Course Handbook

Foundation Degree in Health and Social Care
Foundation Certificate in Health and Social Care (Year 1)
Foundation Degree in Health and Social Care (Year 2)
(Rehabilitation Pathway)*

September 2017

Course Leader
Chris Smith

School of Community Health and Midwifery

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

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

FdSc Health and Social Care (Rehabilitation) is subject to formal course review and reapproval by the University in January 2017. Course information and programme specifications are updated and reviewed as part of this process and course structure and content may be changed to enable the University to deliver a better quality of educational experience to students. This can be in response to various factors including: student feedback; annual reports from external examiners; feedback from the sector or industry advisors or as part of the regular review process by course teams.

This process may well result in changes to the structure and content of the current course as outlined in this Handbook. Any changes made as a result of the process will be immediately included in the course documentation and all students holding current offers will be provided with revised versions prior to the commencement of their programme. If you are not satisfied with the changes, you will be offered the opportunity to change to a different course (subject to entry requirements and availability), withdraw from the programme and, if required, reasonable support to transfer to another provider.

The expected timetable for completion of this reapproval process is July 2017.

*subject to reapproval
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1. Welcome to the course

Welcome to the Foundation Certificate / Degree in Health and Social Care (Rehabilitation Pathway). This course is run at the University of Central Lancashire by the School of Community Health and Midwifery and at partner colleges throughout the region. The School Community Health and Midwifery has developed the Foundation Certificate / Degree in Health and Social Care (Rehabilitation Pathway) in response to the needs of Health and Social Care providers in the voluntary, private and public sectors. We aim to enhance your training and qualifications to meet the current service quality and performance agendas. The course will be relevant to you if you are working or intending to work with individuals, families, groups or communities in residential and community-based health and related settings. The course is aimed at meeting the skills required by the health and care sector, which is an important and growing sector of the economy.

This course is aimed at developing and enhancing your knowledge of rehabilitation theory and practice. The curriculum is underpinned by a range of rehabilitation models, which focus on health and rehabilitation related activities. The emphasis is placed on developing your skills and knowledge to allow you to become a valued member of any multi-professional team enabling patients to fulfil their potential within rehabilitation settings. While on the rehabilitation pathway you will be encouraged to take an evidence based approach and to adopt a broad and critical stance in relation to health issues and inequalities. You are also challenged to recognise the holistic needs of patients you work with and critically evaluate the effect of social, political, economic and cultural influences, to integrate theory and practice, and to share and accept differing approaches.

You should make the most of teaching sessions by attending and participating. It is also important that you manage your time effectively and meet deadlines. At the beginning of the course you will be allocated an academic advisor and an initial meeting will be arranged to discuss career development goals and set clear aims in relation to what you want to achieve from the rehabilitation pathway. You should use the support, guidance and feedback provided by staff to help to monitor and improve your performance.

This Handbook contains information about the aims and structure of Foundation Certificate / Degree in Health and Social Care (Rehabilitation Pathway). It tells you what you need to do to progress within the course and what you can do when you have been successful. It includes information about the modules you will be taking, about the teaching, learning and assessment approaches and what is expected of you. The information provided will be useful at various stages in your course of study. You may be undertaking the course on a part-time or on a full-time basis. Whatever mode or location of study you are following, we are all committed to making your study enjoyable and productive. We will provide a learning environment in which you can develop the understanding and skills you need to meet your current and future goals.

Once again, the course team would like to welcome you and we hope the course meets your expectations and helps you achieve your goals.

Chris Smith - Course Leader
1.1 Rationale, aims and learning outcomes of the course

The Foundation Degree in Health and Social Care (Rehabilitation Pathway) has been developed to provide you with the knowledge and skills required for potentially working at an advanced support level within Health and Social Care services. These services could be situated within the public, private or voluntary sectors. The programme includes a range of academic and work-based modules designed to develop the skills and knowledge required to work in the Health and Social Care environments.

<table>
<thead>
<tr>
<th>Aims of the Programme</th>
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<tbody>
<tr>
<td>• To equip students with a range of rehabilitation specific, transferable knowledge and skills to support their continuing personal, professional and academic development.</td>
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<tr>
<td>• To equip student with academic knowledge and critical thinking skills to enhance their ability to understand and discuss the context of Health and Social care and relevant issues for rehabilitation.</td>
</tr>
<tr>
<td>• To enable students to analyse relevant academic theories and concepts to enhance their work performance. They should take into consideration personal and cultural awareness to work across organisational boundaries and adapt to a changing environment.</td>
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</table>

On completion of the Foundation Degree (Rehabilitation Pathway) you will be able to:

