Courses’ Handbook

MA in Contemporary Practice with Children and Young People
and
PgCert in Safeguarding Children
2017-18
Course Leader: Dr. Cath Larkins
School of Social Work, Care and Community

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

As a course team, the School of Social Work, Care and Community would like to welcome to the course. We hope you enjoy your time studying with us and find the course interesting, insightful and informative. The course team also recognises and welcomes the experience and expertise that you will bring and look forward to working with you throughout your studies.

1.1 Rationale, aims and learning outcomes of the course

These courses are provided by the School of Social Work, Care and Community at UCLan. The programme has been developed with the intention of blending existing strengths in knowledge and practice from both education and social work/social care.

The suite of awards is timely in responding to government demands for raising the status and accreditation of those with responsibilities for education and care of young children. Also important is ensuring best practice informed by the international contexts, local expertise and research.

The MA programme, culminating in the dissertation, will reflect all these elements: research skills and reflection, subject understanding and a critical professional knowledge of the education and care of children and young people. Students often are in full-time employment with demanding professional workloads. Their current knowledge of practice with working with children and their families offers an unique opportunity to share good practice.

Consequently, the majority of students opt for the part-time route. Exceptionally, students may have scope for a period of intensive study, in which case they may opt for the full-time route with the option of work experience. Details of both part time and full time routes are given in this handbook.

The MA in Contemporary Practice with Children and Young People aims to:
• enable students to develop a conceptual understanding of past and current research in policy and practice in children and young people’s services, early years, education, social work, social care, health and community work;
• develop and enhance students’ capacity for critically evaluating and analysing key theoretical knowledge in relation to all aspects of research, policy and practice with children and young people;
• provide learning opportunities for students who are practitioners and other students to who are interested in advancing knowledge, research, policy or practice to develop and to enhance decision-making skills in complex situations involving children and young people;
• equip students with the understanding, knowledge and skills to undertake research which is informed by debates on ontology, epistemology, methodology, ethical issues, processes and politics;
• enable students to apply their learning from the course to research in their areas of interest or practice settings;
• enable students to develop and enhance capacities for professional leadership and advancement with their practice settings and develop and deploy self-evaluation skills and critical reflective professional practice.

The Postgraduate Certificate in Safeguarding Children aims to:
• provide students with knowledge which will enable them to evaluate critically past and current safeguarding policy and practice in: children’s services, services for young people, early years, education, social work, social care, health and community work;
• provide students with knowledge of significant elements of continuity and change in all of the settings listed above, in relation to safeguarding policy and practice;
• develop and enhance students’ capacity for critically evaluating and analysing key theoretical knowledge in relation to safeguarding policy and practice with children and young people;
• provide learning opportunities for students who are practitioners to develop and to enhance
decision-making skills in complex safeguarding situations involving children and young
people;
• provide learning opportunities for students who are practitioners to generate new ideas and
approaches to safeguarding policy and practice in work with children and young people;
• develop and employ self-evaluation skills and critically reflective safeguarding professional
practice.

1.2 Course Team
The current core course team are as follows:

Course Leader – Cath Larkins e-mail: clarkins@uclan.ac.uk

Zoe O’Riordan
email: ZO-Riordan@uclan.ac.uk

Jonathan Pratt
e-mail: jpratt1@uclan.ac.uk

Paul Doherty
e-mail: PWDoherty@uclan.ac.uk

Fiona Harbin
e-mail: fharbin@uclan.ac.uk

Mary Drummond
e-mail: MDrummond@uclan.ac.uk

Jane Lloyd
e-mail: jilloyd1@uclan.ac.uk

Mark Foord
e-mail: mfoord@uclan.ac.uk

For module queries such as extensions please contact your module leader.

You will also be allocated an academic advisor.

1.3 Expertise of staff
Staff involved in delivering this course are recognised practitioners and academics in their
fields. The team includes staff with strong publications in leading journals in social work,
health, education, children’s rights and sociology. Full details of each staff member can be
found on the UCLan website.

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

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

Brook Building
Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
email: Brook Hub <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.

The best method for communicating with your course team members is email. We will get back to you as promptly as we can. It is important to remember that academic staff are involved in a range of activities, including teaching across a number of different courses; attending placement visits all over the North West; international conferences; attending meetings inside and outside the University; and undertaking scholarly research. Consequently, although student emails and telephone messages are afforded a high level of priority, responses are unlikely to be instant, as staff are often not at their desk.

• The School has a large and diverse student body with a range of different needs. At times, some student’s needs are particularly pressing. In such instances, staff will prioritise responding to those students, as in any other workplace.

