Course Handbook

BSc (Hons) Psychosocial Mental Health Care

2018-19

Course Leader: Alison Elliott, Senior Lecturer in Mental Health, School of Nursing, Faculty of Health & Well-being

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

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1. Welcome to the course

Dear Student

Welcome to the School of Nursing within the College of Health and Well-being at the University of Central Lancashire.

There are approximately 37,000 students and staff here at UCLan, so you are joining a well-established community, all of whom aim for the same thing... a great learning experience for all and, ultimately, graduate employment. Our aim is to develop practitioners who have caring and compassion as central tenets of their educational experience and, with our clinical partners, we will strive to help you develop skills in practice as well as an extensive knowledge base.

Here in the School of Nursing we are proud that 98% of our students secure graduate employment, embarking on education is a huge commitment, personally and financially; we know, we did it too! We know how daunting it can be to study at University, but we are friendly bunch who simply want you to be the best you can be, both academically and in practice.

I could use this space to tell you about our outstanding resources, our leading edge research and our dedicated team of lecturers, but those things speak for themselves and will have already influenced your choice to come to UCLan. I could tell you about the great support that we can provide and signpost you to these; I could tell you about the many opportunities that will be afforded you whilst you are here, but all that will reveal itself within the pages of this handbook, the communications you receive from your lecturers and course leaders and the partnerships that you will engage in during clinical practice. So, I would urge you to immerse yourself in your studies, make the most of all that is available, and develop an enquiring mind, a commitment to hard work and a willingness to make a difference. However, if you feel that you are struggling, personally or academically, please let us know as soon as you can and we will listen and do our utmost to support you and to help you make good, healthy decisions. We need you to be prepared to do your best and we will support your progression to a fulfilling and life-changing career.

I am delighted that you have chosen the University of Central Lancashire for your studies and would like to wish you every success in your journey of learning, discovery and personal development.

Dr Karen Wright

Head of School of Nursing
1.1 Rationale, aims and learning outcomes of the course

Developed in collaboration with mental health practitioners, service users and service providers from the North West, the BSc (Hons) Psychosocial Mental Health Care programme forms one of UCLan’s course pathways on psychosocial intervention.

In accordance with national policy and guidance promoting the provision of evidence-based psychosocial interventions (PSI) for those experiencing serious mental health problems (for example: DH 2001, 2002; NICE 2009, 2014), this programme focuses upon enhancing the knowledge and skills of course participants in using a structured, recovery-orientated, formulation driven psychosocial approach in collaboration with service-users.

The NHS is undergoing constant change and the need for practitioners who are knowledgeable and skilled in their field of practice, but also adaptable and flexible, remains a high priority. This course is intended to offer students, from a wide variety of disciplines, the opportunity to share their experiences and best practice and appreciate the boundaries of each other’s roles, fostering inter-professional working and information sharing. The course is targeted at staff that are either new to working with those experiencing severe mental illness and their families or those seeking to build upon recent experience through attainment of a recognised specialist qualification, wishing to enhance specialist knowledge, skills and values.

The course is designed for those who can demonstrate academic achievements to Diploma level, and who are currently working with clients experiencing psychosis and have access to their families and / or carers. Students are likely to be from professions such as nursing; social work; occupational therapy; psychology or psychiatry. They must also have access to regular ongoing clinical supervision from an appropriately experienced clinically based supervisor.

The course builds on this foundation and develops knowledge and skills in structured reflection and evidence based practice. Current thinking and evidence based interventions for individuals and families from engagement to evaluation within multi-disciplinary settings are core elements of the course. The course focuses on developing the skills of students through supervised practice, role-play and peer group clinical case discussion.

The course offers you a clinically focused academic qualification that can allow you to specialise in delivering psychosocial interventions in your current mental health practice. As you are a part-time student, you will be employed within a work / practice setting where you have contact with service users and their families, enabling you to link your work experience with study in the university. The skills you will acquire will be directly related to your current and developing role in clinical practice. This is achieved through the teaching of contemporary practice, regular clinical supervision, and targeted assessment and intervention.

This course builds upon UCLan’s tradition of providing PSI focused education and training since 1990. This course programme was developed as a collaborative venture with service commissioners, service providers and service users, building on our links in all of these areas to ensure currency and relevance to current mental health practice.

Service users and carers have been extensively involved in the development of this course, through Comensus, from the outset. We are grateful that they have attended course development meetings to explore and share ideas and views on course content, learning and
teaching strategies, and assessment strategies. Their partnership has been invaluable from their lived experience and service user and carer perspectives.

The recognition of ‘employability and personal development skills’ has a central place in professional practice. These skills can be acquired in one context and transferred and applied to others. The following skills represent a core group that all students will achieve through this course programme: multi and inter-disciplinary team working; problem solving, data collection and interpretation; self-awareness and self-management; presentation and IT skills.

This course will lead to skills development, which should enhance your employment opportunities within the field of mental health and research, and enable you to study further at Masters Level.

