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

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.
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1. Welcome to the course
Welcome to the School of Health and to the Graduate Certificate in Advanced Counselling Skills. Congratulations on being offered a place. This handbook is here to introduce you to the course, as well as to give you essential information that you will require during your studies with us. You can expect to experience quality teaching in the current research and practice of counselling theory and skills that will then enable you to apply counselling skills. On the first day of the course you will also be inducted into the course which will include the programme and the assessment procedures and policies. We expect you to engage in sessions and to ensure that you are well read in advance of sessions that will augment the teaching that you receive. Please read this handbook and keep it as you will need to refer to it during your course. This is your course for which we will facilitate a range of learning experiences however you must take responsibility for making the most of your opportunities here.

1.1 Rationale, aims and learning outcomes of the course
This course is a degree level counselling skills course, that aims to provide the student with an opportunity to develop the counselling skills required to progress on to the Postgraduate Diploma in Integrative Psychotherapy. In terms of the learning outcomes, you will, upon completion of the module, be able to:

- Demonstrate the use of Counselling Skills based upon the person-centred approach (i.e. the therapeutic conditions).
- Critically reflect on and critically evaluate their own use of counselling skills.
- Critically analyse differences between the use of Counselling skills and professional counselling practice.
- Critically evaluate the Person-Centred Theory that underpins the practice of using counselling skills.
- Critically analyse the contexts in which counselling and counselling skills are practised and develop an awareness of the current major arenas and themes of Counselling.
- Critically analyse the effect of ethical issues within contextual settings.
- Critically review and evaluate own personal development in terms of Self Structure, Self in Relation, Self as Listener and Self as Learner.
- Demonstrate an understanding of Self within an unstructured group; of group dynamics; and of inter-subjective processes.

1.2 Course Team

<table>
<thead>
<tr>
<th>Teaching Staff</th>
<th>Contact Details</th>
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<tbody>
<tr>
<td>Amanda Ryding</td>
<td>Email: <a href="mailto:ARyding@uclan.ac.uk">ARyding@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Course Leader/Lecturer</td>
<td>Tel: 017722895550</td>
</tr>
<tr>
<td></td>
<td>Office: BB 218</td>
</tr>
</tbody>
</table>
Marie Percival  
Senior Lecturer  
Email: mpercival@uclan.ac.uk  
Tel: 01772 2893412  
Office: HA 253 Counselling

Counselling & Psychological Therapies Divisional Leader

Rick Fothergill  
Email: KRFothergill@uclan.ac.uk  
Tel: 01772 892736  
Office: Room BB 344

1.3 Expertise of staff
You will be taught by lecturers who are not just experienced educators but are also current and experienced counselling/psychotherapy practitioners in their own right. All the counselling/psychotherapy lecturers are members of a variety of counselling/psychotherapy bodies (e.g. BACP, COSRT, UKCP – United Kingdom Council of Psychotherapy, BABCP – British Association of Behavioural and Cognitive Psychotherapy).

Rick Fothergill is the Divisional Leader for the Counselling and Psychological Therapies division within the School of Health. Rick is also a trained counsellor and Mental Health Nurse and his area of expertise is in the application of Cognitive Behaviour Therapy (CBT).

Marie Percival is a Senior Lecturer and Course Leader for the BA (Hons) in Counselling and Psychotherapy, and a Lecturer on the Graduate Certificate in Advanced Counselling Skills and a Lecturer on the Post Graduate Diploma. Marie has eight years’ experience teaching in higher education in both psychology and in the field of counselling and has nine years’ experience working as a psychotherapist in both private practice and in community settings.

Amanda Ryding is a Person Centred Counsellor and Supervisor with many years of experience of working in a variety of settings, she initially did her training with the NHS and then moved into working for HMP. For that past eleven years she has been working as a counsellor and trainer in further education. Amanda moved to University of Central Lancashire in 2014 and teaches on the Person Centred theory and skills modules for the BA Honours in Counselling and Psychotherapy, her clinical practice is providing psychotherapy to women and men who have experienced rape, sexual assault and/or childhood sexual abuse.
1.4 Academic Advisor
You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning. My name is Amanda Ryding, in addition to being Course Leader I will be your academic advisor for this course. Please email me to make an appointment should you wish to discuss any course related issue.