• School staff are committed to supporting students with their studies; however there is also an emphasis upon independent learning within the post-graduate Higher Education environment. Where students run into difficulty, they are strongly encouraged to seek help.

• Academic and Administrative staff are not permitted to give out marks via email or on the telephone, as stated in the Academic regulations. Students can access their results via ‘MyUCLan’ and/or Blackboard, and will be shown how to do this.

• Administrative staff will always do their best to help students. Students are asked to communicate with courtesy at all times.
Communication is a two way process and it is important that students and staff work together to constantly improve communication, so that it is mutually beneficial. This will be discussed at Staff/Student liaison meetings with feedback sought from all.

1.6.2 E-mails
• Students should take care to use appropriate language in emails and are reminded of the importance of being courteous at all times. Where inappropriate language is used, for example ‘text language’, members of staff will politely point this out to students.

• Where staff are away from University, they will routinely use their automated email response facility, which clearly states a return date.

• Staff will aim to respond to emails from students within 3 working days (unless they are on annual leave), by providing an acknowledgement of the email, even if the matter cannot immediately be resolved. However, students are politely reminded that the answer to very many queries lies in module or course handbooks and they should consult these first to try and find an answer. This helps to ensure that students who are in genuine need of assistance will receive a prompt response.

• If students do not get a response in 3 working days, they should email the member of staff again. If there is still no response and the matter remains unresolved, students should bring this to the attention of another member of staff, such as their course leader, or the designated principal lecturer for an ‘action request’. This colleague will then address the matter with the original member of staff.

• CC-ing in emails - Students are encouraged to send emails directly to the person from whom they want a response. Students should avoid needless copying in many staff members, as this decreases the likelihood of an efficient response and increases work for academic staff. Where other staff are cc’d into the email, it should be made clear why. E.g. I am copying in my course leader so that they are also aware of this situation.

1.6.3 Appointments

• Tutors will make it clear how students can make an appointment with them. Many tutors publish drop in times on their doors, and all have contact details posted on their doors. If you wish to request an appointment with a member of staff, it is usually best to email them to request a time, clearly stating what the matter is about.

• Students will be helped to understand the different roles of staff during induction. For example, all students will have a Academic Advisor who is normally the first port of call for personal issues, and advice and guidance about progression on the course. If students need advice on module specific matters, e.g. resubmission of essays, they should consult module staff, not their Academic Advisor. Module leaders will
publish dates of assignment workshops for all students at the beginning of the semester.

• When students have appointments with staff, it is very important that they keep them. Where they are unable to keep them, students must let the member of staff know, out of courtesy, but also to ensure staff can manage their workload.

1.6.4 Written feedback

• Students should ALWAYS read their written feedback, which is central to their progression and development on the course. This needs to be recognised and valued as a form of communication. It is extremely important for students to take the time to read and understand their written feedback, as well as accessing their mark. If students do not understand the feedback they have been given, they should seek clarification from the member of staff who will explain it to them.

1.7 External Examiner
The University has appointed an External Examiner to your course - Dr. Mark Smith, Edinburgh University - who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. 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 on the course page. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

2. Structure of the course
2.1 Overall structure

Award of PG Certificate (PG Cert) in Safeguarding Children

Candidates wishing to achieve a PG Cert must complete the first three 20 Credit modules in the table below.

Award of the MA in Contemporary Practice with Children and Young People
Candidates wishing to achieve the MA must complete the first three compulsory Modules (20 credits each) plus three of the four optional 20 credit modules AND a triple (3x20 credit) dissertation module.

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
<th>Semester Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Compulsory</td>
<td>SW4085 Theorising Childhood</td>
<td>SW4033 Safeguarding Children</td>
</tr>
<tr>
<td>(taken in year 1 if</td>
<td></td>
<td></td>
</tr>
<tr>
<td>part time)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 3 of these 4</td>
<td>ED4995 Designing and Planning</td>
<td>SW4709 Global perspectives</td>
</tr>
<tr>
<td>modules (taken in year</td>
<td>a Research Project</td>
<td>on Children’s Participation</td>
</tr>
<tr>
<td>2 if part time)</td>
<td></td>
<td>SW4721 Social Pedagogy:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theory and Practice</td>
</tr>
<tr>
<td>SP4004 Social Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and Practice</td>
<td></td>
<td>Year-long work based learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>module with tutorials</td>
</tr>
<tr>
<td>Compulsory</td>
<td>SW4037 Dissertation (3</td>
<td></td>
</tr>
<tr>
<td>(in year 2 or 3 if</td>
<td>modules)</td>
<td></td>
</tr>
<tr>
<td>part time)</td>
<td>ED4019 Dissertation (3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>modules)</td>
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</tbody>
</table>