Table 1: Aims & Learning Outcomes of the BSc (Hons) programme

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<tr>
<th>BSc (Hons) Psychosocial Mental Health Care</th>
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<td><strong>Course Aims</strong></td>
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<td>individuals experiencing psychosis.</td>
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<th><strong>Learning Outcomes</strong></th>
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<td><strong>Knowledge &amp; Understanding</strong></td>
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<td><strong>A1</strong> Critically appraise the differing</td>
<td><strong>A1</strong> Critically appraise the differing</td>
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<td>research paradigms and how these have</td>
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<td>and contemporary PSI based services.</td>
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<td><strong>A2</strong> Critique a range of issues related</td>
<td><strong>A2</strong> Critique a range of issues related</td>
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<td>to stigma and discrimination and</td>
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<td>their impact upon clients, carers and</td>
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<td>psychosis.</td>
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<td><strong>A3</strong> Critique a range of appropriate</td>
<td><strong>A3</strong> Critique a range of appropriate</td>
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<td>interventions that can be maintained</td>
<td>interventions that can be maintained</td>
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<td>within a case management approach and</td>
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<td><strong>A4</strong> Understand and consider the</td>
<td><strong>A4</strong> Understand and consider the</td>
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<td>maintain quality of life.</td>
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<td><strong>A5</strong> Review and analyse their</td>
<td><strong>A5</strong> Review and analyse their</td>
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<td>understanding and ability to</td>
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<td>conceptualise and utilise theory in</td>
<td>conceptualise and utilise theory in</td>
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<td>the practice setting, identifying key</td>
<td>the practice setting, identifying key</td>
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<td>research / evidence to support</td>
<td>research / evidence to support</td>
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<tr>
<td>activities / interventions.</td>
<td>activities / interventions.</td>
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<tr>
<th><strong>Subject-specific Skills</strong></th>
<th><strong>Subject-specific Skills</strong></th>
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<tr>
<td><strong>B1</strong> Carry out a literature search of</td>
<td><strong>B1</strong> Carry out a literature search of</td>
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<td>specific PSI relevant to their clinical</td>
<td>specific PSI relevant to their clinical</td>
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<td>practice and appraise the validity and</td>
<td>practice and appraise the validity and</td>
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<td>reliability of this research.</td>
<td>reliability of this research.</td>
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<td><strong>B2</strong> Appraise and apply a range of</td>
<td><strong>B2</strong> Appraise and apply a range of</td>
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<td>skills and strategies necessary to</td>
<td>skills and strategies necessary to</td>
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<td>develop partnerships with individuals</td>
<td>develop partnerships with individuals</td>
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<td>and with families whilst considering</td>
<td>and with families whilst considering</td>
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<td>issues of risk.</td>
<td>issues of risk.</td>
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<td><strong>B3</strong> Evaluate a range of cognitive</td>
<td><strong>B3</strong> Evaluate a range of cognitive</td>
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<td>behavioural interventions to reduce the</td>
<td>behavioural interventions to reduce the</td>
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<td>distress associated with psychotic</td>
<td>distress associated with psychotic</td>
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<td>phenomena for individuals, families</td>
<td>phenomena for individuals, families</td>
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<td>and carers.</td>
<td>and carers.</td>
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<td><strong>B4</strong> Critically evaluate the progress</td>
<td><strong>B4</strong> Critically evaluate the progress</td>
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<td>of individual therapy and family work</td>
<td>of individual therapy and family work</td>
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<td>offered using a variety of outcome</td>
<td>offered using a variety of outcome</td>
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<td>measures.</td>
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<td><strong>B5</strong> Negotiate a topic area for</td>
<td><strong>B5</strong> Negotiate a topic area for</td>
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<td>study and presentation in consultation</td>
<td>study and presentation in consultation</td>
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<td>with relevant clinical and educational</td>
<td>with relevant clinical and educational</td>
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<td>staff in order that individual knowledge,</td>
<td>staff in order that individual knowledge,</td>
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<td>skills commitment and personal</td>
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<td>responsibility are promoted.</td>
<td>responsibility are promoted.</td>
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<th><strong>Thinking Skills</strong></th>
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<tr>
<td><strong>C1</strong> Critique the current transference</td>
<td><strong>C1</strong> Critique the current transference</td>
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<tr>
<td>and potential future impact of the</td>
<td>and potential future impact of the</td>
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<td>evidence base on clinical practice.</td>
<td>evidence base on clinical practice.</td>
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<td><strong>C2</strong> Consider contemporary models</td>
<td><strong>C2</strong> Consider contemporary models</td>
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<td>and theories when formulating and</td>
<td>and theories when formulating and</td>
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<td>tailoring care following assessment of</td>
<td>tailoring care following assessment of</td>
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<td>individuals, families and carers.</td>
<td>individuals, families and carers.</td>
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<tr>
<td><strong>C3</strong> Construct an individualised</td>
<td><strong>C3</strong> Construct an individualised</td>
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<tr>
<td>approach to therapy and assist clients</td>
<td>approach to therapy and assist clients</td>
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<tr>
<td>families and carers.</td>
<td>families and carers.</td>
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carers with strategies focused upon recovery and relapse prevention.

C4 Engage in PSI case supervision in order to consolidate their own techniques, approaches and judgements, and reflect on the skills required to deliver supervision.

C5 Be resourceful and innovative in formulating research problems/ practice development areas, locating and managing data and information, synthesising findings and drawing conclusions from the work.

Other skills relevant to employability and personal development

D1 Be more adept in the use of technologies when searching for information.

D2 Be able to summarise and judge the validity and reliability of information sources more accurately.

D3 Be able to collaboratively use problem solving with clients presenting as having complex needs.

D4 Identify personal development needs through reflection and integrate these into personal development planning.

D5 Understand and enhance skills in multidisciplinary and interagency working within a PSI framework.

D6 Reflect upon the supervision of colleagues using a PSI supervision framework.

D7 Be able to adapt and transfer theory i.e. PSI related theory, change management theory, organisational theory, and learning theory directly into practice and to argue the case with peers and managers.

1.2 Course Team

This course brings students together from a range of clinical / professional backgrounds. The University offers lecturers with specialist and general backgrounds, but to ensure a co-ordinated approach to the management of the course, a course leader will facilitate your progress throughout the programme. The course leader is responsible for monitoring your overall progress through your programme award, the achievement of satisfactory assessment results, allowable progression and requests for intercalation or deferment.