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

Brook Building
Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
Telephone: 01772 891993
Email: brookhub@uclan.ac.uk

1.6 Communication
The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread. We aim to respond to emails within three working days. We will also post announcements on Blackboard for you.
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 external examiner is Dr. Marie Adams. She is a lecturer on the Integrative Psychotherapy programme at the Metanoia Institute, London, affiliated with Middlesex University.

2. Structure of the course

2.1 Overall structure
The certificate involves three modules.

<table>
<thead>
<tr>
<th>Award/Module</th>
<th>Number of Modules for Award</th>
<th>Credits</th>
<th>Module Title</th>
<th>Module Credit Level</th>
<th>Module Size</th>
</tr>
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<tbody>
<tr>
<td>Graduate Certificate in Advanced Counselling Skills</td>
<td>3</td>
<td>20</td>
<td>CG3004 Intermediate Counselling Skills</td>
<td>6</td>
<td>Single</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
<td>CG3005 Person Centred Counselling Theory in Context</td>
<td>6</td>
<td>Single</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
<td>CG3006 Personal Development</td>
<td>6</td>
<td>Single</td>
</tr>
</tbody>
</table>

The course maintains a dynamic equilibrium between academic, personal development and practical elements. The shared background and experience of students will help to focus and integrate the delivery of the course in terms of theory and practice.
2.2 Modules available
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module. The three modules, Person centred theory, Counselling skills and Personal Development modules are delivered each week, with approximately one hour per week allocated to each module. Module descriptors are available on BlackBoard.

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

Progression refers to how, and in which direction, you might wish to take the learning from this course. For example some might wish to progress from this course onto a professional practitioner course, or you might wish to take the learning from this course into your current employment, or you might wish to continue with the therapeutic nature and wish to transfer onto another health related programme (e.g. nursing, social work...etc.)

Discussions about your possible progression onto the professional practitioner course (i.e. Postgraduate Diploma/MA – BACP Accredited) normally take place towards the end of the programme.

Alternatively your other options will be explained to you during a ‘Progression’ talk. This is an opportunity for you to make plans for your study over the next academic year.

2.3 Study Time
2.3.1 Weekly timetable
You will spend an average of 3 hours per week (over 30 weeks) in university plus four Saturday workshops (a total of 120 hours). This will incorporate a combination of classroom led lecture/discussion; some practical work as well as some individual/group tutorial time to discuss your progress and to review your counselling skills that you will have recorded using the university’s digital cameras. The timetable is available on Blackboard (http://www.uclan.ac.uk) and will be discussed at the first class.

However there may be additional and informal material available as - lectures, seminars, activities etc. which the University will mount to ensure that the opportunity to understand and discuss such issues is available to all students. These will be outside of the core period of study and may include relevant materials about such core areas of sustainability, internationalisation, and employability and enterprise.

2.3.2 Expected hours of study
20 credits is a standard module size and equals 200 notional learning hours. The normal amount of work involved in achieving a successful outcome to your studies is to study for 10
hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. You can therefore expect to study for a minimum of 600 hours to get the most out of this course.

There will be 120 hours of direct tutor contact which will incorporate a balance of classroom based lectures/learning activities and individual practice-based skills development together, with individual or group seminars to assess skills development. Skills development will be undertaken in dyads or triads (groups of 2-3) and will be undertaken in one of the counselling/psychotherapy designated rooms.

You will be expected to spend some time each week reading in support of your learning as well as to prepare for the forthcoming classes. In addition you will be expected to spend some time each week reflecting on your learning and skills development which will be guided by some criteria that we will explain to you at induction.

It is also anticipated that you will need to invest a substantial amount of time towards completing the assignment. This involve the making of a skills DVD; some time reflecting on the skills and counselling processes involved; completing a transcript of the chosen section; as well as reading to support both the critical evaluation and also the process summary.

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 your Course Leader Amanda Ryding and there is a requirement for a minimum of 80% attendance.

Amanda's contact details are office Brook Building 218, ARyding@uclan.ac.uk, Tel: 01772 89 5550.

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. There is an attendance monitoring system (SAM) in place whereby students use their student card to register their attendance at class each week. Students can review their attendance record via the UCLan website. Students should report non-attendance to the hub email – BrookHubAttendance@uclan.ac.uk or by telephoning the hub on 01772 891993.

