Student Handbook

Foundation Degree in Health and Social Care
(Assistant Practitioner)

September 2016

Course Leader: Heather Robinson

School of Community Health and Midwifery

To be read alongside the School of Community Health and Midwifery Student Handbook & Assessment Handbook which are available on Blackboard.

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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.

Our 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 in relation to 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.
1. Introduction to the course

2. Structure of the course

3. Approaches to teaching and learning

4. Student support, guidance and conduct

5. Assessment

6. Course regulations

7. Student voice

8. Appendices
   8.1 Approved programme specification
1. Introduction to the course

1.1 Welcome to the course

Welcome to the Foundation Degree Health and Social Care (Assistant Practitioner). The course has been commissioned by Health Education Northwest (HE NW) to provide you with the knowledge and skills required to be an Assistant Practitioner and a member of the wider Health and Social Care team.

The theoretical part of the programme will be delivered one day a week for two years. The delivery of the formal taught aspects of the programme will take place on the following sites:

UCLan’s Preston campus [http://www.uclan.ac.uk/visit/assets/preston_city_campus_map.pdf](http://www.uclan.ac.uk/visit/assets/preston_city_campus_map.pdf)

UCLan has been working with the organisation [DisabledGo](http://www.disabledgo.com/) to provide detailed access information about our buildings and facilities.

UCLan Westlakes Institute, Whitehaven. [http://www.uclan.ac.uk/visit/how_to_find_us.php](http://www.uclan.ac.uk/visit/how_to_find_us.php)

This course is delivered by staff from the School of Health at the University of Central Lancashire (UCLan) and is supported by staff specifically employed by HENW and hosted by University Hospitals South Manchester (UHSM) to support you; these are called Work Based Education Facilitators (WBEFs – we pronounce this “web Fs”). You will also be allocated a mentor within your workplace. Mentors are clinicians who work in, and have expertise in the areas of practice you will be working in and are part of the development and delivery team.

The course team will do their upmost to ensure that you have a positive and rewarding learning experience during the programme. Throughout the course you will be supported by a personal tutor and module tutors/supervisors will provide advice on individual assignments.

A Foundation degree (level 4 and level 5 academic study) is a qualification which is specifically designed to be vocational, bringing together academic theory and work practice in a meaningful way in order to prepare students for a particular role within a particular work place. It provides the opportunity for shared and inter-professional learning. For example, students studying on the course are from a variety of practice areas e.g. occupational therapy, imaging, physiotherapy and nursing and from various health sectors such as Acute Trusts, Community Trusts, GP practices, Hospices. They learn together and from each other providing a variety of perspectives and a rich learning experience.

This handbook provides a comprehensive overview of the course and is designed to answer as many questions as possible concerned with the syllabus (core and optional modules) as well as to anticipate a range of issues that might be raised around submission of work and assessment.

1.2 Rationale, aims and learning outcomes of the course

The Foundation Degree in Health and Social Care (Assistant Practitioner) aims to provide a flexible interdisciplinary course which is competence based with an emphasis on “fitness for practice”, and which bridges the gap between theory and practice. It will meet individual and
organisational requirements in the health and care sectors through the integrated development of clinical and academically relevant knowledge and skills. The Foundation Degree in Health & Social Care (Assistant Practitioner) has been designed to meet the academic requirements for the development of the Assistant Practitioner role within health care.

The programme includes a range of academic and work-based modules designed to cover a range of skills and knowledge required by support staff working under supervision. The programme structure includes core modules as well as specialist modules. The work-based modules are designed to allow you to apply your learning to your work context and your individual learning needs.

The course has been developed in support of a number of national government policies relating to health care. These documents have influenced the way in which the course has been designed and the content of the modules which you will study. Examples of these documents include:

1. The NHS Plan (2000), Equity and excellence: Liberating the NHS (2010) and other Department of Health documentation
2. Professional body regulations and curriculum frameworks such as NMC, CSP, SOR, COT, RCSLT.
3. The University of Central Lancashire policies and procedures for Academic Quality Assurance
4. National Occupational Standards from Skills for Health & Skills for Care
5. Core Standards for Assistant Practitioners
7. Quality Assurance Agency (QAA) benchmark statements for Physiotherapy, Occupational Therapy, Radiography, Speech & Language Therapy and Nursing
8. National Service Frameworks
9. Consultation with numerous stakeholders including therapy service managers, therapists, nurses, other education providers and representatives from NHS Northwest.

**Aims of the Programme**

<table>
<thead>
<tr>
<th>Learning Outcomes of the programme</th>
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<tbody>
<tr>
<td><strong>A. Knowledge and Understanding</strong></td>
</tr>
</tbody>
</table>
A1. Identify the theory and practice underpinning the organisation and context of health provision and social care delivery.

A2. Analyse and apply theories of communication to the development of relationships and work with individuals and groups.

A3. Analyse and apply theories relevant to working within a collaborative interprofessional environment.

A4. Explore the application of relevant knowledge, 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.

A5. Integrate and apply relevant theoretical and practical knowledge and skills in a work setting.

A6. Utilise evidence, support and share experience to develop effective practice and decision-making.

A7. Demonstrate knowledge and understanding of current European and national legislation, national guidelines and local policies and protocols which affect work practice.

### B. Subject-specific skills

B1. Identify and apply skills relevant to personal, career and academic learning and development in a changing environment.

B2. Develop underpinning knowledge of physiological and psychological basis for health and social care.

B3. Apply models of health promotion to achieve behavioural change in patients and clients.

B4. Work collaboratively with professional colleagues to enhance service provision.

B5. Utilise assessment skills to identify interventions required for patients and clients.

B6. Demonstrate the ability to act within the limits of own competence and authority.

### C. Thinking Skills

C1. Reflect on own life and work experience to enhance knowledge and skills.

C2. Utilise critical analysis to apply key concepts, theories and evidence to relevant issues and practices.

C3. Present knowledge and information to support structured arguments.

C4. Evaluate and select approaches to problem solving.

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

D1. Demonstrate skills in information collection and analysis.

D2. Utilise oral, written and visual communication to support structured argument.

D3. Demonstrate ability to utilise information technology to exchange data.

D4. Utilise appropriate strategies to enhance own learning and development.

D5. Develop strategies to enhance collaboration with others.
Please also see the approved programme specification which is included as appendix 1.
1.3 Course Team
The course team are from a variety of disciplines which currently includes amongst others an anesthetic nurse, a nurse (adult), a radiographer, two social workers and a physiotherapist. Other staff from within the School from other disciplines along with service users and carers deliver and contribute to teaching sessions as required so you will be taught wherever possible by an expert within the subject field.

