.

I would like to take this opportunity to wish you the very best in your studies.

Heather Stewart

Course Leader

BSc (Hons) Physiotherapy

Telephone: 01772 894926    Room: Brook Building 124    Email: [HCStewart@uclan.ac.uk](mailto:HCStewart@uclan.ac.uk)

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



Each programme of study in higher education has a set of “intended learning outcomes” which define what it is you can expect to “be able to do” upon successful completion of the programme. The intended learning outcomes for the Physiotherapy programme are written with reference to a number of pertinent documents –

- UCLan policies and procedures for Academic Quality
- Academic and Professional Standards for Physiotherapy (QAA, 2001)
- The UK quality Code for Higher Education (QAA, 2015)
- Chartered Society of Physiotherapy Learning and Development Principles (2015)
- HCPC Standards of Education and Training (2009)
- HCPC Standards of Proficiency – Physiotherapists (2013)
- HCPC Standards of Conduct, Performance and Ethics (2016)
- The Francis Report (2013) and the Francis Report: 1 year on (2014)

The fact that the intended learning outcomes have been written with reference to this external framework provides assurance about the ability of the programme to ensure that on successful completion you are “fit for purpose and fit for practice”. This means that you are fit to practice as a Physiotherapist, as well as being “fit for award” which indicates that you are a worthy recipient of a BSc (Hons) Physiotherapy academic qualification.

The underpinning philosophy of the programme is a holistic approach to rehabilitation where the patient is central in the rehabilitation process. The holistic approach taken will facilitate your understanding of health in its widest context, and also enable you to develop a sound understanding of the role of other health and social care professions in delivery of patient centred care. The themes of interdisciplinary working are embedded in modules which make up the programme.

Your studies will be underpinned at each level with the use of best available evidence and increasingly complex “genuine” case study material. You will engage in an increasingly independent, problem solving and reflective approach to study as the programme progresses. This approach enables you to develop and transfer skills you gain and use them in a wide variety of settings. Study at each level of the programme will become more complex and this will demand that you become increasingly independent and autonomous in your learning.

Initially at level 4, the emphasis of the delivery of the course content will be tutor directed, with discrete areas of study in each module. You will be encouraged to play an active role in tutorials and group work. As you progress through level 4 of the course you will be expected to take a more proactive role in your studies, You will be encouraged to formulate strategies for solving problems based on your own experiences, knowledge and research. Progression through level 5 and 6 will require you to engage in problem solving of increasingly complex and challenging scenarios, using and integrating your knowledge and skills from across the syllabus, reflecting clinical practice more closely. Timetabled tutor contact time will reduce progressively throughout the three levels of the programme and this will mean that you have to take an increasing responsibility for your studies.

You will develop skills of critical analysis, reflection and clinical reasoning throughout the programme. As many areas of Physiotherapy practice use the same knowledge and skills and patients rarely conform to rigid notions of “specialty”, subjects are increasingly integrated within the programme. The aim of this integration is to increase your awareness of the transferability of Physiotherapy skills.

In line with the University’s medium term strategy, the programme also develops the key themes of Internationalisation, sustainability, Enterprise and Employability. The commitment to internationalisation may include options to participate in learning in the USA, Zambia, Rwanda, or Tanzania during summer breaks from formal learning, to choose to take an international gap year and work with one of our charitable partners, or to opt for an international negotiated placement at Level 6. The increase in use of electronic media for delivery of the course materials supports the sustainability agenda, and increasing focus on health promotion in the programme helps to develop the concept of sustainability of health care resources. You are encouraged to engage with enterprise through various modules in the programme, particularly at levels 5 and 6, including engaging with the enterprise agenda during clinical placements. Employability is addressed through opportunities such as engagement in personal development planning, an online personal development portfolio, lifelong learning skills, development of business skills and support to prepare you for entry into the job market, including mock interviews.

## **COURSE AIMS**

### **Aims of the Programme**

This programme provides opportunities for the development of knowledge, understanding and clinical expertise in Physiotherapy practice.

The honours degree programme aims to deliver graduate Physiotherapists who:

- Is able to apply a critical and enquiring approach to the complex body of knowledge which informs international contemporary physiotherapy practice.
- Demonstrates the skills, competence, attitudes and behaviours which meet the requirements of relevant UK professional and regulatory bodies.
- Delivers safe and effective person-centred physiotherapy informed by critical analysis of the best available evidence
- Responds to a changing employment market, collaborates effectively with others, and leads innovation and improvement to influence the international health and well-being agenda to economic sustainability

### **Learning Outcomes**

On successful completion of the programme the student will be able to:

#### **Knowledge and Understanding**

- A1. Apply & evaluate knowledge relevant to Physiotherapy practice
- A2. Critically evaluate national and international policies and health agendas in order to contribute to informed debate and influence Physiotherapy practice.

#### **Subject-specific skills**

- B1. Effectively demonstrate technical ability in the application of a range of graduate level physiotherapy skills
- B2. Modify practical and professional skills appropriately, taking a person-centred, population centred or community centred approach
- B3. Adapt physiotherapy in a range of environments to ensure safe, effective, person-centred and, where possible, environmentally sustainable practice
- B4. Critically reflect, select and use appropriate methods to evaluate physiotherapy practice
- B5. Discuss, appraise and implement legal and ethical principles in practice
- B6. Facilitate change through innovation/entrepreneurship in order to create improvement in health and well-being impacting positively on economic sustainability.

### Thinking Skills

- C1. Evaluate knowledge and best available evidence using critical appraisal and problem solving
- C2. Justify appropriate application of the complex body of knowledge through effective reasoning
- C3. Justify the use of graduate level practical and professional skills using effective clinical reasoning
- C4. Debate the impact of local, national and international change on global Physiotherapy Practice.

### Other skills relevant to employability and personal development

- D1. Demonstrate exemplary attitudes and behaviours in all professional and personal contexts
- D2. Access, appraise and apply best available evidence to practice
- D3. Demonstrate a flexible and adaptable approach to employment
- D4. Effectively plan, implement and evaluate work undertaken independently or with others
- D5. Demonstrate self-awareness and ability to reflect on own performance and plan lifelong learning
- D6. Utilise a range of communication strategies, tailored appropriately to a variety of contexts
- D7. Develop and maintain a current professional portfolio.

### 1.2 Course Team

Name	Role	Room	Telephone	Email
Karen May	Division Lead	BB131	01772 895488	<a href="mailto:KAMay@uclan.ac.uk">KAMay@uclan.ac.uk</a>
Heather Stewart	Course Leader	BB124	01772 894926	<a href="mailto:HcStewart@uclan.ac.uk">HcStewart@uclan.ac.uk</a>
Sean Kilmurray	First Year Tutor	BB126	01772 894564	<a href="mailto:SFKilmurray@uclan.ac.uk">SFKilmurray@uclan.ac.uk</a>
Greg Littler	Clinical Co-ordinator, Second Year Tutor	BB119	01772 894566	<a href="mailto:GLittler@uclan.ac.uk">GLittler@uclan.ac.uk</a>
Gillian Rawlinson	Third Year Tutor	BB126	01772 894579	<a href="mailto:GRawlinson@uclan.ac.uk">GRawlinson@uclan.ac.uk</a>
Sharon Crane	Clinical Co-ordinator	BB126	01772 893607	SCrane1@uclan.ac.uk

Kenneth Chance-Larsen		BB126	01772 893627	KChance-Larsen@uclan.ac.uk
Rob Hamilton		BB116	01772 892795	<a href="mailto:RHamilton@uclan.ac.uk">RHamilton@uclan.ac.uk</a>

### 1.3 Expertise of staff

All of the core members of the teaching team are HCPC registered Physiotherapists and members of the CSP. We have all worked in Higher Education for a number of years, and as such have developed excellent teaching and assessment skills, to enable us to deliver the programme effectively and with your best outcome in mind. Across the team we have staff who are specialists in a range of clinical areas, who are able to bring this expertise and experience to life for you in the teaching sessions.