For the BSc(Hons) programme, the Course Leader & Lecturing / Teaching Team are as follows:

<table>
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<tr>
<th>Name &amp; Position</th>
<th>Office Location</th>
<th>Tel. No.</th>
<th>E-mail address</th>
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<tbody>
<tr>
<td>Alison Elliott</td>
<td>Room 333, Brook Building</td>
<td>01772 895133</td>
<td><a href="mailto:AElliott1@uclan.ac.uk">AElliott1@uclan.ac.uk</a></td>
</tr>
<tr>
<td>John Butler</td>
<td>Room 333, Brook Building</td>
<td>01772 895410</td>
<td><a href="mailto:JButler@uclan.ac.uk">JButler@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Mick McKeown</td>
<td>Room 207, Harrington Building</td>
<td>01772 893884</td>
<td><a href="mailto:MMckeown@uclan.ac.uk">MMckeown@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Tracey Kearns</td>
<td>Room 333, Brook Building</td>
<td>01772 895103</td>
<td><a href="mailto:TKearns@uclan.ac.uk">TKearns@uclan.ac.uk</a></td>
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Each course module has a module leader who is responsible for your academic progress and support within that module and ensures that you are aware of the practical arrangements for the module. The module leader will be the expert who has developed the module and will provide the majority of the teaching and co-ordinate teaching by module supervisors and guest speakers from clinical practice.

Each module is taught by a module team comprising staff from the Mental Health Division within the School of Nursing, and members of Comensus staff and specialist clinical staff.
1.3 Expertise of Staff
The course team, and staff involved from clinical are all appropriately qualified holding relevant professional as well as academic qualifications. Lecturers also hold formal teaching qualifications or are working towards the achievement of such. The course team also engage in scholarly activity and focus on clinical practice research and/or knowledge transfer – visit the School of Nursing on the UCLan web site to find out more about us.

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.

Teaching for the course is delivered in two small groups, one of which you will be assigned to on the course induction day. Your small group leader will act as your Academic Advisor, and will advise with regard to assessment deadlines, and the process for extension and extenuating circumstances applications.

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 891992/891993
email: BrookHub@uclan.ac.uk

1.6 Communication
The University expects you to use your UCLan email address and check regularly for messages from staff. Please note that your course leader may not respond immediately to your email, though all staff will try to respond within 3 working days. Lecturers generally work from 9am to 5pm, and maintain on-line diaries to give an indication of their activities, to which staff in the Hub have access, or alternatively their availability may also be noted through automated out-of-office responses to emails. If you are having difficulty contacting your course or module leader or one of the lecturers, they can be contacted by leaving a message on their telephone voice mail or their e-mail address. Messages relating to the course may be sent to students via announcements through e-learn, which will also appear as pop-up messages.
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 External Examiner for this Course Programme, for 2018-19, is:

Madeline O’Carroll
Senior Lecturer, Mental Health Team, School of Health Sciences, City University London

The External Examiner provides annual reports in relation to your course, the report can be accessed via e-learn, or on request from your Course Leader.

2. Structure of the Course

2.1 Overall Structure
All taught programmes of study at the University of Central Lancashire operate under the Credit Accumulation and Transfer Scheme (CATS). You will progress towards your target award through the credit rated course modules.

The award of credit is a means of formally recognising learning. Universities award credit, when students successfully pass a module. Credit is expressed numerically i.e. 20 credits, 40 credits, 60 credits. Credit is awarded in recognition of verified achievement of designated or agreed learning outcomes at a specified level.

Universities in the UK offer degrees and related courses that are made up of modules. A module is the means by which a curriculum is delivered and enables learning to be assessed. Each module describes the syllabus, the approaches to teaching and learning and the assessment criteria, along with the form of assessment to be used. Each module specifies learning outcomes and the level of learning to be achieved by the learner. Each module is therefore credit rated (the volume of learning) and assessed at a designated level. All modules for the BSc (Hons) Psychosocial Mental Health Care are delivered on the Preston Campus.

Modules are identified by a module number e.g. NU3553; the ‘NU’ refers to the School – in this case, ‘NU’ refers to the School of Nursing; the first number indicates the academic level – in this case Level 6; the remaining numbers are for module identification purposes on the University management system – in this case, this indicates the Working with Families & Carers module.

The diagram in Figure 1 (Fig. 1) highlights how the modules of the BSc (Hons) will run over the academic year.
2.2 Modules Available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. All four first year modules of the BSc (Hons) Psychosocial Mental Health Care have been sequenced to occur in a particular order so that your development is progressive and the knowledge and skills developed in one module provide a foundation for the content of
the next module. The first module within the course focuses upon ‘Valuing Research’ and evidence based practice, which is delivered alongside the first module on individual work, ‘Assessment to Formulation’. The latter has a strong clinical skills focus and clinical supervision component. In semester 2, you will continue to develop your skills in working with individuals whilst undertaking the module entitled ‘Working with Individuals using Therapeutic Interventions’. Alongside this module, in semester 2, you will begin to build your skills in family and carer work by undertaking the ‘Working with Families and Carers’ module.

**Module NU3047: Valuing Research**
The aim of this module is to build on your knowledge and understanding of research and the relevance of evidence in the development of clinical practice. You will have the opportunity to develop your literature searching and critical reading skills, to broaden your understanding of research designs, and consider the application / transferability of research findings to practice. You will be assessed via an on-line examination and an essay focusing upon the critique of a selected primary research report.

**Module NU3551: Working with Individuals from Assessment to Formulation**
The aim of this module is to enhance your knowledge and skills when working with individual clients with psychosis / severe mental illness using psychosocial approaches from engagement through to formulation. The content will include the concept of recovery, stigma, social inclusion and employment. Interviewing, engagement strategies and structuring sessions will lead to evidence-based assessment approaches to formulation and goal setting. The organisation of care and clinical supervision skills will support the implementation of psychosocial approaches within the organisation. You will be assessed via an audio-recorded clinical session and an accompanying critical reflection of your use of practical skills, a case study, and through the direct observation of clinical skills.

**Module NU3552: Working with Individuals using Therapeutic Interventions**
The aim of this module is to enable you to implement and effectively evaluate a range of therapeutic interventions with individual clients experiencing psychosis / severe mental illness. Interventions which use psychological and social approaches to addressing the difficulties associated with psychosis / severe mental illness and maximise quality of life for the individual will be the main focus, together with the development of clinical supervision skills to support the implementation of psychosocial approaches within the organisation. You will be assessed via a structured clinical portfolio and through the direct observation of clinical skills.

