



## Course Handbook

BSc (Hons) Sexual Health Studies  
2019/20

Claire McCausland  
School of Community Health and Midwifery



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

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

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## 1. Welcome to the Course

The Sexual Health Team would like to welcome you to the School of Community Health and Midwifery. We hope you enjoy your chosen programme of study. In this handbook, you will find specific information related to the structure of your course to aid you with your module choice and progression to complete your degree. Please note that some modules are shared with students studying on other programmes. This provides more flexibility for student choice and learning and will give you the opportunity to share your experience with others studying on Health and Social Care programmes.

We hope the course you have chosen fulfils your expectations and that your time with us will prove to be an enjoyable experience.

Claire McCausland (Senior Lecturer and Course Leader)

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Office: BB338

In addition, you should also take advantage of the support and advice made available from your Academic Advisor and Module Leaders, whose contact numbers may be found in the School of Community Health and Midwifery Student Handbook (2018/19) or the Module Information Packs you receive within the Module Blackboard Folders.

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

The aim of this programme is to provide a framework of education that empowers students to critically evaluate current knowledge and its application to sexual health. Students will develop self-awareness of sexual practices in a non-judgmental way.

The Course Learning Outcomes include:

- Understand the complexities of sexual health with application to relevant anatomy and physiology
- Understand the principles of contraception and fertility control.
- Understand the principles of sexual health, sexually transmitted infections including blood borne viruses.
- Evaluate the application of the ethico-legal framework and knowledge to sexual health practice.
- Critically examine and contribute to strategies designed to promote change in sexual health service delivery in the light of research findings.
- To apply research skills to a critical investigation of an aspect of sexual health.
- Have the knowledge to support and empower individuals, at risk groups and communities to access sexual health information/services.
- Analyse the practices of different professions in order to facilitate multi-disciplinary/multi-agency collaboration with sexual health.
- Within the current political context, critically examine the changing roles within sexual health and future service development.
- Initiate and participate in sexual health promotion/education strategies to meet the needs of a diverse client group.

- Analyse the appropriateness of sexual health services to meet the needs of diverse client groups within the UK and worldwide.
- Demonstrate an ability to initiate and apply research within sexual health.
- Demonstrate reflection, self-awareness and the ability to communicate aspects of an intimate nature in a non-judgmental way.
- Demonstrate analytical, evaluative and creativity in thinking
- Demonstrate and analyse communication and engagement skills
- Demonstrate presentation skills
- Demonstrate Information Technology skills
- Disseminate evidence based practice
- Undertake personal development and career planning.

### **How will I achieve the aims of the Course?**

On the course a combination of taught sessions, online learning packages, self-directed learning, seminars, tutorials, discussion groups and assessments, are designed to demonstrate the achievement of the module learning outcomes. You will be encouraged to utilise work-based experience/practice examples to facilitate reflection and to apply theoretical principles to practice. Together this will provide you with the means to achieve the total aims of the programme.

### **How is the Course Delivered?**

The course is composed of core modules of learning and is delivered on a full and part-time basis.

### **Entry Awards**

- BSc (Hons) Sexual Health Studies

### **Exit Awards**

Should you need to exit the BSc (Hons) Sexual Health Studies before completing the programme for any reason, the course is designed to credit your studies through a named 'Exit Award' This would depend on the modules you have successfully completed and you would need to discuss your profile with your Course Leader to ensure that you have undertaken the required core modules and acquired the correct amount of academic credit to exit from the BSc (Hons) Sexual Health Studies programme with an alternative named award.

### **Exit points within the BSc (Hons) Sexual Health Studies pathway:**

#### **BSc (Hons) Sexual Health Studies:**

12 modules completed (360 credits) which includes 5 modules in year 1 (Level 4 – 120 credits), 2 modules in year 2 (Level 5 – 120 credits), 5 modules in year 3 (Level 6 – 120 credits). All core modules must be completed at Level 4, 5 and 6.

#### **BSc Sexual Health Studies (Ordinary Degree)**

11 modules completed (320 credits) which includes 5 modules in year 1 (Level 4 – 120 credits), 2 modules in year 2 (Level 5 – 120 credits) and 4 modules in year 3 (Level 6 – 80 credits). All core modules must be completed excluding the dissertation module (MW3992) (40 credits).

#### **Diploma Higher Education Sexual Health Studies**

7 modules completed (240 credits) which includes 5 modules in year 1 (Level 4 – 120 credits) and 2 modules in year 2 (Level 5 – 120 credits). All core modules at level 4 and 5 must be completed

**Certificate of Higher Education**

5 modules (Level 4) completed (120 credits) in year 1. All core modules must be completed at Level 4.

