Course Handbook
Certificate in Supervision of Counselling and Psychotherapy
2017/18
Course Leader: Richard Davis
School of Community Health & Midwifery
College of Health & Wellbeing

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

Welcome to Module HN4704 Clinical Supervision of Counselling & Psychotherapy.

1.1 Rationale, aims and learning outcomes of the course

This module provides an overview of clinical supervision and explores current models of supervision. The module covers methods of working with supervisees and demonstrates how applying theoretical frameworks can enhance the supervisory relationship. This will be supported by current evidence-based research, and legal and ethical issues relevant to supervision will also be explored. This is a practical course with the emphasis on skills development, professional practice, self-awareness and personal growth. The course considers key concepts from a range of supervision models.

The module aims to provide students with an opportunity to:

- To critically analyse and appraise current models of, and issues within, Supervision.
- To make informed ethical, practical and theoretical judgements within the context of Supervision.
- To demonstrate applied knowledge and practice of the processes involved in Supervision.

1.2 Course Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Room</th>
<th>Telephone</th>
<th>Email</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard Davis</td>
<td>HA252</td>
<td>01772 893403</td>
<td><a href="mailto:RDavis@uclan.ac.uk">RDavis@uclan.ac.uk</a></td>
<td>Module Leader</td>
</tr>
</tbody>
</table>

1.3 Expertise of Staff

Richard has worked as a counsellor/psychotherapist since 1995 in a number of settings and in private practice, providing therapy, training and clinical supervision. A UKCP (United Kingdom Council for Psychotherapy) registered Integrative Psychotherapist, he is also IAPT accredited in ‘Counselling for Depression’.

In 2004 Richard joined UCLan as a Senior Lecturer and am Course Team Leader for the MSc in Counselling/Psychotherapy as well as being a core tutor on the Post-Graduate Diploma in Integrative Counselling/Psychotherapy.

He teaches on a range of modules on the single and combined honours courses incorporating psychoanalytic and integrative studies.

Msc in Integrative Psychotherapy
Play Therapy United Kingdom (PTUK) Approved Clinical Supervisor
BA Humanities (University of Wales)
Diploma in Counselling (University of Warwick)
Diploma in Psychotherapy (Metanoia Institute)
Integrative Psychotherapy (Middlesex University)
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
Nursing
Health Sciences
Social Work, Care and Community
Room: 204
Telephone: 01772 891992
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. We will normally contact you via email and Blackboard. You should expect to receive a reply to emails that you send to us within 5 working days. The Course Leader’s office hours are 9-5pm Monday to 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. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the External Examiner for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the higher and lowest marks and awarded marks in the middle range.

The External Examiner is Jo Brown, who is a Senior Lecturer at the University of Southampton.
2. Structure of the course
2.1 Overall structure
The Certificate involves one module HN4704 Supervision of Counselling & Psychotherapy

<table>
<thead>
<tr>
<th>Award/Module</th>
<th>Number of Modules for Award</th>
<th>Credits</th>
<th>Module Title</th>
<th>Module Credit Level</th>
<th>Module Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>1</td>
<td>20</td>
<td>Supervision of Counselling &amp; Psychotherapy</td>
<td>Level 7</td>
<td>Single</td>
</tr>
</tbody>
</table>

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. A copy of the Module Descriptor is available on Blackboard.

2.3 Course requirements
Essential:
A Graduate Diploma in Counselling and/or Psychotherapy and evidence of working towards BACP Counsellor/Psychotherapist accreditation or equivalent.

Applicants must also be able to demonstrate that they have at least two years' post qualification experience of providing counselling or psychotherapy to clients with the presentation of mental health issues. This experience will need to be evidenced through references prior to being accepted onto the training.

Desirable:
A postgraduate qualification in counselling or psychotherapy. Experience of providing clinical supervision

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

2.5.1 Monthly timetable

2.5.2 Expected hours of study
The teaching of the module will be begin in October, with the 36 hours of teaching spread across 6 days. It will be taught at Preston Campus. The course utilises Blackboard whereby students can access information about the course and material to support the lectures. The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours for each credit you need to achieve – this includes attendance at UCLan and time spent in private study. This will equate to 200 hours in total.

