Course Handbook
MSc. Advanced Practice
Academic Year 2017/18
Lynne Harrison, Course Leader
School of Health Sciences

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

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## Contents

1. Welcome to the Course
2. Structure of the Course
3. Approaches to teaching and learning
4. Student Support
5. Assessment
6. Classification of Awards
7. Student Feedback
8. Appendices
   8.1 Programme Specification(s)
1. Welcome to the course

Welcome to the University of Central Lancashire and in particular, the School of Health Sciences. Members of the teaching team are looking forward to working with you as you move through your Master’s degree. This handbook is relevant to all students undertaking the MSc Advanced Practice. It contains information that will assist you in completing your course.

This course is aimed at registered practitioners who are moving towards or working in roles within clinical practice that demand, the acquisition of advanced clinical skills, autonomy in decision making and engaging in service improvement activities to develop and expand service provision for patients/clients, service users and carers. As a result you are embarking on a very exciting journey which will provide you with opportunities for personal and professional growth and development.

The course might seem complicated or overwhelming at first glance and you will have been given lots of information to assimilate in a short space of time. Don't worry completing a masters degree is a marathon not a sprint and there are lots of ‘feeding stations’ (aka help and support mechanisms) to help you on the way. The course handbook is designed as a ‘route map’ to help you get started and to find your way through your course to the finish line.

The course is regularly reviewed by the University and the Course Management Team to ensure that it meets the needs and demands of current practice. Your views are important and you will be asked to take part in course reviews and evaluation in a variety of different ways. If you have any points that you wish to raise regarding the course at any point, please refer them to me in the first instance and I will ensure that your views are directed to the appropriate person or committee.

Enjoy this experience, just like a marathon runner you will experience highs and lows, peaks and troughs but passing the finishing line will bring a huge sense of achievement and you and others will be able to recognise your impact on service provision and patient care.

Best Wishes

Lynne Harrison, Senior Lecturer – Acute, Operative and Critical Care

1.1 Rationale, aims and learning outcomes of the course

The provision of health care is dynamic, complex and challenging and as a result there is a need for competent and confident practitioners who are adaptable and flexible. Advanced practice is a developing concept with Advanced Practitioners forming an important and integral part of workforce transformation in many organisation. This course takes account of the developing agendas and needs of health care organisations to provide practitioners that are fit for award, purpose and practice.

There are two important policy / guidance documents underpin the design of this course to ensure its functionality: Department of Health (2010) Advanced Level Nursing: A Position Statement; and specifically for the North West a position statement to guide the development of Advanced Practitioners, (2013) Concordat Agreement for the Development of Advanced Practice.

References
Health Education North West (2013) Concordat Agreement for the Development of
The aim of the MSc Advanced Practice programme is to prepare and develop health and social care practitioners who can lead and develop contemporary practice. The programme is designed to enable students to:

- Function at an advanced level of practice making independent clinical decisions within the boundaries of relevant professional frameworks and organisational governance structures.
- Demonstrate their capacity for critical enquiry, analysis and transference of knowledge to practice in responding complex issues and challenges.
- Become confident, independent and collegiate change agents leading strategic and sustainable service improvements and organisational change.
- Promote collaborative, interdisciplinary and interagency working practices to achieve the best outcome for patients/clients and carers.
- Demonstrate effective self-management, team working and leadership skills.
- Engage with work based learning to acquire and develop proficient life-long learning skills.

The learning outcomes for this Programme Specification are:

- Demonstrate systematic understanding of knowledge at the forefront of professional practice within their own field.
- Evaluate current challenges and tensions surrounding health and social provision.
- Synthesize knowledge to create new insights and solutions to develop services that are responsive to patient need and enhance outcomes for patients/clients and services users
- Critically evaluate the factors that influence decision making to support problem solving in complex and unpredictable situations
- Evaluate the methods, processes and outcomes of their experience of learning from and in work
- Extend and enhance their scope of practice in response to the evolving patient/client centred care needs.
- Exercise resilience and demonstrate leadership to support problem solving in complex and unpredictable situations
- Demonstrate skilled practice based on critical reflection and the application of specialist knowledge.
- Demonstrate the ability to manage complex change issues and formulate/develop resolution strategies appropriate to practice
- Evaluate their role in working within and across organisational boundaries, systems and processes in influencing healthcare outcomes.
- Obtain a comprehensive history and conduct an examination/assessment of health needs to inform the development of a management plan
- Empower colleagues and patients/clients, through teaching, mentoring and role modelling.
- Evaluate the context of risk and development of the quality, patient safety and clinical governance agendas
- Reflect on and evaluate their own academic and professional progression
- Appraise the impact of organisational culture, politics and power relationships in the introduction of the advanced practitioner into service delivery.
- Evaluate contemporary evidence for their practice underpinning inter-professional approaches to care
- Establish creativity, initiative and personal responsibility for continued educational, professional and practice improvement
- Demonstrate higher levels of professional autonomy, extending their scope of practice within organisational boundaries/
- Facilitate and promote the achievement of the objectives of their employing organisation
- Identify, create and establish a vision for alternative ways of working that promote high quality service provision.
- Lead, manage and sustain change/service improvements.
- Facilitate innovative and creative practice designed to support a high level of care for patients/clients
• Lead in designing the delivery of high quality services, evaluating the process and outcomes of change using appropriate information and quality metrics
• Demonstrate effective communication skills in complex and challenging situations.
• Promote interagency working, acting as a resource within the care team and with other stakeholders.

1.2 Course Team

The course leader provides academic leadership and is responsible for the effective operation of the course. Your course leader will be able to help if you have any concerns, worries, or need to make changes to your programme of study. Your Course Leader is Lynne Harrison.

The course content is ‘packaged’ into modules and each module has a named person who is responsible for the delivery and management of the module. You will find that lecturers teach across modules and wherever possible, staff with specific and specialised interests will take part in the modules. Each module has a designated module leader. The module leader provides module leadership and is responsible for the effective operation of the module. Your module leader will advise you of the module calendar, such as timetable and assessment submission dates and is your first port of call if you need to discuss any matters in specifically related to the module.

<table>
<thead>
<tr>
<th>Name and Contact Details</th>
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<tbody>
<tr>
<td>Lynne Harrison</td>
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<td>Email: <a href="mailto:Lharrison2@uclan.ac.uk">Lharrison2@uclan.ac.uk</a></td>
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<td>Direct dial: 01772 893617</td>
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<td>Office location: GR219</td>
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<td>Office location: BB318</td>
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<td>Jackie Harte</td>
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<tr>
<td>Email: <a href="mailto:Jharte@uclan.ac.uk">Jharte@uclan.ac.uk</a></td>
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<tr>
<td>Direct dial: 01772 895191</td>
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<td>Email: <a href="mailto:Rleavey@uclan.ac.uk">Rleavey@uclan.ac.uk</a></td>
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<tr>
<td>Direct dial: 01772 89365526</td>
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<td>Office location: BB427</td>
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At the start of your course, you will be allocated a personal tutor who will support you during your studies. Your Personal Tutor will be a very experienced member of staff who will be able to offer you appropriate support and guidance to assist you in meeting your learning needs. S/he will also be the supervisors of your Advanced Work-Based Practice Project. Your Personal Tutor will also be one of the keys in the facilitation of your work-based learning activities.

**Tripartite Model**
This course is built on a philosophy of Work Based Learning. It is designed to promote the development of effective relationship between a student (employee), employer (manager) and the education provider. This tripartite relationship supports and facilitates:
- A partnership between the student, lecturers and managers to ensure that learning activity is focused and targeted to role evolution for the student and the needs of the employer.
- Involvement of health care users and health care organisations as sources of evidence of learning and outcome.
- Promotion of cultural change through collegial relationships and the development of learning environments which support the student’s growth, progression and development.

**Manager**
The manager provides the key to the educational culture and environment of the employing organisation. Assisting the student to negotiate a clinical learning partnership in practice and enabling practice and education to interact in a facilitative and supportive manner. Your line manager can help engineer learning opportunities, provide on-going support and assist in assessment.