## 1.2 Course Team

Debbie Mennim

Brook Building: Room 337a

Lecturer

[DMennim1@uclan.ac.uk](mailto:DMennim1@uclan.ac.uk) 01772- 893663



Debbie returned to UCLan in February 2017 having initially worked as a Lecturer with the Sexual Health from 2007-2009. Debbie is a previous graduate of the BSc in Sexual Health and since obtaining this has worked in various local and national clinical leadership roles in primary and secondary healthcare organisations. Debbie worked as the National Head of Nursing for a young people's sexual health charity, this encompassed Debbie's commitment to ensuring young people receive excellent sexual health information and provision. Debbie is the course leader for the BSc Sexual Health in practice degree.

James Meek

Brook Building: Room 323

Senior Lecturer

[jmeek@uclan.ac.uk](mailto:jmeek@uclan.ac.uk) 01772-894580



James joined UCLan in May 2013 as a full-time Lecturer in Sexual & Reproductive Health. He contributes to teaching on the BSc Sexual Health Studies, BSc (Hons) Sexual Health Practice, and MSc Sexual Health Studies. James has a background in Nursing, specialising in sexual health and HIV and is the course leader on the BSc (Hons) Sexual Health Practice.

Claire McCausland

Brook Building: Room 338

Senior Lecturer

[cmccausland@uclan.ac.uk](mailto:cmccausland@uclan.ac.uk)

01772-893823



Claire is a Senior Lecturer and Course Leader for the BSc (Hons) Sexual Health Studies Course. She joined UCLan as a Lecturer in February 2010. She is a registered nurse, specialising in Sexual and Reproductive Health and Human Immunodeficiency Virus (HIV). Her experience includes the design, development and delivery of clinical, outreach and education services whilst working within GUM, HIV, Contraception, Chlamydia Screening and Young People's Sexual Health Outreach Services across London, Greater Manchester and Lancashire. Claire contributes to teaching on nursing and midwifery programmes as well as MSc Sexual Health Studies, BSc (Hons) Sexual Health Studies and BSc (Hons) Sexual Health Practice.

Donna Welch  
Lecturer

Brook Building Room 337a  
[dwelch@uclan.ac.uk](mailto:dwelch@uclan.ac.uk) 01772 893639



Since obtaining her BA/BSc (Hons) Health Studies with Counselling at UCLAN in 2001 Donna has worked continuously in community-based roles, ranging from being a youth and community manager, a disability sexual health project lead to a Community Sexual Health Development Lead for Lancashire Care NHS Foundation Trust. Donna teaches across the MSc and BSc Sexual Health Studies programme and has an interest in the sexualisation of young people and the impact of technology.

Vicky Mooney  
Lecturer

Brook Building: Room 337a  
[VMooney1@uclan.ac.uk](mailto:VMooney1@uclan.ac.uk)

01772 893664



Vicky joined UCLAN in April 2017 as a full time Lecturer in Sexual and Reproductive Health. She contributes to teaching on the BSc Sexual Health Studies, BSc (Hons) Sexual Health Practice and MSc Sexual Health Studies. Vicky has a background in community based youth inclusion, youth offending, sexual health education outreach, child sexual exploitation and teaching health and social care. Vicky gained Qualified Teacher Status (QTS) in 2012

Donna Finer  
Lecturer

Brook Building Room 337a  
[dfiner@uclan.ac.uk](mailto:dfiner@uclan.ac.uk)

01772 893651



Since obtaining her PGDip in Youth and Community Studies at MMU in 2004, Donna has worked continuously with vulnerable and isolated groups. Donna's work ranges from developing a CSE project, being Countywide SRE Co-ordinator in Staffordshire County Council, creation, development and management of a Myplace Youth and Community Centre and sexual health hub, and more recently managing outreach sexual health provision in Blackpool Council and the WISH team. She is also Trainer and Assessor in Youth and Community Studies within the voluntary sector.

### Sexual Health Course Team Office

The Sexual Health offices are located on the 3<sup>rd</sup> floor in Brook Building.

Students are advised to book appointments via Starfish, to ensure that we are available to discuss your needs.

What is Starfish?

Starfish is about you. It's an online system designed to help you make the most of your time at UCLan by pulling together lots of information about you and your UCLan journey in one easily accessible place. Within the system you can able to do all of the following and more:

- \* See a list of staff who can support you throughout your learning journey, and easily book appointments with them
- \* Request help where you need additional support, whether it is academic, social or financial.
- \* See details of your attendance and assignment marks and grades
- \* Access a dashboard showing you - your upcoming appointments, achievements you have been awarded and any items which might need your attention – for example your tutor referring you to Wisser for additional study skills support

### **1.3 Expertise of staff**

All Lecturers within the sexual health team have an extensive background of working within NHS sexual health services. Three members of the team have a clinical background and still maintain clinical competencies by working sessions within Genito-urinary medicine (GUM) clinic and within Contraception and Sexual Health services (CaSH). The two other members of the team are from community sexual health development and education backgrounds. We are active in undertaking research to add to the sexual health pool of knowledge in practice and maintain a dynamic focus on evidence based practice.