<table>
<thead>
<tr>
<th>Learning Outcomes, Teaching, Learning and Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Knowledge and Understanding</strong></td>
</tr>
<tr>
<td>A1. Evaluate appropriate methods and techniques in research applicable to the delivery of rehabilitation</td>
</tr>
<tr>
<td>A2. Apply relevant knowledge of health and social care delivery, ethical awareness and experience to the analysis of issues and practice in relation to equal opportunity, social inclusion, cultural diversity, human rights, user and carer engagement and work with colleagues.</td>
</tr>
<tr>
<td>A3. Discuss and evaluate the organisational context and delivery of rehabilitation practice.</td>
</tr>
<tr>
<td>A4. Reflect on and apply relevant knowledge and skills in work settings and demonstrate the ability to use evidence, to develop effective practice and decision making.</td>
</tr>
<tr>
<td>A5. Discuss the range of interventions available to promote independence in an variety of environmental contexts</td>
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<tr>
<th>B. Subject-specific skills</th>
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</thead>
<tbody>
<tr>
<td>The programme provides opportunity for learners to achieve the following outcomes:</td>
</tr>
<tr>
<td>B1. Acquire underpinning knowledge of function &amp; dysfunction and how this is altered by</td>
</tr>
</tbody>
</table>
disease, illness and injury.

B2. Evaluate the effects of disease, illness and injury on activities of daily living.

B3. Acquire and analyse the skills to support people who require facilitation of function and maximise their independence

B4. Identify and apply models of rehabilitation and health promotion to practice.

B5. Analyse the complexities of working with differing client groups in rehabilitation.

B6. Acquire and demonstrate the skills of working with others in multidisciplinary/multi-agency teams

<table>
<thead>
<tr>
<th>C. Thinking Skills</th>
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</thead>
<tbody>
<tr>
<td>The programme provides opportunity for learners to achieve the following outcomes:</td>
</tr>
<tr>
<td>C1. Acquire and apply breadth and depth of relevant knowledge.</td>
</tr>
<tr>
<td>C2. Evaluate and apply key concepts, theories and evidence to relevant issues and practices within rehabilitation</td>
</tr>
<tr>
<td>C3. Evaluate and apply problem solving approaches to well-defined problems.</td>
</tr>
<tr>
<td>C4. Present knowledge &amp; information to support structured arguments.</td>
</tr>
<tr>
<td>C5. Reflect on own practice and utilise reflection to improve decision making skills and recognise own limitations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td>The programme provides opportunity for learners to achieve the following outcomes:</td>
</tr>
<tr>
<td>D1. Demonstrate skills in information collection and analysis, oral, written and visual communication, structured argument, working with others and utilising research-based evidence.</td>
</tr>
<tr>
<td>D2. Application of theoretical knowledge to work based learning contexts.</td>
</tr>
<tr>
<td>D3. Development of transferable work based skills to enhance employability</td>
</tr>
<tr>
<td>D4. Discuss and evaluate theories of communication relevant to work with individuals and groups.</td>
</tr>
<tr>
<td>D5. Analyse the importance of working collaboratively in the best interests of the patient by engaging with families, carers and communities as partners in care management</td>
</tr>
</tbody>
</table>
| **Course Leader**                          | School of Community Health and Midwifery  
|                                          | 01772 89 3793  
|                                          | Brook Room 234  
|                                          | CSmith@uclan.ac.uk |
| Chris Smith                              | Academic Advisor |
|                                          | School of Community Health and Midwifery  
|                                          | 01772 89 5112  
|                                          | Brook Room 238  
|                                          | PCusack@uclan.ac.uk |
| Pauline Cusack                           | Placement Lead Year 1  
|                                          | Academic Advisor |
|                                          | School of Community Health and Midwifery  
|                                          | 01772 89 5108  
|                                          | Brook Room 238  
|                                          | CEaton@uclan.ac.uk |
| Colette Eaton                            | Academic Advisor |
|                                          | School of Community Health and Midwifery  
|                                          | 01772 89 5396  
|                                          | Brook Room 238  
|                                          | LJK Wilkinson1@uclan.ac.uk |
| Jane Wilkinson                           | Academic Advisor |
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|                                          | 01772 89 3791  
|                                          | Brook Room 238  
|                                          | KMansfield1@uclan.ac.uk |
| Karen Mansfield                          | Placement Lead Year 2  
|                                          | Academic Advisor |
|                                          | School of Community Health and Midwifery  
|                                          | 01772 89 5492  
|                                          | Brook Room 244  
|                                          | L Robinson2@uclan.ac.uk |
| Lindsay Robinson                         | Academic Advisor |
|                                          | School of Community Health and Midwifery  
|                                          | 01772 89 3696  
|                                          | Brook Room 244  
|                                          | DWelch@uclan.ac.uk |
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.

Greenbank Building
Sport and Wellbeing
Management
Business
telephone: 01772 891992/891993
demail: GreenbankHub@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.

As well as using email the School utilises a variety of methods to communicate such as post or the Virtual Learning Environment (VLE). It is important for you to inform us immediately of any change of address or mobile phone number so that we can update our records accordingly. This is your responsibility and we cannot be held responsible for any communication failure if you have not informed us of any relevant changes. Please note that allowing for other commitments such as annual leave staff will try to reply to your email within 3 working days of its receipt.