**Mentor**
A Practice-Based Mentor is a registered clinician with the necessary skills and qualifications, who will work with the student in an environment that will expose them to a caseload that will allow development of the advanced clinical skills. If you choose/are assigned a medical mentor, you are encouraged to have an additional nursing supporter to encourage a hybrid approach to learning that sits between the medical and nursing models. Mentors may be identified as persons who hold the respect of colleagues and managers with regard to their clinical and educational skills and awareness. Essential criteria for Mentor include the commitment to the maximisation of the students learning, recent and appropriate professional development.

1.3 Expertise of staff
The course team have a wide portfolio of academic, clinical, managerial and strategic organisational expertise relevant to each module of study along with an involvement in research and scholarly activities which will positively enhance the learning environment and course materials.

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.

**Allen Building**
Medicine
Dentistry
telephone: 01772 895566
eemail: AllenHub@uclan.ac.uk

Harris Building
Lancashire Law School
Humanities and the Social Sciences
Centre for Excellence in Learning and Teaching
telephone: 01772 891996/891997
eemail: HarrisHub@uclan.ac.uk

Foster Building
Forensic and Applied Sciences
Pharmacy and Biomedical Sciences
Psychology
Physical Sciences
telephone: 01772 891990/891991
eemail: FosterHub@uclan.ac.uk

Computing and Technology Building
Art, Design and Fashion
Computing
Journalism, Media and Performance
Engineering
telephone: 01772 891994/891995
eemail: CandTHub@uclan.ac.uk

Greenbank Building
Sport and Wellbeing
Management
Business
telephone: 01772 891992/891993
eemail: GreenbankHub@uclan.ac.uk

Brook Building
Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
telephone: 01772 891992/891993
eemail: 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. Please note that academic staff may not respond immediately to your email, especially when out of the hours of 9-5pm. Please note that allowing for other commitments such as annual leave, staff aim to reply to your email within 3 working days of its receipt. Academic staff are involved in a range of activities, for example they teach across a number of different courses; make placement visits across the Northwest; attend a number of meetings in and outside the University; carry out their own research; and as a result, you should not expect an instant response. Module leaders may also use the notification function within Blackboard to post notices related to specific modules.

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. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports are available via the Blackboard Student Portal.

External Examiner:
Dr. Helen Rushforth
Senior Lecturer
University of Southampton

2. Structure of the course

2.1 Overall structure

The course is composed of 9 modules (or equivalent), all of which are at academic level 7 (Masters Level). There are a number of core modules, 7 (140 credits) and 2 (40 credits) of optional modules. A core module is a module that is a prescribed module on the course i.e. students must study and pass core modules. Optional modules offer students the opportunity to build a course to meet their individual learning needs and that fits with the demands of service, their role and employing organisation. The most popular optional module choice is non-medical prescribing as this is usually a core competency for an Advanced Practitioner post.

Designing your course

Support will be offered to ensure that choices made during the course will be related to the development of your knowledge and skills enabling you to

- focus on improving services to patients
- consider the development of care and clinical pathways within your field
- access organisational and management support
- build on your core skills, competencies and areas of expertise
- complement the work of clinical teams
- adopt evidence-based approaches to care and service delivery
- reflect the needs and wishes of patients and service users

Students who are funded to take the course by the Workforce Modernisation Team commission are expected to complete the programme within 2 years. Self-funding students or those students who purchase the course via other funding streams can take up to 5 years to complete the course.

Example of a 2 year route.

Year 1

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Summer period</th>
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<tbody>
<tr>
<td>Sept – Dec</td>
<td>Jan - Apr</td>
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### Year 2

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<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Summer period</th>
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<tbody>
<tr>
<td><strong>Sept – Dec</strong></td>
<td><strong>Jan - Apr</strong></td>
<td></td>
</tr>
<tr>
<td>NU4141 Deconstructing the Consultation (20 credits)</td>
<td>NU4013 Non-medical prescribing (40 credits - Option)</td>
<td>→</td>
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<tr>
<td>NU4139 Advanced Work-based Practice project: Delivery and implementation (20 credits)</td>
<td>NU4140 Advanced Work-based Practice project: Evaluation (20 credits)</td>
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Example of a 2 year route suitable for a practitioner who already possess a non-medical prescribing course