3. Approaches to teaching and learning
3.1 Expertise of staff
You will be taught by lecturers who are not just experienced educators but are also current and experienced counselling/psychotherapy practitioners in their own right. All the counselling/psychotherapy lecturers are members of a variety of counselling/psychotherapy bodies (e.g. BACP, COSRT, UKCP – United Kingdom Council of Psychotherapy, BABCP – British Association of Behavioural and Cognitive Psychotherapy).
3.2 Learning and teaching methods
You will experience a variety of teaching methods that range from lectures, presentations, experiential work to discussion groups and personal development groups, in which you will be expected to contribute based upon your reading and experience. Additions electronic sources will be available via Blackboard.

You will also be encouraged to develop a good relationship with your skills group (usually 3 students) as your group members will contribute much to what you learn. You will be encouraged to develop and experience the three expected roles of speaker, listener and observer and to develop a contract based upon an agreed way of working. This will form the basis of how you will develop your skills work and which will be recorded using digital cameras. There will be an early induction session to assist you with this process.

Individual tutorials will be utilised to assist you in your academic development and assessment of your skills development and you will be encouraged to maintain a personal learning journal in order to develop a reflective way of your own learning and development, something that is normal in counsellor education.

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

3.4 Learning resources

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

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

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

Please also see section 3.4.2.

3.4.2 Electronic Resources
LIS provide access to a huge range of electronic resources – e-journals and databases, eBook’s, images and texts. In particular the journal of BACP (Therapy Today, and Counselling and Psychotherapy Research – CPR) are available in this way. Further information with a more comprehensive list of popular journals will be made available from eLearn. In addition BACP publicise a compendium of their published journal articles and which is available through their website and the links to http://www.therapytoday.net/ and the up-to date archive of material.
3.5 Personal development planning

PDP is defined as ‘a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal educational and career development.’ Personal development planning is centred on student development and seeks to assist you in understanding what, how and when you are learning; it encourages you to monitor, review, plan and take responsibility for your own learning.

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

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

Progress towards the achievement of personal objectives;
This is achieved through a number of means but primarily it is about you taking responsibility for what you are learning and in your own personal reflection of this learning. You will also have regular and detailed contact with your tutor through personal tutorials and, for which, you should come prepared to discuss your own personal development. A key tool to assist this process is the maintenance of your personal learning journal. This can be in paper or electronic format and you are encouraged to reflect on events that have happened (factually) as well as to then consider what they might mean to your own personal learning and development. A large part of this will be the recognition and planning (which your tutor will assist you with) of learning opportunities which, because of the nature of counselling skills, can incorporate a wide range of possibilities from sitting listening to someone; the experience of being listened to; observing other people in any format of therapeutic engagement or interpersonal relationship. You may want to visit the Learning Development unit to see what other resources they have that would contribute to this learning - PDP resources.

3.6 Preparing for your career

Your University experience is not only about achieving your chosen award, it is also about developing as a person and realising your potential. We want you to gain the skills and attitudes that will help you to achieve your goals and aspirations.
Futures offers a range of support for you including:

- career and employability advice and guidance
- access to work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills
- business start-up, freelance and self-employment advice
- the Futures Award, a University Certificate which formally recognises your employability and enterprise achievements whilst at UCLan.

For more information visit the Futures Hub (next to the Library) or access them via [www.uclan.ac.uk/futures](http://www.uclan.ac.uk/futures). They may also be invited to come and talk to the group during the latter stages of the course.

However if you see your future in professional counselling you will be given details about the Postgraduate Diploma in Integrative Psychotherapy course during the latter stages of your programme. This course is BACP accredited, will require you to have undertaken 150 hours of client work, and, upon completion, will mean that you can work as a qualified counsellor/psychotherapist. Many of our students take this route and do progress on to the Post Graduate Diploma, following successful application and interview processes.