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

Year 1 - Level Four Modules are seen as introductory, aimed at developing a broad knowledge base and a range of subject specific, cognitive and key / transferable skills. You are expected to show understanding of key concepts and theories, the ability to evaluate different approaches to solving problems, and the presentation of knowledge to support structured arguments, to integrate theory and practice and to reflect on and take responsibility for your own learning and development. As part of this year you will also be required to complete a work based learning placement and achieve 100 hours of placement time. You will be required to achieve 120 points at level 4 to progress to level 5.

Year 2 - Level Five Modules are aimed at developing a greater depth of knowledge and understanding and the ability to apply and critically evaluate key concepts and theories. You are expected to demonstrate the ability to select appropriately from a range of subject-specific, cognitive and transferable skills and problem-solving strategies, to apply them to well-defined problems, and to generate ideas. You should also demonstrate the ability to communicate information and arguments in a variety of forms. It will also enhance your ability to reflect on and integrate theory and practice, and further enable you to plan your future academic, professional and personal development. As part of the course you will also be required to complete a work based learning placement and achieve 100 hours of placement time. You will be required to achieve 120 points at level 5 to progress to level 6.
### 2.2 Modules available
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

### Year 1 (Level 4)

#### Semester 1

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PZ1015</td>
<td>Study and Lifelong learning Skills</td>
<td>(20)</td>
</tr>
<tr>
<td>PZ1022</td>
<td>Communication and Collaboration</td>
<td>(20)</td>
</tr>
<tr>
<td>NU1019</td>
<td>Care from the Clients Perspective</td>
<td>(20)</td>
</tr>
</tbody>
</table>

#### Semester 2

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PZ1067</td>
<td>Anatomy, Physiology and Psychology of Health</td>
<td>(40)</td>
</tr>
<tr>
<td>PZ1068</td>
<td>Foundations For Practice</td>
<td>(20)</td>
</tr>
</tbody>
</table>

### Year 1 (Level 4)

#### Semester 2

### Year 2 (Level 5)

#### Semester 1

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU2335</td>
<td>The Research Process</td>
<td>(20)</td>
</tr>
</tbody>
</table>
2.3 Course requirements

It is essential that you complete ALL modules at level 4 for a Foundation Certificate or levels 4 and 5 to achieve your Foundation Degree. This includes 100 hours of work based learning in each academic year.

2.3 Progression Information

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

If you successfully complete the Foundation Degree in Health and Social Care (Rehabilitation Pathway) you may be able to progress to a programme leading to an Honours degree. The current programmes we offer at UCLan are

BSc (Hons) Health and Social Care
BSc (Hons) Physiotherapy
BSc (Hons) Nursing
Further details of possible progression routes will be discussed during Progression Event held throughout the year at UCLan. For any further queries contact your personal tutor.

2.4 Study Time

2.4.1 Weekly timetable

https://apps13.uclan.ac.uk/weeklyTimetable/

2.4.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. The Foundation Certificate / Degree runs 2 days a week; all classes will start at 9.00 am (unless stated otherwise) and finish at 4pm (unless stated otherwise). You are expected to invest your own time in planning and preparing for class.

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:

UCLan
Chris Smith
School of Community Health and Midwifery
01772 893793
Brook 234
CSmith@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. It is also a requirement that you attend 100 hours of work based learning within both year one and year two of the course in order to achieve the Foundation Degree in Health and Social Care (Rehabilitation Pathway).

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.
3. Approaches to teaching and learning

3.1 Expertise of staff

Pauline Cusack

Pauline is a lecturer in Health and Social care and specialises in Care from a client’s perspective, Foundations for practice and safeguarding vulnerable adults. Pauline is a registered social worker with over 20 years of extensive practice experience, both as a frontline social worker and as a team manager in adults social work teams. Pauline has a particular interest in aspects of social care law, person centred care and safeguarding vulnerable adults; having an MSc in safeguarding. Pauline has worked in a variety of settings in social work- including hospital social work teams, a physical disabilities team, a safeguarding adults” team and within a busy adults” duty team. Pauline was also lead for a North-West local authority for the Mental Capacity Act 2005 and the Deprivation of Liberty Safeguards; having been responsible for implementation of both these aspects of legislation when introduced into statute. Pauline teaches on a broad spectrum of courses across the school and also has responsibilities for placement provision as part of student’s work based learning experience on the course.

Colette Eaton

Colette graduated in 1987 with a BA (Hons) in Social Science (Psychology and Sociology). Initially planning to train as a clinical psychologist, she started work in day services for women and men with learning disabilities before moving to work for the Royal National Institute for the Deaf as a residential rehabilitation worker for D/deaf people with additional difficulties in Blackburn and in South Devon. In 1999 she completed her Diploma in Social Work at UCLan and went on to achieve an MA in Social Work and Welfare Studies. After a brief period as a social worker for Deaf people in Preston, she moved to Blackburn College to work as a support manager, assessing and arranging support for students with learning disabilities, physical impairment and mental health needs. Colette has a particular interest in communication and interpersonal skills, practitioner resilience, supervision and support and workforce development. Practitioner) since January 2009.