**Module NU3553: Working with Families and Carers**
The aim of this module is to enable you to develop cognitive and behavioural family work skills in order to offer structured interventions to families and carers of individuals experiencing a psychosis / severe mental illness. Family and carer work is seen as essential to a psychosocial approach, hence the inclusion of this module as a core component of the course. You will be assessed via an essay and through the direct observation of clinical skills.

**Module NU3530: Professional Practice Project**
The Professional Practice Project forms a creative link between the course modules, allowing you to demonstrate summation of your learning experiences. It creates an opportunity for the application of theoretical concepts in a practice environment. The Professional Practice Project will allow you to demonstrate your ability to work independently and to produce a
significant piece of work that has impact in the clinical setting. The freedom to nominate and negotiate a topic in consultation with relevant clinical and educational staff validates and strengthens the collegial relationships between the academic and clinical environments.

2.3 Course Requirements
To be eligible to enrol on the BSc (Hons) Psychosocial Mental Health Care, students must be working with people with severe and enduring mental health problems, have organisational support to attend, and have a nominated and appropriately experienced PSI supervisor, who has agreed to take on this role. Students must complete and pass all four modules in year one, and must successfully complete the Professional Practice Project module.

As a student undertaking this course, you are bound by your professional code of conduct (for example: as specified by the Nursing and Midwifery Council) and subject to the UCLan procedure for the consideration of Fitness to Practise (Regulations for the Conduct of Students), as applicable to your role.

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

2.5 Study Time

2.5.1 Weekly Timetable
Study days will be typically be held on Thursdays on a weekly basis throughout the course, from 09.00 to 16.00 hours (for Year 1, AM sessions will commence at 09.00 and finish at 11.50 hours, PM sessions will commence at 13.00 and finish at 15.50 hours).

Please check the weekly timetable which is available online for the latest information about your study days/times.
2.5.2 Expected Hours of Study
In addition to the 200 notional learning hours that would be expected for each 20 credit module, Students are required to engage in client and family work under clinical supervision within their own working environment. Students are required to work with a minimum of four service users, and at least two families / carers in order to develop their clinical skills, and to meet with an appropriately qualified and experienced supervisor, for a minimum of one hour per month.

2.5.3 Attendance Requirements
You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to: Alison Elliott, Course Leader BSc (Hons) or John Butler, Course Leader Graduate Certificate – email: AElliott1@uclan.ac.uk and JButler@uclan.ac.uk and also (if different) directly to your module leader.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Please be aware that there is an arrangement between the University and your employer for the sharing of attendance information in relation to this course, students are able to check their own attendance record through myUCLan.

3. Approaches to Teaching and Learning

3.1 Learning and teaching methods
Teaching will involve a broad range of learning and teaching methods, including: lectures; discussion groups; seminar presentations; case studies; on-line activities; role play; experiential learning; structured reflection; small group supervision; supervised practice; audio / video assisted learning; and the involvement of service users / carers in the delivery of teaching. Module handbooks will provide further information on this.

A key element of the course is clinical supervision. You will be introduced to a model of clinical supervision to be used in practice in the facilitation of skills development. The supervised practice component of the course along with other strategies is used to facilitate and measure the development of your clinical skills.

3.2 Study Skills
The School of Nursing is committed to helping you develop the necessary study skills for success but this relies upon your motivation and desire to develop and improve your skills. For further information, please refer to the School of Nursing Student Handbook Section 3.3, and to the School of Nursing Study Skills Handbook.
The School of Nursing Student Handbook highlights a variety of ways that support your study skill development. The Course Team, Module Leaders and Module Supervisors are available to give advice and support both verbally and via email in preparing your assignments.

Additional support is available from WISER, which is a centralised facility within the University that offers support to all students. Further information is available from: WISER [UCLan Study Skills Support].

WISER is an acronym for the two ways in which you may wish to make use of the service:-

- **WISER Tutorials:** Walk-In Study Enhancement through Review – drop in, one to one tutorial consultations that focus upon specific and individual needs are available to all students during term-times.
- **WISER Workshops:** Workshop Interactions for Study Enhancement and Review – non-credited weekly (during each semester) workshops on topics of direct relevance to students’ study needs, which are available to all students who are not already on a study skills programme.

**WISER Workshops** are available on various topics, including: reading and listening to lectures; note-taking and note-making strategies (e.g. mind-mapping); oral presentations; essay and report writing.

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

### 3.3 Learning Resources

#### 3.3.1 Learning Information Services (LIS)

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

**Learning Resources**

If you have not studied for some time, the library can be a daunting place to visit and use. The main library site has a large stock of text books and a good range of clinical and professional journals. The library is very busy particularly during the day time and early evening during Semester 1 and 2 (see the Learning Information Services (LIS) website and the School of Nursing Student Handbook).

One of the fundamental skills you must master is using the library. You are given an e-mail address once you enrol with the library. Your university library identification number can be found on the reverse of your library card - your initial(s) / surname / a number, if you have more than one person registered with the same initials and surname e.g. LHarrison2. To create your e-mail address, add ‘@uclan.ac.uk’ – see the course leader’s e-mail address.

On the first occasion you use / access the university computer system you will need to enter the barcode number of your library card; after this you will be asked to type in a password. The choice of password is entirely up to you but choose something you are likely to remember.
Using this system, you will be able to ‘log-on’ and gain access to the library catalogue, the internet and to pick up any e-mails you may have. When you enter your identification number and password, the computer will automatically alert you if you have any e-mails waiting to be read. You will also be able to send e-mails using this system. It is good practice to ‘log-on’ to the system once during your University attendance day to check if you have any messages waiting. You can access any of the computers on the University campus – this includes clinical sites.

Computer terminals can be found in: the main library building, Preston Campus; the Cyber Cafe in Greenbank Building; Harrington Building; Brook Building.

If you haven’t already registered with the library or are feeling nervous about using IT, please go to the library to register. Remember to take your enrolment form, and some ID. You will be issued with your LIS card, which enables you to enter and borrow books from the library and to log on to the network. You will also be given a copy of the handbook – *Introducing the LIS*. Other helpful booklets, leaflets and handouts are available from the library.