<table>
<thead>
<tr>
<th>Course Leader</th>
<th>Heather Robinson</th>
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<tbody>
<tr>
<td></td>
<td>BB234</td>
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<tr>
<td></td>
<td>School of Community Health and Midwifery</td>
</tr>
<tr>
<td></td>
<td>01772 895195</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:HRobinson1@uclan.ac.uk">HRobinson1@uclan.ac.uk</a></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Lecturer team</th>
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<tbody>
<tr>
<td>Lindsay Robinson</td>
<td>Stephen Mahon</td>
<td></td>
</tr>
<tr>
<td>BB244</td>
<td>BB238</td>
<td></td>
</tr>
<tr>
<td>01772 895492</td>
<td>01772 892797</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:lrobinson2@uclan.ac.uk">lrobinson2@uclan.ac.uk</a></td>
<td><a href="mailto:smahon@uclan.ac.uk">smahon@uclan.ac.uk</a></td>
<td></td>
</tr>
<tr>
<td>Pauline Cusack</td>
<td>Chris Smith</td>
<td></td>
</tr>
<tr>
<td>BB238</td>
<td>BB238</td>
<td></td>
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<tr>
<td>01772 895112</td>
<td>01772 893793</td>
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<tr>
<td><a href="mailto:pcusack@uclan.ac.uk">pcusack@uclan.ac.uk</a></td>
<td><a href="mailto:csmith@uclan.ac.uk">csmith@uclan.ac.uk</a></td>
<td></td>
</tr>
<tr>
<td>James Hill</td>
<td>Collette Eaton</td>
<td></td>
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<tr>
<td>BB217</td>
<td>BB238</td>
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<tr>
<td>01772 893658</td>
<td>01772 895108</td>
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<tr>
<td><a href="mailto:jehill1@uclan.ac.uk">jehill1@uclan.ac.uk</a></td>
<td><a href="mailto:ceaton@uclan.ac.uk">ceaton@uclan.ac.uk</a></td>
<td></td>
</tr>
<tr>
<td>Jane Wilkinson</td>
<td>Karen Mansfield</td>
<td></td>
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<tr>
<td>BB238</td>
<td>BB238</td>
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<tr>
<td>01772 895396</td>
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<tr>
<td><a href="mailto:ljwilkinson1@uclan.ac.uk">ljwilkinson1@uclan.ac.uk</a></td>
<td><a href="mailto:Kmansfield1@uclan.ac.uk">Kmansfield1@uclan.ac.uk</a></td>
<td></td>
</tr>
</tbody>
</table>
1.4 Academic Advisor
You will be allocated an academic advisor during the induction period. This will be one of the academic staff who will be responsible for your academic and pastoral support. This advisor will stay with you for the duration of the course and will be your first contact for any personal support you may need such as if you are ill or have particular personal problems during the course which affect your studies.

You are encouraged to make a note of their details here:-

<table>
<thead>
<tr>
<th>Academic advisor name:</th>
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<tbody>
<tr>
<td>Contact details</td>
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</tbody>
</table>

1.5 Administration details
Campus Admin Services provides academic administration support for students and staff and are located at Brook Hub and is 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. Course specific information is also available via school Blackboard sites.

The hub telephone number for the Brook Hub is 01772 891992 or 891993
The hub email contact is brookhub@uclan.ac.uk
1.6 Communication
The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

It is important for you to inform the admin team immediately of any change of address or mobile phone number so that we can update our records accordingly. You can also do this via MyUCLan in the student portal of the website. This is your responsibility and we cannot be held responsible for any communication failure if you have not informed us of any relevant changes.

The most frequently used means of communication is email or Blackboard messages.

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.

Our External Examiner is: Clare Street

Programme Leader – BSc (Hons) Contemporary Health Practice degree
Manchester Metropolitan University

2. Structure of the course

2.1 Overall structure
This is a two year course. In order to complete the full time route you will be working in healthcare a minimum of 23 hours per week plus the study day. It can be completed on a part time basis if you work less than 23 hours per week. This route will take three years but theory will still be completed one day per week over two years. The extra year will be used to complete the work-based learning.

Level four modules (year 1) 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. You will be required to achieve 120 credits at level 4 to be able to progress to level 5 (year 2).
**Level five modules** (year 2) 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. You will be required to achieve 120 points at level 5 to complete the Foundation Degree (240 credits) and in order to progress to level 6.

The following diagram illustrates the structure of the course. Students will be supported to apply the content of modules to their own area of practice through the course.

**OPTIONS**

The full list of options indicated may not all be delivered every year, and this may depend on how many students choose that particular option. When accepting your offer of a place to study on this course, you are accepting that not all of these options will be running. At (or before) the start of each year, you will have an opportunity to discuss your course and preferred options with your tutor. The University will do all it reasonably can to ensure that you are able to undertake your preferred options.
Diagram 1: Overview of 2 Year Foundation Degree in Health and Social Care (Assistant Practitioner) Programme

One day of theory per week, rest of week work based learning in employment.

**Year 1**

<table>
<thead>
<tr>
<th>SEMESTER ONE</th>
<th>SEMESTER TWO</th>
<th>SEMESTER THREE</th>
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</thead>
<tbody>
<tr>
<td>PZ1015 Study and Life Long Skills (20)</td>
<td>PZ1067 Anatomy, Physiology &amp; Psychology in Health (40)</td>
<td>Level 4 Option module (20)</td>
</tr>
<tr>
<td>PZ1022 Communication and Collaboration (20)</td>
<td></td>
<td>PZ1068 Foundations for Practice (20)</td>
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<td>(Supernumerary for 6 weeks in Semester 3)</td>
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Work based learning (portfolio development)

**Year Two**

<table>
<thead>
<tr>
<th>SEMESTER ONE</th>
<th>SEMESTER TWO</th>
<th>SEMESTER THREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU2335 Research Process (20)</td>
<td>Level 5 Option Module (20)</td>
<td>PZ2035 Management and Leadership in Health and Social Care (20)</td>
</tr>
<tr>
<td>PZ2073 Health Promotion (20)</td>
<td>PZ2066 Developing Practice (40)</td>
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<tr>
<td></td>
<td>(Supernumerary for 12 weeks in Semester 3)</td>
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Work based learning (portfolio development)

For part time students there will be a third year of work-based learning.

