

Course Handbook
University Certificate Injection Therapy
2018/19
Gillian Rawlinson
School of Health Sciences



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

I would like to welcome you to the School Health Sciences and the Certificate Injection Therapy course.

We hope you will find this an interesting and challenging experience which helps you develop and learn new skills.

I hope you enjoy the course and please feel free at any time to contact myself or any of the tutors if you have any questions or feedback.

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

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

As a team of academics and administrators, we are here to help. Simply go to the School Admin Hub (2nd Floor Brook Building) where one of the School Administrators will assist, or see your Course Leader or Academic Advisor.

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

Gillian Rawlinson

Course Leader

Certificate Injection Therapy

Telephone: 01772 894579 Room BB126 Email: GRawlinson@uclan.ac.uk

1.1 Rationale, aims and learning outcomes of the course



This course is ideal for clinicians who are working in a setting where joint and soft tissue injections or intramuscular injections would improve the overall management of their patients.

It aims to provide students with the skills and knowledge to practise safe and effective musculoskeletal or neurological injection therapy in accordance with current evidence base. There will be a strong emphasis on developing advanced clinical reasoning skills to select appropriate patients for injection therapy within a broader framework of their management.

This module requires you to be currently practising, and you will require a suitably qualified supervisor in practice, who will supervise the experiential part of your learning. There is a large practical element to the course with tuition from experienced clinicians who regularly use injections in practice. Interactive lectures, tutorials and debate sessions will be used to explore the clinical reasoning and evidence base underpinning injection therapy.

The course layout will involve three full days teaching in the first week where you will learn the basic injection therapy skills and underpinning theory supporting this. Following this there will be two inter-modular day . Following the first 3 days you will be able to inject under the supervision of you mentor in practice to develop your injection therapy practice.

Throughout the course there will be a strong emphasis on safety and avoiding/ managing adverse incidents in order to fully support your safe and effective practice. There will be a multiple choice assessment on the third day to formatively assess your progress and allow self-evaluation and reflection before you begin the practice based learning element of the module.

There will be a large emphasis on practical skills with experienced tutors available to support you learning throughout the course.

At the inter modular days you will be required to present a short case study/ condition with reference to injection therapy which demonstrates critical analysis of the evidence underpinning evidence. This will help develop skills to assist with your written assessment. The assessment strategies for this module are included at the end of this handbook.

Course Aims

The aims of this course are:

1. To equip practitioners to practise and evaluate musculoskeletal injection therapy safely and in accordance with current evidence base.
2. To develop advanced clinical reasoning skills to select appropriate patients for injection therapy within a broader framework of musculoskeletal management
3. To provide practitioners with the skills and knowledge to manage patients post injection and those requiring emergency treatment secondary to drug reactions.

Learning Outcomes

You will have to demonstrate that you have fulfilled a range of learning outcomes specific to this course. You will be able to graduate from the programme upon the achievement of these outcomes. On completion of the course you will be able to:

- A1. Critically evaluate current practices within injection therapy practice
- A2. Evaluate and implement evidence based practice and clinical guidance publications.
- A3. Research, critique and debate relevant aspects of practice which may include physiological, and psychosociological requirements relevant to delivering effective injection therapy practice.
- B1. Evaluate and utilise relevant assessment and diagnostic techniques to select appropriate patients for injection therapy.
- B2. Competently and safely perform injection therapy using aseptic technique and demonstrate effective injection after care using critically evaluated evidence base
- B3 Critically appraise and utilise strategies to identify key legal, safety and ethical issues in delivering effective injection therapy.
- C1. Critically reflect upon the role of injection therapy in the management of patients with complex neuromusculoskeletal conditions.
- C2. Critically evaluate relevant academic literature and policy documentation within injection therapy practice and associated areas

- D1. Demonstrate a high level of clinical problem solving skills
- D2. Communicate thoughts, ideas and academic argument at a higher level.
- D3. Engage in on-going reflective practice to facilitate continuous professional development.

1.2 Course Team

Gillian Rawlinson, Senior Lecturer	Brook Building 126 ☎ 4579 💻 gawlinson@uclan.ac.uk
Greg Littler , Lecturer	Brook Building 119 ☎ 4566 💻 glittler@uclan.ac.uk
Other external professionals/ clinicians will join the teaching team during the course.	