### 1.4 Academic Advisor

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



### 1.5 Administration details

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

### Brook Building

Community, Health and Midwifery  
Nursing  
Health Sciences  
Social Work, Care and Community  
telephone: 01772 891992 or 01772 891993  
email: [brookhub@uclan.ac.uk](mailto:brookhub@uclan.ac.uk)

### 1.6 Communication



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

The course team will normally communicate with you via your University email, so please ensure you check this on a regular basis so that you don't miss out on important information. We may also communicate with you via the cohort Facebook private group, which you will be introduced to in the lead up to starting the course. This is likely to be where we notify you of any urgent unavoidable changes to teaching sessions (e.g. due to staff sickness) when we want to get a message to you quickly.

Staff will normally respond to emails from you within a 3 day working period, but please remember that not all members of the team work full time, and allow for this before sending repeat emails.

If you wish to make appointments with staff, the easiest way to do this is to email, providing details of your availability in the following week, to allow staff to have time to consider your request and respond appropriately.

### 1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

The external examiner for the BSc (Hons) Physiotherapy programme is –

Charikleia Sinani, Senior Lecturer, York St John University.



## 2. Structure of the course

### 2.1 Overall structure

This section outlines the course structure and important information on the range of modules at each level is provided.

Each of the three levels of the course consists of a number of modules.

Modules come with different credit weightings and are described as full, half or double modules (see table below)

Module description	Credit weighting
Half module	10 credits
Full module	20 credits
Double module	40 credits

You must note the teaching sessions associated with these modules. The teaching sessions for some modules are in Semester 1 while the teaching sessions for others are in Semester 2. Some modules are taught across both Semesters 1 and 2, and are referred to as year-long modules.

The majority of modules are core modules to the programme and students must satisfactorily complete all of these modules as well as an option choice module to achieve the BSc (Hons) Physiotherapy.

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

#### **Level four**

At level four the emphasis will be on developing a broad foundation of Physiotherapy knowledge and skills. There will be an emphasis on you to undertake preparatory reading, and come to sessions ready to discuss what you have read with your peers. Practical skills will be developed, as well as communication and team working skills. Case studies will be used to help you to apply your knowledge and skills. The use of reflection as a learning tool will be introduced and emphasised. Professionalism will be introduced and practice placement experience at level four aims to develop this concept in the clinical context. The use of best available evidence to underpin practice will be introduced.

#### **Level five**

At level five you will build on the broad foundation of Physiotherapy specific skills and knowledge developed at level four, as well as beginning to develop knowledge and skills in new areas of Physiotherapy. There will be an emphasis on developing your ability to learn independently. You will begin to develop critical analysis and evaluation skills. A problem-solving approach will be used in both campus based and practice-based modules. Further use will be made of 'genuine case studies'. However at level five these will reflect more complex clients than those cases studied at level four. Physiotherapy practice based modules will provide you with the opportunity to apply and consolidate learning and develop new knowledge and skills in relation to your clinical experiences. An expansion of your knowledge of research will enable you to begin to use the best available evidence to underpin your clinical decision making.

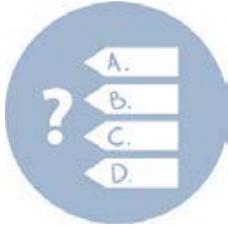
#### **Level six**

At level six there will be a further shift towards independent learning. There will be opportunities to develop your studies in areas of particular interest and to develop research ideas. You will develop higher-level critical appraisal, evaluation, problem solving and supervisory skills. You will be expected to show increasing autonomy in your clinical practice and will be able take on the challenge of managing clients with complex problems. Critical analysis of your clinical experience will enable you to identify a setting for your negotiated

### **2.2 Modules available**

The diagram below shows you how the modules fit into the programme structure, in terms of whether they are year long or semester 1 or 2 modules, as well as showing how many credits are allocated to each module. There are two optional modules in the programme and students must choose to take one of these in the final year of study. These are highlighted in red on the diagram, while modules containing placement hours have been highlighted in blue.

<b>LEVEL 4</b>	
PU1001 Anatomy (20 credits)	
PU1002 Research Methods and Evidence Based Practice 1 (20 credits)	
PU1300 Culture and Context of Physiotherapy Practice (20 credits)	
PU1301 Exercise in Rehabilitation (20 credits)	
PU1302 Physiology and Pathology (20 credits)	
PU1303 Physiotherapeutic Skills (20 credits)	
<b>LEVEL 5</b>	
<b>Semester 1</b>	<b>Semester 2</b>
PU2304 Promoting Public Health (10 credits)	PU2303 Physiotherapy in Practice 1 (30 credits)
PU2301 Neuromusculoskeletal Physiotherapy Practice (20 credits)	
PU2302 Physiology, Pathology and Physiotherapy Management (Cardiovascular-Respiratory) (20 credits)	PU2016 Research Methods and Evidence Based Practice 2 (20 credits)
PU2300 Neurological and Neuromedical Physiotherapy Practice (20 credits)	
<b>LEVEL 6</b>	
<b>Semester 1</b>	<b>Semester 2</b>
PU3302 Physiotherapy in Practice 2 (20 credits)	PU3306 Skills for Leadership and Business (20 credits)
PU3305 Physical Activity and Public Health (20 credits)	PU3304 Physiotherapy in Practice 4 (10 credits)
PU3303 Physiotherapy in Practice 3 (20 credits)	PU3914 Research Project (20 credits)
	<i>Option 1 – PU3301 Mentoring in the Workplace (10 credits)</i>
	<i>Option 2 – PU3300 International perspectives of Healthcare (10 credits)</i>



## 2.3 Course specific requirements

You must successfully complete all 360 credits on the programme in order to be awarded **BSc (Hons) Physiotherapy**. No student shall be awarded an Aegrotat degree.

### Exit Awards

If you withdraw from the programme having successfully completed Level 1 studies and thus achieving 120 Level 4 credits, you will be eligible for the award of a **Certificate in Higher Education**.

If you withdraw from the programme having successfully completed Level 4 & 5 studies and thus achieving 120 Level 4 credits and 120 Level 5 credits you will be eligible for the award of a **Diploma in Higher Education**.

A student who does not successfully complete all 360 credits on the programme may be eligible under University regulations to apply for an alternative academic award i.e., **Bachelor Degree Rehabilitation Studies [without licence to practice]** which requires 320 credits including a minimum of 120 at Level 5 and 80 at Level 6. **NB** This award **will not** permit the individual to apply for registration with the Health Professions Council (HPC) or qualify them for membership of the Chartered Society of Physiotherapy (CSP).

## 2.3 Progression Information

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

## 2.4 Study Time

### 2.4.1 Weekly timetable

Your timetable will be available online via <https://apps.uclan.ac.uk/WeeklyTimetable> Please be aware that your timetable may vary throughout the academic year, therefore it is vital that you check your timetable on a regular basis. If there are any short notice changes to the timetable, the staff team will endeavour to let you know via Contact Your Students either by text message or by email.