### **1.4 Academic Advisor**

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



### 1.5 Administration details

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

#### Brook Building

Community, Health and Midwifery

Telephone number/s – 01772 891992 / 01772 891993

Via email – [brookhub@uclan.ac.uk](mailto:brookhub@uclan.ac.uk)

You can visit the Hub Facebook page at – [www.facebook.com/UCLanCAS](https://www.facebook.com/UCLanCAS)

### 1.6 Communication



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

We will respond to emails during working hours which are:  
0900 – 1700 Monday – Friday.

### 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. Her details are:

Wendy Norton

Senior Lecturer

## 2. Structure of the course



A foundation entry programme is available for this award. Details are provided on the programme specification in appendix 8.1.

### 2.1 Overall structure

Sexual and reproductive health has been recognised as an important aspect of holistic health care provision within the United Kingdom (UK). Reports and statistical data have highlighted that sexual and reproductive ill-health is continuing to increase significantly throughout the UK (Department of Health [DH], 2013a; Public Health England [PHE], 2013a; PHE 2013b). The Framework for Sexual Health Improvement in England (DH, 2013b) continues the aims to address key areas of sexual health such as the transmission and prevalence of HIV and Sexually Transmitted Infections (STI's) and unintended pregnancy rates; all of which are key themes outlined in the first National Strategy for Sexual Health & HIV (DH, 2001).

## **Background to the BSc (Hons) Sexual Health Studies Undergraduate Programme**

The BSc (Hons) Sexual Health Studies is the UK's first ever full-time under-graduate specialised Sexual Health degree programme available on UCAS. This degree programme provides a significant contribution to the education of those who wish a graduate career in adult and young people's sexual health services. This programme was originally developed in 2007 by a multi-agency/multidisciplinary curriculum planning team which looked at meeting the educational needs of a diverse changing workforce within sexual health. In January 2014, this programme underwent a routine Periodic Course Review (PCR). New modules have been added to reflect recent changes in sexual health care, policy and service delivery; this is to ensure that students have obtained the necessary knowledge and skills required, for sexual health related careers, on graduating from the course.

The programme provides students with the appropriate knowledge and skills required to undertake a variety of careers within adult and young person's sexual health services. Students gain knowledge and skills in contraception, unplanned pregnancy, sexual health, asymptomatic screening for STI's, blood borne viruses, sexual health policy, safeguarding, sex and relationships education, motivational interviewing and enhanced communication within sexual health. This degree utilises UCLan's Comensus (Community, Engagement and Service Users Support) group, which allows service users the ability to attend relevant sessions throughout the course to present 'real-life experiences'. The students have rated this highly allowing them to link theory with practice whilst developing an understanding of sexual health care from a service user perspective. The degree also gives students lifelong skills including advanced communication skills, project management, innovation and enterprise experience, and further employment opportunities within sexual health related services.

This programme is therefore suitable for any individual who meets the admission entry criteria and has an interest in sexual health. The programme is offered on a full-time basis. Alternatively, students who require greater flexibility and time to study due other commitments may choose to study the programme part-time.

### **Work-based Experience Opportunities and Future Employment**

The programme has developed close links with a variety of health organisations allowing students to undertake work-based experience opportunities throughout their degree. This helps to bridge the link between theory and practice, whilst also providing openings into future employment.

As part of the programme students will devise a Personal Development Plan (PDP) for their own individual learning needs, by accessing appropriate learning and development such as the modules within the sexual health portfolio, they will be able to demonstrate achievement of their identified learning needs. The modules available will enable students to develop their knowledge of sexual health in preparation for future employability.

### **References**

Department of Health (2001). *National Strategy for Sexual Health and HIV*, London: DH  
Department of Health (2004). *The NHS Knowledge and Skills Framework (NHS KSF) and the Development Review Process* London: DH

Department of Health (2013a). *Abortion Statistics, England and Wales: 2012 Summary information from the abortion notification forms returned to the Chief Medical Officers of England and Wales*, London: Crown

Department of Health (2013b). *Framework for Sexual Health Improvement in England*, London: DH

Public Health England (2013a). *HIV in the United Kingdom: 2013 Report*, London: PHE

Public Health England (2013b). *Sexually transmitted infections and chlamydia screening in England, 2012*, London: PHE

## 2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as double or triple modules with credit allocated up to a maximum of 120 credits per academic level of study 4, 5 or 6..