Work-based learning takes place within your current employment

All modules except the optional modules are compulsory (core)
2.2 Modules available
Year One, Core modules - all level 4:

<table>
<thead>
<tr>
<th>MODULE NUMBER</th>
<th>MODULE TITLE</th>
<th>MODULE LEADER</th>
</tr>
</thead>
<tbody>
<tr>
<td>PZ1015</td>
<td>Study and Lifelong learning Skills (20)</td>
<td>Jane Wilkinson</td>
</tr>
<tr>
<td>PZ1067</td>
<td>Anatomy, Physiology and Psychology in Health (40)</td>
<td>Stephen Mahon</td>
</tr>
<tr>
<td>PZ1068</td>
<td>Foundations for Practice (20)</td>
<td>Lindsay Robinson</td>
</tr>
<tr>
<td>PZ1022</td>
<td>Communication and Collaboration (20)</td>
<td>Colette Eaton</td>
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</tbody>
</table>

Plus choice of 1 of the following Option modules (all level 4):

NB. This needs to be chosen in negotiation with mentor and manager

<table>
<thead>
<tr>
<th>MODULE NUMBER</th>
<th>MODULE TITLE</th>
<th>MODULE LEADER</th>
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<tbody>
<tr>
<td>PZ1105</td>
<td>Introduction to Long Term Conditions</td>
<td>Stephen Mahon</td>
</tr>
<tr>
<td>PZ1046</td>
<td>Mental Health Across the Lifespan</td>
<td>Jayne Firestone</td>
</tr>
<tr>
<td>PW1005</td>
<td>Introduction to Unscheduled and Acute Care</td>
<td>Lindsay Robinson</td>
</tr>
<tr>
<td>PW1010</td>
<td>Introduction to Clinical Imaging</td>
<td>Heather Robinson</td>
</tr>
<tr>
<td>NU1003</td>
<td>Student initiated module</td>
<td>Jane Wilkinson</td>
</tr>
</tbody>
</table>

Total 120 credits

More detail on each module is contained in the module descriptor. Module descriptors are available in the module pack available on Blackboard and WBEFs have access to a handbook containing module descriptors.

Exit award

PLEASE NOTE that if for any reason you need to leave the course after successfully completing Year one you will be awarded a Foundation Certificate in Health and Social Care, but will not be eligible for Assistant Practitioner status.
Year two

Core modules, all level 5:

<table>
<thead>
<tr>
<th>MODULE NUMBER</th>
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<th>MODULE LEADER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU2335</td>
<td>Research Process (20)</td>
<td>Chris Smith</td>
</tr>
<tr>
<td>PZ2066</td>
<td>Developing Practice (40)</td>
<td>Lindsay Robinson</td>
</tr>
<tr>
<td>PZ2073</td>
<td>Health Promotion (20)</td>
<td>Chris Smith</td>
</tr>
<tr>
<td>PZ2035</td>
<td>Management and Leadership in Health &amp; Social Care (20)</td>
<td>Heather Robinson</td>
</tr>
</tbody>
</table>

Plus choice of 1 of following Option modules (all level 5):

NB. This needs to be chosen in negotiation with mentor and manager

<table>
<thead>
<tr>
<th>MODULE NUMBER</th>
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<th>MODULE LEADER</th>
</tr>
</thead>
<tbody>
<tr>
<td>PZ2036</td>
<td>Physiological Responses to Health and Illness</td>
<td>Lindsay Robinson</td>
</tr>
<tr>
<td>PZ2080</td>
<td>Management of Long Term Conditions across the Lifespan</td>
<td>Jane Wilkinson</td>
</tr>
<tr>
<td>PW2020</td>
<td>Interventions in Mental Health</td>
<td>Jayne Firestone</td>
</tr>
<tr>
<td>PZ2074</td>
<td>Assisting Rehabilitation Practice</td>
<td>James Hill</td>
</tr>
<tr>
<td>PW2010</td>
<td>Principles &amp; Practice in Clinical Imaging</td>
<td>Heather Robinson</td>
</tr>
<tr>
<td>MW2709</td>
<td>Student Initiated Module</td>
<td>Heather Robinson</td>
</tr>
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</table>

Total 120 credits

Optional Modules

In order to allow students to study content that is specifically related to their scope of practice, a number of optional modules are offered.

Decisions regarding which of these modules is appropriate for you will be agreed with your line manager and will relate to your area of work and your role within the team.

Please note that these modules will only run if there are sufficient students to make a viable group (usually ten or over).

Optional modules will run on the main campus only and not at Westlakes.
2.2.1 Progression
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 and to identify whether you feel capable of completing the course and to advise you of any extra support available to enable you to complete all of your modules to the best of your ability?

The course team will tell you about the various modules / combinations available and in discussion with you and your service manager we will agree on the most appropriate (and legal) course of study for you.

Once you have successfully completed the Foundation Degree you may be able to progress to a programme leading to an Honours Degree, for example BA (Hons) Health Studies, BSc in Health and Social Change or BSc in a registered profession such as Physiotherapy, Radiography, Occupational therapy or Speech and Language therapy. Accreditation of prior learning may be possible against some modules on professional courses. This would be negotiated on an individual basis with the admissions tutor for that course.

We have also developed a BSc (Hons) degree in Health & Social Care which will be a one year top up from the Foundation Degree and currently runs at Burnley UCLan campus one day a week.

Performance across the Foundation Degree will be taken into account when deciding who is eligible to access an Honours Degree.

A tariff has been agreed to enable students who have completed the Foundation Degree to progress to the BSc Nursing course at UCLan, with credit into year 2. Progression talks will take place at appropriate points during the course but you can also discuss your aims with your personal tutor by appointment at any time and they will support you in progressing your studies.

2.3 Study Time

2.3.1 Weekly timetable
Once you are enrolled you will be able to access your timetable on Blackboard. All modules, delivery times and room numbers will be available on line, please consult the timetable on a regular basis as any changes will be announced on this forum. All students now have access to an e-portal/online timetable so that they are instantly made aware of any changes to the class or rooms. The basic information will also be available in module handbooks.

Please follow this link to the online timetable which should show you the days, times and rooms for your lectures and seminars

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

Although attendance to UCLan campus is one day a week the Foundation Degree in Health and Social Care (Assistant Practitioner) is a full time programme. This is a combination of course delivery at UCLan, a minimum of 23 hours per week clinical practice in order to facilitate work based learning and 15-20 hours per week guided/independent study time. At interview you will have been made aware that you may need to do 15 to 20 hours personal study a week.

Classes usually start at 9am (unless stated otherwise) and end at 4pm (unless stated otherwise). You are expected to invest your own time in planning and preparing for class.