4. Student Support

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

In addition there is a local advice desk in the Harrington building (just in front of the lifts) which can assist you with any problems that you might encounter. Finally, the Student Liaison Officer is available to discuss all aspects of your studies at UCLan. They can be contacted on extension (01772 89) 5089 or by e-mail on Student Liaison Officer

There is a centralised Student and Academic Support Service which has The 'i' The 'i' Student Information Centre as its first point of contact. You can obtain information on a wide range of topics including student administration such as Council Tax and letters to verify your status. The 'i' can also direct you to the right place to find information on Scholarships, Counselling, Student Finance, Mentoring, Studying Abroad, Disability Advice, Independent Academic Advice, International Advice, Multi Faith Centre, Pre School Centre, Medical Centre and general life in Preston/Burnley.

Student Liaison Officers have recent experience of what it is like to be a student and can advise you of the support systems available. They work towards improving your student

4.1 Academic Advisors

In my role as your Academic Advisor; you are encouraged to see me as your first point of contact to do with anything relating to the academic side of your course or to more pastoral matters (i.e. personal and supportive matters outside of the course direct). The academic side to this role relates to my role in assisting you to develop your studies, to help you make sense of the course material and to help you make the most of your course. I will help you develop your academic style of writing, to plan for assignments and make sense of assignment feedback.
but may, at times, refer you to other points of contact within the university who can assist in this process. NB. If you want assistance with your academic work it is always helpful if you come prepared by knowing what it is that you need support with, to formulate any questions that you might have beforehand and to send/bring any draft copies of any work in advance of the meeting. Please e-mail me in advance. I can also be the first point of contact for pastoral issues however, if you refer to section 4.2 there are also a number of other specialised support services available through the Student Academic Support Service. I publicise my availability which can be found on my office door and you are welcome to come and put your name down for a Personal Tutorial or, if I am in and available, just knock!

4.2 Students with disabilities
If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments. There is a named lead for students with disabilities within your school – the current named lead is: - Sarla Gandhi ext. 3623 (or 01772 893623), and her email address is sgandhi4@uclan.ac.uk

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

4.3 Students' Union One Stop Shop
The Students’ Union is a student-led, democratic organisation and exists to make life better for you and wants every UCLan student to have a great experience at University. The Union is all about you taking the opportunities that are offered and making the most of them. The SU offers you the chance to play the sport you love, share your passion or hobby with like-minded people, report on the hot stories on campus or represent your peers as a Course Representative.

We hope your time at UCLan is trouble free, but we know that sometimes you might come up against problems ranging from academic situations or finding a job, to dealing with debt and claiming the benefits you’re entitled to. Check SU Advice suadvice@uclan.ac.uk. www.uclansu.co.uk on-line for impartial advice on a whole range of issues, or email Call in at the Student’s Union, or visit the website at for more information.

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

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
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.

The assessment strategy for this course/module will incorporate a number of different elements that must be undertaken and submitted together. They are all inter-related and will build upon the work that you both undertake in class as well as your own private studies.

You will be formatively observed by the course leader whilst demonstrating skills and be encouraged to get feedback on each attempt from your peers. As your skills develop you will also be encouraged to begin to ‘process’ the material to a suitable level. If you wish you can then make a personal tutorial to discuss how you will attempt the critical evaluation.

5.2 Notification of assignments and examination arrangements
You will be given clear deadlines for when work must be submitted either in class or via Blackboard.

There will be very clear guidelines given for the work and the marking grid for the critical evaluation is available in the School Student Handbook – Appendix 3.

5.3 Referencing
For further details of preferred referencing style please go to the School Student Handbook – Section B7.0 where you will find guidelines for the APA style of referencing, how to incorporate it as well as the regulations about plagiarism and how to avoid it.

5.4 Confidential material
As detailed above students are reminded that any DVD that contains material from another person should be treated with respect (i.e. please ensure that it is always safely within your possession and do not leave it anywhere unattended). Apart from the course tutors this material will only be viewed by the External Examiner and will then be destroyed. At the start of the course you and your peers will be asked to create a set of ‘ground rules’ which will incorporate, but go beyond the expectations that the university has for you. It is likely to include some clear guidance about the keeping confidential material as in the DVD recording.

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

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

For the award of the Graduate Certificate in Advanced Counselling Skills students are required to pass all three the modules

7. Student Feedback
You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement. Students are encouraged to speak directly with the Course Leader about any issues. Towards the end of the module you will be asked to complete a Module Evaluation Questionnaire which also feeds into range of mechanisms that are implemented to ensure the quality and improvement of the course.