<b><u>Year ONE</u></b>		
<b>PZ1015 Study Skills and Lifelong Learning</b> Core 20 Credits	<b>MW1006 Introduction to Sexual Health</b> Core 20 credits	<b>MW1026 Cultural, Sociological and Political Perspectives of Sexual Health Care</b> Core 20 credits
<b>PZ1022 Communication and Collaboration</b> Core 20 credits	<b>HS1210 Understanding Health</b> Core 40 Credits	

**5 modules (120 credits completed at Level 4)**  
**Exit Award: Certificate in Education**

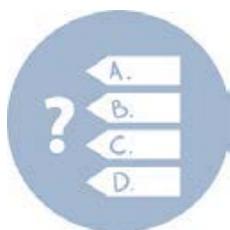
<b><u>Year 2</u></b>
MW2005 Sexual Health and Asymptomatic Screening Core 60 credits
MW2006 Sexual Health Communication Core 60 credits

**2 modules (120 credits completed at Level 5)**  
**Exit Award: DipHE Sexual Health Studies**

<b><u>Year 3</u></b>
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<b>MW3028 Sexual Health Global Perspectives</b> Core 20 credits	<b>MW3301 Sexual Health Promotion</b> Core 20 credits	<b>MW 3018 Personal &amp; Professional Development in Sexual Health</b> Core 20 credits
<b>MW3992 Dissertation</b> Core 40 credits		<b>MW3029 Sexual Health Perspectives of Safeguarding (Adults and Children)</b> Core 20 credits

**5 modules (120 credits completed at Level 6)**  
**Exit Award: BSc (Hons) Sexual Health Studies**



### 2.3 Course Requirements

All modules on the BSc (Hons) Sexual Health pathway are core – which means these modules must be successfully undertaken and passed for the award to be accredited as outlined above.

### 2.4 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The Course Team will tell you about the modules that you are required to undertake within the following year.

### 2.5 Study Time

#### 2.5.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

#### 2.5.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is 10 hours study per each credit you need to achieve; this is inclusive of attendance at class, in the library and time spent in self-directed study. 20 credits is a standard module size and equals 200 notional learning hours.

#### 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 each individual module leader; it is requested that you copy the Course Leader into any email request that you make regarding this.

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

You will be asked to enter your details on Student Attendance Monitoring (SAM) for each class; you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would be dishonest and result in inaccurate records. Any student who is found to make false entries may be disciplined under the student guide to regulations.

### 3. Approaches to teaching and learning

#### 3.1 Expertise of staff

Staff profiles can be viewed on the university website

#### 3.2 Learning and teaching methods

Modules are designed to enable students to be active participants in the process of learning using a variety of learning and teaching methods i.e. group work, discussion, case studies, reflective analysis, online learning packages and lectures. Supporting materials and information will be available via Blackboard and blended learning will be utilised to facilitate a student-centred approach by encouraging independent and self-directed learning within a supportive structured environment.

#### 3.3 Study skills

To further enhance your study skills development your module leader may signpost you for specific advice or development events to WISER Service:

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



#### 3.4 Learning resources

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

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

##### 3.4.2 Electronic Resources

LIS provide access to a vast range of electronic resources – e-journals and databases, e-books, images and texts. Module specific material be available from Blackboard. Within each of your module handbooks you will be guided to speciality specific websites within the bibliography.

#### 3.5 Personal development planning

This will be discussed in your Study Skills and Lifelong Learning module in year 1. Please book an appointment to see your Academic Advisor to discuss your personal development planning.



#### 3.6 Preparing for your career

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

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

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

It's your future: take charge of it!

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

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

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

## 4. Student Support



### 4.1 Academic Advisors

You will be allocated an Academic Advisor on commencement of the course. Their responsibilities include offering pastoral support, monitor your academic development and progression, support you in personal development planning and will write references for future employment/courses of study. There are a wide range of support mechanisms in place to support academic development and personal support. Your Academic Advisor will be able to refer you these as appropriate if you feel this is appropriate.

### 4.2 Students with disabilities

Colette Eaton the named lead for student with Disability. Colette can be contacted via telephone number: 01772 895108 or email: [CEaton@uclan.ac.uk](mailto:CEaton@uclan.ac.uk) should you require further confidential advice / support.

If you have a disability that may affect your studies, please let one of the course team know as soon as possible. With your agreement information will be passed on to Colette. 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. Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Please contact Colette should you require further advice on this.

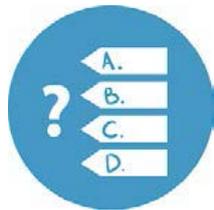
### 4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website:

<http://www.uclansu.co.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; this should be at the times scheduled unless authorised extensions, special arrangements for disability or extenuating circumstances allow you to defer your assessment.