Whether you are studying the BSc (Hons) Physiotherapy full time or part time, you should not expect to only attend the University for formally timetabled sessions. We try to organise the timetables to provide for full days of scheduled activity although this is not always possible. We acknowledge that students need to spend time on private study, in accessing the LIS, in working on group activities, and in completing assignments for a large proportion of the time at university (see below).

### 2.4.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

Students often ask about the workload on the Course.

The contact time with module tutors is not the total number of **learning hours**. The contact time is simply the number of **teaching hours** and is a fraction of the total learning hours. The total number of learning hours includes **personal study hours**. The total number of learning hours depends on the level of study. Full time students should at all levels expect to engage in no less than **36 hours** of learning and study each week. The following table outlines the key components of the approximate learning hours.

**Example of how to balance taught sessions with personal study:**

Activity	Total number of hours
<ul style="list-style-type: none"> <li>Lectures, seminars, workshops</li> </ul>	12 hours
<ul style="list-style-type: none"> <li>Personal learning and study, library research, writing assignments</li> </ul>	24 hours
Total workload per week	36 hours



**2.4.3 Attendance Requirements**

Notification of illness should be given to the module leader by email. You should also inform Brook Hub. [BrookHubAttendance@uclan.ac.uk](mailto:BrookHubAttendance@uclan.ac.uk) or by telephoning the hub on 01772 891993.

**International Students!**

It is your responsibility under the UK Border Agency (UKBA), Points Based System (PBS) – that you **MUST** attend your course of study regularly; under PBS, UCLan is obliged to tell UKBA if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly. Your attendance will be monitored closely

If you need to request time off from the course, these requests must be made to the Course leader, Heather Stewart, by email. **No other member of staff has permission to authorise requests for leave of absence.** These will only be granted under exceptional circumstances.

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.

Your attendance will be monitored electronically via the SAM system. This will be monitored on a weekly basis to ensure you are attending all of your classes. If your attendance is deemed to be poor (falling below 80% for any one module), then you will be asked to attend a meeting with the course leader to discuss this. This meeting will be communicated to you by email, and you must ensure you respond to this communication. You can check your own attendance record via MyUclan.

Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system.** To enter any other names would result in inaccurate

records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

### **Physiotherapy Specific Attendance regulations**

As a student Physiotherapist you are preparing to become a responsible professional and as such, you are expected to demonstrate behaviour appropriate to this form of education. As a professional requirement, your attendance [both within the University and whilst on practice-based learning placements] will be monitored very closely. Attendance will be recorded electronically by the Physiotherapy course team whilst in University and in your assessment document whilst on clinical placement.

The following policy will apply.

- In order to progress from one academic level to the next, you will normally be required to achieve a minimum of 80% level of attendance in each module. Under University academic regulations, if you do not achieve this level of attendance you may fail the module.
- Students on placement must normally complete a minimum 33 hours/week.
- Any student who falls below the 80% attendance threshold at any point in a module will be given an appointment with the course leader to discuss their attendance and offer support and advice.
- If the situation does not improve an interview with the Programme Leader and Year Tutor will take place. **A verbal warning will be given.**
- When a verbal warning has already been issued to a student and there has been an unsatisfactory response, the student is formally cautioned at an interview with the Divisional Lead and Course Leader. **A written warning will be issued to the student at this point. A copy of the documentation will be held on the student's file.**
- If there is no response to the above action within the specified time period the student will attend a further interview with the Divisional Lead and Course Leader. Suspending progression on the programme will be considered. **An additional written warning will be issued to the student. A copy of the documentation will be held on the student's file.**
- If improvement does not take place within the specified time period, the Course will inform the student that the matter will be referred to the Chair of the Board of Examiners, who will consider the appropriate Course of action.

Opportunities may be made available for retrieval of practical sessions missed through minor illness etc. Where minimum attendance levels have not been attained, the Examination Board will be consulted and attendance will be taken into account at Examination Boards where decisions are being made on your progression through the programme.

In order to meet the attendance requirements for the course, it is expected that you are available to attend university or placement during timetabled weeks and that you take holidays only during scheduled breaks in the timetable. There is an expectation that, when you are not timetabled for direct contact with teaching staff, you will be using the time for self-directed study or group work/meetings. In the exceptional circumstance that you need to take time off during teaching, examination or placement weeks you must approach the Physiotherapy Course Leader for written permission for your absence.

Attendance records are often requested by prospective employers and are referred to when references are produced.

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

#### **3.1 Expertise of staff**

The programme will be principally delivered by staff who are registered Physiotherapists. All staff have undergone post graduate studies in education and in their discipline. Academic staff generally have specific areas of expertise on which they tend to focus for their teaching areas. Information about staff and their academic/research interests and activities can be accessed via the University website.

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

The teaching and learning strategy of the programme aims to assist you in developing into an independent & autonomous learner. In acknowledgement that you each learn in a different way you will experience a variety of teaching styles & formats. This variety [outlined below] is intended to give you a rich assortment of learning experiences.

#### **Key Note Lectures**

Lectures will be used to introduce concepts, give information and to 'set the scene' for your learning. Study materials are often made available in advance via eLearn so that you have the opportunity to review material prior to a session.

#### **Group Work**

Seminars, tutorials, discussions, debates and workshops will be used to develop your problem-solving ability and to allow you to explore and discuss concepts, ideas and information. You will be expected to 'come prepared' to these sessions, ready to discuss your ideas and understanding of a subject area in order to allow further development of ideas as a group. Group reflection and knowledge sharing workshops will be used during and after practice-based modules to encourage you to share your experiences & learning.

#### **Problem based learning**

Problem based learning [PBL] approaches where scenarios/triggers are the focuses of learning are used in selected modules. In PBL you work out what you need to learn and how to apply this new knowledge as solutions to the problem. In PBL the Lecturer's role is one of facilitator, keeping you on track and helping you to identify relevant resources. In PBL you will assume a high degree of responsibility for your learning, work with others, set relevant learning goals for yourself and the group as a whole. You will need to take the initiative and be prepared to present demonstrations of your learning achievements.

## **Practical Skills Sessions**

Practical sessions allow you to acquire and practice the necessary therapeutic skills for safe and effective patient interventions. These sessions will progressively be linked to genuine case studies to help you to integrate the theory of Physiotherapy with the practice.

## **Case Studies**

Real life case studies are a key element within the programme's teaching and learning strategy. These may be video or paper-based, and are used to facilitate a range of skills including assessment, clinical reasoning, goal setting and the formulation of rehabilitation management strategies. They also further embed some key aspects of the course curriculum including psychosocial issues, health inequalities and health belief models.

## **Independent / self-directed study / research**

For each hour of tutor contact that you have within a module you will be expected to do 1-2 hours of additional study in your own time.

As you progress on the course, answers to your questions will not always be readily available in standard textbooks. You will need use your independent study time to find and use contemporary, research-based materials (journal articles, conference papers, Internet postings, current research programme briefs, research work in progress, and so on). Self-directed study will enable you to develop the skills for Lifelong Learning (LLL) and Continued Professional Development (CPD) that are essential components of your future professional responsibility.

## **Clinical Placements**

Practice based learning forms a large part of the Physiotherapy programme. Placements will occur in a range of contemporary Physiotherapy settings; you will be involved in providing scheduled and unscheduled care. Assessed placements are arranged throughout the programme and you must satisfactorily complete all your clinical placements in order to graduate with a B.Sc. (Hons) in Physiotherapy. See tables on pages 13 to 15 of this handbook to identify the timing of your placements and see the Practice Placement Handbook for more details about placements. Opportunities are available at level 6 to undertake placements abroad as part of the ERASMUS scheme.