### Year 1

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<tr>
<th>Semester 1</th>
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<th>Summer period</th>
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<tr>
<td><strong>Sept – Dec</strong></td>
<td><strong>Jan - Apr</strong></td>
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<tr>
<td>NU4141 Deconstructing the Consultation (20 credits)</td>
<td>NU4142 Advanced Patient Assessment and Diagnostic Skills (40 credits)</td>
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<tr>
<td>NU4138 Advanced Work-based Practice project: Design and construction (20 credits)</td>
<td>NU4138 Advanced Work-based Practice project: Design and construction (contd)</td>
<td>→</td>
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<tr>
<td>Advanced Work-based Practice project: Design and construction (20 credits)</td>
<td>Advanced Work-based Practice project: Design and construction (contd)</td>
<td>NU4073 Evidence for Practice (20 credits)</td>
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**Year 2**

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<th>Semester 1 Sept – Dec</th>
<th>Semester 2 Jan - Apr</th>
<th>Summer period</th>
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<tbody>
<tr>
<td>NU4142 Advanced Patient Assessment and Diagnostic Skills (contd)</td>
<td>Option choice</td>
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<tr>
<td>NU4139 Advanced Work-based Practice project: Delivery and implementation (20 credits)</td>
<td>NU4139 Advanced Work-based Practice project: Delivery and implementation (20 credits) contd.</td>
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<tr>
<td>Option choice</td>
<td>NU4140 Advanced Work-based Practice project: Evaluation (20 credits)</td>
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**Example of a 3 year route.**

**Year 1**

<table>
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<tr>
<th>Semester 1 Sept – Dec</th>
<th>Semester 2 Jan - Apr</th>
<th>Summer period</th>
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<tbody>
<tr>
<td>NU4141 Deconstructing the Consultation (20 credits)</td>
<td>NU4142 Advanced Patient Assessment and Diagnostic Skills (40 credits)</td>
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**Year 2**

<table>
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<th>Semester 1 Sept – Dec</th>
<th>Semester 2 Jan - Apr</th>
<th>Summer period</th>
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<tbody>
<tr>
<td>NU4142</td>
<td>NU4073</td>
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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.

Core Modules

NU4141 Deconstructing the Consultation
The aim of the module is to enable the practitioner to explore the nature of a typical consultation: process and content. It is to also facilitate the investigation of the dynamic tension between ‘self’ and ‘the self as practitioner’ so that students have an increased understanding of their role in patient health outcomes.

NU4142 Advanced Patient Assessment & Diagnostic Skills
The aim of this module is to equip students with knowledge and skills required to conduct effective patient assessments, across the age continuum, with particular focus on pathophysiology, history taking and physical examination in reaching differential diagnoses.

NU4073 Evidence for Practice
This module aims to underpin the delivery of evidence-based health care, by helping students acquire the knowledge and skills to find, appraise and evaluate the best evidence from research to answer a specific clinical question.

NU4138 Advanced work-based practice project: Design and construction
The aim of the module is to support students to negotiate, design and construct a detailed proposal to implement and evaluate an advanced work-based service improvement project. The module will provide an opportunity for students to apply and use creative approaches to support an exploration and...
diagnosis of issues and challenges arising from practice and to apply improvement science and methods in problem-solving.

**NU4139 Advanced work-based practice project: Delivery and Implementation**
The aim of the module is to support students in the delivery and implementation of their advanced work-based service improvement project. The module will provide an opportunity for students to lead the implementation of a service improvement / re-design project.

**NU4140 Advanced work-based practice project: Evaluation**
The aim of the module is to facilitate the evaluation of students advanced work-based service improvement projects. This evaluation will consider project outcomes, processes and the student’s learning experience.