The library offers ‘drop-in’ facilities at the beginning of each academic year, and there will be opportunities for you to get started at the beginning of the course.

**The quicker you start using the library – the better your library skills will become.**

**Preston Campus Library Hours**

<table>
<thead>
<tr>
<th>Day</th>
<th>Building open</th>
<th>Service desks open</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday - Thursday</td>
<td>24hrs</td>
<td>08.00 – 18.00 hrs</td>
</tr>
<tr>
<td>Friday</td>
<td>24hrs</td>
<td>08.00 - 17:00 hrs</td>
</tr>
<tr>
<td>Saturday - Sunday</td>
<td>24hrs</td>
<td>10:00 - 16:00 hrs</td>
</tr>
</tbody>
</table>

Several of the clinical sites have a library (Blackpool, Preston, Blackburn, Burnley, Ormskirk and Wigan), although these site libraries tend to be open for shorter hours. The site libraries are generally quieter, and are networked to the main site allowing full access to the computerised searching facilities. In addition, there may be specialist resources you can access through work and local libraries.

Seeking information using information technology is a transferable skill and one that is well worth learning. You will develop further skills in searching and accessing databases on the ‘Valuing Research’ module. Being a member of the Library and Learning Resource Services provides you with access to the internet, an e-mail address (you can both send and receive e-mails) and access to electronic journals and databases.

**3.3.2 Electronic Resources**

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. In addition, a range of course materials will be available from eLearn (Blackboard).
eLearn is the brand name for the on-line Managed Learning Environment (MLE) that the University is implementing to support and enhance teaching and learning. All University students have been allocated an area known as their My eLearn module space. Once logged into your eLearn area, you can access all of the modules listed under your name without having to log into each module separately. You can access eLearn via the university homepage by clicking on the student tab. You can access information about your modules (module description, timetable) and look for messages from your module or course leader. Each module leader will discuss the use of eLearn and their module with you on the first day.

Remember that you can access the University from you home computer. 'Remote Access' is a University IT system that allows users to remotely access the University network over the internet. Remote access is accessible almost 24 hours a day, with only a 10 minute break at 4am every morning to restart the server. Check the library website for details.

3.4 Personal Development Planning
Personal Development Planning (PDP) is a process designed to assist you to get the most from your time at University. It is intended to provide you with a structured and supported process through which you can reflect on your learning, performance and/or achievements and plan for your personal, educational and career development. By becoming actively involved in PDP you can improve your capacity to understand what and how you are learning, and how to review, plan and take responsibility for your own learning and future development.

It is recommended that you Reflect, Action Plan and Record your Progress for each module that you take, which may include consideration of your clinical experience and clinical skills associated with the module. You may also be achieving skills or may have gained awards outside of the University, which should also be recorded.

By actively participating in PDP, you will take control of your own learning and personal development and you will find that you become increasingly able to work autonomously through the development of critical self-awareness.

3.5 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.

The course offers you a clinically focused academic qualification that can allow you to specialise in delivering psychosocial interventions in your current mental health practice. As you are a part-time student, you will be employed within a work / practice setting where you have contact with service users and their families, enabling you to link your work experience with study in the university. The skills you will acquire will be directly related to your current and developing role in clinical practice. This is achieved through the teaching of contemporary practice, regular clinical supervision and targeted assessment and intervention.

The course will allow you access to further developing your career with access to job opportunities within the field of mental health and particularly psychosocial care. You will also
have the opportunity to consider further study at Master’s Level and/or a career in Research. Your Course Leader / Academic Advisor are available to advise you.

4. Student Support

4.1 Academic Advisors
You will be allocated an Academic Advisor during the time you are studying the course. Your academic advisor is responsible for supporting you; facilitating personal and academic growth; and, offering general academic support and advice. Your Academic Advisor is the facilitator of the small group you have been allocated to, opportunities for individual tutorials will be available throughout the course and advice and guidance on draft assignments is available to students by email.

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

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

The following may be contacted for accessing support and assistance within the School of Nursing:

- the School Lead for Equality and Diversity is Mick McKeown – email: MMckeown@uclan.ac.uk
- the School Leads for Student Disabilities is Ivan McGlen – email: IMcGlen@uclan.ac.uk

5. 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 allow you to defer your assessment.
5.1 Assessment Strategy

This course is comprised of four modules and a Professional Practice Project, each of which requires an expected amount of work – in reading, thinking, preparing for sessions and taking part in classroom discussions. Each module is also assessed. The learning outcomes have to be achieved and are measured using a range of different types of assessment e.g. written essays, an audio-recorded clinical session with a related critical reflection of practical skills, structured clinical portfolio, small group presentations, case studies. The course work required for the modules of this BSc (Hons) programme is summarised in Table 2, below, together with the weighting for the different assessments.

Each module leader will offer you support in meeting the learning outcomes. The module leaders will have agreed the submission dates for their work, which will take into account all the work that you need to complete over the academic year. The submission dates are carefully chosen to help you to plan your work and to help you achieve your work within the agreed deadlines.

The modules in this course are assessed at Academic Level 6. There are standard academic criteria for Level 6 study which you will need to familiarise yourself with. Your attention will be drawn to these at the start of the course.

Table 2: Summative Assessment Requirements for the BSc(Hons)

<table>
<thead>
<tr>
<th>Module No</th>
<th>Module Title</th>
<th>Type of Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU3047</td>
<td>Valuing Research</td>
<td>On-line Exam</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Essay (critique of a primary research paper)</td>
<td>50%</td>
</tr>
<tr>
<td>NU3551</td>
<td>Working with Individuals from Assessment to Formulation</td>
<td>Written Case study</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Audio-recorded Clinical Session</td>
<td>Pass / Fail</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critical Reflection of Practical Skills</td>
<td>50%</td>
</tr>
<tr>
<td>NU3552</td>
<td>Working with Individuals using Therapeutic Interventions</td>
<td>Structured Clinical Portfolio and Narrative</td>
<td>100%</td>
</tr>
<tr>
<td>NU3553</td>
<td>Working with Families and Carers</td>
<td>Essay</td>
<td>100%</td>
</tr>
<tr>
<td>NU3530</td>
<td>Professional Practice Project</td>
<td>Project</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oral Presentation</td>
<td>20%</td>
</tr>
</tbody>
</table>

You are responsible for your course work – no one else can plan this for you, although we will give you a structured approach to achieving set goals throughout the year. Academic Advisors / Module Supervisors will normally look at one plan and two drafts of any written work – a draft is considered no more than 3 pages of text. Please be aware that Academic Advisors / Module Supervisors will not look at work in the last week before submission.
All students on the course will be set the same date for the submission of work and all students are treated equally. You have personal responsibility for submitting your work on time, and this reflects on your personal ability to manage workloads, problem solve, manage time and make priority decisions.