### 5.1 Assessment Strategy

There is a range of summative assessment strategies utilised on the core modules throughout the BSc (Hons) Sexual Health Studies pathway. These include the use of written assignments, a storybook, a micro-teach, an examination, a portfolio, presentations and poster presentations.

In addition to this, formative assessment will be applied within each of the modules. The learning experiences within formative assessment enables learners to develop skills in self and peer-assessment whilst identifying strengths and gaps in their knowledgebase as well as any areas for further development. Feedback of formative assessment throughout the period of learning can help to shape and develop the teaching and learning activities in which both the lecturers and learners are engaged. This will be provided during your classroom sessions and not just at the end of the module.

Although the focus of assessment topic may differ within each module, the feedback from summative assessment can still support you enhancing skills in academic writing and referencing. It is important to reflect upon your feedback to allow you opportunities to identify your strengths and areas to work upon for future improvement.

### 5.2 Notification of assignments and examination arrangements

Students will be notified of the requirements for individual assessments and the respective deadlines for submission via the Module Handbooks. Each module will have a specific session allocated to provide an overview of the assessment strategy relevant to each topic. These sessions will be recorded and placed within the module folder on Blackboard as this enables students repeatedly return to this should they wish for further clarity. All assignments are to be submitted by 12 noon on the set date specified on in the module handbook.

### 5.3 Referencing

Annually a Referencing Guide is provided which includes examples of how to use the APA referencing style required by School of Community Health and Midwifery. Full documentation of your work with references enables the reader to follow up the sources utilised and makes it clear how you are drawing your conclusions from the evidence presented. It is also an acknowledgement of the other writer's work or the work of a group of people, such as a committee or conference report. The University imposes penalties for plagiarism which occurs not only when you directly copy but when you reword text without giving a reference.

#### 5.4 Confidential material

If you choose to undertake work-based experience whilst on the programme, please ensure that if you use a patient's story that their name and personal details remain confidential at all times.

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

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

During the PZ1015 Study skills and lifelong learning module you will be shown how to use Turnitin. You will be required to complete an essay which is fed through Turnitin; this will then be discussed within a seminar with academic staff to help you to learn more about referencing your work.

### 6. Classification of Awards

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



#### 7. Student Feedback

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

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

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

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees 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.

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

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

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

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

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook. The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Your Course Leader attend the meetings, facilitated by the School President, who 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. The meetings include discussion of items highlighted 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
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, Academic Advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students.

## 8. Appendices

### 8.1 Programme Specification(s)

**UNIVERSITY OF CENTRAL LANCASHIRE**

**Programme Specification**

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

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

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	University of Central Lancashire
<b>3. University Department/Centre</b>	School of Community Health and Midwifery
<b>4. External Accreditation</b>	
<b>5. Title of Final Award</b>	BSc (Hons) Sexual Health Studies

<b>6. Modes of Attendance offered</b>	Full -Time Part-Time
<b>7. UCAS Code</b>	B901
<b>8. Relevant Subject Benchmarking Group(s)</b>	QAA Subject Bench Marks Health Studies (2008)
<b>9. Other external influences</b>	Public Health England. (2013). Our Priorities for 2013/2014  Department of Health. (2013). A Framework for Sexual Health Improvement in England  Department of Health. (2012). Health and Social Care Act 2012  Department of Health. (2010). Public Health White Paper- Healthy Lives, Healthy People: Our Strategy for public Health in England
<b>10. Date of production/revision of this form</b>	January 2017
<b>11. Aims of the Programme</b>	
The aim of this programme is to provide a framework of education that empowers students to critically evaluate current knowledge in its application to sexual health. Students will develop self-awareness of sexual practices in a non-judgmental way.	
<b>12. Learning Outcomes, Teaching, Learning and Assessment Methods</b>	
<b>A. Knowledge and Understanding</b>	

- A1. Understand the complexities of sexual health with application to relevant anatomy and physiology
- A2. Understand the principles of contraception and fertility control.
- A3. Understand the principles of sexual health, sexually transmitted infections including blood borne viruses .
- A4. Evaluate the application of the ethico-legal framework and knowledge to sexual health practice.
- A5. Critically examine and contribute to strategies designed to promote change in sexual health service delivery in the light of research findings.
- A6. To apply research skills to a critical investigation of an aspect of sexual health.

### **Teaching and Learning Methods**

Lecture, group work, discussion, tutorials, case studies, reflection, audio visual technology, self-directed study, blackboard.

### **Assessment methods**

Written assignment , presentation, storybook, exam, workbook, portfolio, poster presentation, micro teach, dissertation.