In addition to the above core modules students have the opportunity to select optional modules to account for 40 credits. The selection is made from the modules available at level 7 from the schools/college portfolio. Please note not all modules are offered each year and some modules may not be offered due to insufficient numbers of students. If a student does not already have a non-medical prescribing module/qualification should be a priority, however, is this dependent on the base profession (currently this option is only available to nurses, pharmacists and physiotherapists) and ratification by the employer. You should discuss the options available to you with your Personal Tutor or Course Leader.

### 2.3 Course requirements

To gain the award of MSc Advanced Practice students must have gained 180 credits at level 7, which must include NU4142, NU4141, NU4138, NU4139, Nu4140 and NU4073.

Two exit awards have been built into the course, these awards offer opportunities for students to gain a recognised academic qualification if circumstances mean they cannot contain and complete the full master’s degree. To be offered these awards the module listed much have been successfully completed.

- **PG Dip Enhanced Clinical Practice** Requires 120 credits at Level 7 and must include NU4142, NU4141, NU4138 and NU4073.
- **PG Cert Enhanced Clinical Practice** Requires 60 credits at Level 7 and must include NU4141 and NU4142.

### 2.4 Progression Information

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

Students will have normally made some decisions about the length of time that they wish to take the course over, however, sometimes initial plans cannot be maintained. Students who are accessing the course via a Health Education England North West commission would normally be expected to complete the course over a two year period. For other students this time scale may be extended to a maximum of 5 years. Decisions regarding the speed of progression may be influenced by funding and / or personal circumstances. You should discuss your plans with your Personal Tutor or Course Leader in February of each year of study.
2.5 Study Time
2.5.1 Weekly timetable
Access to your personal timetables online can be found at the following link **Student Timetable Portal**. This information will be made available to you once you have fully completed your student enrolment process including obtaining your UCLan corporate card (username and password) from the library.

**NB timetables will not be available from any other place.**

You must review your timetable on a regular in order to keep up to date with any changes e.g. room allocations. You should get to know the building codes e.g. Greenbank Building is Gr. The University is well signposted and you should be able to find your way around quite easily. Car parking can be a problem. You should consider purchasing car parking permits for your University study days or explore group travel or travel by train/bus as an option.

2.5.2 Expected hours of study
The normal amount of work involved in achieving a successful outcome to your studies is to study 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. The emphasis within the programme will be upon the creation of an adult learning environment with a student-centred approach as the team feels this is essential to facilitate your development as an independent learner. You have, as mature practicing professionals, much to contribute to the learning process. It is believed that an interactive and creative experience, facilitated through team teaching will enable you to mobilise your own strategies to identify independent perspectives and develop conceptual understanding of practice with a critical perspective. You will be given time within the course to reflect and informally discuss your expectations, views and experiences.

A balanced approach to teaching and learning and assessment in theory and practice is achieved through supporting and guiding you in the development of a structured approach to help you achieve the course outcomes. Each module is designed to encompass approximately 200 hours of learning. On average modules usually have between 36 and 45 hours of contact or attendance time/ 20 credits. Therefore, University attendance for module sessions is a small component of your total learning.

For example:
**Advanced Work Based Practice Project: Delivery and Implementation**, 20 credits = 200 hours. 30 of these hours are direct contact time in University. Therefore it is expected that 170 hours will be spend in private study or work based learning activity.

**Advanced Patient Assessment & Diagnostic Skills**, 40 credits = 400 hours. This module has 90 hours of classroom contact leaving 310 hours for private study at home or in the library, and time in clinical practice gaining and fine tuning your physical examination skills. Based on a 45 week year this accounts for 6.5 hours / week. It is possible that you may wish or need to spend more that the suggested 400 hours to meet the learning outcomes and standards required to fulfil the assessment needs.

For greater detail to this expected learning, please refer to the module descriptor which can be found in each of the module information packs.

Take time during the first few weeks of the programme to consider the demands which will be placed upon you and how you are going to be in a prime position to meet them. Take time to talk to your family or other important people in your life. Also, liaise early with your Manager to plan your time in clinical practice so your full potential can be realised.

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

1. Your employer via the reporting mechanism as dictated by your employer
2. The module leader(s) for any sessions that you are not able to attend.