Lindsay Robinson

Lindsay is a RN (Adult) completing the course at UCLan in 1996, on qualification she specialised in theatre practice as an anaesthetic / recovery nurse and completed the advanced practitioner programme. In theatre one of her roles was to manage student nurses / ODP’s who visited theatre, from this Lindsay was seconded out of theatre practice to undertake a practice educator role for the Assistant Practitioners. Lindsay has been involved with the Foundation Degree in Health and Social Care (Rehabilitation Pathway) (Assistant Practitioner) since its development in 2004 and has continued with this programme since moving to UCLan. Within the university she has continued to focus on work based learning elements of the Foundation Degree programmes within Health. Lindsay has been course
leader for the Foundation Degree in Sport, Health and Fitness run in partnership with the Royal Army Physical Training Corp for 5 years and currently the course leader for the BSc Health and Social Care (top up).

Chris Smith

Chris is a lecturer in Health and Social Care and specialises in public health and health promotion. Chris has an MSc in Public Health and is currently doing a SHA funded PhD in collaboration with the Maternal and Infant Nutrition and Nurture Unit (MAINN) research group on the “The impact of the 5 a Day campaign on Pre School children's fruit and vegetable consumption”. Chris teaches on an array of health and related courses across the school but particularly specialises in physical activity and dietary interventions around weight loss in children as well as research methods and health promotion. Chris has also worked closely with the universities Healthy Settings Unit and ‘futures’ (UCLan’s enterprise, employability and careers service) in developing extra-curricular modules to educate and nurture student’s life skills around health and wellbeing.

Donna-Marie Welch

Since obtaining her BA/BSc (Hons) Health Studies with Counselling at UCLAN in 2001 Donna has worked continuously in community-based roles, ranging from being a youth and community manager, a disability project lead to a Community Sexual Health Development Lead for Lancashire Care NHS Foundation Trust. (LCFT) Throughout her career Donna has developed and delivered training programmes for professionals and young people covering a range of health and well-being topics. Through community based working Donna has been to develop effective collaborative working relationships with partner agencies and up until recently chaired the Sexual Health Operational Group meetings for Central Lancashire. During her role with LCFT Donna supported and mentored students and volunteers on community based sexual health placements.

Since 2004 Donna has been a regular guest lecturer at UCLAN, delivering lectures on a variety of topics including the importance of Safeguarding in the Community and the complexities of partnership working. Donna joins UCLAN with over 15 years teaching and community based working experience.

3.2 Learning and teaching methods

The Foundation Certificate / Degree in Health and Social Care (Rehabilitation Pathway) is focused on developing a range of skills for you to take into the work place in order to
enhance the patient experience. Each week there will be a mixture of short lectures, group
discussion, debates and presentations designed to meet the learning styles of all class
members. You will be encouraged to reflect on experiences from the workplace in order to
maximise learning opportunities and discuss these experiences within a group setting. The
assessments range from assignments, exams, presentations, debates and portfolio
development. You will also be given directed study and reading lists to focus on to help
focus on specific areas in preparation for class. The aim of the Foundation Certificate /
Degree in Health and Social Care (Rehabilitation Pathway) is to focus on developing the
skills, strategies, and behaviours required to perform as confident, independent, and active
learners. We offer a wide variety of services including study skills development and peer
tutoring as well as supplemental instruction. Our services are designed to help both those
who are having academic difficulties and those who just want to improve their performance.

3.3 Study skills

From the outset of the course you will commence on module PZ1015 Study and Lifelong
Learning Skills. This module is designed to help you develop the academic skills required for
studying at university, as well as the skills to enhance your learning for the rest of your life.
Lifelong learning is now a requirement in all professions to ensure that we continue to develop
and use the most up-to-date knowledge in our practice. The module aims to assist you in
identifying and making best use of learning opportunities in the workplace. You will be
couraged to reflect on experiences from the workplace in order to maximise learning
opportunities from your area of practice and contribute to portfolio development. The core
components of this module are:

- Study skills and learning styles
- Continuing professional development
- Personal development planning
- Portfolio development and use
- Learning from work and learning agreements
- Using IT for collecting and presenting information; presentation skills
- Using feedback
- Self-evaluation
- Literature searching
- Reflective practice
- Referencing

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

LIS [http://www.uclan.ac.uk/students/it_library.php]

**WISER** offer specialist advice and guidance to ALL students at the University no matter what
their area of study. Their aim is to help students learn how to study more effectively and get
better marks for your exams and assignments.

[http://www.uclan.ac.uk/students/wiser/index.php]
3.4 Learning resources
3.4.1 Learning Information Services (LIS)

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

3.4.2 Electronic Resources

Library Information Services (LIS) provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. As the University is moving towards a paperless system ALL documentation for the Foundation Certificate / Degree will be available on line (VLE) it is up to the individual if they want to print the information. The school and course handbook will be discussed during the induction week and presented to you on line. You will be given the appropriate training on accessing and using the Virtual Learning Environment (VLE) system at UCLan within your first week on the course.