### **B. Subject-specific skills**

- B1. Have the knowledge to support and empower individuals, at risk groups and communities to access sexual health information/services .
- B2. Analyse the practices of different professions in order to facilitate multi-disciplinary/multi-agency collaboration with sexual health.
- B3. Within the current political context, critically examine the changing roles within sexual health and future service development.
- B4. Initiate and participate in sexual health promotion/education strategies to meet the needs of a diverse client group.

### **Teaching and Learning Methods**

Lecture, group work, discussion, tutorials, case studies, reflection, audio visual technology, self-directed study, blackboard.

**Assessment methods**

Written assignment , presentation, storybook, exam, workbook, portfolio, poster presentation, micro teach, dissertation.

**C. Thinking Skills**

C1. Analyse the appropriateness of sexual health services to meet the needs of diverse client groups within the UK and worldwide.

C2. Demonstrate an ability to initiate and apply research within sexual health.

C3. Demonstrate reflection, self-awareness and the ability to communicate aspects of an intimate nature in a non-judgmental way.

C4. Demonstrate analytical, evaluative and creativity in thinking.

**Teaching and Learning Methods**

Lecture, group work, discussion, tutorials, case studies, reflection, audio visual technology, self-directed study, blackboard.

**Assessment methods**

Written assignment, presentation, storybook, exam, workbook, portfolio, poster presentation, micro teach, dissertation.

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

D1. Demonstrate and analyse communication and engagement skills

D2. Demonstrate presentation skills

D3. Demonstrate Information Technology skills

D4. Disseminate evidence based practice

D5. Undertake personal development and career planning.

**Teaching and Learning Methods**

Lecture, group work, discussion, tutorials, case studies, reflection, audio visual technology, self-directed study, blackboard.

**Assessment methods**

Lecture, group work, discussion, tutorials, case studies, reflection, audio visual technology, self-directed study, blackboard.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6	MW3018	Personal and Professional Development in Sexual Health (Comp)	20	<p><b>BSc (Hons) Sexual Health Studies</b></p> <p><b>Maximum 360 credits</b></p> <p>Requires 120 credits at level 4, 120 credits at level 5 and 120 credits at Level 6</p> <p>All compulsory modules must be completed.</p> <p><b>BSc Sexual Health Studies</b></p> <p><b>Maximum 320 credits</b></p> <p>Requires 120 credits at Level 4, 120 credits at Level 5 and 80 credits at Level 6</p> <p>All compulsory modules excluding MW3992 (Dissertation) must be completed.</p>
	MW3301	Sexual Health Promotion (Comp)	20	
	MW3992	Dissertation (Comp)	40	
	MW3028	Sexual Health Global Perspectives (Comp)	20	
	MW3029	Sexual Health Perspectives of Safeguarding (Adults and Children) (Comp)	20	
Level 5	MW2005	Sexual Health & Asymptomatic Screening (Comp)	60	<p><b>Diploma of Higher Education</b></p> <p><b>Sexual health Studies</b></p> <p><b>(Exit Award only)</b></p> <p><b>Maximum 240 credits</b></p>
	MW2006	Sexual Health Communication (Comp)	60	

				Requires 120 credits at level 1 and 120 credits at Level 2.  All compulsory modules must be completed.
Level 4	HS1210	Understanding Health (Comp)	40	<b>Certificate of Higher Education</b>  <b>Maximum 120 credits</b>  Requires 120 credits at Level 1. All compulsory modules must be completed.
	PZ1015	Study and Lifelong Learning Skills (Comp)	20	
	MW1006	Introduction to Sexual Health (Comp)	20	
	MW1026	Cultural and Sociological Perspectives of Sexuality (Comp)	20	
	PZ1022	Communication and Collaboration (Comp)	20	

### 15. Personal Development Planning

PDP will be developed as part of ongoing learning in order to achieve the learning objectives of the course. Students are supported in the process of individual reflection upon their own performance and/or achievements and to plan for their personal, educational and career development. This is achieved through the teaching and learning strategy and includes utilising personal tutorial support and academic advice.

### 16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

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

112 UCAS points or equivalent (one must be science related subject at minimum grade C)

5 GCSE's at grade C or above, including Maths/English/Science

Or

From individuals with an interest in sexual health studies who may have non-standard qualifications, but relevant work or life experience and who can demonstrate the ability to cope with and benefit from degree-level studies

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

- UCAS
- University and School of Community Health and Midwifery Web Pages
- Student Handbook
- Course Leader



MW3992	Dissertation	Comp					√	√								√			√	√	
MW3028	Global Perspectives of Sexual Health	Comp	√	√	√		√	√		√	√		√	√	√	√	√	√	√	√	
MW3029	Sexual Health Perspectives of Safeguarding (Adults and Children)	Comp					√	√	√	√	√		√	√	√				√	√	