2.2 Modules available
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

The seven taught 20 credit modules are:

**Compulsory**

SW4085 Theorising Childhood and Adolescence – 20 credits

SW4032 Childhood in Law & Welfare – 20 credits

SW4033 Safeguarding Children – 20 credits
Options – choose three of these four
ED4995 Designing and Planning Your Research Project – 20 credits
SW4709 Global Perspectives on Children’s Participation – 20 credits
SW4721 Social Pedagogy: Theory and Practice – 20 credits
SP4004 Social Policy and Practice – 20 credits

MA Dissertation
The dissertation module is: SW4037 dissertation – 60 credits or ED4019 Dissertation – 60 credits.

Details of all modules are on Blackboard and can be discussed with the course leader. Students will receive a full module handbook from each module leader containing recommended reading.

If a full-time student cannot continue their studies then there is the possibility of an exit award of a Postgraduate Certificate in Contemporary Practice with Children and Young People which is detailed in the programme specification. To be eligible for this award, a student must have obtained 60 credits.

For any MA student who cannot continue their studies and who has 120 credits, there is an exit award of a Postgraduate Diploma in Contemporary Practice with Children and young People.

For more details of these awards, see Section 14 of the Programme Specification.

2.3 Course requirements
All students must complete the three modules listed as compulsory. Students wishing to undertake direct work with children must obtain a DBS police check and provide references.

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

Students are also encouraged to discuss any concerns about progression with their academic advisor.

2.4 Study Time
2.4.1 Weekly timetable
Your weekly timetable is available online and can be found by following the link: www.uclan.ac.uk/students/study/timetabling.php

2.4.2 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.

Students have contact hours of between 2 – 4 hours a week part time and 4-6 hours if studying full time. Students are therefore expected to engage fully in the additional hours of self-directed study throughout the course in order to complete the necessary reading, reflection and assignments.

2.4.3 Attendance Requirements
You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

Cath Larkins CLarkins@uclan.ac.uk

Student attendance at timetabled learning activities of courses and modules is required. There are clear links between attendance at University and academic success. The School monitors attendance carefully and where student attendance is poor, this may be taken into consideration by the Assessment Board (and may affect student progression and the award of marks). If you know you will be absent from taught sessions then you must contact the course leader to record the reason for your absence.

- Any student who does not respond to communications about unauthorised absence may be deemed to have withdrawn from the course.
- Any student who does not provide a clear explanation (with acceptable supporting evidence) for non-attendance may be deemed to have withdrawn from the course.

If you have not gained the required authorisation for leave of absence, or 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.

For international students there are responsibilities under the UK Border Agency (UKBA), Points Based System (PBS) - you MUST attend your course of study regularly; under PBS, UCLan is obliged to tell UKBA if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

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 being monitored through the electronic system SAM, and all students can check their 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.
3. Approaches to teaching and learning

3.1 Expertise of staff
This is a unique programme that is delivered jointly by staff with expertise in both social work and education. Staff come from a variety of practice backgrounds and have a range of research interests and publications, details of which can be found on the School’s website.

3.2 Learning and teaching methods
Our objective is to create an inclusive and stimulating academic experience in which you can develop your full potential through a teaching and learning strategy that reflects and complements the learning outcomes of each module.

Given that the course is essentially directed at mature candidates with academic and/or professional experience, the emphasis is upon a student centred approach that encourages independent learning. Mature and/or already practising professionals have much to contribute to the learning process and will be given space and time within the timetable to reflect and informally discuss their expectations, views and experiences.

3.3 Study skills
We recognise the course is demanding and acknowledge you need adequate support to enable you to progress successfully. Support is available from module leaders and from your Academic Advisor. There are a range of other University support systems, which you can access as you progress through your studies (e.g. library based services or WISER project in the School of Languages). Please make yourself familiar with these and access them as/when you need to.
WISER [http://www.uclan.ac.uk/students/study/wiser/index.php](http://www.uclan.ac.uk/students/study/wiser/index.php)

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

3.4.2 Electronic Resources
LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. Course and module resources will be made available through Blackboard.