3.5 Personal development planning

Academic advisor

When you commence on induction week on the Foundation Certificate / Degree in Health and Social Care (Rehabilitation Pathway) you will be allocated an academic advisor, their role is to support your academic and pastoral needs.

PDP embedded within the taught curriculum

You will have opportunities for:

- Skills auditing. These could be subject-specific, professional and /or transferable skills
- Setting of appropriate long-term planning of personal, educational and career goals
- Developing a PDP (Personal Development Plan)
The Foundation Certificate / Degree from the outset supports you in relation to PDP there will be specific session looking at skill development and the process of Personal Development Planning. This will directly relate to your work based learning and portfolio development.

**Work Based Learning and Portfolio Development**

When it comes to preparing you for the working environment, work based learning is invaluable, either as a part of your course or in your spare time.

**Benefits of work based learning**

- Use your academic skills in the real workplace
- Learn what you need to improve while you are still at University
- Make contacts that could be useful in the future
- Find out what you do, and don't, want to do before you begin your career
- Boost your confidence
- Improve your CV
- Help with your coursework and exams

Work Based learning is an integral part of the Foundation Certificate / Degree in Health and Social Care (Rehabilitation Pathway). Throughout the course you will be expected to maintain a **portfolio**. This portfolio will include evidence of experience, reflective writing, **Personal Development Plans** and any other evidence of learning. How to compile a portfolio will be introduced in the Study and Lifelong Learning Skills Module.

The completion of a **reflective learning journal** will allow you to develop, in a realistic way, your knowledge and skills. You will be supported to do this through the study and lifelong learning skills module and your personal tutor. Together you will also develop a **learning agreement** which will help you identify your strengths, learning needs and priorities you will be able to use this to help you to identify appropriate work-based learning opportunities as well as providing you with a formal way of integrating your academic (theoretical) and practice experience. A skills log is issued which is developed using National Standards and Benchmarks and will support the development of knowledge

3.6 Preparing for your career

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

Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,

You will then be ready to learn how to successfully tackle the recruitment process.

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

It’s your future: take charge of it!

**Careers** offers a range of support for you including:-
- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

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

The course will equip you to perform as support, key and development workers, advisers, advocates or mentors. Opportunities will be open to you in residential, domiciliary and day care, nursing and care homes, advisory, support and rehabilitation centres, clinics and surgeries, voluntary, advocacy and community organisations, primary care agencies and in health development/education activities in schools, neighbourhoods and prisons. Your roles may involve you in work with people who have physical or learning disabilities, older people, families and children, young people, people with health problems. Those of you already working within rehabilitation may use this course to enable you to underpin your practice with relevant theory. This will enable you to work at a more advanced level and you may be using this course to enhance your knowledge and skills, to apply for promotion or to move onto other careers within rehabilitation.

It is important to remember that employment opportunities in the Health and Social Care sector are fluid and new roles are constantly developing as a result of changes in organisational policy and society. There are now many opportunities to work in rehabilitation within settings which have not been available before. This course will enable you to explore the opportunities which are available to you outside the professions which are normally associated with Health & Social Care.

### 4. Student Support

**The ‘i’** is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only, Printing and Printer Credit, UCLan Cards, the ‘i’ shop and UCLan Financial Support Bursary (first year students only).
4.1 Academic Advisors

The Academic Advisor System has a vital role to play in enhancing students' academic and personal development and is essential in ensuring students make the most of their time at university. Academic Advisors will help students to reflect on their skills and experience, both within and outside of the curriculum, in an academic context and where appropriate, use this reflection to assist the student to formulate action plans. Academic Advisors should be the main contact within the academic discipline, helping students to maximise their academic opportunities. Academic Advisors should also direct students to other sources of academic guidance within or beyond the School. Academic Advisors should actively listen to students, providing encouragement and support as appropriate. Academic Advisors should also offer guidance and advice on the availability of appropriate support concerning study, financial and other matters offered by the University where these are affecting the student's ability to complete their studies successfully.

One of the aims of the Academic Advisors System is to provide support for the induction process. All new students are required to see their Academic Advisors during Welcome Week and the levels of Tutorial support needed are likely to be highest at this time.

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.

4.3 Students' Union One Stop Shop

The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

If your course is for students not studying on the main campus please include the following: – as one of the thousands of students who are not studying on the main UCLan campus in Preston, the Students Union is still your union, please check http://www.uclansu.co.uk/ for full details on what we may be running in your partner institution.
5. Assessment  

5.1 Assessment Strategy  
The assessments range from assignments, exams, presentations, debates and portfolio development. These strategies will be linked to the module and course learning outcomes. During your course you will be assessed on all of the modules which you undertake. In most cases you will be awarded a percentage mark for the assessment, unless the module or part of it is to be assessed as a pass/fail only. There are two main types of assessment - formative and summative.