Brook Hub
The part time programme is still one day per week attendance at UCLan but the work based learning takes longer to complete.

2.3.3 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 the module leader so that they can amend the attendance register accordingly. It is advisable to copy the course leader in too. Your WBEF should also be informed. One email copied to both will suffice. Attendance is monitored at each session and you must ensure that you sign or swipe in on each occasion.

As this is a work based course sponsored by HENW information on attendance patterns will be shared with your WBEF and Manager as necessary and attendance of 80% is required.

Students should report non-attendance to the hub email – BrookHubAttendance@uclan.ac.uk or by telephoning the hub on 01772 891993.

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.

Attendance is monitored through an electronic swipe card system called Student Attendance Monitoring (SAM). You are able to check your attendance record through myUCLan.

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

2.4 Data Protection
All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University’s policy on the use and disclosure of personal information, please contact the Information Governance Officer, Clerk to the Board Service, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk

3. Approaches to teaching and learning

3.1 Expertise of staff
Heather Robins

I have been registered as a Diagnostic Radiographer with the Health Professions Council and Society of Radiographers continuously since 1980. and I have worked in many aspects of imaging and a variety of NHS Trusts across the country. These include various forms of neuro imaging at Pinderfields in Yorkshire where the regional specialist spinal injuries ward was located; Freeman Hospital in Newcastle which included the regional transplant centre; Queen’s Medical Centre in Nottingham which provided a wide range of experience in all aspects of imaging and 24 hour working. My last clinical post was in Breast Screening, where I progressed to Advanced Practitioner, completing a Postgraduate Certificate in Advanced Practice with distinction at Salford University in 2002. Being an advanced practitioner involved skill mix so I became interested in developing the Assistant Practitioner role and so moved into teaching in 2006 in order to be strategically involved in developing the role. I completed the PGCert in Learning and Teaching in Higher Education here at UCLan in 2009 entitling me to Fellowship of the Higher Education Academy and have been course leader for the Fd Health and Social Care (Assistant Practitioner) since January 2009. In 2015 I completed the MSc Advanced Medical Imaging at University of Salford with the focus of my dissertation being on the role of Assistant Practitioners in Diagnostic Radiography.

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).

Stephen Mahon
Stephen is a lecturer in Health and Social Care. He has worked as a Clinical Skills Tutor within the NHS and in collaboration with the Manchester Medical School, in the delivery of clinical skills and applied anatomy and physiology. Stephen is a registered general nurse with a clinical background in Urology and High Dependency Care. Stephen gained a first class BSc (Hons) from UCLAN in Advanced Nurse Practice. He has a passion for person centred nursing and a specialist interest in intuitive practice and emotional intelligence in nursing. Stephen was awarded the Gilbertson Scholarship for Excellence and is currently studying towards a Master’s degree in nursing.

James Hill

James is a registered Physiotherapist with previous practice experience within exercise referral schemes. He has two honours degrees; one in Sports Science and one in Physiotherapy. He holds an MSc in Health Informatics and is a Senior Lecturer within the School of Health where he specialises in Learn-to-Learn and student feedback. He also has a particular interest in the use of IT within education as well as database design. He has won a national competition with the utilisation of reusable learning objects within education and also been able to gain funding for work in developing blended learning education within the early year’s sector. He is currently researching in the utilisation of interactive training videos for IT within health. James has 6 years of teaching experience within the HE sector where he has completed his Postgraduate Certificate in Education.

Chris Smith

Chris has an undergraduate degree in Sport and an MSc in Public Health. Currently Chris is undertaking 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 related modules across the school but particularly specialises in research methods and health promotion. He is currently course leader of the foundation degree Health and Social Care (Rehabilitation) His research encompasses health promotion, nutritional and exercise interventions as well as childhood obesity. Chris is also involved heavily with the BSc Health and Social Change top up degree. 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.
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.

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 adult 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, 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.

Jane Wilkinson

Jane holds both general nursing and midwifery qualifications and has been continuously registered with the NMC since qualifying. She has held a variety of positions both in the
public and private sectors including, Delivery Suite Manager, Community Midwife Team Leader, School Nurse and Practice Nurse, gaining a Postgraduate Diploma Community Specialist Practitioner (Practice Nursing). She also spent 4 years working in Indonesia, delivering programmes in the community/voluntary sector in Jakarta, giving basic instruction and education in all aspects of hygiene, healthcare, sanitation and food preparation in some of the poorer areas. She was also involved in setting up baby/child health clinics and training assistants to carry out basic health checks, give vaccinations and educating them to a level where they were able to give basic advice on food preparation, general hygiene and a balanced diet. She has also had a wide range of teaching experience, which has been an integral part of every post she has held. This has included developing, coordinating and delivering parenthood education and as a member of the curriculum planning team for midwifery education at Southampton University. After being involved in teaching throughout her clinical career, she decided to go into full time education in 2007 and completed a Postgraduate Certificate in Learning and Teaching (FE). Jane leads on the Communication and Collaboration, Health Promotion and the Long Term Conditions and End of Life specialist modules.
3.2 Learning and teaching methods

3.2.1 Work-Based Learning (WBL)

WBL recognises that everyday experiences have potential for promoting learning through experience. It places you and your work context(s) at the centre of the learning process. It is based on the understanding that you can turn work experiences into meaningful learning through a process of thinking about and reflecting upon your everyday work activities in order to develop your knowledge and skills within a specific work context. There is a lot of evidence that suggests we learn through many different activities and that our experiences can play a vital role in our learning.

This course has been designed in such a way as to maximise the amount of learning you can achieve through your work experiences. It will also allow you to experience shared learning in the classroom with colleagues from various professional backgrounds. The teaching and learning strategies that we will be using are designed to support you in developing your ability to systematically think about and reflect upon your everyday work to turn it into a learning experience. The teaching and learning strategies put you very much at the centre of the learning process and your mentor, WBEF and link lecturer will act as facilitators to your personal learning. Learning activities will be interactive and you will be asked to bring your experiences into the classroom to discuss and debate with others.

We will be using a range of problem-based and case-based teaching methods. This means that you will be learning the theory in an integrated way with practice and therefore it should be easier to link the theory with what you do every day. In this way we will integrate formal learning events with your everyday work experiences in order to develop the knowledge and skills required to be an effective AP. We therefore hope to make your learning meaningful, and closely integrated with practice.