## **Portfolio development**

The use of reflection and portfolio development will be introduced at level four. A portfolio will be developed throughout the programme. It will include a variety of different sources of evidence including;

- personal development plans,
- reflective pieces,
- log of experiences,
- evidence of activity / achievement and
- specific aspects of formative/summative assessment.

The portfolio will be in an electronic format, using Pebblepad. Your academic advisor will support you in developing the portfolio. Satisfactory completion of the portfolio showing evidence that you are meeting HPC and CSP standards forms part of the assessment of practice based modules at level 5 and 6.

## **eLearn (Managed Learning Environment)**

The University's managed learning environment is called eLearn. eLearn is a key component of the school's teaching strategy and as such it is a major teaching and learning resource in each module. You will need to have broadband internet access to enable you to view the full scope of teaching materials. eLearn module sites will include information such as module descriptors, module handbooks, module assessments and provide you with access to a range of resources to support your learning. eLearn also provides access to other supporting materials which include directed study notes to prepare in advance of timetabled sessions, material relating to taught sessions, live electronic links, discussion sites and chat rooms. Some modules will deliver teaching material through the e learning medium, and it is important that you engage fully with this process.

Lecturing staff will use eLearn to communicate with students. The use of electronic discussion boards and chat rooms will enable you to discuss pertinent issues with colleagues and academic staff. This facility will be used extensively during periods of practice placement to provide a further support mechanism for students when they are away from the university for prolonged periods.

## **Presentations**

Presentations are often used to enable you to feedback to the student group following a period of directed or self-directed study. You will develop your presentation skills throughout the three levels of the programme. A variety of different modes of presentation will be used including verbal, poster and PowerPoint. Presentations in a variety of formats are a key feature of the assessment strategy on your programme.

## **Group Reflection and Knowledge Sharing**

As part of all Physiotherapy practice based learning modules you will take part in formal group reflection activities, which will encourage group support to enable you to develop your skills in reflective practice. Group reflection and knowledge sharing will ensure that learning from practice environments is maximised by encouraging the sharing of practice experience.

## **3.3 Study skills**

You will develop your study skills from the beginning of the programme, with particular attention paid to this in the PU1002 Research Methods and Evidence Based Practice 1 module. There are also a variety of services to support students and these include WISER – <http://www.uclan.ac.uk/students/study/wiser/index.php>



### **3.4 Learning resources**

#### **3.4.1 Learning Information Services (LIS)**

Please see the University handbook for information about LIS.

#### **3.4.2 Electronic Resources**

The course team strive to facilitate significant access to electronic learning resources. Many of these will be available as link via eLearn. This may include access to useful websites, videos and PDF files. It is therefore highly important that you have access to broadband in order to access these resources as they will often form part of directed study in preparation for sessions.

### 3.5 Personal development planning

Personal development planning will be an integral part of the programme and will be facilitated by your academic advisor and the completion of a portfolio over the three years of the programme. You will be introduced to this at the beginning of the programme. The clinical placement modules [PU1003, PU2005, PU2006, PU3001, PU3002] will form the cornerstone of the PDP process. You will develop major parts of your CPD portfolio in these modules.

Following the above modules you will take part in group reflection activities and 1:1 reflection time with your academic advisor to discuss and reflect upon your on-going development plan. On-going assessment of your development in the key employability skills will enable you to identify areas for you to focus your personal development.

As well as the outlined structured support for PDP, you will be continually encouraged to reflect on and discuss your learning. In particular a key programme strategy in helping to develop you, as learners and practitioners is the use of peer group activities, related to all aspects of the course, e.g. inter-professional activities. These are seen as a way of fast tracking thought processes, using others as sounding boards to help develop clarity and direction.



### 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 Pebblepad, 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.

It’s your future: take charge of it!

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

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

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

## 4. Student Support

Initial student support and guidance should come from your academic advisor, however you will be informed of school level student support mechanisms during welcome week.



### 4.1 Academic Advisors

Your academic advisor will be one of the core members of the Physiotherapy team, and you will be told who this is during welcome week. During this week you will have an opportunity to meet with your academic advisor and discuss how the academic advisor system will work.

Most tutors will ask to see you at least once per semester to check how you are getting on, and to provide you with any support that you need. This meeting will usually be prompted by an email, and it is your responsibility to ensure that you make an appointment following the prompt.

If you would like other meetings in between, this is absolutely fine, and you should email your academic advisor to arrange this. Most of the team operate an open door policy, so if you need to speak to someone urgently please come and find one of us.

### Year Tutor

You will be allocated a year tutor for each of the three years of the programme.

The year tutor is responsible for:

- Day-to-day management of their year of the programme.
- Providing you with an overview of each year.
- Your registration when entering each year.
- Liaising between you and the staff.
- Monitoring of attendance requirements [clinical and academic].
- Quality assurance in teaching, learning and assessment.

If you have any specific queries with regards to the day-to-day management of your year, you should make an appointment to see the year tutor.

### Module Leader

For each module, there will be a module leader assigned who will be responsible for the module's overall management. If you have any queries regarding study related matters. It may be most appropriate for you, in the first instance, to arrange to see the module leader to address these.

The Module Leader provides:

- Comprehensive information regarding the module aims/learning outcomes and assessment requirements.
- Monitoring and reporting on your attendance, progress and achievement and provision of formative feedback at regular intervals throughout the module.
- Organisation for the modules assessment processes.
- Advice on APL requirements for their module.
- Further help and assistance when required.
- Implementation of module evaluation.

You should usually contact the module leader via email or the eLearn discussion board for the module.

## Year Representatives

During induction week we will talk to you about the role of year representatives and CSP representatives. You will elect your own representatives for each of these roles. The CSP representative attends meetings and conferences organised by the CSP and provide the link between students and the professional body.

You elect your own representatives in the form of 1 or 2 year representatives and a CSP representative. The year representatives attend meetings and conferences and provide the link between the student body and the academic staff / professional body. Students are represented from each level of the programme at Staff / Student liaison committees, both course level and school level.

You will receive more information about these roles during induction week.

## 4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - [disability@uclan.ac.uk](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.

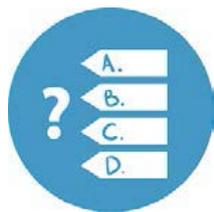
## Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk)

## 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

Assessment is an essential part of any academic programme. The main purpose of assessment is to establish that you achieve the intended learning outcomes of the modules and thus the programme. Throughout the course of your degree programme you will be assessed on all the modules that you undertake. Normally you will gain a percentage mark for the assessment except for those assessments that are pass/fail only.

Within each module, there may be more than one piece of assessed work. Generally the higher the credit rating of the module the larger the assessment will be.

All assessed work is marked and internally moderated by academic staff. In addition assessed work is externally moderated by an external examiner who is a Physiotherapist who is registered with the HPC. External examiners are appointed in line with University policy (see [Section J](#) of Academic Regulations)

The following list show an overview of the assessments used across all the modules of the programme at all 3 levels. You should refer to your Student School Handbook and Module Handbooks for more detailed information related to assessment.

The BSc (Hons) Physiotherapy Programme is made up of 360 credits (120 at Level 4, 120 at Level 5 & 120 at Level 6). You must satisfactorily complete all these credits to be awarded the degree.