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

## 18. Curriculum Skills Map

Ticks are placed in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C) or Compulsory (Comp)	Programme Learning Outcomes																				
				A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5		
Level 5	MW2005	Sexual Health & Asymptomatic Screening(C)	Comp	√	√	√	√	√			√	√	√	√	√	√	√		√		√	√		
	MW2006	Sexual Health Communication (C)	Comp	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	
Level 4	HS1210	Understanding Health (C) Double module (40 credits)	Comp	√									√		√		√					√	√	
	PZ1015	Study and Lifelong Learning Skills (C)	Comp						√		√				√				√	√	√	√		
	MW1006	Introduction to Sexual Health (C)	Comp	√	√	√	√							√		√		√	√	√	√			
	MW1026	Cultural and Sociological Perspectives of Sexuality (C)	Comp				√				√	√					√					√	√	

	PZ1022	Communication and Collaboration (C)	Comp							√	√				√		√	√	√	√	√	√
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## UNIVERSITY OF CENTRAL LANCASHIRE

### Programme Specification

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

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

<b>13. Awarding Institution / Body</b>	University of Central Lancashire
<b>14. Teaching Institution and Location of Delivery</b>	Preston Campus
<b>15. University School/Centre</b>	University of Central Lancashire
<b>16. External Accreditation</b>	N/A
<b>17. Title of Final Award</b>	BSc (Hons) Health & Social Care (Foundation Entry)
<b>18. Modes of Attendance offered</b>	Full-time and Part-time
<b>19. UCAS Code</b>	2G12
<b>20. Relevant Subject Benchmarking Group(s)</b>	QAA Benchmarks
<b>21. Other external influences</b>	Entry requirements for health professional courses delivered within the School of Health
<b>22. Date of production/revision of this form</b>	May 2014
<b>23. Aims of the Programme</b>	
1) To develop the learners' understanding of Health and Social Care.	
2) To prepare learners academically and socially for Higher Educational study.	
3) To provide learners with an insight into the importance of evidence-based practice within Health and Social Care.	
4) To develop and enhance learners' self-awareness and interpersonal skills.	
5) To facilitate learners' progression opportunities within Health and Social Care.	

<b>24. Learning Outcomes, Teaching, Learning and Assessment Methods</b>
<b>A. Knowledge and Understanding</b>
A1. Apply key academic skills within the context of Health and Social Care. A2. Examine the theoretical concept of reflective practice. A3. Examine key concepts of database searching methods. A4. Apply system-based knowledge of anatomy and physiology to practice. A5. Develop an understanding of a structure processes for knowledge acquisition.
<b>Teaching and Learning Methods</b>
In regards to academic development, a structured methodology approach to knowledge acquisition will be applied where each learner will develop their own personalized knowledge acquisition process. This will be further developed through practical sessions, directed reading, case studies, reports, presentations, reflective logs / diaries and the application of relevant research-based evidence to support practice, workshops, discussions and interactive virtual learning. This wide range of learning methods will aim to replicate similar learning experiences which the learner will experience over the next three years within their chosen pathway of progression.
<b>Assessment methods</b>
<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Essay and portfolio development including reflective reports</li> <li>• Evidence-based assignments</li> <li>• Individual oral presentations</li> <li>• Essays</li> <li>• Group presentation</li> <li>• Workbook</li> </ul>
<b>B. Subject-specific skills</b>
B1. Review and analyse the development to access professional programmes. B2. Development of values and beliefs and service users underpinning values relating to the 6 Cs. B3. Develop insight into the structure of Health and Social Care within the United Kingdom. B4. Develop personal reflective practice skills.
<b>Teaching and Learning Methods</b>
Each module will identify appropriate learning and teaching strategies. A range of approaches will be used for example, lectures, seminars, discussions, case study analysis, E-Learn activity, directed study, reflective practice activities, maintenance of reflective critical diary and portfolio of learning and development.
<b>Assessment methods</b>
<ul style="list-style-type: none"> <li>• Essays</li> <li>• Critiques</li> <li>• In-class Reports</li> <li>• Case studies</li> <li>• Individual oral presentations</li> <li>• Group presentation</li> <li>• Workbook</li> </ul>
<b>C. Thinking Skills</b>
C1. Apply the concept of evidence-based practice and its use within Health and Social Care. C2. Evaluate and analyse their own chosen career pathway. C3. Evaluate the strength of evidence. C4. Analyse and review the scope of practice of a range of healthcare professionals.
<b>Teaching and Learning Methods</b>
Modes of delivery include lectures, guest speakers from appropriate health agencies/professions, seminars, group activities, workshops, debates and discussions,

individual independent inquiry and analysis, web-based learning system (E-Learn), personal tutorials.