7.1 Student Staff Liaison Committee meetings (SSLCs)
Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

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

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

| 1. Awarding Institution / Body | University of Central Lancashire |
| 2. Teaching Institution and Location of Delivery | Preston Campus |
| 3. University School/Centre | School of Community Health and Midwifery |
| 4. External Accreditation | None |
| 5. Title of Final Award | Graduate Cert Advanced Counselling Skills |
| 6. Modes of Attendance offered | Part time |
| 7. UCAS Code | |
| 8. Relevant Subject Benchmarking Group(s) | |
| 9. Other external influences | BACP |
| 10. Date of production/revision of this form | January 2014 |
| 11. Aims of the Programme | |
| • To critically examine Person-Centred Counselling theory. | |
| • To develop a conceptual ability to apply the theory to skills practice sessions. | |
| • To critically reflect and evaluate Personal Development outcomes and their complexities. | |
### 12. Learning Outcomes, Teaching, Learning and Assessment Methods

#### A. Knowledge and Understanding

A1. Critically analyse differences between the use of counselling skills and professional counselling practice.
A2. Critically evaluate the Person-Centred Theory that underpins the practice of using Counselling Skills
A3. Critically analyse the effect of ethical issues within contextual settings.
A4.

#### Teaching and Learning Methods

**THEORY:** A combination of tutor-led lectures and discussions will take place. These will all be student centred and will be based on experiential methods of learning.

**PERSONAL DEVELOPMENT:** Learning will be undertaken in closed small experiential groups led by a facilitator. Some activities will be undertaken on an individual basis whilst others will involve pair and small group work/discussion, and all activities will necessarily involve feedback to either the individual’s peer group or the facilitator as part of the learning from an event.

#### Assessment methods

**THEORY MODULE:**
FORMATIVE: Course members will be required to maintain a learning journal for the duration of the course. The journal is to be an account of the ways in which the member is able to transfer skills knowledge, and insights gained from all aspects of the course to their personal and profession life. Course members must attend for at least 80% of this module.
SUMMATIVE: An essay to incorporate Rogers’ theory and a context/arena or counselling theme (3,000 words)

**PERSONAL DEVELOPMENT MODULE:**
FORMATIVE: Course members must attend for at least 80% of the module
- Maintenance of a Personal Learning Journal
SUMMATIVE: A Personal Development essay (3,000 words)

#### B. Subject-specific skills

B1. Demonstrate the use of Counselling Skills based upon the person-centred approach (i.e. the therapeutic conditions).

#### Teaching and Learning Methods

**SKILLS MODULE**
This will involve working in small groups (dyads or triads) to practice and experience counselling skills, as well as offer peer feedback (and receive tutor feedback).

#### Assessment methods

**FORMATIVE:** Course members will be required to maintain a learning journal for the duration of the course. The journal is to be an account of the ways in which the member is able to transfer skills knowledge, and insights gained from all aspects of the course to their personal and profession life. Course members must attend for at least 80%.
**SUMMATIVE:** Essay

#### C. Thinking Skills

C1. Critically reflect on and critically evaluate their own use of counselling skills
C2. Critically analyse the contexts in which counselling and counselling skills are practised and develop an awareness of the current major arenas and themes of Counselling.
Teaching and Learning Methods

THEORY: A combination of tutor-led lectures and discussions will take place. These will all be student-centred and will be based on experiential methods of learning.

PERSONAL DEVELOPMENT: Learning will be undertaken in closed small experiential groups led by a facilitator. Some activities will be undertaken on an individual basis whilst others will involve pair and small group work/discussion, and all activities will necessarily involve feedback to either the individual's peer group or the facilitator as part of the learning from an event.

Assessment methods

FORMATIVE: Course members will be required to maintain a learning journal for the duration of the course. The journal is to be an account of the ways in which the member is able to transfer skills, knowledge, and insights gained from all aspects of the course to their personal and profession life. Course members must attend for at least 80%.

SUMMATIVE: Essay

D. Other skills relevant to employability and personal development

D1. Critically review and evaluate own personal development in terms of Self Structure, Self in Relation, Self as Listener and Self as Learner
D2. Demonstrate an understanding of Self within an unstructured group; of group dynamics; and of inter-subjective processes
D3. Demonstrate the use of Counselling Skills based upon the person-centred approach (i.e. the therapeutic conditions).