Please note for students who are funded by Health Education England or their employer sickness and absence is reported to employers. Prolonged periods of sick leave may extend the length of your course.

3. Approaches to teaching and learning
3.1 Learning and teaching methods

The University has an established learning and teaching strategy that influences and shapes the delivery of the course. ‘Learning’ comes first in the title of this strategy to show its importance in the daily activity of the University. Lecturing and clinical staff will help you to learn. Entering into a new area of knowledge requires you to learn. Looking this up in a thesaurus ‘learn’ can be replaced with: ‘Study’ – ‘be taught’, ‘be trained’, ‘become skilled at’, ‘gain knowledge of’. Equally the word ‘find-out’ instead of ‘learn’ reflects a more personal approach – ‘discover’, ‘realise’, ‘gather’, ‘understand’. You will learn through interacting with lecturers and clinical staff, attending lectures and training sessions, but also through personal development – you will find out. Bringing learning to the forefront of what we the lecturers and clinical staff and you the students do facilitates a mutually supportive learning relationship.

You should not only learn, you should discover how you learn best. The curriculum has been designed to offer you, and to facilitate your development of, a range of learning experiences from which you can continue to learn well and independently. This will equip you to be a lifelong, independent learner. There is, however, little point in doing this if you cannot apply your learning and this requires the use of a range of thinking skills. The number of thinking skills needed to apply learning greatly exceeds the number needed just to learn. Therefore, the course will facilitate you to develop both your capacity and performance in thinking as well as in learning. Such approaches in the University will include reflection, critical reading, problem based learning activities, directed study, on-line exercises and activities, lectures, discussion groups, and group and team working. You will be given a learning and assessment framework with information and forms to help you plan your development and learning.

As adult learners with a considerable amount of clinical and life experiences, it is anticipated that learning will essentially comprise of building upon your existing knowledge and to develop further into your levels of advanced practice. Throughout the programme students will be coached to become insightful learners integrating knowledge of evidence based practice with the practical skills of assessment and diagnosis. It will be about reflecting upon your current practice and seeking ways of enhancing this further, be it via increasing your underpinning theory / evidence based practice or by complementing this with additional physical examination skills, mirroring those of our medical counterparts.

This philosophy of this course is the belief that the student, brings with them knowledge, practice skills and expertise that can be further developed to facilitate their own professional development and expertise and to improve the quality of care available for clients and patients in health care settings. The elements of the course are therefore the acquisition of theoretical and practical clinical skills underpinned with a pathophysiological dimension, critical appraisal of practice delivery and the development of strategies and rationales for managing and improving practice. The diversity of experience, both staff and student’s, enables the use of a variety of approaches to teaching and learning particularly the use of seminars, workshops, practical exercises in simulated settings, case studies, group activities, video analysis, lectures and web based learning.

Students will be expected to arrive to lectures having read around the subject area thereby facilitating purposeful discussion and critique.

The emphasis within the programme will be upon the creation of an adult learning environment with a student-centred approach as the team feels this is essential to facilitate your development as an independent learner. You have, as mature practicing professionals, much to contribute to the learning process. It is believed that an interactive and creative experience, facilitated through team teaching will enable you to mobilise your own strategies to identify independent perspectives and develop conceptual
understanding of practice with a critical perspective. You will be given time within the course to reflect and informally discuss your expectations, views and experiences.

Support in clinical practice will be negotiated prior to your enrolment on the programme, as it is an essential element in the development of your physical examination skills. You must identify and obtain the support of a Mentor or a group of Mentors who will usually be a doctor or an Advanced Practitioner who is prepared to assist you in the development of history taking skills and physical examination in the clinical arena, i.e. consultation skills.