Formative (intermediate) assessment provides you with an opportunity for reflection and development. This includes strategies that encourage you to build upon previous knowledge and explore new areas. The emphasis is on self-awareness, self-evaluation and development of the individual. Not all modules offer formative assessment and specific details will be found in your module information guide. Where it is used your module leader or indeed your fellow students will provide you with feedback on this work that may help you.

Summative assessment is an essential part of your modules. It provides evidence that you have achieved the learning outcomes. You must submit the module summative assessments to pass the module. Grades will normally be awarded against assessment criteria that have been designed specific to your module and you should check this with your module leader. A wide range of summative assessment methods are used across the programmes delivered by the School of Health. This ensures that broad ranges of learning styles are met.

Types of assessment utilised include the following:

- Presentations (individual or group)
- Written assignments
- Web based examinations
- Practice placements
- Portfolios
- Poster Presentations
- Case studies

5.2 Notification of assignments and examination arrangements  
At the commencement of each module students will be informed of the assessment strategy, this will be discussed with the main group and students will also be informed of submission deadlines as it will be different for each module. Students can also arrange appointments with the module tutors to discuss the assessment. All module handbooks will clearly state assessment marking criteria and submissions dates.
5.3 Referencing

A reference is any piece of written material, published or unpublished, to which a writer 'refers'. The purpose of this information is to enable the reader to locate the work and consult it. The reference acts as an acknowledgement of the other writer's work or the work of a group of people, such as a committee or conference report.

A key component of academic writing is the use of high quality references to support the argument and debate in your assignment. References provide a theoretical framework for the topic, and demonstrate how you have developed your argument on the basis of published work. They also allow the reader to consult the original evidence supporting your point where, for example, you refer to the results of a research study.

You should always use the APA referencing system. This is explained in The School Referencing Guide.

5.4 Confidential material

The Foundation Certificate / Degree in Health and Social Care (Rehabilitation Pathway) has a Work Based Learning element (WBL) to the course therefore you may be handling and creating very sensitive information. As a result you are required not only to respect confidentiality but also to maintain the anonymity of individuals and organisations. There are both ethical and legal reasons for maintaining anonymity and confidentiality. Such information is also subject to the Data Protection Act (1998) and you should adhere to the contents of this act. The policy of maintaining anonymity and confidentiality applies whether you are an undergraduate or post graduate student.

Exceptions

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

- Signatures of staff or mentors on official documents.
- Names of persons in acknowledgements who have supported the work, such as acknowledgements in dissertations.
- Naming individuals or organisations where the information is already in the public domain, providing this material is accurate.
- Instances where you have written permission from an individual or organisation. It may be possible for you to obtain consent to use information for academic purposes. Clearly state that this is the case at the beginning of your work. Written consent forms will be retained with the academic work. If you intend to publish your work, you may need to seek further guidance from appropriate Ethics Committees.
- You may have access to sensitive information about an organisation through your personal contact or employment which is quite separate from your university course. In this case you will be expected to adhere to any contractual or other agreements you have made with the organisation concerned regarding disclosure.
The course team may have agreed that it is an essential part of an assignment that information is provided about a place or group. Consent from that place or group must be obtained, the assessment guidelines will clarify how this can be achieved.

When submitting evidence in support of assignments, your course tutors may indicate how sensitive information should be presented and handled.

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

- In the text: “this action was in accordance with the NHS Trust’s (name withheld) infection control policy”
- In reference list: NHS Trust (name withheld) 2004 infection control policy

### Please make sure you have read and understood the exceptions detailed above

<table>
<thead>
<tr>
<th>Do's</th>
<th>Don’ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do respect the right to privacy of an individual and/or organisation.</td>
<td>Don’t name an individual or organisation (unless it is already in the public domain).</td>
</tr>
<tr>
<td>Do change all names to fictitious ones.</td>
<td>Don’t include identifiable stationery in your work, such as letter heads, Lab forms or X-rays.</td>
</tr>
<tr>
<td>Do provide a statement with your assignment that all information has been anonymised.</td>
<td>Don’t give information away that could identify an individual or organisation (unless it is already in the public domain).</td>
</tr>
<tr>
<td>Do reference work accurately if information is already in the public domain.</td>
<td>Don’t include photographs that can identify a person or place.</td>
</tr>
<tr>
<td>Do support your discussions with reference to published work.</td>
<td>Don’t make unsupported accusations.</td>
</tr>
<tr>
<td>Do seek guidance and advice where you are unsure.</td>
<td></td>
</tr>
</tbody>
</table>

Unless you are specifically required to include a critical appraisal, subjective or judgemental opinions about an employer or Work Based Learning (WBL) provider (even when not identifiable) are not normally acceptable. This may mean that your opinion may not be able to be kept confidential under the Freedom of Information Act and will lead to further discussion.
NB: Please note that by seeking guidance from your personal tutor/module tutor, you have the opportunity to ensure the work is not in breach of the guidance.

If there is a breach of Anonymity and or Confidentiality you will receive feedback from the module leader/marker and support to prevent errors in your future work.

Actions taken following a breach in anonymity and or confidentiality will depend on a number of issues and will be determined within the School.