Teaching and Learning Methods

PERSONAL DEVELOPMENT: Learning will be undertaken in closed small experiential groups led by a facilitator. Some activities will be undertaken on an individual basis whilst others will involve pair and small group work/discussion, and all activities will necessarily involve feedback to either the individual's peer group or the facilitator as part of the learning from an event.

Assessment methods

FORMATIVE: Course members will be required to maintain a learning journal for the duration of the course. The journal is to be an account of the ways in which the member is able to transfer skills, knowledge, and insights gained from all aspects of the course to their personal and profession life. Course members must attend for at least 80%.

SUMMATIVE: Essay
13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
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<tbody>
<tr>
<td>Level 6</td>
<td>CG3004</td>
<td>Intermediate Counselling Skills in Practice</td>
<td>20</td>
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<tr>
<td></td>
<td>CG3005</td>
<td>Person Centred Counselling Theory in Context</td>
<td>20</td>
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<tr>
<td></td>
<td>CG3006</td>
<td>Personal Development</td>
<td>20</td>
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14. Awards and Credits*

Graduate Certificate Requires 60 credits including a minimum of 60 at Level 6 or above

* Delete rows not applicable to this Programme Specification

15. Personal Development Planning

This aspect is addressed via:

- The emphasis on personal Journal and the requirement to keep a reflective and evaluative focus on Personal Development (PD) throughout the course, culminating in a PD assignment in semester 2. The weekly PD group component offers a specific and regular learning context for PD.
- The course as a whole promotes Personal Development throughout its three modules, expecting students to draw on feedback from peers, tutors and their own self-evaluations to identify needs and areas of strength as well as those for development. At the outset of the course students are asked to consider this and identify areas they wish to work on, and then reflect back on this in relation to their development over the span of the course. Course tutors offer feedback and tutorial time (where relevant) in support of this.
- The course, including the Personal Development component, is clearly framed for the students in terms of how they might use the gaining of the Advanced Certificate (eg for application to the Graduate Diploma in Professional Counselling Skills) as well as the possibilities and implications of their developed skills and personal awareness for their work and personal lives. In this sense PD planning has a clear framework on the course.

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.

An Introduction to Counselling & Counselling Skills, or equivalent experience/ qualifications

Successful Level 6 Study

Applicants will have either a face-to-face or telephone interview.

17. Key sources of information about the programme

- Uclan Web pages
- Uclan School of Health
- Uclan Open Days
- Uclan Post Graduate Prospectus
### 18. Curriculum Skills Map

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
<th>Other skills relevant to employability and personal development</th>
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<td>Knowledge and understanding</td>
<td>Subject-specific Skills</td>
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<td>A2</td>
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<td>CG3006</td>
<td>Personal Development</td>
<td>C</td>
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</tbody>
</table>

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks
Please read this Handbook in conjunction with your Course Handbook.

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

*This Handbook is produced centrally and locked for editing. Partner institutions only are given permission to contextualise the Handbook.*
UCLan Mission statement
We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

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

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

Supporting Diversity at UCLan
UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination on various grounds including race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to
- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan Equality and Diversity Policy for further information.
1. Welcome and Introduction to the University
2. Learning Resources
3. Preparing for your career
4. Student support
5. Students' Union
6. Rationale, aims and learning outcomes of the course
7. Assessment
8. Student Voice
1. **Welcome and Introduction to the University**
   The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. Part one of this Handbook provides you with generic University level information and the Course Handbook provides specific information about your programme of study.

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

1.2 **External Examiner**
   The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range. Details of the External Examiner associated with your course can be found in your Course Handbook.

1.3 **Expected hours of study**
   The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. Please note however that this may vary depending on your particular course and programme of study. You should therefore check your Course Handbook or contact a member of staff within the relevant School.

1.4 **Attendance Requirements**
   Student attendance at timetabled learning activities of courses and modules is required. Notification of illness or exceptional requests for leave of absence must be made as detailed in the Course Handbook. Individual modules and/or courses may incorporate a specific attendance requirement as part of the assessment criteria for successful completion of a module.

   Students with continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance. You may appeal this decision by following the [Complaints Procedure](#).