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: RDavis@uclan.ac.uk

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

Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

2.5.4 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 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 contact the Information Governance Officer, Clerk to the Board Service, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk.

3. Approaches to teaching and learning

3.1 Expertise of staff
Richard has worked as a counsellor/psychotherapist since 1995 in a number of settings and in private practice, providing therapy, training and clinical supervision. A UKCP (United Kingdom Council for Psychotherapy) registered Integrative Psychotherapist, he is also IAPT accredited in ‘Counselling for Depression’.

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3.2 Learning and teaching methods
The teaching in this module is based on lecture, discussion, tutorials and small group discussions. It will also involve experiential work with dyadic/triadic group-work and taped recording. Students will have formative assessment feedback from the course tutor and peers during ‘live’ supervision sessions from within the student cohort. Students will be expected to keep a formative personal learning journal in order to develop greater reflexivity regarding their skills. This will contribute to the critical evaluation component of the assessment strategy. Throughout the module, students will need to engage in continual reading of both the literature and research. Guidance on what literature to use will be identified as key texts. Students will regularly access Lecture Materials via Blackboard to read supplementary lecture papers and hand-outs.

3.3 Study skills
For further information please refer to the School’s Student Handbook (this can be found on Blackboard).

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

WISER [https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=33_1](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=33_1)

LIS [https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=25_1](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=25_1)

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.

LIS provide an informative subject guide for Counselling and Psychotherapy Studies which will assist you in your studies as books may be found in up to 27 different areas of the library under the Dewey decimal classification system.

In addition there are a number of on-line databases (i.e. Psycarticles, PsycINFO, Medline, Cinahl...) that will assist you in your studies and which can be obtained from the library on-line ([http://www.uclan.ac.uk/students/library/e_databases.php](http://www.uclan.ac.uk/students/library/e_databases.php)).

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

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. Many journals are now available electronically through this site. In particular the journal of BACP (Therapy Today, and Counselling and Psychotherapy Research – CPR) are available in this way. Further information with a more comprehensive list of popular journals will be made available from Blackboard.
In addition BACP publicise a compendium of their published journal articles and which is available through their website and the links to [http://www.therapytoday.net/](http://www.therapytoday.net/) and the up-to-date archive of material.

### 3.5 Personal development planning

PDP is defined as ‘a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal educational and career development.’

Personal development planning is centred on student development and seeks to assist you in understanding what, how and when you are learning; it encourages you to monitor, review, plan and take responsibility for your own learning. It is meant to help you:

- understand how you are learning and to relate your learning to a wider context;
- improve your general skills for study and career management;
- articulate your personal goals and evaluate progress towards their achievement; and
- encourage a positive attitude to learning throughout your life and career.

As such you will find that PDP is:

- a structured process that is integral to learning at a higher level;
- concerned with learning in an holistic sense (both academic and non-academic);
- something that an individual does with guidance and support: the latter perhaps decreasing as personal capability is developed so that it becomes self-sustaining;
- a process that involves self-reflection, the creation of personal records, planning and monitoring Progress towards the achievement of personal objectives;

This is achieved through a number of means but primarily it is about you taking responsibility for what you are learning and in your own personal reflection of this learning. You will also have regular and detailed contact with your tutor through personal tutorials and, for which, you should come prepared to discuss your own personal development.

A key tool to assist this process is the maintenance of your personal learning journal. This can be in paper or electronic format and you are encouraged to reflect on events that have happened (factually) as well as to then consider what they might mean to your own personal learning and development. A large part of this will be the recognition and planning (which your tutor will assist you with) of learning opportunities which, because of the nature of counselling skills, can incorporate a wide range of possibilities from sitting listening to someone; the experience of being listened to; observing other people in any format of therapeutic engagement or interpersonal relationship.

You may want to visit LIS Customer Support to see what other resources they have that would contribute to this learning.