1.3 Expertise of staff

All the staff teaching on the course are experienced clinicians and also have many years of experience in education. Each staff member is delivering modules within their area of expertise and so you can be sure that you are being taught by staff who are at the forefront of their field. All staff are involved in research within their clinical and/or academic field and are encouraged to disseminate their knowledge at both local, national and international events. In this course we also bring in experienced clinicians with current expertise in an aspect of the module; this enables us to blend academic expertise, clinical knowledge and current clinical experience and to give you access to people who are able to ensure that your learning experience enables you to meet the demands of the current clinical environment.

1.4 Academic Advisor

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



1.5 Administration details

Course Administration Service provides academic administration support for students and staff and are located in the 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.

Allen Building

Medicine

Dentistry

telephone: 01772 895566

email: AllenHub@uclan.ac.uk

Harris Building

Lancashire Law School
Humanities and the Social Sciences
Centre for Excellence in Learning and Teaching
telephone: 01772 891996/891997
email: HarrisHub@uclan.ac.uk

Foster Building

Forensic and Applied Sciences
Pharmacy and Biomedical Sciences
Psychology
Physical Sciences (Mathematics/Chemistry/Physics)
telephone: 01772 891990/891991
email: FosterHub@uclan.ac.uk

Computing and Technology Building

Art, Design and Fashion
Computing
Journalism, Media and Performance
Engineering
telephone: 01772 891994/891995
email: CandTHub@uclan.ac.uk

Greenbank Building

Sport and Wellbeing
Management
Business
telephone: 01772 891992/891993
email: GreenbankHub@uclan.ac.uk

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. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread. Please set up an email divert to an account you check more regularly if required.

Generally you can expect to receive a prompt reply however please be mindful that staff do experience very busy periods around examination periods etc. Also

the course leader grawlinson@uclan.ac.uk works in the NHS on Wednesdays so is not available on this day.
Please always check blackboard and handbooks to answer to your questions in the first instance.

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 external examiner is Michael Concannon from Huddersfield University. 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 via the Injection Therapy blackboard page.



2. Structure of the course

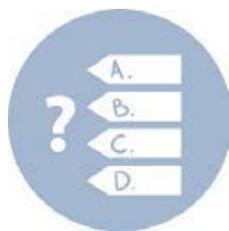
2.1 Overall structure

This certificate equals one 20 credit, level 7 (masters level) module which consists of 5 taught days (3 and 2 day block) and an inter-modular period where you will undergo experiential learning and assessment in practice with your mentor. Days will usually be between 9 and 4.30pm and will include classroom lectures and discussions, group work, debates and practical sessions.

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.

This course comprises of one 20 credit level 7 (masters level) module.



2.3 Course requirements

Students are normally required to have a minimum of 3 years specialist MSK or neurological practice. You are required to be a registered relevant health care professional, working in a role where injection therapy practice is appropriate and will enhance the overall management of your patients.

You will require to provide a named mentor who will supervise the experiential learning part of your course and your practical assessment in practice. You also will require appropriate mechanisms in place to access Prescription only medicines (PMOs) eg PSD's, PGD's. This is addressed in the pre course materials.

etc.. You are required to attend a minimum of 4 days of the course including the initial 3 day period in order to fulfil the course requirements.

As a student undertaking this course, you are bound by the Code of Conduct of your relevant professional body eg HCPC, GMC or NMC etc and subject to the UCLan procedure for the consideration of Fitness to Practise.

2.3 Study Time

2.3.1 Weekly timetable

Your timetable will be available online via <https://apps.uclan.ac.uk/WeeklyTimetable>.

Please be aware your timetable may vary throughout the academic year therefore it is vital that you check your timetable on a regular basis.

You will only see timetables for modules on which you are enrolled. If you are having difficulty seeing your timetable, please check your enrolment status with the Administration team.

2.3.2 Expected hours of study

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

Most 20 credit modules require in the region of 30 hours of taught sessions with the remaining 170 hours being split between preparation for teaching, deepening knowledge of the subject and assessment preparation. Taught sessions may be classroom based, or, for online and blended modules, the study is directed from structured online resources and learning tasks, including participation in online group activities such as discussion boards. We encourage approximately 50 hours of clinical based learning to take place between taught days.