In between the formal one day study days you will be expected to apply your learning to practice and will have research to do as you go about your practice during the rest of the week. This will generate evidence to support your competence development which will be collected in your portfolio. Your mentor and WBEF will help you in this process and they are key to the whole process of work based learning. In addition, the interactive VLE known as Blackboard will be used to support your learning activities. (VLE is an online learning resource which is designed to facilitate your learning. You will be introduced to this system during the first module).

The teaching and learning methods will help you to develop your skills in using learning tools which support you as independent learners such as portfolios, personal development plans, learning agreements, skills logs, and reflective writing. These will also be used to assess you throughout the course and should provide you with evidence to demonstrate to employers your ability to take on the role of an AP in the work place.
3.2.2 Who Is Involved In The Learning Process?

The learning process is viewed as a tripartite relationship built around you (the student), which includes your Mentor, WBEF and your Link Lecturer. You will all have an individual mentor and there will be one WBEF and one link lecturer. Your WBEF will liaise with your Manager in order to ensure the smooth running of the practical elements of the course. Your manager is also a key person in helping you to achieve your goals. S/he will have agreed that you will be supported in the workplace and they will have agreed to provide a mentor and an environment which will support your learning as you work. The placement charter supports this. (HENW 2013)

Your WBEF, Mentor, Manager and Link Lecturer all have important roles to play in helping you achieve success. It is up to you, however, to get the most out of the programme. This will involve a lot of work in your own time as well as attending the University study days and completing learning and assessment activities. You will be expected to take responsibility for your own learning using the support on offer by engaging with your mentor, WBEF and tutors, keeping appointments and being proactive in seeking support if necessary.

This course is grounded in a tripartite relationship where you, the student; academic staff and clinical staff work in partnership to facilitate the achievement of learning outcomes and role development.
3.2.3 Roles and Responsibilities

You, the student:

1. Commitment to the course
2. Attendance at all learning events and study days
3. Completion of learning activities
4. Participation in learning activities
5. Completion of assessment requirements
6. Adherence to codes of conduct and academic regulations
7. Participation in the learning experience
8. Module and course evaluation and future development

Manager:

1. Support the student, assessors and WBEF in developing the ethos of work based learning
2. Assist the student, assessors and WBEF to review the programme and develop action plans to facilitate the success of the programme
3. Clarify any issues and liaise with the WBEF, education provider and project champion
4. Enable the student to access a range of internal and external learning opportunities as per service level agreement and as negotiated with the WBEF.
5. Assist the students in identifying developmental needs
6. Collect data as required to report on project outcomes
7. Link with the project champion and internal steering group to monitor the impact of the development on service delivery including patient/service user satisfaction
8. Ensure students have access to IT/Internet facilities
9. Provide opportunity and support cultural change for implementation of newly acquired clinical skills
10. Will ensure that the student/trainee is released 1 day per week to attend the academic learning.
The WBEF is responsible for:

1. Facilitation of teaching and learning in the workplace
2. Academic and pastoral support in the workplace
3. Assessment of WBL
4. Liaison with the University staff
5. Course evaluation and continued development
6. Link between mentor, and link tutors

The Mentor (one per Student) is responsible for:

1. Teaching and learning in the workplace
2. Assessment of WBL especially skills competencies
3. Pastoral support and general academic advice
4. Course evaluation

The Link Tutor (one per WBEF) is responsible for:

1. Preparation of mentors, WBEFs and students
2. Course organisation
3. Teaching
4. Assessment
5. Quality assurance
6. Liaison with WBEF
7. Academic and pastoral support
8. Facilitating a supportive learning environment
9. Course evaluation and reporting.
The Academic Advisor (see also p10 and 26)

You will be allocated an academic advisor for the duration of the course. This will be one of the academic staff who will be responsible for your academic and pastoral support such as when you are ill or have particular personal problems during the course which may affect your ability to study. Your academic advisor is usually the link lecturer for your clinical area too.

The Module Supervisor:

1. Provides advice on assignments for a specific module.
2. Usually first marks the assignments.

3.2.4 Assessment Strategy

A range of assessments is used and details of these can be seen in the individual module descriptors (and section 2.2). The assessments are designed to assess both academic ability and competency to practice. All the assessments have been designed to reflect the WBL design of the programme as well as demonstrating academic rigour.

The academic based assessments include:

1. Examinations
2. Presentations
3. Written work.
4. Workbooks

These assessments are closely related to your work activities and involve case reports, written pieces of work and work based around your portfolio of evidence

The work based assessments include:

1. Skills log (competency based to include core and specialist competencies appropriate to your particular role as an Assistant Practitioner)
2. Personal Development plans
3. A Portfolio of evidence
4. Critical incident reporting and reflective accounts
3.2.5 Who will be involved in clinical assessment?

The **WBEF** and your **Mentor** will be involved in assessing your competence throughout the programme. In addition there will possibly be associate mentors identified in your work place who will also be involved in signing off your practice competencies. An associate mentor is a registered practitioner who is familiar with assessment of students in the workplace and can assess some of your skills. The WBEF in your clinical area will help you identify mentors and associate mentors to help with your skills assessment. The assessment process is viewed as a collaborative process and you will be involved in negotiated aspects of the assessment with your assessors. This is particularly important in respect of the portfolio, your personal development plans and learning agreements. You will be introduced to the guidelines on developing portfolios, personal development plans and learning agreements during the first module of study. Your mentor, WBEF and link lecturer will all help you to negotiate these types of assessment.

3.2.6 Work Based Learning Assessment Methods - Portfolio Development

Throughout the course you will be required to maintain a portfolio in order to demonstrate underpinning knowledge and competence required for your specific Assistant Practitioner role. This portfolio will constitute the main component of your assessment of practice within module PZ1068 in year 1 and PZ2066 in year two. It will include evidence of the acquisition of skills and underpinning knowledge documented in the skills log as you complete each module. Appropriate skills will be negotiated with your manager/mentor, WBEF and personal tutor. The portfolio will also contain your reflective writing, Personal Development Plans, learning agreements and any other evidence of learning. **Contents of the portfolio will be reviewed regularly throughout the course by your WBEF and this forms the basis for the final fitness to practice award.** The assessment of this major piece of work will be carried out by your WBEF and the University link lecturer at the end of the course.

3.3 Study skills

The course begins with module PZ1015 Study and Lifelong Learning Skills. This module aims to ensure that students are equipped with study skills which will introduce you to study at the appropriate academic level and equip you with the skills to do so successfully. It will also enable you to reflect on and learn from your experiences within your work based learning in order to facilitate application of theory to practice, and self-awareness. Portfolio development introduced in this module will enable lifelong learning and enhance employability. Completion of this module will enable you to make effective use of learning opportunities on all other modules of study and in the workplace.