3.2 Study skills
Students will start the course with a range of experience in study skills, in the use of academic sources and in academic writing. During the course, we will assist you in developing your skills further, through tutorials, feedback in class, comments on draft work and feedback on your submitted work. There are timetabled sessions provided by LIS to aid with assignment preparation. Further learning materials will also be made available via Blackboard. For help in relation to study there are a variety of services to support students and these include:

WISER [http://www.uclan.ac.uk/students/study/wiser/index.php](http://www.uclan.ac.uk/students/study/wiser/index.php)

3.3 Learning resources
3.3.1 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.

The Learning and information services (LIS) offer many services to students. There are books, journals, study areas and access to PC workstations. The Online University Network provides you with onsite and remote (offsite) access to the internet, word-processing and other software applications, e-journals, e-books, e-databases, email, webmail, and Blackboard etc. Detailed information about the full range of services and their opening times can be found on their web pages [http://www.uclan.ac.uk/students/it_library.php](http://www.uclan.ac.uk/students/it_library.php)

Full access to the Library is available to all Students of UCLan with a valid Corporate Card. You will need a Corporate Card to enter and borrow books from the library and to log on to the Network.

3.3.2 Electronic Resources
LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. Module Leaders will also upload relevant links / policy documents on the module Blackboard site. Blackboard is the brand name for the on-line Virtual Learning Environment (VLE) that UCLan has implemented to support and enhance teaching and learning. You can access Blackboard via the university homepage by clicking on the student tab. All University students have been allocated an area known as their Blackboard module space. Once logged into your Blackboard area you can access all of the modules listed under your name.

3.4 Personal development planning
PDP provides an opportunity for you to develop your capacity for learning by encouraging an on-going cycle of:
- self-reflection on why and how you are learning
- identification of your ‘next steps’ through target setting and action planning
- monitoring and recording of your academic learning, personal development, your skills development and career management.

For example, you should Reflect, Action Plan and Record your Progress for each module that you take, this may include consideration of clinical experience and clinical skills associated with the module. You may also be achieving skills or may have gained awards outside of university, which should also be recorded.
The main benefits you will achieve by participating in the PDP process are that you will become more:

- self-aware, self-confident, reflective and self-directed in your learning
- able to plan and take responsibility for your own learning
- able to articulate personal goals and evaluate progress and achievement
- able to link your current learning to a wider context and to your future development.

Therefore by actively participating in PDP you will take control of your own learning and personal development and you will find that you become increasingly able to work autonomously through the development of critical self-awareness. Another important aspect of PDP is that it integrates personal development with academic activity and helps you to become more self-aware. It also helps you recognise value and further develop core skills such as personal and interpersonal skills, problem solving and team working.

3.5 Preparing for your career
This course is designed to enable practitioners to acquire the necessary knowledge and skills required to function as an Advanced Practitioner. The University cannot confirm a role title on an individual—your contract of employment will identify the scope of your role.

4. Student Support
This section gives you an overview of the different support available to you. Please do not feel shy about asking for help!

4.1 Academic Advisors
Each award has a designated course leader who is responsible for monitoring your overall progress through your award, the achievement of satisfactory assessment results, allowable progression and requests for intercalation or deferment.

Each module has a module leader (who may also be the course leader). This person is responsible for your academic progress within that module and ensures that you are aware of the practical arrangements for the module. The module leader will be the expert who has developed the module and may provide the majority of the teaching input. In some instances you may also be allocated a module supervisor who will provide additional academic advice and support as needed, particularly in relation to the module assessment(s).

Each student will be allocated an academic advisor who will usually be a member of staff associated with your course. The academic advisor will be your Advanced Work Based Practice Project supervisor and will arrange to meet with you and your manager in the clinical setting once or twice per year. The purpose of the meeting are to establish and maintain the tripartite working relationship and to ensure you are focussed and on-track with your course.

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. Your School Disability Lead is Sara Fisher S Fisher@uclan.ac.uk

With your agreement information will be passed on to the Disability Advisory Service. The University will endeavour to 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. Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. You should inform your module leader in the first instance so that appropriate facilitation may take place.
5. Assessment

5.1 Assessment Strategy
Assessments are important; they help to evaluate your learning. We believe in assessment for learning.

At the start of each module you will receive assessment information that will provide details of the assessments. If you have more than one assignment for a module, you will find that the submission dates for assessments may be staggered. You should take careful note of when you are expected to submit work. Assessments must be submitted no later than the date on your assignment briefs. If you anticipate that you will have difficulty in meeting assessment deadlines you must report this to your module leader at the earliest possible opportunity.