### 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.

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

Your Course Leader is available to discuss any aspects of student support however, please also consult the School Student Handbook (Section C) which is available through the Blackboard website and which details the support that students can get, as well as the central services run by the University.

The Student Liaison Officer will speak to you during your induction week but is available to discuss all aspects of your studies at UCLan. They can be contacted on extension (01772 895089.

#### 4.1 Academic Advisors

You are encouraged to see your academic adviser as your first point of contact to do with anything relating to the academic side of your course or to more pastoral matters (i.e. personal and supportive matters outside of the course direct).

Personal tutorials can be made by contacting your module supervisor so that a suitable time can be arranged to meet. Please be aware that lecturing staff have many responsibilities such as teaching on a variety of other modules. This means that appointment times are held in great esteem. If for whatever reason, you are unable to make an agreed appointment, please contact the lecturer by either telephone or e-mail to cancel it. E-mail is the preferred route.

Towards the end of the module, additional group seminars / tutorials will be available upon request.

The academic side to this role relates to assisting you to develop your studies, to help you make sense of the course material and to help you make the most of your course. We will help you develop your academic style of writing, to plan for assignments and make sense of assignment feedback but may, at times, refer you to other points of contact within the university who can assist in this process. **NB.** If you want assistance with your academic work it is always helpful if you come prepared by knowing what it is that you need support with, to formulate any questions that you might have beforehand and to send/bring any draft copies of any work in advance of the meeting. Please e-mail RDavis@uclan.ac.uk in advance.
We can also be the first point of contact for pastoral issues however, if you refer to section 4.2 there are also a number of other specialised support services available through the Student Academic Support Service.

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

There is a named lead for students with disabilities within your school – the current named lead is Colette Eaton and her email address is CEaton@uclan.ac.uk

4.3 Students' Union One Stop Shop
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 we do and is encompassed by our 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 Union is where your voice can be heard, actions taken, or campaigns launched.

Your 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 our dedicated staff team in the Advice and Representation Centre are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at 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, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.
5.1 Assessment Strategy
The assessment strategy has two components:

Assignment 1
A 3,000 word negotiated essay on a related topic

This assignment should address learning outcomes 1 & 2

Assignment 2

i) A taped recording of a supervision session with a supervisee, supported by a signed consent form & written evaluation of 2,000 words, demonstrating a critical understanding of supervisory relationships and the key concepts applied within the work

Or

ii) A DVD of a supervision session with a peer & written evaluation of 2,000 words, demonstrating a critical understanding of supervisory relationships and the key concepts applied within the work.

This assignment should address learning outcomes 2 & 3

5.2 Notification of assignments and examination arrangements
Details of the assignments, submission dates and method of submission will be discussed in the taught sessions and also be available via Blackboard.

5.3 Referencing
For further details of preferred referencing style please go to the School Student Handbook – where you will find guidelines for the modified Harvard style of referencing, how to incorporate it as well as the regulations about plagiarism and how to avoid it.

For those of you with Smart Phones there are a number of ‘Apps’ that will help you in creating accurate in-text and end text references. Some suggestions are ‘EasyBib’ (remember to select the APA system when using it!), ‘Reference Me’, ‘Easy APA Referencing’.

5.4 Confidential material
Students are reminded of their ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations within their assignments. Any audio /DVD that contains material from another person should be treated with respect (i.e. please ensure that it is always safely within your possession and do not leave it anywhere unattended). Apart from the course tutors this material will only be viewed by the External Examiner.

5.5 Cheating, plagiarism, collusion or re-presentation
You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

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:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:
- the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (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 reassessment. This penalty does not preclude you being able to retake the module in a subsequent year.

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

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

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.

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 will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

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

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
• Course organisation and management (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, personal tutoring arrangements and The Card;
• Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
• Any other issues raised by students or staff.