Issues which will be of importance may include:

- Level of study of student and or stage of course
- Extent and nature of the breach

Under these circumstances it may be that the School will impose a penalty. Your module leader/marker will work with you and the course leader to review the specific situation and involve the Dean of School/named deputy in the decision-making process.

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

6. Classification of Awards
The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.
7. Student Feedback
You can play an important part in the process of improving the quality of this course through the feedback you give.

Some key changes to the course based on student feedback have been both the delivery of the course over two full days and the further integration of work based learning across all level 4 and 5 modules as well as the reducing of some assessment weighting in modules.

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.
# Programme Specification

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

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

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3. School</td>
<td>School of Health</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td>N/A</td>
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<tr>
<td>5. Title of Final Award</td>
<td>Foundation Certificate in Health &amp; Social Care (Rehabilitation) (FcHSC)</td>
</tr>
<tr>
<td>6. Modes of Attendance offered</td>
<td>Full time</td>
</tr>
<tr>
<td>7. UCAS Code</td>
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</tr>
<tr>
<td>8. Relevant Subject</td>
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<tr>
<td>Benchmarking Group(s)</td>
<td>QAA Foundation Degree Qualification Benchmark (2010)</td>
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<tr>
<td></td>
<td>Skills for Health (2010)</td>
</tr>
<tr>
<td></td>
<td>Skills for Care (2010)</td>
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<tr>
<td>10. Date of production/revision of this form</td>
<td>September 2013</td>
</tr>
</tbody>
</table>

## 8. Aims of the Programme

- To equip students with a range of transferable knowledge and skills to support their continuing personal, professional and academic development.
- To equip student with academic knowledge and I thinking skills to enhance their ability to understand and discuss the context of Health and Social Care.
- To enable students to discuss relevant academic theories and concepts to enhance their work performance. They should take into consideration personal and cultural awareness to work across organisational boundaries and adapt to a changing environment.
## 12. Learning Outcomes, Teaching, Learning and Assessment Methods

### A. Knowledge and Understanding

The programme provides opportunity for learners to achieve the following outcomes:

A1. Consider appropriate methods and techniques in research applicable to the delivery of rehabilitation
A2. Apply relevant knowledge of health and social care delivery, ethical awareness and experience to the discussion of issues and practice in relation to equal opportunity, social inclusion, cultural diversity, human rights, user and carer engagement and work with colleagues.
A3. Discuss the organisational context and delivery of rehabilitation practice.
A4. Reflect on relevant knowledge and skills in work settings and demonstrate the ability to use evidence, to develop effective practice and decision making.
A5. Discuss the range of interventions available to promote independence in an variety of environmental contexts

**Teaching and Learning Methods**

The teaching and learning methods will include a mixture of workshop, group discussions, seminars, problem-based learning, key-note lectures and case presentations. There will be self-directed study and all teaching and learning will be supported by the use of The Virtual Learning Areas (VLE) and work based learning

**Assessment methods**

Assessed formatively and summatively through individual and group discussions, essays, case studies, presentations, exams, reflective accounts and production of a portfolio.

### B. Subject-specific skills

The programme provides opportunity for learners to achieve the following outcomes:

B1. Acquire underpinning knowledge of function & dysfunction and how this is altered by disease, illness and injury.
B2. Evaluate the effects of disease, illness and injury on activities of daily living.
B3. Acquire the skills to support people who require facilitation of function and maximise their independence
B4. Identify and apply models of rehabilitation and health promotion to practice.
B5. Discuss the complexities of working with differing client groups in rehabilitation.
B6. Acquire and demonstrate the skills of working with others in multidisciplinary/multi-agency teams.

**Teaching and Learning Methods**

Lectures, workshops, tutorials, discussions, work based learning, use of (VLE)

**Assessment methods**

Assessed formatively and summatively through individual and group discussions, essays, case studies, presentations, exams, reflective accounts and production of a portfolio.

### C. Thinking Skills

The programme provides opportunity for learners to achieve the following outcomes:

C1. Acquire and apply breadth and depth of relevant knowledge.
C2. Discuss key concepts, theories and evidence to relevant issues and practices within rehabilitation
C3. Apply problem solving approaches to well-defined problems.
C4. Present knowledge & information to support structured arguments.
C5. Reflect on own practice and utilise reflection to improve decision making skills and
recognise own limitations.

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<th>D. Other skills relevant to employability and personal development</th>
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<tbody>
<tr>
<td>The programme provides opportunity for learners to achieve the following outcomes:</td>
</tr>
</tbody>
</table>

D1. Demonstrate skills in information collection and analysis, oral, written and visual communication, structured argument, working with others and utilising research-based evidence.

D2. Application of theoretical knowledge to work based learning contexts.

D3. Development of transferable work based skills to enhance employability.

D4. Discuss theories of communication relevant to work with individuals and groups.

D5. Discuss importance of working collaboratively in the best interests of the patient by engaging with families, carers and communities as partners in care management.