In addition to the Study Skills module which is the first module of the course the University provides additional support for study skills through WISER study skills @ WISER

There's no excuse for being none the WISER! Come and see us!
## 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. You will be introduced to these services at induction but are encouraged to explore the web pages to find library opening hours.

[Image](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_33_1)  
Or contact staff on [LISTraining@uclan.ac.uk](mailto:LISTraining@uclan.ac.uk) 01772 89 4348

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

### 3.4.3 Blackboard

[Image](http://www.uclan.ac.uk/students/library/help_information.php)

Each module will have a Blackboard space; students who are undertaking this module have access to this space. This space provides students with all the module materials requires such as individual teaching sessions, Assessment guidelines, and the facility to submit module assessments via Turn it in (see Assessment section). Module notifications and messages are also often posted on here by the module leader.

### 3.5 Personal development planning

Planning, managing and reviewing personal and professional development are important activities for work in the health sector. They involve the use of a range of reflective, evaluative and action-orientated skills. You will be expected to undertake personal and professional development activities in various modules throughout the programme.

You will have the opportunity to integrate your learning and development across modules beginning in the Study Skills module and throughout the programme, using a Personal Development Plan (PDP). The PDP will form the basis for regular and on-going discussions with your personal tutor. This will support your learning and enable you to focus on your personal development priorities. It will help you to:

- Identify your personal, academic and professional strengths, needs and learning goals.
• Identify academic, work based and other learning opportunities, means, resources and support for your development.
• Review the achievement of your goals.
• Identify new goals and learning opportunities.

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.

4. Student support, guidance and conduct

4.1 Academic Advisors
See section 3.2.3 Roles and Responsibilities.

To prepare effectively for an academic advisor meeting please try to come with specific questions and/or a proposed action plan. This will enable you and your tutor to make best use of the time.

4.2 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,
4.3 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 information to help identify appropriate adjustments.

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

The named lead for students with disabilities within your school is within our team. It is Colette Eaton
Brook Building, BB238
+44 (0) 1772 895108
CEaton@uclan.ac.uk

4.4 Health and Safety
As a student of the University you are responsible 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 demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

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.

4.6 Students’ Union
The Students’ Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students’ Council. The Students’ Union building is located at the heart of the Preston campus, and is the hub for all student activities.
Representation and campaigning for students’ rights is at the core of what we do and is encompassed by our tag line of, *Making Life Better for Students*. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

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

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the *Advice and Representation Centre* are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at [http://www.uclansu.co.uk/](http://www.uclansu.co.uk/).

**WESTLAKES STUDENTS:** – 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/](http://www.uclansu.co.uk/) for full details on what we may be running in your partner institution. It is important for you to make the most of what is on offer.

5. Assessment

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

5.1 Assessment Strategy

The assessments range from assignments, written examinations, presentations, posters, practical examination, case studies, workbooks and portfolio development. Table one (next page) gives details of each of the module’s assessment strategy along with submission dates. 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
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 (Poster, individual or group), Written assignments, one online examination, Portfolio, Workbooks, Case studies, Practical examination.

<table>
<thead>
<tr>
<th>Year One (Level four)</th>
<th>Assessment</th>
<th>Submission due approx.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PZ1015 Study and Lifelong learning Skills (20)</strong></td>
<td>Reflective Report (1000 words)</td>
<td>Nov</td>
</tr>
<tr>
<td></td>
<td>Essay (1200 words)</td>
<td></td>
</tr>
<tr>
<td><strong>PZ1022 Communication and Collaboration (20)</strong></td>
<td>Essay (2000 words) and group presentation</td>
<td>Dec</td>
</tr>
</tbody>
</table>

*Table 1: Modules assessment strategy with submission dates*
<table>
<thead>
<tr>
<th>MODULE</th>
<th>ASSESSMENT</th>
<th>SUBMISSION due approximately</th>
</tr>
</thead>
</table>
| NU2335 Research Process (20)                             | Literature review (1000 words)  
30% Oral presentation (15 mins)  
70%                                                           | Nov                           |
| PZ2073 Health Promotion (20)                             | Written assignment (1500 words) OR  
Poster + rationale                                            | Jan                           |
| Optional Module (20)                                     | Various                                         | March                        |
| (but mainly 3000 words essay)                            |                                                 |                              |
| PZ2066 Developing Practice (40)                          | Portfolio                                       | Aug/Sept                     |
| PZ2035 Management and Leadership in Health & Social Care (20) | Essay (3000 words)                             | Sept                         |

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 will also receive formative feedback on drafts of their assignments. Arrangements for this will vary from module to module but this will be explained at the beginning of each module. Module supervisor support is also available.
Details of assessment will also be included in each module handbook which will also be available on Blackboard along with an assignment video brief.

Marking criteria are outlined in the School assessment handbook

Submission of written assignments is online via Turnitin on Blackboard.

5.3 Referencing
The APA version 6 standard of referencing is used. This will be explained during the Study skills module and in the Referencing handbook.

5.4 Confidential material
The Foundation Degree in Health and Social Care (Assistant Practitioner) has a Work Based Learning Element (WBL) to the course as such 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 |
|-------------------------------------------------|-------------------------------------------------|
| **Do’s**                                         | **Don’ts**                                       |
| Do respect the right to privacy of an individual and/or organisation. | Don’t name an individual or organisation (unless it is already in the public domain). |
| Do change all names to fictitious ones.           | Don’t include identifiable stationery in your work, such as letter heads, Lab forms or X-rays. |
| Do provide a statement with your assignment that all information has been anonymised. | Don’t give information away that could identify an individual or organisation (unless it is already in the public domain). |
| Do reference work accurately if information is already in the public domain. | Don’t include photographs that can identify a person or place. |
| Do support your discussions with reference to published work. | Don’t make unsupported accusations. |
| Do seek guidance and advice where you are unsure. |                                                  |

Unless you are specifically required to include a critical appraisal, subjective or judgemental opinions about an employer or placement 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 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the 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-semestertests you must report this at the earliest possible opportunity to the module leader by email so that we have a record of your request. **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 **(Academic Regulations)**.

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

5.5.1 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 both with regard to
your course and your personal wellbeing through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of part-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (see Academic Regulations).

Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

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. All evidence that is 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 is available at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances_submission.php

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).