3.5 Personal development planning
Personal Development Planning (PDP) is intended to provide a process by which students can reflect on their learning and plan for their personal and career development. The primary objective of PDP is to improve each student’s capacity to understand what and how they are learning, and to review, plan and take responsibility for their own learning. The programme supports this initiative. It is expected that students at Master’s level will already have acquired the necessary skills to plan and take responsibility for their own learning and development and hence will require a less formalised approach to PDP than undergraduate students. It is expected as a matter of course that students will retain copies of and reflect upon their feedback from assignments as a guide to future improvement and development. In conjunction with this, the course team will provide individual advice and discuss progress
and future career or further study plans with students as a fundamental part of the tutorial role, and encourage students to make use of all of the University’s range of support services as and where appropriate. All students will graduate with a student transcript setting out details of their academic learning, which is generated by the university and will be provided at the end of the course.

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.

The module SP4004 is particularly appropriate for those students with no current work experience and we will seek placement opportunities that fit with your future career goals.

4. Student Support
There are different forms of support available to you. Module leaders will provide you with academic support and guidance, as part of their teaching role and a member of staff will be appointed to act as your Academic Advisor for the duration of your course. Your Academic Advisor will provide you with a personal point of individual engagement. S/he provide individual support in relation to your programme of study, academic performance and progression, assist you in becoming familiar with University Services when appropriate, and act as a point of contact when your course has finished. The best way to contact to staff members is by email, requesting an appointment and your reason for requesting one.

4.1 Academic Advisors
You will be allocated an Academic Advisor in the first week of study and you are encouraged to make contact with this member of staff early on to introduce yourself. Your Academic Advisor will be available to provide study skills and pastoral support throughout your programme. Academic Advisors meet with students at least twice in the first semester and once in the second semester. To prepare for this meeting you should be ready to discuss your progress, feedback received and any concerns or issues you might have about your progress. Academic Advisors should be kept informed of any extenuating circumstances you may have or if you need to apply for an extension on any of your work.

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

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

5. Assessment

5.1 Assessment Strategy
Throughout the programme formative and summative assessment occurs. Formative assessment is through feedback on student-led discussions, presentations or projects. Summative assessment is through a combination of assignments and other assessed course-work, which includes the dissertations for master’s students and final pieces of work for postgraduate certificate or diploma students. The Assessment Strategy, combining both formative and summative elements, is designed to support students’ learning and development through their reading, listening to, and acting upon, feedback from student peers and from academic staff.

5.2 Notification of assignments and examination arrangements
Requirements for individual assessments will be published in module handbooks that are issued at the start of the semester. These should be read in conjunction with the Assessment Handbook that will be issued to you at Induction. Please be advised that assignments should be submitted at the specified time in module handbooks. Failure to adhere to this will result in the work being marked as late in accordance with the Academic regulation.

5.3 Referencing
The School of Social Work, Care & Community uses the Harvard referencing systems. It is crucial that you reference the source of all the material you use in your essay. For guidance on this, see the School’s Assessment Handbook and the course pages on Blackboard.

5.4 Confidential material
Students are reminded of the need to ensure that confidentiality is maintained in their written and verbal assessments. Guidance is given in the Assessment Handbook. Students have ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations within their assignments.

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

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

Feedback from past students has led to improvements in the course, such as the inclusion of the SP4004 module. There are module evaluation forms and surveys for you to fill in, as well as course meetings. These are important ways for you to raise your concerns and provide feedback.

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.

8. Appendices

8.1 Programme Specifications: MA then PgCert

| UNIVERSITY OF CENTRAL LANCASHIRE |

| Programme Specification |

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

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

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>UCLAN campus</td>
</tr>
<tr>
<td>3. University School/Centre</td>
<td>School of Social Work, Care &amp; Community</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td>N/A</td>
</tr>
<tr>
<td>5. <strong>Title of Final Award</strong></td>
<td>MA Contemporary Practice with Children and Young People</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>6. <strong>Modes of Attendance offered</strong></td>
<td>Full and part time</td>
</tr>
<tr>
<td>7. <strong>UCAS Code</strong></td>
<td>N/A</td>
</tr>
<tr>
<td>8. <strong>Relevant Subject Benchmarking Group(s)</strong></td>
<td>N/A</td>
</tr>
<tr>
<td>9. <strong>Other external influences</strong></td>
<td>HCPC Standards of conduct, performance and ethics; HCPC Standards of Proficiencies; The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (QAA, 2008); The College of Social Work: Professional Capabilities Framework (2012); Knowledge and Skills Framework (DoH, 2004); GSCC Code of Practice for Social Care Workers; National Occupational Standards for adult social care (Skills for Care); National Occupational Standards for Leadership and Management in Care Services (Skills for Care)</td>
</tr>
<tr>
<td>10. <strong>Date of production/revision of this form</strong></td>
<td>January 2016</td>
</tr>
<tr>
<td>11. <strong>Aims of the Programme</strong></td>
<td></td>
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<tr>
<td></td>
<td>• To enable students to develop a conceptual understanding of past and current research in policy and practice in children and young people's services, early years, education, social work, social care, health and community work</td>
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<td></td>
<td>• To develop and enhance students’ capacity for critically evaluating and analysing key theoretical knowledge in relation to all aspects of research, policy and practice with children and young people, including children's participation, children's rights and international comparisons of children's experiences of childhood;</td>
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<td>• To equip students with the understanding, knowledge and skills to undertake research which is informed by debates on ontology, epistemology, methodology, ethical issues, processes and politics;</td>
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## Learning Outcomes, Teaching, Learning and Assessment Methods