<b>Assessment methods used in the BSc Hons Physiotherapy</b>		
Level 4	Level 5	Level 6
Practical and viva examinations	Practical and viva examinations	Written Assignments
Written assignments	Written Assignments	Individual Presentations
Written Examinations	Group Presentations	Placement Assessments
Online tests	Online tests	Portfolio
Placement Assessment	Placement Assessments	
Portfolio	Portfolio	

**Regulations regarding condonement (Academic Regulation G10.3) of modules do not apply to this programme.**

It is strongly recommended that you keep a copy of all your assessment work. The University is only required to keep copies of assessments for 4 months following the exam boards, after which time it will usually be destroyed. All assessment work is the intellectual property of the University of Central Lancashire and therefore your assessments may be used as examples for future students.

Details of module assessments can be found in the Module Information Packs that will be provided to you at the beginning of each module.

In order to progress from one level of study to the next you will normally need to have achieved 120 credits at the previous level.

### **Proof Reading Assignments**

Assignments should normally go through a number of drafts and should be proof read before submission. Assignments will lose marks for poor spelling, grammar and referencing. Proof reading should include the following.

1. A spell check set to English Language UK
2. Use of appropriate grammar (avoid the use of the first and second person, eg “my”, “I”, “we”, “our”, etc in essays and reports). Personal development assignments may, of course, use the expressions.
3. Accurate referencing (cross check from citations to the bibliography)
4. Ensuring that the assignment is clear and logical in its approach
5. Ensuring that the assignment actually addresses the set question and meets the assessment criteria

It is the lack of the above checks that often lead to assignments being awarded marks of less than 40%.

## **Staff review of Student work prior to submission/assessment**

The following policy will be applied to students being able to show staff work prior to assessment or submission of work. Students should liaise with Module Leaders about the appropriate person to send work to (e.g. module leader, academic advisor)

- Staff will review an outline/plan **or** 10% of the students **draft of a written assignment** up to **five working days** before the submission/assessment date.
- Staff will review a plan for a poster or presentation (section headings) up to five working days before the submission/assessment date.

Specific guidelines may be provided for other modules within Module Information Packs.

## **5.2 Notification of assignments and examination arrangements**

All of the hand-in deadlines for formal assessments are published in the Module Information Packs at the start of the academic year. It is your responsibility to manage the research, synthesis and production of your assignments throughout the year to ensure you submit within the hand-in deadlines. Lead lectures, seminars and applied practical's are designed to support your assignment submission and failure to attend any of these sessions may result in module tutors not offering additional individual tutorials.

Practical timetables will be published on Blackboard in the area for those modules being assessed by practical exams. Please ensure you take note of when you are to be examined as well as when you will be modelling for fellow students.

## **5.3 Referencing**

The referencing guide for the Division is available on the Blackboard area home page – BSc Hons Physiotherapy. Please ensure you use this to guide your referencing in all pieces of academic work.

## **5.4 Confidential material**

As a student registered on the BSc [Hons] Physiotherapy you must register as a student member of the professional body, The Chartered Society of Physiotherapy (CSP) ([www.csp.org.uk](http://www.csp.org.uk)). The CSP publish Rules of Professional Conduct which are a benchmark for professional behaviour of Physiotherapists. Rule Three relates to confidentiality. You should ensure that you are familiar with these rules and should note that as a student on a professional programme, this applies to your conduct outside of clinical practice and University. Full guidance from the school is available in the school student handbook.

It is possible that during your programme of study you will require access to sensitive information, particularly when working in professional domains. It is essential that you ensure that any participants remain anonymous if they are reported as part of an assignment submission.

Students should be committed to pursue their research activities (project, investigation, enquiry, survey, or any other interaction with people, including the use of data derived from that interaction) in an ethical manner. The practice of ethics is about conducting one's research activity in a disciplined manner within legal and other regulated constraints and with minimal impact on and detriment to others. In the process of research the student should

- safeguard the interests of those involved in or affected by their work
- report their findings accurately and truthfully
- consider the consequences of their work or its misuse for those they study and other interested parties.

Students are responsible for considering the ethical implications of all research activities and should familiarise themselves with the University's ethical framework [available at:](#)

If in doubt about any ethical issues related to any aspect of your studies, you should consult their dissertation supervisor for advice.

### **5.5 Cheating, plagiarism, collusion or re-presentation**

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

## **6. Classification of Awards**

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



### **7. Student Feedback**

You can play an important part in the process of improving the quality of this course through the feedback you give.

As a result of feedback from students on the programme, several changes have been made and have resulted in the programme you are now studying on. For example, feedback from previous students about the online portfolio structure has resulted in the portfolio structure you are now using. Also, feedback from students has resulted in changes to the way the course content is delivered and what content sits in each module – we have changed this to try to make it more logical to you as students.

There are many different ways you can voice your opinion – module feedback questionnaires, direct discussion with the course team, through your student representatives, in the end of course review.

#### **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. Student representatives will be selected by you in the early part of the first semester. SSLC's will be held every semester and give you the opportunity to provide feedback to the course team about how you think the programme is going.

## 8. Appendices

### 8.1 Programme Specification(s)

#### UNIVERSITY OF CENTRAL LANCASHIRE

#### Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

***Sources of information on the programme can be found in Section 17***

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	University of Central Lancashire, Preston Campus
<b>3. University School/Centre</b>	School of Health Sciences
<b>4. External Accreditation</b>	Health and Care Professions Council
<b>5. Title of Final Award</b>	BSc (Hons) Physiotherapy
<b>6. Modes of Attendance offered</b>	Full time
<b>7. UCAS Code</b>	Institution code C30 Course Code B160
<b>8. Relevant Subject Benchmarking Group(s)</b>	Physiotherapy
<b>9. Other external influences</b>	Chartered Society of Physiotherapy Learning and Development Principles Higher Education Qualifications Framework NHS KSF HCPC Standards of Education and Training HCPC Standards of Proficiency - Physiotherapists
<b>10. Date of production/revision of this form</b>	July 2016
<b>11. Aim of the Programme</b>	
The aim of this programme is to deliver a graduate who:	
<ul style="list-style-type: none"><li>Is able to apply a critical approach to the complex body of knowledge, and demonstrates the skills, competence, attitudes and behaviours required to deliver safe and effective person-centred physiotherapy, within a contemporary context.</li></ul>	