5.5.2 Late submissions
If you submit work late and unauthorised, 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.

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

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

PLEASE NOTE that as you are an NHS employee and this is a work based course sponsored by HENW information on module results and attendance will be shared with your WBEF and Manager if academic progress on the course becomes an issue.

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

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

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

During the Study Skills module the meaning of plagiarism and how to avoid it will be explained. You will be shown how to use Turnitin which is software that will help you identify possible plagiarism within drafts of your work.

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

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

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:
• the appropriate penalty will be 0% for the module with no opportunity for 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.

5.8 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.

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.

Dates for publication of results following assessment boards are on the UCLan academic calendar

6. Course regulations

6.1 Course requirements
It is essential that you complete ALL core modules at both level 4 and level 5 plus one optional module in each year in order to achieve your Foundation Degree.

Your attendance record should also be 80% or over.
6.2 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 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.

For example: students from Mental Health settings commented that they required more time to be devoted to issues surrounding dementia. Timetables have been adjusted to incorporate this content. In addition, the role of Module Supervisor has been developed to give additional support on specific assignments. Similarly, students told us that, although they had guidelines for essay writing and had taught sessions on this in their Study and Lifelong Learning module, they would like more guidance for specific module assignments. As a result, we scheduled essay workshops for individual modules and the students tell us that they found these very beneficial.

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

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

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

At the end of each module you will be invited to complete a module evaluation questionnaire (MEQ) anonymously which provides another opportunity to give feedback on the course.

7.1 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 and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).
Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a 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 meanwhile 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 is your School President or more about the role visit the Students’ Union website or email: coursereps@uclan.ac.uk

7.2 Student Staff Liaison Committee Meetings (SSLC)
The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

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

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting
- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, personal tutoring arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

Course reps are elected at the beginning of the course. Volunteers are requested and if there are lots of volunteers an election will be held.

Meetings are held twice a year and reps are informed by email. The rep will then meet or communicate electronically with the group and collate feedback for the meeting. Notes from the meeting are uploaded to the course space on Blackboard and the course team’s response will also be uploaded.

SSLCs for your course meet the above requirements but may be held in an ‘equivalent’ format e.g. on-line meeting for distance learners; timetabled whole group meeting for small cohorts of students; or course managements committee
7.3 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 complaints procedure is intended to provide an accessible, fair and straightforward system which ensures as effective, prompt and appropriate response. Click on this link for more information Complaints Procedure
8. Appendices

8.1 Programme Specification

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

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

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>UCLan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>Preston campus and Westlakes Institute</td>
</tr>
<tr>
<td>3. University Department/Centre</td>
<td>School of Community Health and Midwifery</td>
</tr>
<tr>
<td>4. External Accreditation</td>
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</tr>
<tr>
<td>5. Title of Final Award</td>
<td>FdSc Health &amp; Social Care (Assistant Practitioner)</td>
</tr>
<tr>
<td>6. Modes of Attendance offered</td>
<td>Full time and part time</td>
</tr>
<tr>
<td>7. UCAS Code</td>
<td>Not applicable</td>
</tr>
<tr>
<td>9. Other external influences</td>
<td>National Service Frameworks (1999-2010); Skills for Health; Skills for Care; DOH (2010) Liberating the NHS: Developing the Healthcare Workforce; Strategic Health Authority, Employing Trusts</td>
</tr>
<tr>
<td>10. Date of production/revision of this form</td>
<td>May 2013</td>
</tr>
<tr>
<td>11. Aims of the Programme</td>
<td></td>
</tr>
</tbody>
</table>
To equip students, through the unique use of work based learning and class attendance, with academic knowledge and skills to enhance their knowledge of the Assistant Practitioner role and its impact on their current and/or future work within health and social care.

To enable students to analyse relevant academic theories and concepts to enhance their work performance through work based learning and take into consideration personal and cultural awareness to work across organisational boundaries and adapt to a changing environment.

To equip students with a range of subject-specific and transferable knowledge and skills to support their continuing personal, professional and academic development through the use of work based learning and classroom participation.

**Students with Disabilities/Learning Difficulties**

The University is concerned to provide an educational experience of the highest quality for students with disabilities/learning difficulties. We strongly recommend that interested applicants contact us before applying to find out if we can offer the support you need. We are always pleased to hear from those enquiring about or applying to the University. Phone 01772 892593 (telephone/text phone) for advice.

### 12. Learning Outcomes, Teaching, Learning and Assessment Methods

#### A. Knowledge and Understanding

A1. Identify the theory and practice underpinning the organisation and context of health provision and social care delivery.

A2. Analyse and apply theories of communication to the development of relationships and work with individuals and groups.

A3. Analyse and apply theories relevant to working within a collaborative interprofessional environment.

A4. Explore the application of relevant knowledge, 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.

A5. Integrate and apply relevant theoretical and practical knowledge and skills in a work setting.

A6. Utilise evidence, support and share experience to develop effective practice and decision-making.

A7. Demonstrate knowledge and understanding of current European and national legislation, national guidelines and local policies and protocols which affect work practice.

**Teaching and Learning Methods**

Academic and work-based learning – individual and group discussions, case studies, reports, presentations, reflective logs / diaries and the application of relevant research based evidence to support practice.

**Assessment methods**

Essays, Examination, Personal Development Plans, Reflective accounts, Critical Incident Analyses, Reports, Skills Log.

#### B. Subject-specific skills

B1. Identify and apply skills relevant to personal, career and academic learning and development in a changing environment.

B2. Develop underpinning knowledge of physiological and psychological basis for health and social care.

B3. Apply models of health promotion to achieve behavioural change in patients and clients.

B4. Work collaboratively with professional colleagues to enhance service provision.

B5. Utilise assessment skills to identify interventions required for patients and clients.

B6. Demonstrate the ability to act within the limits of own competence and authority.

**Teaching and Learning Methods**

Academic and work-based learning – individual and group discussions, case studies, reports, presentations, reflective logs / diaries, problem based learning, Virtual Learning Environment (VLE) and the application of research-based evidence to support learning.
Assessment methods
Essays, Personal Development Plans, Portfolio, Skills log.

C. Thinking Skills
C1. Reflect on and evaluate own life and work experience to enhance knowledge and skills.
C2. Utilise critical analysis to apply key concepts, theories and evidence to relevant issues and practices.
C3. Present knowledge and information to support structured arguments.
C4. Evaluate and select approaches to problem solving.

Teaching and Learning Methods
Academic and work-based learning – individual and group discussions, case studies, reports, presentations, reflective logs / diaries, VLE and acquisition of competences in the workplace

Assessment methods
Essays, Personal Development Plans, Portfolio, skills log developed through work based learning.