### A. Knowledge and Understanding

Students will be able to:

A1. Appraise the interests and forces which currently influence and shape research, policy and practice with children and young people across the UK, mainland Europe and in other nations;

A2. Understand research, theoretical knowledge and understandings of law, policy and practice in a range of settings in relation to children and young people;

A3. Critically evaluate research, theoretical knowledge and understandings of major concepts at the core of the disciplines of social work and education;

A4. Critically appraise research, theoretical knowledge and understandings in relation to children and young people’s rights, participation and safeguarding which are at the core of the disciplines of social work and education;

A5. Critically analyse knowledge and understanding of research processes including ethical and political issues, in planning, designing and undertaking research which focuses on issues for children and young people.

### Teaching and Learning Methods

Students will acquire understanding and knowledge through attendance at lectures, seminars and workshops and through independent study. In addition there will be regular course work in the form of assignments, presentations and projects, which require critical analysis of theories, research, policy and practice and which demonstrate understanding and knowledge of research paradigms, methodologies and approaches.

Throughout the programme students will receive guidance and advice about where to access guidance on searching for, identifying and using materials available in the UCLAN library and elsewhere. Comprehensive bibliographies are provided for each module, as are guidelines for producing assignments, projects and dissertations. Students will be encouraged to access the extensive range of subject-related links provided through LLRS. To summarise: the overarching teaching and learning strategy will enable students to develop and enhance cognitive and subject-specific skills which are appropriate to independent learning and postgraduate study.

### Assessment methods

Throughout the programme formative and summative assessment occurs. Formative assessment is through feedback on student-led discussions, presentations or projects. Summative assessment is through a combination of assignments and other assessed course-work, which includes the dissertations for master’s students and final pieces of work for postgraduate certificate or diploma students.

### B. Subject-specific skills

Students will be able to:

B1. Search for, identify and, following critical analysis, deploy, theory and research from a range of sources for understanding and developing knowledge in contemporary practice and management with children and young people.
B2. Enhance the capabilities of others as a means of informing and improving contemporary practice in all aspects of contemporary practice with children and young people in a range of settings;

B3. Understand the impact of relevant policy, practice and institutions in the UK, mainland Europe and other nations, in order to inform practice or service development;

B4. Demonstrate knowledge and skills in promoting effective inter-professional and multi-disciplinary working in the interests of safeguarding children and young people and promoting their health and well-being;

B5. Exercise leadership in their chosen area, including working independently, being accountable and fulfilling the responsibilities of their role.

Teaching and Learning Methods

Learning opportunities for the acquisition of subject-specific skills will include: the application of knowledge to practice throughout the course. Specifically there will be lectures, seminar discussions, workshops, video presentations and working on projects and dissertations. The course will recruit students working in a range of disciplines or interested in a range of subjects which relate to children and young people, and thus each student cohort provides opportunities for multi-disciplinary sharing and learning and each student cohort is encouraged to see itself as a de facto action learning set. Structured work based learning will also be available, to enable students with less work experience to engage in learning about policy through a practice setting.

Assessment methods

Throughout the programme formative and indicative assessment occurs. Formative assessment is through feedback on student-led discussions, presentations or projects. Indicative assessment is through a combination of assignments and other assessed course-work, which includes the dissertations for master’s students and final pieces of work for postgraduate certificate or diploma students.

C. Thinking Skills

Students will be able to:
C1. Search for, identify and, following critical analysis, deploy, theory and research from a range of sources including policy, for understanding and developing knowledge in contemporary practice with children and young people;

C2. Synthesise information by bringing together a range of insights from a variety of knowledge and professional practice perspectives in order to develop and improve ways of working across disciplines and in a multi-racial and multi-cultural society;

C3. Research, plan, implement and monitor and evaluate strategies for improvement or change;

C4. Make use of a wide range of theories in order to demonstrate the capacity to make a significant contribution to the development, delivery and evaluation of services;
C5. Produce reasoned argument, justifying conclusions and recommendations by reference to analysis of appropriate theory and research.