The key to avoiding difficulty with course work and course submission is to inform your module leader as soon as a problem arises.

5.2 Notification of Assignments and Examination Arrangements
Some of the modules for this course have more than one assessment. You will note that in each module descriptor, which will be given to you upon commencement of the course, all assessed elements must achieve a pass grade for the module to be successfully completed. For theoretical assignments the pass grade is 40%. It is very important that you review the guidelines for assessment in the School of Nursing Student Handbook and understand your responsibilities in the assessment process.

You will receive an induction at the start of each module, which will include specific detail about the assignments to be completed, initial guidance, and submission deadlines. These details will also be contained within the Module Handbook and Module Timetable. You will receive more detailed guidance on the requirements of the assessment in a scheduled session during the Module Timetable. At the start of each module you will receive an assessment document that will provide details of the assessments. You will find that the submission dates for assessments may be staggered. You should take careful note of when you are expected to submit work.

All submitted course work for assessment should:
- identify the number of words used for theoretical assignments;
- Portfolios should be presented in a file with information printed on one side only, and individual plastic pockets may be used
- be submitted by the identified date and time
- you should be aware that when submitting via Turnitin, you are declaring that this is your own work.
- have a frontispiece (course work front sheet), correctly filled in;

To submit course work, you should upload and submit an electronic copy of your course work through Turnitin (for essays, case studies, critical reflection and portfolio narrative) AND submit / post a hard copy of your assignment (for all course work) to your Module Supervisor or at the Hub, 2nd Floor, Brook Building, by 12 noon on the date of submission.

If course work is not submitted by 12 noon on the due date, it will be deemed as not submitted and given a refer result

If Extenuating Circumstances are accepted by the Assessment Board, the deadline for the next submission will be 6 weeks after the date of the Assessment Board.
During each semester you will be given the submission dates for course work relating to each module. Please take immediate note of this and plan your work accordingly.

The Level 6 marking criteria is included within each Module Handbook.

5.3 Referencing
The School of Nursing Referencing Guide provides detailed guidance, with examples, on the required APA referencing method. This is available on all course module pages on eLearn.

5.4 Confidential Material

Anonymity refers to anonymised information "which does not, directly or indirectly identify the person (and/or organisation) to whom it relates" (adapted from: BMA 2005).

Confidentiality is the principle of keeping secure and secret from others, information given by or about an individual (and/or organisation) in the course of a professional relationship" (adapted from: BMA 2005).

There are both ethical and legal reasons for maintaining anonymity and confidentiality. The policy of maintaining anonymity and confidentiality applies to all students, whether an undergraduate or post-graduate student.

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

- Naming individuals or organisations where the information is already in the public domain, providing this material is accurate;
- Instances where you have written permission from an individual or organisation. It may be possible for you to obtain consent to use information for academic purposes. Clearly state that this is the case at the beginning of your work. Written consent forms will be retained with the academic work. If you intend to publish your work, you may need to seek further guidance from an appropriate Ethics Committee.
- You may have access to sensitive information about an organisation through your personal contact or employment, which is quite separate from your university course. In this case, you will be expected to adhere to any contractual or other agreements you have made with the organisation concerned regarding disclosure.

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

- in the text: “this action was in accordance with the NHS Trust’s (name withheld) Infection Control Policy”
- in the reference list: NHS Trust (name withheld) 2004 Infection Control Policy.

If there is a breach of Anonymity and or Confidentiality, you will receive feedback from the module leader / marker and support to prevent errors in your future work.
Actions taken following a breach in anonymity and or confidentiality will depend on a number of issues and will be determined within departments / course teams. Issues which will be of importance may include: the professional standing of the course; level of study of student and or stage of course; the extent and nature of the breach. Under these circumstances, it may be that the Department will impose a penalty. Your module leader will work with you and the course leader to review the specific situation and involve the Head of Department / named deputy in the decision making process. Please refer to the School of Nursing Student Handbook (Section 5.4).

5.5 Cheating, Plagiarism, Collusion or Re-presentation
Please refer to the information included in 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.

You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

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.

Decisions will be based on the Average Percentage Mark or, at the discretion of the Course Assessment Board, on the basis of the overall profile and performance of individual students subject to the minimum requirements detailed within the regulations.

In borderline cases regarding the classification of the student’s award performance in core modules, feedback on supervised practice within the structured portfolio along with the practice project (where undertaken) will be taken into consideration by the Course Assessment Board.

For further information, please refer to the School of Nursing Student Handbook.
7. Student Feedback

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

Quality mechanisms will be implemented which will continually monitor and evaluate the delivery and outcomes of the pathways within the program. Such quality mechanisms will incorporate contributions by students, module leaders, managers, supervisors, service users / carers and relevant educational personnel. In addition the annual review of the programme will be submitted to the Head of School to fulfil academic and professional requirements. The evaluation of the course and related modules will incorporate a responsive function so that necessary modifications to the pathway can be implemented within the mechanisms agreed by the University, subject to appropriate protocols and procedures.

It is important that we thoroughly evaluate the course so that we can improve the student experience. You will be asked to take part in some or all of the following:

- Module Evaluation Questionnaires;
- Timetabled Student feedback sessions with the module leader;
- Staff-student liaison committee meetings;
- Course Management Team meetings, with student representation;
- Open meetings with the course team.