D. Other skills relevant to employability and personal development
D1. Demonstrate skills in information collection and analysis.
D2. Utilise oral, written and visual communication to support structured argument.
D3. Demonstrate ability to utilise information technology to exchange data.
D4. Utilise appropriate strategies to enhance own learning and development.
D5. Develop strategies to enhance collaboration with others.

Teaching and Learning Methods
Academic and work-based learning – individual and group discussions, case studies, reports, presentations, reflective logs / diaries and acquisition of clinical competencies.

Assessment methods
Essays, examination, Personal Development Plans, Portfolio, skills log.

13. Programme Structures

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 5</td>
<td>PZ2073</td>
<td>Health Promotion</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>PZ2035</td>
<td>Management and Leadership in Health &amp; Social Care</td>
<td>20</td>
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<tr>
<td></td>
<td>NU2335</td>
<td>Research Process</td>
<td>20</td>
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<td></td>
<td>PZ2066</td>
<td>Developing Practice</td>
<td>40</td>
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<tr>
<td></td>
<td>PZ2036</td>
<td>Physiological Responses in Health and Illness</td>
<td>20</td>
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<tr>
<td></td>
<td>PZ2074</td>
<td>Assisting Rehabilitation Practice</td>
<td>20</td>
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<tr>
<td></td>
<td>PZ2080</td>
<td>Management of Long Term Conditions across the lifespan</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>PW2010</td>
<td>Principles and Practice in Clinical Imaging</td>
<td>20</td>
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<tr>
<td></td>
<td>PW2020</td>
<td>Interventions in Mental Health Practice</td>
<td>20</td>
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<tr>
<td></td>
<td>MW2709</td>
<td>Student Initiated Module</td>
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<td></td>
<td>Students will also take one of the following modules (dependent on work place and scope of practice):</td>
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<tr>
<td></td>
<td></td>
<td>Physiological Responses in Health and Illness</td>
<td>20</td>
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<td></td>
<td></td>
<td>Assisting Rehabilitation Practice</td>
<td>20</td>
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<td></td>
<td></td>
<td>Student Initiated Module</td>
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</tr>
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<td>Level 4</td>
<td>PZ1015</td>
<td>Study and Lifelong Learning Skills</td>
<td>20</td>
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<tr>
<td></td>
<td>PZ1067</td>
<td>Anatomy, Physiology and Psychology of Health</td>
<td>40</td>
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<tr>
<td></td>
<td>PZ1022</td>
<td>Communication and Collaboration</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>PZ1068</td>
<td>Foundations for Practice</td>
<td>20</td>
</tr>
</tbody>
</table>

14. Awards and Credits

Foundation Degree
Requires 240 credits in total, 120 at level four and 120 at level five.

Foundation Certificate
Requires 120 credits at Level four or above.
Students will also take one of the following modules (dependent on workplace and scope of practice): -
- Mental Health Across the Lifespan
- Introduction to Long Term Conditions and End of Life Care
- Introduction to Clinical Imaging
- Introduction to Unscheduled Acute Care
- Student Initiated Module

**15. Personal Development Planning**

Personal Development Planning is embedded throughout the programme via use of PDP in portfolios, learning agreements and the personal tutor system.

**16. Admissions criteria**

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

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

Admission is through Human Resources application process within the relevant NHS Trust. The selection/interview process will involve Trust personnel, Uclan staff and/or Work Based Education Facilitator. Selection may involve literacy and numeracy testing.

Admissions decisions will be based on the following standard criteria - Students are expected to obtain a minimum of 100 UCAS points to include:

- GCSE's (English and Maths C or above)
- And one of the following
  - GNVQ (intermediate and advanced)
  - BTec National Extended Diploma (3 passes)
  - BTec National Diploma (Pass, Pass, Pass)
  - BTec National Subsidiary national Diploma (Distinction)
  - 'A' Level (100 points equivalent)
  - Access Course (Pass)
  - Irish leaving Certificate
  - Scottish Highers
  - OCR National Certificate (Distinction)
  - OCR National Diploma (P2)
  - OCR National Extended Diploma (P3)
  - 14-19 Diplomas (E)
In the absence of equivalent academic qualification decisions entry, particularly for mature students, may be based on:
- experience brought to the course
- ability to cope with academic content of the course
- ability to discuss current health/social care issues
- interest in broadening and building on experience
- ability to identify attitudes and values relevant to working with diverse clients.
This will be assessed at interview.

- Accreditation of prior learning is available where appropriate (the course team are available to advise and assist with any APL or APEL application).

Applicants **must** be employed in a health or social care setting by a seconding Trust and must remain in employment throughout the duration of the course. In the case of full time study this must be a minimum of 23 hours per week.

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

- School of Health website
- Factsheet
- NHS Northwest contract. Trusts are informed through NHS Northwest and are required to bid for inclusion
- Course Leader
### 18. Curriculum Skills Map

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Knowledge and understanding</th>
<th>Programme Learning Outcomes</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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<td></td>
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<td></td>
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<td></td>
<td></td>
<td>A1</td>
<td>✔️</td>
</tr>
<tr>
<td>LEVEL 5</td>
<td>PZ2073</td>
<td>Health Promotion</td>
<td>C</td>
<td></td>
<td>A1</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>PZ2035</td>
<td>Management and Leadership in Health &amp; Social Care</td>
<td>C</td>
<td></td>
<td>A1</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>NU2335</td>
<td>Research process</td>
<td>C</td>
<td></td>
<td>A1</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>PZ2066</td>
<td>Developing Practice</td>
<td>C</td>
<td></td>
<td>A1</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>PZ2036</td>
<td>Physiological Responses to Health and Illness</td>
<td>O</td>
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<td>A1</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>PZ2074</td>
<td>Assisting Rehabilitation Practice</td>
<td>O</td>
<td></td>
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<td>✔️</td>
</tr>
<tr>
<td></td>
<td>PW2010</td>
<td>Principles and Practice in Clinical Imaging</td>
<td>O</td>
<td></td>
<td>A1</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>PW2020</td>
<td>Interventions in Mental Health Practice</td>
<td>O</td>
<td></td>
<td>A1</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>PZ2080</td>
<td>Management of Long Term Conditions across the Lifespan</td>
<td>O</td>
<td></td>
<td>A1</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>MW2709</td>
<td>Student Initiated Module</td>
<td>O</td>
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<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Knowledge and understanding</th>
<th>Programme Learning Outcomes</th>
<th>Other skills relevant to employability and personal development</th>
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