**Teaching and Learning Methods**

Development of cognitive skills is enhanced through seminar discussions, feedback from staff and student peers in meeting the challenges of producing assignments.

**Assessment methods**

Throughout the programme formative and indicative assessment occurs. Formative assessment is through feedback on student-led discussions, presentations or projects. Indicative assessment is through a combination of assignments and other assessed course-work, which includes the dissertations for master’s students and final pieces of work for postgraduate certificate or diploma students.

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

Students will be able to:

D1. Communicate ideas and reasoned arguments both orally in the context of formal presentations and in writing;

D2. Network strategically; negotiate and collaborate;

D3. Select and draw upon a range of sources of printed, electronic and other material as a means to developing and presenting reasoned arguments for the successful completion of a research project;

D4. Set goals, plan a work programme and manage time effectively;

D5. Develop skills relevant to a range of endeavours, from engaging in postgraduate research to participating in the employment market at an appropriate professional or managerial level.

**Teaching and Learning Methods**

Learning opportunities throughout the course will include lectures, seminar discussions, workshops, video presentations and working on projects and dissertations. The course will recruit students working in a range of disciplines or interested in a range of subjects which relate to children and young people, and thus each student cohort provides opportunities for multi-disciplinary sharing and learning and each student cohort is encouraged to see itself as a de facto action learning set, providing opportunities for networking and for developing a wide range of transferable skills which are directly relevant to personal development and to employability.

**Assessment methods**

These skills are assessed through the formative and/or indicative assessment strategies described above, which are deployed throughout the programme.
## 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 7</td>
<td>SW4085</td>
<td>Theorising Childhood and Adolescence</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>SW4032</td>
<td>Childhood in Law and Welfare</td>
<td>20</td>
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<td></td>
<td>SW4033</td>
<td>Safeguarding Children</td>
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<tr>
<td></td>
<td>SW4721</td>
<td>Social Pedagogy: Theory and Practice</td>
<td>20</td>
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<tr>
<td></td>
<td>SW4709</td>
<td>Global Perspectives on Children’s Participation</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>ED4995</td>
<td>Designing and Planning your Research Project</td>
<td>20</td>
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<tr>
<td></td>
<td>SP4004</td>
<td>Social Policy in Practice</td>
<td>20</td>
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<tr>
<td></td>
<td>SW4037</td>
<td>Dissertation</td>
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<td></td>
<td>OR:</td>
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<tr>
<td></td>
<td>ED4019</td>
<td>Dissertation</td>
<td>60</td>
</tr>
</tbody>
</table>

## 14. Awards and Credits*

**Masters Degree**
Requires 180 credits with a minimum of 160 credits at Level 7

**Postgraduate Diploma**
Requires 120 credits with a min of 100 credits at Level 7

**Postgraduate Certificate**
Requires 60 credits with a minimum of 60 credits at level 7

## 15. Personal Development Planning

Personal Development Planning (PDP) is intended to provide a process by which students can reflect on their learning and plan for their personal and career development. The primary objective of PDP is to improve each student’s capacity to understand what and how they are learning, and to review, plan and take responsibility for their own learning. The programme supports this initiative. It is expected that students at Master’s level will already have acquired the necessary skills to plan and take responsibility for their own learning and development. It is expected as a matter of course that students will retain copies of and reflect upon their feedback from assignments as a guide to future improvement and development. In conjunction with this, the course team will provide individual advice and discuss progress and future career or further study plans with students as a fundamental part of the tutorial role, and encourage students to make use of all of the University’s range of support services as and where appropriate. All students will graduate with a
student transcript setting out details of their academic learning, which is generated by
the university and will be provided at the end of the course.

Students who are also registered social workers will be supported to engage with this
process from the start of their course and will track and log their learning in relation
to the outcomes for qualified social workers of the Professional Capabilities
Framework and to encourage a lifelong learning approach throughout their career.