2.4.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to: Grawlinson@uclan.ac.uk

For international students please be aware of your responsibilities under the Visas and Immigration (UKVI) Points Based System (PBS) - you **MUST** attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

This course will comprise of a mixture of classroom based sessions including lectures, discussions, group work and case based learning. It will also include practical sessions. You will also be developing your skills through experiential learning in practice with your mentor.

At masters level it is expected that you take some initiative to read around the session topic so that you can contribute to classroom discussions. In general, at Masters level, it is usual to expect the classroom sessions to be used to debate and discuss topics, which you will then take into further study in your own time. Whilst the tutors may deliver some taught content you will probably find classroom sessions challenge your knowledge and understanding, often giving more questions than answers.

The course is supported with online materials via Blackboard which is the platform which hosts a range of resources. Using guided resources, including presentations and directed questions, you are asked to explore your understanding and again you may be left seeking the answers to further questions which you develop as a result of your study.

Online discussions can either be synchronous such as chat rooms) where everyone is contributing within the same timescale and can see the discussion as it evolves, or

asynchronous (such as discussion boards or wikis) where people contribute at a time which suits them. Module leaders will introduce these resources, however training in the use of the university systems can be accessed through the Library and Information Service (LIS) training teams.

Practical sessions will require you to participate in demonstration and development of clinical skills; you should be appropriately dressed for these sessions and the course leaders will guide you accordingly as outlined in the pre-course information..

3.2 Study skills

As a postgraduate student, there is an expectation that you have developed some study skills as part of your honours degree or professional qualification. We realise that these study skills may be a little rusty or may need improving to meet the standard required of a Masters level student.

This course includes some degree of development of study skills, please be aware that students will often be at varying level in terms of academic study skills depending on their previous experiences and study. Every attempt will be made to tailor this according to the student's needs. Several optional sessions with the library team will be included to develop literature searching skills and use of reference management software as well as introducing you to the library and its services and resources.

Your Academic Advisor (course leader) is also a good point of contact if you feel that your study skills are poor.

There are also a variety of services to support students. Wiser is a service that can assist with academic writing and study skills so please take full use of this.

WISER <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.

On the LIS pages you will see subject guides for Health, Physiotherapy and medicine and there may be other areas related to your subject of study. These subject guides indicate the most relevant online resources and databases which are available for you to use.

LIS run frequent training sessions for both Library and general IT skills, which can be booked onto via the LIS pages. The course will include an optional session with a librarian.

Our subject librarian is Mike Hargreaves, and she is always available to support postgraduate students with library/ literature searching related issues – contact him at MHargreaves@uclan.ac.uk

3.3.2 Electronic Resources

Many of the relevant resources will be available on the Blackboard page however please note that this is not an exhaustive list of resources and your own study should allow you to

develop a wider range of resources using the library services and possibly your workplace library services.

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

You can access these through LIS and key resources will be identified either in your online reading list or by links for you to access on Blackboard module pages.

You may already use online resources through your work place and you can continue to use these if they bring up material of a sufficient quality.

3.4 Personal development planning

As you are from a professional background it is assumed that you are engaging in Continuous Professional Development (CPD) as part of your on-going portfolio for re-registration.

One of our additional modules (PU4008) is specifically aimed at helping you to develop the effectiveness of your CPD and looking at CPD planning to meet your personal and professional targets. Your Academic Advisor can guide you with personal development planning and you should discuss this with them if you wish them to support you in this way.



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. Make sure you engage in regular personal development planning.

To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and how you want to progress your career.

- Your course will encourage you to interact with technology to develop skills in the use of IT and also encouraging you to look at the possibilities of IT for clinical practice both now and in the future.
- Support is also available should you wish to discuss other opportunities, such as further postgraduate study.

4. Student Support

Please contact the course leader GRawlinson@uclan.ac.uk in the first instance if you have any issues,



4.1 Academic Advisors

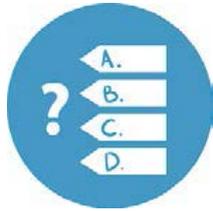
Your Academic Advisors (Gillian Rawlinson for those on MSK route, and Sara Fisher for those students on neuro route) are here if required and can work with you to help you through the course and help you develop your academic skills and plan further academic study or professional development.