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13. Programme Structures*

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<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>PZ1015</td>
<td>Study &amp; Lifelong Learning Skills</td>
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<tr>
<td></td>
<td>PZ1068</td>
<td>Foundations for Practice</td>
<td>20</td>
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<tr>
<td></td>
<td>PZ1067</td>
<td>Anatomy, Physiology and Psychology of Health</td>
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<td>NU1019</td>
<td>Care from the Clients</td>
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<tr>
<td></td>
<td>PZ1022</td>
<td>Communication and Collaboration</td>
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14. Awards and Credits*

<table>
<thead>
<tr>
<th>Credit rating</th>
<th>Foundation Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foundation Certificate in Health &amp; Social Care (Rehabilitation) (Requires 120 credit at level 4 or above)</td>
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</table>

15. Personal Development Planning

Personal development planning is embedded within the programme by production of PDP’s, reflective journals, personal tutor discussions and portfolio development.

16. Admissions criteria

Admissions decisions will be based on the following standard criteria - Students are expected to obtain a minimum of 180 UCAS points to include:

GCSE’s (English and Maths C or above)

And one of the following

- BTEC National Extended Diploma
- BTEC National Diploma
- BTEC National Subsidiary National Diploma
- 'A' Level
- Access Course
- Irish Leaving Certificate
- Scottish Highers
- OCR National Certificate
- OCR National Diploma
- OCR National Extended
- 14-19 Diplomas

All students must be prove they have an enhanced DBS suitable to work with vulnerable adults and children.

17. Key sources of information about the programme

- School of Health website
- Fact sheet
- St Marys college website
- Burnley College website
### 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.

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<tr>
<td>18. Modes of Attendance offered</td>
<td>Full time and part time</td>
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<tr>
<td>19. UCAS Code</td>
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<tr>
<td>20. Relevant Subject Benchmarking Group(s)</td>
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<tr>
<td>22. Date of production/revision of this form</td>
<td>April 2012</td>
</tr>
<tr>
<td>23. Aims of the Programme</td>
<td></td>
</tr>
<tr>
<td></td>
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A1. Evaluate appropriate methods and techniques in research applicable to the delivery of rehabilitation

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A3. Discuss and evaluate the organisational context and delivery of rehabilitation practice.

A4. Reflect on and apply relevant knowledge and skills in work settings and demonstrate the ability to use evidence, to develop effective practice and decision making.

A5. Discuss the range of interventions available to promote independence in an variety of environmental contexts

#### Teaching and Learning Methods

The teaching and learning methods will include a mixture of workshop, group discussions, seminars, problem-based learning, key-note lectures and case presentations. There will be self-directed study and all teaching and learning will be supported by the use of The Virtual Learning Areas (VLE).

#### Assessment methods

Assessed formatively and summatively through individual and group discussions, essays, case studies, presentations, exams, reflective accounts and production of a portfolio.

#### B. Subject-specific skills

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B3. Acquire and analyse the skills to support people who require facilitation of function and maximise their independence.

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B5. Analyse the complexities of working with differing client groups in rehabilitation.

B6. Acquire and demonstrate the skills of working with others in multidisciplinary/multi-agency teams.

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**Teaching and Learning Methods**

Discussions, workshops, use of (VLE), use of case studies, presentations and work placements.

**Assessment methods**

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**13. Programme Structures**

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<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
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<td>PZ2073</td>
<td>Health Promotion</td>
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<td>PZ2039</td>
<td>Rehabilitation Practice</td>
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<td></td>
<td>PZ2035</td>
<td>Management and Leadership in Health and Social Care</td>
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<tr>
<td></td>
<td>NU2335</td>
<td>The Research Process</td>
<td>20</td>
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</tbody>
</table>

**14. Awards and Credits**

- **Foundation Degree**
  - Requires 240 credits (120 at Level 4 and 120 at level 5)

- **Foundation Certificate**
  - Foundation Certificate in Health & Social Care
  - (Requires 120 credit at level 4 or above)

---

**15. Personal Development Planning**
Personal development planning is embedded within the programme by production of PDP’s, reflective journals, personal tutor discussions and portfolio development.

16. Admissions criteria

Admissions decisions will be based on the following standard criteria - Students are expected to obtain a minimum of 180 UCAS points to include:

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And one of the following

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- ‘A’ Level
- Access Course
- Irish Leaving Certificate
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- OCR National Certificate
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All students must be prove they have an enhanced DBS suitable to work with vulnerable adults and children.

17. Key sources of information about the programme

- School of Health website
- Fact sheet
- St Marys college website
- Burnley College website
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. 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 though the course.

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

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

The University regards any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained as a serious academic and/or disciplinary offence. Such offences can include, without limitation, cheating, plagiarism, collusion and re-presentation (‘unfair means’). You are required to sign a declaration indicating that individual work submitted for assessment is your own and will be able to view your Originality Report following e-submission of assessed work.

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

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

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

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

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

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

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

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

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.
7.7 Appeals against assessment board decisions

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

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student’s academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
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.