16. Admissions Criteria

| There is a standard benchmark of a first degree at 2.2 or above in a relevant subject,
but non-standard entrants with suitable extensive work experience with children and
young people and evidence of recent study will be considered. |
| International applications must have an IELTS score of a minimum of 6.5 |
| Students who hold a relevant PGC with a minimum of 60 credits at level 7 may enter
with advanced standing. |
| Non-traditional applicants will be expected to be interviewed on a case-by-case basis |

17. Key sources of information about the programme

- Fact sheet
- Advancement
- Course Enquiries 01772 201201
- Course Leader email CLarkins@uclan.ac.uk
## 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>Subject-specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
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<td>A1</td>
<td>A2</td>
<td>A3</td>
<td>A4</td>
</tr>
<tr>
<td>e.g. LEVEL 7</td>
<td>SW4085</td>
<td>Theorising Childhood and Adolescence</td>
<td>C</td>
<td>*</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SW4032</td>
<td>Childhood in Law and Welfare</td>
<td>C</td>
<td>*</td>
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<tr>
<td></td>
<td>SW4033</td>
<td>Safeguarding Children</td>
<td>C</td>
<td>*</td>
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</tr>
<tr>
<td></td>
<td>SW4721</td>
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<td>O</td>
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<td></td>
</tr>
<tr>
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<td>*</td>
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<td></td>
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<td>O</td>
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<tr>
<td></td>
<td>SP4004</td>
<td>Social Policy in Practice</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>SW4037</td>
<td>Dissertation (Social Work)</td>
<td>C</td>
<td>*</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>ED4019</td>
<td>Dissertation (Educ Studies)</td>
<td>C</td>
<td>*</td>
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</tr>
</tbody>
</table>

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks
### 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>13. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Teaching Institution and Location of Delivery</td>
<td>UCLAN campus</td>
</tr>
<tr>
<td>15. University School/Centre</td>
<td>School of Social Work, Care and Community</td>
</tr>
<tr>
<td>16. External Accreditation</td>
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</tr>
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<td>17. Title of Final Award</td>
<td>Postgraduate Certificate in Safeguarding Children.</td>
</tr>
<tr>
<td>18. Modes of Attendance offered</td>
<td>Full and part time; one or two years.</td>
</tr>
<tr>
<td>19. UCAS Code</td>
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</tr>
<tr>
<td>20. Relevant Subject Benchmarking Group(s)</td>
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</tr>
<tr>
<td>21. Other external influences</td>
<td>Professional Capabilities Framework (2011); Skills Development Framework</td>
</tr>
<tr>
<td>22. Date of production/revision of this form</td>
<td>26th June 2012</td>
</tr>
</tbody>
</table>

### Aims of the Programme

- To provide students with knowledge which will enable them to evaluate critically past and current safeguarding policy and practice in: children's services, services for young people, early years, education, social work, social care, health and community work;
- To provide students with knowledge of significant elements of continuity and change in all of the settings listed above, in relation to safeguarding policy and practice;
- To develop and enhance students' capacity for critically evaluating and analysing key theoretical knowledge in relation to safeguarding policy and practice with children and young people;
- To provide learning opportunities for students who are practitioners to develop and to enhance decision-making skills in complex safeguarding situations involving children and young people;
- To provide learning opportunities for students who are practitioners to generate new ideas and approaches to safeguarding policy and practice in work with children and young people;
- To develop and employ self-evaluation skills and critically reflective safeguarding professional practice.
24. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

Students will be able to:
A1. Appraise the interests and forces which currently influence and shape policy and practice with children and young people across the UK, mainland Europe and in other nations;

A2. Understand law, policy and practice in a range of settings in relation to children and young people;

A3. Critically evaluate current research, theoretical knowledge and understandings of major concepts at the core of the discipline of social work;

A4. Critically appraise current research, theoretical knowledge and understandings in relation to safeguarding children and young people and which are at the core of the disciplines of social work;

Teaching and Learning Methods

Students will acquire understanding and knowledge through attendance at lectures, seminars and workshops and through independent study. In addition there will be regular course work in the form of assignments and presentations, which require critical analysis of theories, research, policy and practice.

In the first semester students will receive advice about where to access guidance on searching for, identifying and using materials available in the UCLAN library and elsewhere. Comprehensive bibliographies are provided for each module, as are guidelines for producing assignments, projects and dissertations. Students will be encouraged to access the extensive range of subject-related links provided through LLRS. To summarise: the overarching teaching and learning strategy will enable students to develop cognitive skills which are appropriate to independent learning and postgraduate study.

Assessment methods

Throughout the course students will be given formative and summative assessment occurs. Formative assessment is through feedback on student-led discussions, presentations or projects. Summative assessment is through a combination of written assignments and other assessed course-work.

B. Subject-specific skills

Students will be able to:
B1. Search for, identify and, following critical analysis, deploy, knowledge from a range of sources for understanding contemporary practice with children and young people.

B2. Understand the impact of relevant policy, practice and institutions in the UK, mainland Europe and other nations, in order to inform practice;

B3. Demonstrate knowledge and skills in promoting effective inter-professional and multi-disciplinary working in the interests of safeguarding children and young people and promoting their health and well-being.