   You must swipe in using your student card. Each time you are asked to enter your details on the Student Attendance Monitoring system (SAM) you must remember that the University has a responsibility to keep information up to date. **You must only enter your own details on the system** as to enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries, such as scanning but not attending, can be disciplined under the [Regulations for the Conduct of Students](#).

1.5 **Data Protection**
   All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These purposes are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University’s policy on the use and disclosure of
2. Learning resources

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

You can find the link to the Library Opening Hours here: http://www.uclan.ac.uk/students/study/library/opening_hours.php

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

3. Preparing for your career
Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has employability learning integrated into it. This is not extra to your degree, but an important part of it.

Your course will take you on a journey of development that will help you to map your personal story of your time at university.

You will be encouraged to record your learning journey so that you can demonstrate all the work-related skills you have developed, both before and during your time at UCLan. This will help you to show future employers just how valuable your degree is and the employability skills you have acquired.

- You will be given the opportunity to explore your identity, your strengths and areas for development, your values and what you want to get out of life.
- You will be able to investigate a range of options, including jobs and work experience, postgraduate study and self-employment.
- We will support you to enable you to successfully tackle the recruitment process and to develop your enterprise skills.

UCLan Careers offers a range of support for you including:-

- One to one career and employability advice and guidance appointments.
- Advice on finding graduate jobs, including how to improve your CV with work placements, internships, voluntary opportunities and part-time employment.
- Workshops, seminars, and events to enhance your learning and develop your skills.
- Employer presentations and events, to give you the chance to network with potential employers and find out from them what they are looking for.

Our drop-in service is available from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. We offer CV and cover letter checks, careers information and can tell you about our full range of services. For more information come along and visit the team (in Foster building...
near the main entrance) or access our careers and employability resources via the [Student Portal](https://www.uclan.ac.uk/careers).

It’s your future: take charge of it!

**UCLan Careers** | Foster Building | University of Central Lancashire, Preston PR1 2HE  
01772 895858  
careers@uclan.ac.uk  
www.uclan.ac.uk/careers

### 4. Student support, guidance and conduct

#### 4.1 Student Support

“Got a Problem to Sort? Come to us for Support”.

The <i> is your first point of call for all enquiries, help and advice. We provide guidance to all UCLan students whatever the query may be. We are based on the ground floor of the UCLan Library and open 7 days a week most of the year. Our friendly and approachable team will do their best to ensure your query is answered. Come and have a chat with us if you have a query on any aspect of student life and study.  
[http://www.uclan.ac.uk/students/study/library/the_i.php](http://www.uclan.ac.uk/students/study/library/the_i.php)

#### 4.2 Students with disabilities

You are strongly encouraged to declare your disability on your application form when you apply to study at UCLan. If you have declared this Disability Services will be in contact with you to advise you about reasonable adjustments which may be appropriate in the circumstances. You can also tell any member of staff at the University, who will ask you to sign a disability disclosure form, to let the Disability Service know that you have a disability and agree to share this information with them. Disability Services will then get in touch with you to discuss your available options. Following this you will be assigned a Disability Adviser whom you can contact should you need any further help or assistance.  
[https://www.uclan.ac.uk/students/health/disability_services.php](https://www.uclan.ac.uk/students/health/disability_services.php)

#### 4.3 Assessment arrangements for students with a disability

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

#### 4.4 Health and Safety

As a student of the University you share responsibility for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

#### 4.5 Conduct

You will be expected to abide by the [Regulations for the Conduct of Students](https://www.uclan.ac.uk/students/study/library/the_i.php) in the University. UCLan expects you to behave in a respectful manner towards all members of
the University at all times demonstrated by using appropriate language in class, switching mobile phones / other devices off prior to attending classes, and also in your use of any social networking sites.

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the regulations for the Conduct of Students.

5. Students’ Union
You can play an important part in the process of improving the quality of your course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feed back about your experience of teaching and learning. Where appropriate, we aim to respond to your feedback and let you know of our plans for improvement.

The Students’ Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students’ Council. The Students’ Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students’ rights is at the core of what the Students’ Union does and is encompassed by its tag line of, Making Life Better for Students. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Students’ Union is where your voice can be heard, actions taken, or campaigns launched.

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

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then the Student Union’s dedicated staff team in the Advice and Representation Centre are on hand to help and offer impartial advice.