4.2 Students with disabilities

Sean Kilmurray (SFKilmurray@uclan.ac.uk) is the lead for students with disabilities within this school. If you have a disability that may affect your studies, please either contact Sean or the course leader as soon as possible.

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.

5. Assessment



5.1 Assessment Strategy

The assessment for this course comprises of two elements a written assignment and assessment and reflections on 10 patients where you have performed injection therapy in practice. Further details of the assessment strategy can be found in the module information pack available on Blackboard.

We will give you detailed feedback that you should reflect on and about which you should seek clarity from the assessor if you require it.

5.2 Notification of assignments and examination arrangements

All information regarding assessment timing and submission dates are available in the relevant Module information pack available on blackboard.

5.3 Referencing

The course uses APA 6th referencing style. More specific details and examples are available in the referencing folder available on blackboard.

5.4 Confidential material

Students are reminded that throughout the course and in assignment materials you must maintain confidentiality at all times in line with your professional body requirements.

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. This is accessed through your module Blackboard space. While this package will provide you with your feedback and grade, its original purpose was to examine the originality of your work. Turnitin works by comparing your submitted assignments to an extremely large database of journals and books as well as websites and student work from UCLan and other Universities. If you copy information from these sources, 'Turnitin' will signpost these to the tutor in the final originality report. The tutor will then make a judgement as to whether you have plagiarised or not. This is a very robust tool and has identified plagiarism that may have gone unnoticed previously.

You will be shown how to access 'Turnitin' and will use it throughout the duration of your programme. If you would like to know more about the Originality check in 'Turnitin' then follow the link: http://turnitin.com/en_us/features/originalitycheck.

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, The university uses an anonymous marking policy where possible so we will not be aware with written assignments of the student who produced it. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

6. Classification of Awards

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



7. Student Feedback

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

We use module feedback questionnaire through the module to seek feedback and change things accordingly. However we welcome your feedback at anytime so please speak to the course leader if you would like to feedback on anything specifically.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Because of the short nature of this course students representatives are not normally elected to take part in the SSLC meetings however, we urge you to feedback information to the course leader at any time during the course.

Programme Specification Template

8. Programme Specification

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

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

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

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	University of Central Lancashire, Preston - Main Campus
3. University School/Centre	School of Sport Tourism and the Outdoors
4. External Accreditation	None
5. Title of Final Award	University Certificate Injection Therapy
6. Modes of Attendance offered	Part-time
7. UCAS Code	N/A
8. Relevant Subject Benchmarking Group(s)	N/A
9. Other external influences	National Service Frameworks Knowledge and Skills Framework Current National & International Health Agendas e.g. incidence of obesity and type II diabetes, management of musculoskeletal/ long term conditions Skills for Health QAA guidelines
10. Date of production/revision of this form	November 2011
11. Aims of the Programme	
<ul style="list-style-type: none"> To equip practitioners to practise and evaluate musculoskeletal injection therapy safely and in accordance with current evidence base. 	