**Assessment methods**

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

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

- D1. Develop literacy through analytical thinking and reflection and assignment development.  
 D2. Utilise and develop presentation skills.  
 D3. Develop key communication skills and interpersonal skills.  
 D4. Develop numeracy skills.  
 D5. Enhance learners' self-confidence.  
 D6. Develop digital literacy skills  
 D7. Develop collaborative working skills.

**Teaching and Learning Methods**

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

**Assessment methods**

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

**13. Programme Structures**

**14. Awards and Credits\***

Level	Module Code	Module Title	Credit rating	
Level 3	NUC003	Academic Writing and Studying in Health and Social Care	20	Requires completion of 120 credits at Level 3. Successful completion of the course leads to guaranteed progression on to Year 1 of: <ul style="list-style-type: none"> <li>• BSc (Hons) Sexual Health Studies</li> <li>• FDA Promoting Health and Wellbeing</li> <li>• FDS Sc Health &amp; Social Care <b>[subject to satisfactory enhanced DBS clearance]</b></li> </ul> Progression to the following programmes is subject to additional entry requirements – details are provided in the student handbook (2.2.1 Progression): <ul style="list-style-type: none"> <li>• BSc Hons Counselling &amp; Psychotherapy</li> </ul>
	NUC004	Learning development and using information communication technology to present information	20	
	NUC005	Developing skills for delivering health & social care (1)	20	
	NUC006	Developing professional skills for delivering health and social care (2)	20	
	NUC001		20	

	NUC007	<p>Foundations in Anatomy, Physiology, Pathology and Disease</p> <p>Measuring Health and Wellbeing</p>	20	<ul style="list-style-type: none"> <li>• Dip HE Paramedic Practice</li> <li>• BSc Hons Pre-registration Nursing [Mental Health]</li> <li>• BSc Hons Pre-registration Nursing [Child]</li> <li>• BSc Hons Pre-registration Nursing [Adult]</li> <li>• BSc Hons Pre-registration Midwifery [Direct Entry]</li> </ul> <p>Students who exit after the Foundation Entry Year will receive a transcript of their modules and grades.</p>
<b>15. Personal Development Planning</b>				
<p>Personal development is a key component of this course; throughout each element of the course students will carry out reflection, looking at their long-term goals and identification of key steps on achieving their self-selected aims. This will be achieved by:</p> <ol style="list-style-type: none"> <li>1. Personal tutorials will include progress reviews, personal reflections, setting goals and development of action plans for the student's own progression.</li> <li>2. Plan realistically for career progression and manage own career development and lifelong learning by reflection on a wide range of multidisciplinary professionals' career pathways. Access to further academic and professional pathway advisers.</li> <li>3. Improve learning and performance by taking responsibility for their own development and developing the necessary skills for independent learning.</li> <li>4. After each summative and formative assignment, learners will be required to carry out reflection and action planning for self-development; this will be integrated as an essential part of the scheme of work for each module.</li> </ol>				
<p><b>16. Admissions criteria</b></p> <p>Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.</p> <p>Students will be informed of their personal minimum entry criteria in their offer letter.</p>				
<p>Entry requirements for this course are 160 tariff points at A Level or equivalent, 5 passes at GCSE or above, including GCSE Maths and English at Grade C or above, a minimum proficiency in English of IELTS 6 or equivalent. Consideration will be given to applicants who have equivalent vocational or experiential learning gained within a Health and Social Care environment. All applicants are interviewed and will be subject to numeracy, literacy and values based assessment, dependant on their chosen progression route.</p>				
<b>17. Key sources of information about the programme</b>				
<ul style="list-style-type: none"> <li>• University Website <a href="http://www.uclan.ac.uk">www.uclan.ac.uk</a></li> </ul>				
<ul style="list-style-type: none"> <li>• The Course Handbook</li> </ul>				
<ul style="list-style-type: none"> <li>• The UCAS website: <a href="http://www.ucas.ac.uk/">http://www.ucas.ac.uk/</a></li> </ul>				

### 18. Curriculum Skills Map

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

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																			
				Knowledge and understanding					Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development						
				A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7
	NUC003	Academic Writing and Studying in Health and Social Care	C	√	√	√		√			√	√	√		√		√			√			
Level 3	NUC004	Learning development and using information communication technology to present information	C	√				√				√	√		√		√	√	√		√	√	
	NUC005	Developing skills for delivering health & social care (1)	C	√	√				√	√	√	√	√	√	√	√	√	√	√		√	√	√
	NUC006	Developing professional skills for delivering health and social care (2)	C	√	√				√	√		√	√	√	√	√	√	√	√		√	√	√
	NUC001	Foundations in Anatomy, Physiology, Pathology and Disease	C	√			√					√	√		√		√					√	√
	NUC007	Measuring Health and Wellbeing	C	√		√						√	√	√		√		√	√	√	√	√	√