More information on all these things, as well as details about all the Student Union's (not-for-profit) commercial services, including its student supermarket (Essentials) and student-bar (Source) can be found at www.uclansu.co.uk

6. Rationale, aims and learning outcomes of the course
6.1 You will find information specific to your chosen course of study in your Course Handbook, in the form of a 'programme specification'. As defined by the QAA (Quality Assurance Agency) - the regulatory body responsible for overseeing quality compliance in the Higher Education Sector - a programme specification is a concise description of the intended learning outcomes of an HE programme. It is the means by which the outcomes are achieved and demonstrated. In general, modules or other units of study have stated outcomes, often set out in handbooks provided by institutions to inform student choice. These intended learning outcomes relate directly to the curriculum, study and assessment methods and criteria used to assess performance. Programme specifications can show how modules can be combined into whole qualifications. However, a programme specification is
not simply an aggregation of module outcomes; it relates to the learning and attributes developed by the programme as a whole and which, in general, are typically in HE more than the sum of the parts.

6.2 Sometimes certain aspects of courses may be subject to change. Applicants are encouraged to check information on our relevant course pages from time to time, particularly before submitting any application for their academic year of study. Material changes about a course will be notified to you in material produced after the change is made and at the time you are made any offer of a place of study for that course. For details about changes to course information after you have accepted any offer, please see our Additional Information and Conditions of Offer.

7. Assessment

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

7.1 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the time and date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity. An academic staff member, such as your Academic Advisor or Module or Course Leader, will be able to provide advice to you on how to do this. Extenuating Circumstances are defined as unforeseen, unpreventable circumstances that significantly disrupt student performance in assessment. Where students have a temporary unexpected circumstance that means that they are unable to complete a particular assignment on time the student may apply for an extension of up to ten working days.

7.2 Extensions

Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for one extension period of between 1 and 10 working days where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances. Requests for extensions should be made prior to the submission date as extensions cannot be given Retrospectively (Academic Regulations).

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

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University’s Policies and Procedures on Extenuating Circumstances (Academic Regulations and Assessment Handbook).

7.3 Extenuating circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready
to support you, with both your course and your personal wellbeing, through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

You can apply for Extenuating Circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester in which they apply. All evidence provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

Further information about the submission process

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances (Academic Regulations and Assessment Handbook).

7.4 Late submissions

If you submit work late without authorisation, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

You may apply to appeal this decision in accordance with the University’s Academic Regulations.

7.5 Feedback Following Assessments

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student’s academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations (this fourth ground will not be relevant to an appeal against a decision relating to an interruption or discontinuance of study. Such an appeal should be based on one or more of the three grounds above.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students' Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

8. Student voice

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

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

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

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

8.1 Course Representatives and School Presidents

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students’ union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.
The role of a course representative is extremely beneficial to both students on your course and the University. It enables students to have ownership of their student experience, to voice their opinions and to share positive practice with the course team, primarily at the Student Staff Liaison Committee Meetings (see below).

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

School Presidents are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who your School President is or more about the role visit the Students’ Union website or email: coursereps@uclan.ac.uk

8.2 Student Staff Liaison Committee Meetings (SSLC)

The purpose of a SSLC meeting is to improve courses, to have an open discussion and respect each other’s views, to share good practice where identified, to provide opportunity for students to feedback to staff about their course and student experience, to regularly review the course to improve its development, and to jointly work together to action plan against issues raised.

There will normally be one meeting per semester which will last no more than 2 hours. Your School President will Chair the meetings with an academic co-Chair, using guidelines and will provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. A standard agenda and action grid template will be used. Course representatives will gather feedback from students and communicate this to the School President in advance of the meetings.

8.3 Complaints

The University recognises that there may be occasions when you have cause for complaint about the service you have received. When this happens, the University’s Complaints Procedure is intended to provide an accessible, fair and straightforward system which ensures an effective, prompt and appropriate response. Click on this link for more information University’s Complaints Procedure

If you are a student registered for a University award at a partner college, who is dissatisfied with the provision at the college, you should pursue your complaint in accordance with the college’s complaints procedure in the first instance. In the event of continuing dissatisfaction when you have completed the college’s procedure, you will be entitled to submit your complaint to UCLan.