Teaching and Learning Methods

Students will be provided with opportunities for the acquisition of subject-specific skills will include: the application of knowledge to practice throughout the course. Specifically there will be lectures, seminar discussions, workshops. This PG Certificate course will recruit
students working in a range of disciplines which relate to children and young people, and thus each student cohort provides opportunities for multi-disciplinary sharing and learnings and each student cohort is encouraged to see itself as a de facto action learning set.

### Assessment methods

Throughout the programme formative and summative assessment occurs. Formative assessment is through feedback on student-led discussions, presentations or projects. Summative assessment is through a combination of assignments and other assessed course-work, which includes the dissertations for master’s students and final pieces of work for postgraduate certificate or diploma students.

### C. Thinking Skills

Students will be able to:

C1. Search for, identify and deploy theory and research from a range of sources for understanding and developing knowledge in contemporary practice with children and young people;

C2. Synthesise information by bringing together a range of insights from a variety of knowledge and professional practice perspectives in order to develop and improve ways of working across disciplines and in a multi-racial and multi-cultural society;

C3. Critically appraise a wide range of theories in order to demonstrate the capacity to make a significant contribution to the development, delivery and evaluation of services.

### Teaching and Learning Methods

Students will develop cognitive skills through seminar discussions, feedback from staff and student peers and in meeting the challenges of producing assignments.

### Assessment methods

Throughout the programme formative and summative assessment occurs. Formative assessment is through feedback on student-led discussions and presentations. Summative assessment is through a combination of assignments and other assessed course-work, leading to the award of Postgraduate Certificate in Safeguarding Children.

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

Students will be able to:

D1. Communicate ideas and reasoned arguments both orally in the context of formal presentations and in writing;

D2. Network strategically; negotiate and collaborate with others;

D3. Set goals, plan a work programme and manage time effectively;

D4. Develop skills relevant to a range of endeavours which are appropriate for participating in the employment market at an appropriate professional level.

### Teaching and Learning Methods

Learning opportunities throughout the course will include lectures, seminar discussions and workshops. The Postgraduate Certificate will recruit students working in a range of disciplines which relate to children and young people, and thus each student cohort provides opportunities for multi-disciplinary sharing and learnings and each student cohort is encouraged to see itself as a de facto action learning set, providing opportunities for
networking and for developing a wide range of transferable skills which are directly relevant to personal development and to employability.

**Assessment methods**

These skills are assessed through the formative and/or indicative assessment strategies described above, which are deployed throughout the postgraduate certificate programme.

### 3. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
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<th>Credit rating</th>
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<tr>
<td></td>
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<td>Safeguarding Children</td>
<td>20</td>
</tr>
</tbody>
</table>

**14. Awards and Credits***

- **Postgraduate Certificate in Safeguarding Children** requires 60 credits with a minimum of 60 at Level 7.

### 15. Personal Development Planning

This course is designed specifically to promote the continuing development, both professional and personal of all candidates, recognising them as 'self-actualisers'. Accordingly, opportunities for reflection, planning and goal setting are built into the course within timetabled sessions and group discussions.

### 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.

There is a standard benchmark of a first degree at 2.2 or above in a relevant subject, but non-standard entrants with suitable extensive work experience with children and young people and evidence of recent study will be considered.

International applications must have an IELTS score of a minimum of 6.5

Non-traditional applicants will be expected to be interviewed on a case-by-case basis.

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

- Fact sheet
- Advancement
- Course Leader  TBC
- Course Enquiries 01772 201201
### 18. Curriculum Skills Map

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

<table>
<thead>
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<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
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</tr>
</tbody>
</table>
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.

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](mailto:careers@uclan.ac.uk)
[www.uclan.ac.uk/careers](http://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](mailto: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](http://www.uclan.ac.uk) in the University. UCLan expects you to behave in a respectful manner towards all members of
the University at all times demonstrated by using appropriate language in class, switching mobile phones / other devices off prior to attending classes, and also in your use of any social networking sites.

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

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

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

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

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

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

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

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

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

7. Assessment

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

7.1 Dealing with difficulties in meeting assessment deadlines

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

7.2 Extensions

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

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

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

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

7.3 Extenuating circumstances

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

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

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

Further information about the submission process

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contact the Students’ Union Advice and Representation Centre by emailing suadvice@uclan.ac.uk for support and guidance.
7.7 Appeals against assessment board decisions
If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations: Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

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

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

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

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

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

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

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

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

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

8.2 Student Staff Liaison Committee Meetings (SSLC)

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

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

8.3 Complaints

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

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