<b>12. Learning Outcomes, Teaching, Learning and Assessment Methods</b>
<b>A. Knowledge and Understanding</b>
A1. Apply & evaluate knowledge relevant to Physiotherapy practice A2. Critically evaluate national and international policies and health agendas in order to contribute to informed debate and influence Physiotherapy practice
<b>Teaching and Learning Methods</b>
<ul style="list-style-type: none"> <li>• Key lectures</li> <li>• Seminar sessions, including small group discussion, debate, journal clubs</li> <li>• Directed study</li> <li>• Practical skills sessions, applying theoretical knowledge to practical ability</li> <li>• Practice based learning</li> <li>• Blackboard</li> <li>• E-portfolios</li> </ul>
<b>Assessment methods</b>
<ul style="list-style-type: none"> <li>• Written assignments</li> <li>• Written examinations</li> <li>• Online examinations</li> <li>• Presentations (group and individual)</li> <li>• Practical examinations</li> <li>• Viva examinations</li> <li>• Practice based learning assessment</li> <li>• E-portfolio/PDP</li> </ul>
<b>B. Subject-specific skills</b>
B1. Effectively demonstrate technical ability in the application of a range of graduate level physiotherapy skills B2. Modify practical and professional skills appropriately, taking a person-centred, population centred or community centred approach B3. Adapt physiotherapy in a range of environments to ensure safe, effective, person-centred and, where possible, environmentally sustainable practice B4. Critically reflect, select and use appropriate methods to evaluate physiotherapy practice B5. Discuss, appraise and implement legal and ethical principles in practice B6. Facilitate change through innovation/entrepreneurship in order to create improvement in health and well-being impacting positively on economic sustainability.
<b>Teaching and Learning Methods</b>
<ul style="list-style-type: none"> <li>• Seminar sessions, including small group discussion, debate, journal clubs, service user meetings</li> <li>• Directed study</li> <li>• Practical skills sessions</li> <li>• Practice based learning</li> </ul>
<b>Assessment methods</b>
<ul style="list-style-type: none"> <li>• Written assignments</li> <li>• Presentations (group and individual)</li> <li>• Practical examinations</li> <li>• Viva examinations</li> <li>• Practice based learning assessment</li> </ul>
<b>C. Thinking Skills</b>
C1. Evaluate knowledge and best available evidence using critical appraisal and problem solving C2. Justify appropriate application of the complex body of knowledge through effective reasoning C3. Justify the use of graduate level practical and professional skills using effective clinical reasoning C4. Debate the impact of local, national and international change on global Physiotherapy practice
<b>Teaching and Learning Methods</b>
<ul style="list-style-type: none"> <li>• Key lectures</li> <li>• Seminar sessions, including small group discussion, debate, journal clubs</li> <li>• Online learning sessions</li> <li>• Directed study</li> <li>• Practical skills sessions</li> </ul>

- Practice based learning

#### **Assessment methods**

- Written assignments
- Presentations (group and individual)
- Practical examinations
- Viva examinations
- Practice based learning assessment

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

- D1. Demonstrate exemplary attitudes and behaviours in all professional and personal contexts
- D2. Access, appraise and apply best available evidence to practice
- D3. Demonstrate a flexible and adaptable approach to employment
- D4. Effectively plan, implement and evaluate work undertaken independently or with others
- D5. Demonstrate self-awareness and ability to reflect on own performance and plan lifelong learning.
- D6. Utilise a range of communication strategies, tailored appropriately to a variety of contexts.
- D7. Develop and maintain a current professional portfolio
- D8. Develop and utilise skills in clinical leadership.

#### **Teaching and Learning Methods**

- Key lectures
- Seminar sessions, including small group discussion, debate, journal clubs
- Online learning sessions
- Directed study
- Practical skills sessions
- Practice based learning
- Service user involvement
- Problem/case based learning

#### **Assessment methods**

- Written assignments
- Online examinations
- Presentations (group and individual)
- Practical examinations
- Critical discussion examinations
- Practice based learning assessment
- Portfolio Assessment
- Exercise and therapeutic interventions portfolios

<b>13. Programme Structures Full Time Route</b>				<b>14. Awards and Credits*</b>
<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credit rating</b>	
Level 6	PU3302	Physiotherapy in Practice 2	20	<b>Bachelor Honours Degree in Physiotherapy</b> Requires 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6  <b>Bachelor Degree Rehabilitation Studies</b> Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6  Condonement is not allowable on any modules at this level
	PU3303	Physiotherapy in Practice 3	20	
	PU3305	Physical Activity and Public Health	20	
	PU3306	Skills for Leadership and business	20	
	PU3914	Research Project	20	
	PU3304	Physiotherapy in Practice 4	10	
	PU3301	Mentoring in the workplace	10 (option)	
PU3300	International Perspectives of Healthcare	10 (option)		
Level 5	PU2304	Promoting Public Health	10	<b>Diploma of Higher Education Rehabilitation Studies</b> Requires 240 credits including a minimum of 100 at Level 5 or above  Condonement is not allowable on any modules at this level
	PU2301	Neuromusculoskeletal Physiotherapy Practice	20	
	PU2300	Neurological and Neuromedical Physiotherapy Practice	20	
	PU2302	Physiology, Pathology and physiotherapy management (Cardiovascular Respiratory)	20	
	PU2016	Research Methods and Evidence Based Practice 2	20	
	PU2303	Physiotherapy in practice 1	30	
Level 4	PU1001	Anatomy	20	<b>Certificate of Higher Education</b> Requires 120 credits at Level 4 or above  Condonement is not allowable on any modules at this level
	PU1002	Research Methods and Evidence Based Practice 1	20	
	PU1300	Culture and context of Physiotherapy practice	20	
	PU1302	Physiology and Pathology	20	
	PU1303	Physiotherapeutic skills	20	
	PU1301	Exercise in Rehabilitation	20	
<b>15. Personal Development Planning</b>				
Personal development planning is an integral part of the programme and will be facilitated by the student's academic advisor and the completion of an electronic portfolio over the three years of the programme. Students will be introduced to this at Level 4, when they will complete a learning styles questionnaire and identify their personal strengths and weaknesses and strategies to develop in these areas.				

Clinical placement experience forms the cornerstone of the PDP process. Students will develop major parts of their portfolio in these modules, and the electronic portfolio will form a pass-fail component of these modules

Following these clinical experiences, students will be allocated group reflection time and 1:1 time with their academic advisor to discuss and reflect on their on-going development plan.

As well as the outlined support for PDP, students will be encouraged to form action learning sets, in order for them to continually reflect on and discuss their practice. These are seen as a method of fast-tracking thought processes, using others as sounding boards to help develop clarity and direction. Students will be introduced to the format and structure of Action Learning Sets in Culture and Context of Physiotherapy practice module at Level 4, and encouraged to use this method to support their learning and development across the programme.

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

(including agreed tariffs for entry with advanced standing)

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

Anyone over the age of 18 can apply. In keeping with UCLan widening participation initiative, applications from both school leavers and mature candidates are welcomed and a wide range of entry qualifications are accepted.

##### School Leavers

- GCSE/O Level: 7 passes at grade B or above to include English Language, Mathematics and Science
- A level (A2): 3 passes at grade ABB including one Science, Biology/Human Biology is preferred however Psychology, Sociology & PE are acceptable. (General Studies not included).
- BTEC ND: DDM profile
- Irish Leaving Certificate: AAABB (including Biology)
- Scottish Highers: ABBBB (including Biology)
- International Baccalaureate: 34 points

##### Mature Applicants

- Where more than three years has elapsed since obtaining your academic qualifications, evidence of recent study is required at the time of your application
- All applicants must hold GCSE/O Level Mathematics and English Language at grade C or above.
- A relevant first degree: 2:2 level
- Access to higher Education in a relevant subject (allied health, professions allied to medicine): at least 40 credits at level 3 at distinction level
- Open University or other accepted distance learning qualification (on discussion with Admissions Tutor)

##### Applicants with non-standard qualifications.

Applications from individuals with non-standard qualification, relevant work or life experience and who can demonstrate the ability to cope with and benefit from degree-level study are welcome. If you have not studied recently you may need to undertake some study prior to application.

##### Overseas applicants

If English is not your first language, you will require, in addition to other entry requirements, International English Language Testing System (IELTS) of 7 with no element below 6.5

##### Accreditation of Prior Learning

You may be able to claim for learning acquired through previous formal study via a process called Accreditation of Prior Certificate Learning (or AP(C)L) and for learning gained through other life experiences and study which has not formally been assessed via Accreditation of Prior Experiential Learning (AP(E)L).