Programme Specification Template

<ul style="list-style-type: none"> To develop advanced clinical reasoning skills to select appropriate patients for injection therapy within a broader framework of musculoskeletal management.
<ul style="list-style-type: none"> To provide practitioners with the skills and knowledge to manage patients post injection including managing those requiring emergency treatment and those suffering from adverse drug reactions.
12. Learning Outcomes, Teaching, Learning and Assessment Methods
A. Knowledge and Understanding
<p>A1. Critically evaluate current practices within injection therapy practice</p> <p>A2. Evaluate and implement evidence based practice and clinical guidance publications.</p> <p>A3. Research, critique and debate relevant aspects of practice which may include physiological, and psychosociological requirements relevant to delivering effective injection therapy practice.</p>
Teaching and Learning Methods
Key note lectures, group discussion, practical sessions, self-directed study/research, e-Learn facilitated discussion boards allowing off campus discussions, practice-based learning and supervision, reflection.
Assessment methods
Formative presentation and debate, written assignment and Practical work based assessments (with reflections)
B. Subject-specific skills
<p>B1. Evaluate and utilise relevant assessment and diagnostic techniques to select appropriate patients for injection therapy.</p> <p>B2. Competently and safely perform injection therapy using aseptic technique and demonstrate effective injection after care using critically evaluated evidence base</p> <p>B3 Critically appraise and utilise strategies to identify key legal, safety and ethical issues in delivering effective injection therapy.</p>
Teaching and Learning Methods
Key note lectures, practical sessions, group discussions & debates, practice-based learning, reflection.
Assessment methods
Formative presentations and debate, written assignment and Practical work based assessments (with reflections)
C. Thinking Skills
<p>C1. Critically reflect upon the role of injection therapy in the management of patients with complex neuromusculoskeletal conditions.</p> <p>C2. Critically evaluate relevant academic literature and policy documentation within injection therapy practice and associated areas</p>
Teaching and Learning Methods
Group discussions and tutorials, reflection, group debate and critical appraisal sessions.
Assessment methods
Formative presentations and debate, Written assignment , practical based assessment and reflections
D. Other skills relevant to employability and personal development
<p>D1. Demonstrate a high level of clinical problem solving skills</p> <p>D2. Communicate thoughts, ideas and academic argument at a higher level.</p> <p>D3. Engage in on-going reflective practice to facilitate continuous professional development.</p>
Teaching and Learning Methods
Key note lectures, group discussion, practical sessions, self-directed study/research, e-Learn facilitated discussion boards allowing off campus discussions, practice-based learning and supervision, reflection.

Programme Specification Template

Assessment methods
Formative presentations and debate, written assignment and Practical work based assessments (with reflections)

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 7	PU4025	Injection Therapy	20	University Certificate Injection Therapy Requires 20 credits at level 7
15. Personal Development Planning				
A key component of the University Certificate Injection therapy is to encourage students who are already experienced and practising clinicians, to engage in reflective practice (particularly through the mentored inter modular periods) to critically evaluate and develop their professional practice. Experienced practising clinicians should already be engaging in PDP and this will be further facilitated, particularly in relation to developing and maintaining competency in new skills and knowledge around injection therapy practice and clinical reasoning.				
16. Admissions criteria				
Applications are sought from experienced (usually minimum 3 years dependent on area of practice) , clinicians possessing an Honours degree in an appropriate area, or with a relevant professional qualification e.g. Graduate Diploma in Physiotherapy. Applicants may be asked to attend for a guidance interview. Applicants should note that this programme requires relevant professional registration (e.g HPC/ NMC/ GMC registration), evidence of recent training in cardiopulmonary resuscitation (CPR) and that they are currently practising in an area where they can access a suitably qualified clinical mentor and utilise injection therapy in practice.				
17. Key sources of information about the programme				
<ul style="list-style-type: none"> • UCLAN website • University promotional material/ e marketing • Open Day/Evening events • Association of Chartered Physiotherapists in Orthopaedic medicine and injection therapy (ACPOMIT) website. 				

Programme Specification Template

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	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
7	PZ4025	Injection Therapy	C	✓	✓	✓		✓	✓	✓			✓	✓		✓	✓	✓	

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

University Student Handbook for Taught Courses



2018/19

Please read this Handbook in conjunction with your Course Handbook.

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

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

UCLan Mission statement

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

UCLan Values

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

Student Charter

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

Supporting Diversity at UCLan

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

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

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

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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 through the course.

For courses (except distance learning):

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

For distance learning courses:

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled

submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Generic feedback may be oral, written, posted on a website or other.



7.6 Unfair Means to Enhance Performance

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

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

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

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

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

In the case of a **single** offence of unfair means in an undergraduate or postgraduate assessment:

- the appropriate penalty will be 0% for the element of assessment, and an overall fail for the module (whether or not the resulting numeric average mark is above or below the minimum pass mark). The affected element of the assessment must be resubmitted to the required standard. The mark for the module following resubmission will be restricted to the minimum pass mark. Where unfair means is detected for the first time on a reassessment for an already failed module, no further reassessment for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a **repeat** offence of unfair means (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

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

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

Contact the [Students' Union Advice and Representation Centre](mailto:suadvice@uclan.ac.uk) by emailing: suadvice@uclan.ac.uk 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.