Evaluation of individual modules and of the course as a whole will be based on: student and staff feedback; student performance in assessments; module and course review; the comments of the External Examiner, and feedback / input from partner agencies.

Planning, scheduling and delivery of the modules within the course will be discussed and agreed on an annual basis for the oncoming academic year. Similarly, module leaders will arrange the designated modules in joint agreement with course leaders.

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 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.

Students from previous cohorts have provided a range of highly complementary feedback – to quote a few of the students from 2016 & 2017:

- Helped stimulate my practical learning of providing psychosocial interventions; essential in becoming an effective practitioner
- Thoroughly enjoyed every lesson and was never bored, even for a moment! Really engaging material, and I thought tutor’s style of teaching was brilliant – very clear and passionate understanding of all of the theory and applicable skills
- Helped to support my role as a RMN in a mental health team within a Prison; was well presented and supportive teaching
- It has helped me to understand and help patients more in my practice
- The role plays gave excellent opportunities to safely experience and share my own individual style and knowledge, with relevant feedback from both facilitators and fellow students
- Helped me develop confidence and learn new skills which can be brought forward into my practice; learned new knowledge and insight which has helped ground me in practice
- Very good, very informative; a new style of working that I believe is very relevant to modern day mental health nursing; currently implementing in my own practice
- I now feel more confident when discussing things with carers and feel more prepared when I work with relatives
- Changed my view on practice; given me new skills; allowed me to share this with colleagues; stimulated further self-research; shared this with my patient group
- Brilliant, the best course I have done – really well taught, engaging, and with lots of practical, useful information
- Excellent facilitation, excellent learning opportunities, well structured and inclusive of all group members

As a result of student feedback, we have incorporated more peer supervision sessions as students have found these very helpful, Comensus colleagues will be providing input into each module, and we have again sought to ensure that course work is spread more evenly throughout the course programme, with the NU3551 case study now being submitted before the audio-recording and reflection of a PSI clinical practice session.

7.1 Student Staff Liaison Committee Meetings (SSLCs)
Details of the Protocol for the operation of SSLCs is included in the University Student Handbook.

The purpose of a SSLC meeting (via the Course Management Meeting) is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester. The BSc (Hons) Psychosocial Mental Health Care has a Course Management meeting at the end of semester one, and another at the end of semester two.
Course Representatives will be volunteers, who take on the role with the agreement of their fellow students, and there will generally be one from each small group. Course Leaders advise Course Representatives of meeting dates etc, and will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

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

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

8.1 Programme Specification(s)

8.1 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

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>Preston Campus</td>
</tr>
<tr>
<td>3. University School/Centre</td>
<td>School of Health</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td>N/A</td>
</tr>
<tr>
<td>5. Title of Final Award</td>
<td>BSc (Hons) Psychosocial Mental Health Care</td>
</tr>
<tr>
<td>6. Modes of Attendance offered</td>
<td>Part time</td>
</tr>
<tr>
<td>7. UCAS Code</td>
<td>N/A</td>
</tr>
<tr>
<td>8. Relevant Subject Benchmarking Group(s)</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| 9. Other external influences | • NICE Guidance on core interventions in the treatment and management of schizophrenia in adults in primary and secondary care. (National Collaborating Centre for Mental Health 2010)  
• No Health Without Mental Health: Implementation Framework. (Department of Health 2012)  
• Health and Social Care Act 2012  
• The Ten Essential Shared Capabilities for Mental Health Practice. (NIHME / Sainsbury Centre 2004)  
• Guiding Statement on Recovery. (National Institute for Mental Health in England 2005)  
• The Abandoned Illness / Lethal Discrimination (Rethink 2012 / 2013) |
10. Date of production/revision of this form  | January 2014
---|---

11. Aims of the Programme
- To provide students with the skills to critique and challenge the evidence base in the field of psychosis work and in doing so enhance understanding of the validity, reliability and relevance of the knowledge which guides clinical application.
- To enable students in the development of the knowledge and skills necessary in order to provide recovery focused therapeutic psychosocial interventions for and in collaboration with individuals experiencing psychosis.
- To facilitate students in the development of cognitive and behavioural family work skills in order to offer structured and semi structured support and interventions to families and carers of clients suffering from psychosis.
- To provide students with the opportunity to work independently on the negotiation and production of a significant piece of work demonstrating the application of theoretical concepts in a practice environment.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding
- **A1** Critically appraise the differing research paradigms and how these have influenced the development of modern and contemporary PSI based services.
- **A2** Critique a range of issues related to stigma and discrimination and consider their impact upon clients, carers and families understanding and response to psychosis.
- **A3** Critique a range of appropriate interventions that can be maintained within a case management approach and multidisciplinary setting.
- **A4** Understand and consider the potential impact of cognitive deficits and biases upon the individual’s ability to manage psychosis and maintain quality of life.
- **A5** Review and analyse their understanding and ability to conceptualise and utilise theory in the practice setting, identifying key research / evidence to support activities / interventions.

Teaching and Learning Methods
Lectures, discussions, small group work and on-line activities. Case study analysis. Service user and carer presentation and discussion. Individual project supervision. Blackboard / eLearn.

Assessment methods

B. Subject-specific skills
- **B1** Carry out a literature search of specific PSI relevant to their clinical practice and appraise the validity and reliability of this research.
- **B2** Appraise and apply a range of skills and strategies necessary to develop partnerships with individuals and with families whilst considering issues of risk.
- **B3** Evaluate a range of cognitive behavioural interventions to reduce the distress associated with psychotic phenomena for individuals, families and carers.
- **B4** Critically evaluate the progress of individual therapy and family work offered using a variety of outcome measures
- **B5** Negotiate a topic area for study and presentation in consultation with relevant clinical and educational staff in order that individual knowledge, skills commitment and personal responsibility are promoted.