To be given credit on the programme, such previous learning needs to be at Higher Education level or have the potential to reach that level with further study and reflection. Applicants must show how their past learning enables them to meet the published learning outcomes.

**NB**

All offers made for this programme are subject to satisfactory interview, satisfactory enhanced DBS clearance and satisfactory medical screening.

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

- **UCAS website**
- **School of Health Sciences website**
- **Fact sheet**
- **UCLan undergraduate prospectus**
- **UCLan website: [http://www.uclan.ac.uk/courses/bsc\\_hons\\_physiotherapy.php](http://www.uclan.ac.uk/courses/bsc_hons_physiotherapy.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	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7	D8	
LEVEL 6	PU3302	Physiotherapy in Practice 2	CORE	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓		✓	✓	✓	✓		
	PU3303	Physiotherapy in Practice 3	CORE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓		
	PU3305	Physical Activity and Public Health	CORE	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓		✓		✓			
	PU3306	Skills for Leadership and Business	CORE	✓	✓	✓			✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓		✓	
	PU3304	Physiotherapy in Practice 4	CORE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
	PU3914	Research Project	CORE	✓	✓				✓	✓		✓				✓	✓		✓					
	PU3301	Mentoring in the workplace	O	✓		✓	✓			✓		✓		✓		✓	✓	✓	✓	✓	✓	✓		
	PU3300	International Perspectives of Healthcare	O	✓			✓		✓	✓		✓			✓	✓	✓	✓	✓	✓	✓	✓		
LEVEL 5	PU2304	Promoting Public Health	CORE	✓	✓		✓	✓	✓	✓		✓	✓		✓	✓		✓		✓				
	PU2300	Neurological and Neuromedical Physiotherapy Practice	CORE	✓	✓	✓		✓	✓	✓		✓	✓			✓	✓		✓		✓			
	PU2301	Neuromusculoskeletal Physiotherapy Practice	CORE	✓	✓	✓		✓	✓	✓		✓	✓			✓	✓		✓		✓			
	PU2302	Physiology, Pathology and Physiotherapy Management (Cardiovascular-respiratory)	CORE	✓	✓	✓		✓	✓	✓		✓	✓			✓	✓		✓		✓			
	PU2016	Research Methods and Evidence Based Practice 2	CORE	✓					✓	✓		✓				✓	✓		✓					



## 19. LEARNING OUTCOMES FOR EXIT AWARDS:

### **Learning outcomes for the award of: Certificate of Higher Education**

A1 Apply & evaluate knowledge relevant to Physiotherapy practice

B1 Effectively demonstrate technical ability in the application of a range of graduate level physiotherapy skills

B2 Modify practical and professional skills appropriately, taking a person-centred, population centred or community centred approach

B5 Discuss, appraise and implement legal and ethical principles in practice

C1 Evaluate knowledge and best available evidence using critical appraisal and problem solving

D1 Demonstrate exemplary attitudes and behaviours in all professional and personal contexts

D2 Access, appraise and apply best available evidence to practice

D4 Effectively plan, implement and evaluate work undertaken independently or with others

D5 Demonstrate self-awareness and ability to reflect on own performance and plan lifelong learning.

D6 Utilise a range of communication strategies, tailored appropriately to a variety of contexts.

### **Learning outcomes for the award of: Diploma in Higher Education in Rehabilitation Studies**

A1 Apply & evaluate knowledge relevant to Physiotherapy practice

A2 Critically evaluate national and international policies and health agendas in order to contribute to informed debate and influence Physiotherapy practice

B1 Effectively demonstrate technical ability in the application of a range of graduate level physiotherapy skills

B2 Modify practical and professional skills appropriately, taking a person-centred, population centred or community centred approach

B3 Adapt physiotherapy in a range of environments to ensure safe, effective, person-centred and, where possible, environmentally sustainable practice

B4 Critically reflect, select and use appropriate methods to evaluate physiotherapy practice

B5 Discuss, appraise and implement legal and ethical principles in practice

C1 Evaluate knowledge and best available evidence using critical appraisal and problem solving

C2 Justify appropriate application of the complex body of knowledge through effective reasoning

C4 Debate the impact of local, national and international change on global Physiotherapy practice

D1 Demonstrate exemplary attitudes and behaviours in all professional and personal contexts

D2 Access, appraise and apply best available evidence to practice

D4 Effectively plan, implement and evaluate work undertaken independently or with others

D5 Demonstrate self-awareness and ability to reflect on own performance and plan lifelong learning.

D6 Utilise a range of communication strategies, tailored appropriately to a variety of contexts.

D7 Develop and maintain a current professional portfolio

### **Learning Outcomes for the award of: Bachelor Degree in Rehabilitation Studies**

A1 Apply & evaluate knowledge relevant to Physiotherapy practice

A2 Critically evaluate national and international policies and health agendas in order to contribute to informed debate and influence Physiotherapy practice

B1 Effectively demonstrate technical ability in the application of a range of graduate level physiotherapy skills

B2 Modify practical and professional skills appropriately, taking a person-centred, population centred or community centred approach

B3 Adapt physiotherapy in a range of environments to ensure safe, effective, person-centred and, where possible, environmentally sustainable practice

B4 Critically reflect, select and use appropriate methods to evaluate physiotherapy practice

B5 Discuss, appraise and implement legal and ethical principles in practice

C1 Evaluate knowledge and best available evidence using critical appraisal and problem solving

C2 Justify appropriate application of the complex body of knowledge through effective reasoning

C4 Debate the impact of local, national and international change on global Physiotherapy practice

D1 Demonstrate exemplary attitudes and behaviours in all professional and personal contexts

D2 Access, appraise and apply best available evidence to practice

D4 Effectively plan, implement and evaluate work undertaken independently or with others

D5 Demonstrate self-awareness and ability to reflect on own performance and plan lifelong learning.

D6 Utilise a range of communication strategies, tailored appropriately to a variety of contexts.

D7 Develop and maintain a current professional portfolio

Plus – dependent on modules taken at Level 6

E.g. if students chose to not undertake modules PU3304, PU3306, PU3301 (40 credits total) they would not achieve Learning Outcomes D3 or D8

## 8.2 Health and Safety

As a student of the University you are responsible 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.

## 8.3 Conduct and Professional Behaviour

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.

All students on the B.Sc. (Hons) Physiotherapy are bound by The Code of Professional Values and Behaviours of the Chartered Society of Physiotherapy (CSP), and the Guidance on Conduct and Ethics for Students produced by the Health Professions Council (HPC).

Students will be required to engage in the demonstration and practice of physical examinations and therapeutic interventions in order to fulfil core elements of their programmes. Students must ensure that they understand and accept the implications of this requirement. On commencement of the programme you will be required to sign a document which confirms that you have understood the requirements and implications of the course.

The University is committed to the education of competent and conscientious undergraduate students who after graduation will continue to develop as committed professionals within their chosen field.

It is a requirement of the University therefore that undergraduate students act in a manner consistent with the privilege of being emerging professionals within the workplace. We expect our undergraduate students to behave in lectures and associated sessions in a way that helps to create a learning environment that promotes the education and growth of all involved. This would include, but is not limited to, behaviour that reduces distraction, promotes respectful and productive discussion, civility, and provides an environment of acceptance and openness to the educational process involved. In addition the following recommendations are made:

- Be respectful of the learning environment and the educational experiences of others. If you arrive after the lecture or session has started, enter in as non-disruptive and quiet manner as possible. Do not leave the session once seated unless necessary so as not to disrupt the tutor or fellow students. Wait until the tutor indicates that the session is over before starting to pack personal belongings.