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

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

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>Preston Campus / Other localities if offered as a bespoke programme</td>
</tr>
<tr>
<td>3. University School/Centre</td>
<td>Health</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td>None</td>
</tr>
<tr>
<td>5. Title of Final Award</td>
<td>Certificate Supervision of Counselling and Psychotherapy</td>
</tr>
<tr>
<td>6. Modes of Attendance offered</td>
<td>Part-time or Block delivery</td>
</tr>
<tr>
<td>7. UCAS Code</td>
<td>Not applicable</td>
</tr>
<tr>
<td>8. Relevant Subject Benchmarking Group(s)</td>
<td>Not applicable</td>
</tr>
<tr>
<td>9. Other external influences</td>
<td>Not applicable</td>
</tr>
<tr>
<td>10. Date of production/revision of this form</td>
<td>20th November 2012</td>
</tr>
<tr>
<td>11. Aims of the Programme</td>
<td>To critically analyse and appraise current models of, and issues within, Supervision.</td>
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<tr>
<td>• To make informed ethical, practical and theoretical judgements within the context of Supervision.</td>
<td></td>
</tr>
<tr>
<td>• To demonstrate applied knowledge and practice of the processes involved in Supervision.</td>
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</tbody>
</table>
12. **Learning Outcomes, Teaching, Learning and Assessment Methods**

**A. Knowledge and Understanding**

A1. Critically analyse and appraise current models of, and issues within, Supervision.

**Teaching and Learning Methods**

Formal input & discussion groups.

**Assessment methods**

Negotiated essay.

**B. Subject-specific skills**

B1. Demonstrate applied knowledge and practice of the processes involved in Supervision.

**Teaching and Learning Methods**

Use of triads and DVD to practice supervisory skills

**Assessment methods**

30 minute DVD of skills practice.

**C. Thinking Skills**

C1. Make informed ethical, practical and theoretical judgements within the context of Supervision.

**Teaching and Learning Methods**

Discussion of ethical dilemmas, study of research on professional practice, and formative evaluation of skills.

**Assessment methods**

Evaluation of skills demonstrated on DVD.

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


**Teaching and Learning Methods**

Kolb’s model of learning. Students are invited to experience something within the class environment, then to reflect on that, and then to connect it to theory and modify or develop practice.

**Assessment methods**

Evaluation of skills and qualities demonstrated on skills recording

*Essay Assignment*
## 13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
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<tbody>
<tr>
<td>Level 7</td>
<td>HN4704</td>
<td>Supervision of Counselling &amp; Psychotherapy</td>
<td>20 [L7]</td>
</tr>
</tbody>
</table>

**Certificate**
Requires 20 credits at Level 7.

## 14. Awards and Credits*

## 15. Personal Development Planning

As an integral part of this course students will be required to:
1. Develop skills of reflection on their academic, personal and professional development;
2. Increase own skills, qualities, attitudes and capabilities (by taking part in the experiential activities as well as academic assignments);
3. Improve their own learning and performance by taking responsibility for their own development and developing the necessary skills for independent learning (case discussions will encourage this and the case study or analysis);
4. Identify their own strengths, weaknesses and needs and direction for change (group process, experiential activities);
5. Set goals and plan action for developing, monitoring and reviewing their own progress (facilitation of group by a facilitator with extensive background in Supervision will encourage this and will be modelled throughout the course);
6. Complete their own records of learning experiences and achievement;
7. Plan realistically for their career progression and manage their own career development.

## 16. Admissions criteria

- Professional qualification in Counselling or Psychotherapy
- Three years post-qualifying experience as a Counsellor and/or Psychotherapist
- Interview

## 17. Key sources of information about the programme

- UCLan website
### 18. Curriculum Skills Map

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 7</td>
<td>HN4704</td>
<td>Supervision of Counselling and Psychotherapy</td>
<td>C</td>
<td>A1</td>
<td>A2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks
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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3. Preparing for your career
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7. Assessment
8. Student Voice
1. Welcome and Introduction to the University
The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. Part one of 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 appeal this decision by following the Complaints Procedure

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
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.

Our drop-in service is available from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. We offer CV and cover letter checks, careers information and can tell you about our full range of services. 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.

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 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

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

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. Where appropriate, we aim to respond to your feedback and let you know of our plans for improvement.

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 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;
4. 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 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 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 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 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.