Teaching and Learning Methods
Lectures, discussions, small group work and on-line activities. Role-play and video of clinical skills with feedback within a safe environment from lecturing staff and service users. Supervision from a nominated practiced based supervisor, audio taping of clinical sessions and reflection on skills development. Individual project supervision.

**Assessment methods**


**C. Thinking Skills**

- **C1** Critique the current transference and potential future impact of the evidence base on clinical practice.
- **C2** Consider contemporary models and theories when formulating and tailoring care following assessment of individuals, families and carers.
- **C3** Construct an individualised approach to therapy and assist clients families and carers with strategies focused upon recovery and relapse prevention.
- **C4** Engage in PSI case supervision in order to consolidate their own techniques, approaches and judgements, and reflect on the skills required to deliver supervision.
- **C5** Be resourceful and innovative in formulating research problems/ practice development areas, locating and managing data and information, synthesising findings and drawing conclusions from the work.

**Teaching and Learning Methods**

Lectures, discussions, small group work and on-line activities. Case study analysis and clinical case discussion. Clinical supervision from a nominated practice based supervisor. Individual project supervision.

**Assessment methods**


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

- **D1** Be more adept in the use of technologies when searching for information.
- **D2** Be able to summarise and judge the validity and reliability of information sources more accurately.
- **D3** Be able to collaboratively use problem solving with clients presenting as having complex needs.
- **D4** Identify personal development needs through reflection and integrate these into personal development planning.
- **D5** Understand and enhance skills in multidisciplinary and interagency working within a PSI framework.
- **D6** Reflect upon the supervision of colleagues using a PSI supervision framework.
- **D7** Be able to adapt and transfer theory i.e. PSI related theory, change management theory, organisational theory, and learning theory directly into practice and to argue the case with peers and managers.

**Teaching and Learning Methods**

Lectures, discussions, small group work and on-line activities. Discussions with colleagues from other health care professions. Case study work clinical and project supervision.

**Assessment methods**

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 6</td>
<td>NU3047</td>
<td>Valuing research</td>
<td>20</td>
</tr>
<tr>
<td>Level 6</td>
<td>NU3551</td>
<td>Working with individuals from assessment to formulation</td>
<td>20</td>
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<tr>
<td>Level 6</td>
<td>NU3552</td>
<td>Working with individuals using therapeutic interventions</td>
<td>20</td>
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<tr>
<td>Level 6</td>
<td>NU3553</td>
<td>Working with families and carers</td>
<td>20</td>
</tr>
<tr>
<td>Level 6</td>
<td>NU3530</td>
<td>Professional practice project</td>
<td>40</td>
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</tbody>
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**NUMHNU563**  
**BSc(Hons)**  
**Psycho-Social Mental Health Care**  
6 modules (i.e. 120 credits) at Level 6

15. **Personal Development Planning**

Students will be developing professional practice through the identification of strengths and weaknesses and action planning within the portfolio to address identified needs. Students will gain a greater understanding of skills development and be better equipped to identify and attain further clinical skills within an academic framework. Supervision will provide structured development of clinical practice. Students will be identifying support networks, enhancing IT skills and engaging in lifelong learning. The practice project will provide students with the opportunity to recommend and plan change within the workplace.

16. **Admissions Criteria**

Students must possess the equivalent of 240 credits of which 120 must be at level 5. This could include the awards of Diploma in Higher Education, HND or Foundation degree in health and social care related topics.

*Have an established health or social care role within clinical practice and be currently working with adults with severe and enduring mental illness. Entrants also need to be successful at interview.*

Students are required to obtain organisational support for study time of 1 day per week plus clinical time equivalent to 1 day per week, and have a clinical supervisor in practice.

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

- Flyers website: http://www.uclan.ac.uk/courses/bsc_hons_psychosocial_mental_health_care.php
- Open Days
<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Knowledge and understanding</th>
<th>Subject-specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
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<tr>
<td></td>
<td>NU3047</td>
<td>Valuing research</td>
<td>C</td>
<td>X</td>
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</tbody>
</table>
Please read this Handbook in conjunction with your Course Handbook.

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

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

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

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

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

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

1. Welcome and Introduction to the University
2. Learning Resources
3. Preparing for your career
4. Student support
5. Students' Union
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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.

2. Learning resources

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

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

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

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

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

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

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

UCLan Careers offers a range of support for you including:

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

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

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

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

4. Student support, guidance and conduct

4.1 Student Support

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

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

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

and much more.

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

If you are struggling financially or have financial concerns which may prevent you from continuing on your course, you are advised to seek advice from the University’s Finance Support Team, based in the <i>, or in the Advice and Representation Centre at the Students’ Union.
If you are finding the course challenging or cannot complete independent study and assessments on time you should consult your Academic Advisor.

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

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

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

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

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

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

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

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

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

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

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

6. Rationale, aims and learning outcomes of the course

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

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

7. Assessment

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

7.1 Dealing with difficulties in meeting assessment deadlines

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

7.2 Extensions

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

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

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

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

7.3 Extenuating circumstances

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

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

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

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

7.4 Late submissions
If you submit work late without authorisation, a universal penalty will be applied in relation to your work:
• If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
• Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
• Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.
You may apply to appeal this decision in accordance with the University’s Academic Regulations.

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

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

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

7.6 Unfair Means to Enhance Performance

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

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

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

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

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

In the case of a single offence of unfair means in an undergraduate or postgraduate
assessment:
• the appropriate penalty will be 0% for the element of assessment, and an overall fail for the
  module (whether or not the resulting numeric average mark is above or below the minimum
  pass mark). The affected element of the assessment must be resubmitted to the required
  standard. The mark for the module following resubmission will be restricted to the minimum
  pass mark. Where unfair means is detected for the first time on a reassessment for an already
  failed module, no further reassessment for the module will be permitted, and the appropriate
  fail grade will be awarded.
In the event of a **repeat** offence of unfair means (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

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

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

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

### 7.7 Appeals against assessment board decisions

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

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

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

### 8. Student voice

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

The Students Union can support you in voicing your opinion, provide on-going advice and support and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).
The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

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

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

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

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

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

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

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

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

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