- Arrive on time for all programmes sessions and submit class assignments (homework, papers, take-home assignments, etc.) on time. If due to unforeseen circumstances you will be late attending a session or will miss a class altogether, notify all relevant parties as soon as possible.
- Turn all mobile phones to “off” while attending sessions.
- Abstain from inappropriate use of computers (e.g., text messaging, e-mailing, taking pictures) or other electronic devices (e.g., mobile phones, PDAs) during sessions.
- Be mindful and respectful of the privacy and feelings of others (e.g., do not make light of personal information disclosed by another during a class or to others after class).
- Be judicious when disclosing information about yourself in a public domain (e.g., posting information on personal websites such as My Space, Facebook). In addition, refrain from posting unprofessional statements or pictures that may be viewed by supervisors, instructors, other students, etc.
- Dress appropriately (e.g., do not wear hats or caps in class unless for religious or medical purposes, dress professionally when meeting with tutors or supervisors).
- Avoid talking during sessions unless requested by the tutor.

Furthermore, **as Physiotherapy students** All Physiotherapy students must behave in a professional manner at all times, including those periods when they are required to act as models and/or practice skills. When taking part in a practical session, practical exam or when on placement you should be able to comply with the following statements:

- During practical sessions, exams and on placement you should be in good health and able to participate to your full potential. If you consider yourself unable to take part for any reason, you should seek advice from the course leader at the earliest opportunity.
- You are expected to behave in a professional manner at *all times* and adhere to the principles of professional dress identified below.
- For exams and on placement professional dress is:
  1. Clean and ironed navy trousers and white tunic or polo shirt
  2. Men only – underneath your tunic you must wear a short sleeved white shirt and blue/black tie
  3. Dark coloured, securely fastened, flat shoes which fully enclose the foot (i.e. no sling backs, peep toe or slip on shoes) or clean white trainers
- For practical sessions professional dress is:
  1. Shorts, sleeveless top, tracksuit and clean trainers
- Other aspect of a professional appearance include:
  1. Hair neat and tidy and tied back if below shoulder length (note that extremes of hair colour and hair decoration are not acceptable)
  2. Jewellery limited to a wedding ring with no protruding stones and 1 pair of plain ear studs
  3. Jewellery should be removed from any other piercings (e.g. tongue bar, lip ring, eyebrow ring, nose stud etc)
  4. Wrist watches should be removed whenever participating in clinical skills and for the duration of any examination.
  5. Fingernails should be short and clean with no acrylic nails or nail varnish

- Professional conduct includes:
  1. Being polite and professional when in a clinical environment – whether this is real or simulated
  2. Introducing yourself to patients, models and other clinical staff by giving your name and student status and asking how they wish to be addressed.
  3. Using your voice appropriately with consideration given to the clinical situation and person that you are treating
  4. Ensuring that explanations are clear and accurate
  5. Conducting yourself in accordance with the principles of Health and Safety (identified overleaf) and professional guidelines on safe practice, taking into account any local policies which influence this.
- During the process of acquiring the necessary examination and therapeutic skills, students may have to:
  1. Act as “models” to allow fellow students to practice the skills previously taught by the staff. Again, consent from the model would be required prior to any practice taking place, practice previously taught skills without any staff supervision. It may at times be necessary for students and “models” to practice without direct supervision from a member of the teaching staff in order that an acceptable level of competence is acquired. Consent to practice would again be required from the “model”
  2. Dress in a manner which is appropriate to expose the body part(s) being considered and allow skills practice to be effective,
  3. Work in mixed gender groups and to examine and practice modalities with models of both gender

#### **8.4 Costs that may be incurred as part of the programme**

##### **Chartered Society of Physiotherapy membership**

As a Physiotherapy student it is mandatory that you join the Chartered Society of Physiotherapy (CSP). The CSP benefits members as a source of information, support, as a trade union and there is even a student officer, who is dedicated to supporting and advising students and is working hard on your behalf. The CSP Student Officer is supported in the university by CSP student representatives; they provide both regional and national links to other students and the CSP. The CSP also advises on elective placements overseas and even has scholarship funds for which members can apply. In addition you will receive publications such as the news magazine “Frontline”, the peer reviewed journal “Physiotherapy” and dedicated student publications.

In addition, in order to complete the portfolio for your placement modules, you will need to be able to access the CSP’s Pebblepad portfolio.

It is in your interest to join as soon as possible. There is a single fee for student membership for all 3 years of training (although this can be split into direct debits). If you delay your membership, not only will you not receive the publications and other benefits, but when you do decide to join, the charge will be the same as if you had been a member from the first day of your course.

For more information visit [www.csp.org.uk](http://www.csp.org.uk) . You will be given further information about joining the CSP during induction week and the CSP student advisor will be visiting in the following weeks.

## Uniform

Unless you are informed otherwise professional uniform should be worn at all times whilst on clinical placement. The University will inform you of where to purchase these from, and how these will be funded in induction week of your programme of studies.

## Practical Uniform

During practical sessions you should wear shorts, sleeveless tops, tracksuit and training shoes. Ideally shorts and t-shirt should be made of cotton so that they can be worn in close proximity to electrotherapy machines. Cycling shorts are not suitable as it is necessary to be able to apply treatments directly to the skin of the thigh. Students who are incorrectly attired may be excluded from the practical session at the discretion of the teaching member of staff. Although not compulsory, University of Central Lancashire Physiotherapy logo clothing will be available to order. Further details will be available in the early part of semester 1.

## Accommodation

For some placements, where commuting is not a realistic option, accommodation will be arranged for you. Accommodation costs will have to be met by you and any accommodation costs at the university maintained.

## Travel Costs

Where commuting to a placement is necessary, you should be aware that your Car Insurance must include business use to ensure adequate cover.

## Medical Costs

Please note the details below regarding medical costs. These costs will be passed to you, should you fail to attend a booked appointment for a medical or vaccination.

### 8.5 Medical screening

It is a compulsory requirement of the programme that you undergo a medical at the commencement of the programme. The objective of undergoing medical checks is to establish that you are physically fit enough to complete the programme; **if the medical identifies this not to be the case you may be required to withdraw from the programme.** The medical includes a full health check questionnaire including a review of your immunisation history. You will be informed if you are required to attend in person for a medical, which will be carried out by an occupational health nurse based in a local NHS trust.

To ensure protection when working in health care settings your immunisation against a variety of diseases such as Tuberculosis & Hepatitis B is compulsory. Immunisation will be arranged following initial medical review. You will be notified of these arrangements by the occupational health team.

**Please note: If you are called in for an appointment it is essential that you attend. Failure to do so will result in you being charged a non-attendance fee. If you need to re-arrange your appointment you must do this 24 hours in advance, otherwise you will still be charged the fee. You will be charged each time you miss an appointment. This charge also applies if you are offered a place on the course but fail to enrol following either attending or missing an appointment.**

During the course, it is your responsibility to bring any change in your medical status to the attention of your academic advisor at the earliest possible opportunity, to ensure that any additional support is made available to you in a timely manner. In addition you will be asked to sign a declaration at the beginning of each academic year stating your fitness to continue with the programme. In addition you will also complete a declaration before starting each clinical placement.

## 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](mailto:suadvice@uclan.ac.uk) 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.