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.

You are responsible for your work. No one else can plan this for you although we will give you a structured approach to achieving set goals throughout the year.

Course assessment
A number of modules are assessed in both theory and practice. Theory assessment is by written assignments, presentations, oral viva and examinations. Clinical practice where applicable, will be assessed through a variety of methods (e.g. Objective Structured Clinical Examination (OSCE) and/or the production of a supporting portfolio of evidence). You will note in each module descriptor (see module handbooks) the pass requirements for each module. For theoretical assignments the pass grade is 50%, all theoretical assessments are marked and moderated in accordance with the School of Health Sciences theoretical marking criteria. Practice assessments receive a PASS or REFER statement dependent upon achievement of the assessment criteria. It is very important that you review the guidelines for assessment and understand your responsibilities in the assessment process.

Formative and summative assessment
Formative assessment allows you to review, reflect upon and discuss your progress. The formative session may turn into a tutorial, a learning opportunity, an in class or on-line activity and it may result in an action plan.

Summative assessment is a judgment of your achievement of the learning outcomes. Each module has a summative assessment strategy and you will be given detailed information at the start of each module. Summative assessment allows all students on the module to be assessed as fairly and equitably as possible. A date is set for achievement of summative assessment. It contributes to an overall achievement for an award.

5.2 Notification of assignments and examination arrangements
Module leaders will inform you of the requirements for individual assessments. All pieces of assessed work on submission should:

- Be submitted by the published date and title unless an extension or extenuating circumstances have been agreed.
- Any assignment received up to 5 days late without prior arrangement will receive 50% maximum for that assignment, after 5 days 0%. Please refer to the School of Health Sciences Handbook section on ‘Submission of Assignments’.
- The School is committed to fairness and equality and this is reflected within the marking process for assignment and examinations, therefore, the school has adopted an anonymous approach to marking to further enhance and ensure fairness to the marking process. Please note for certain assessment anonymised marking is not possible i.e. projects, presentations etc.
- A percentage of work is internally moderated and also, externally moderated by the named External Examiner for the module.
5.3 Referencing
The school use the American Psychological Association (APA) referencing system - 
http://www.apastyle.org/manual/index.aspx. This is explained in The School of Health Sciences 
Referencing Guide 2017/2018 that will be available on the blackboard at the start of your course.

5.4 Confidential material
When you are engaged in courses that involve doing practice placements, documenting research and producing written work, you may be using very sensitive information. As a result you are required to always respect confidentiality, and to maintain the anonymity of individuals and organisations.

There is an exception to this statement on his course. The project modules require students to explore a challenge from practice and to design and implement a solution/innovation to improve practice. This process requires students to capture specific data on performance from identified organisations. Students must also gain approval for their projects from their employing organisation and as such it is impossible to keep the location of the project anonymous. Clearly all data must be treated in a sensitive manner and any identified weaknesses/problems should be accompanied by an action plan. Students must abide by the rules of their employing organisation in respect of the nature of the information that they disclose and presented in a public domain.

There are both ethical and legal reasons for maintaining anonymity and confidentiality. In professional courses you will be developing your professional role and responsibilities, which you will require in practice settings in relation to anonymity and confidentiality of the patient/client group.

The policy of maintaining anonymity and confidentiality applies to you whether you are an undergraduate or postgraduate student. Remember anonymity and confidentiality are not the same thing! The British Medical Association (BMA) define the two as:

“Confidentiality: The principle of keeping secure and secret from others, information given by or about an individual in the course of a professional relationship.”

“Anonymised information: Information which does not, directly or indirectly identify the person to whom it relates.”

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. 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.

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 Specification(s)

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>Preston (Main Campus)</td>
</tr>
<tr>
<td>3. University Department/Centre</td>
<td>School of Health</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td>None</td>
</tr>
<tr>
<td>5. Title of Final Award</td>
<td>MSc Advanced Practice</td>
</tr>
<tr>
<td>6. Modes of Attendance offered</td>
<td>Part time</td>
</tr>
<tr>
<td>7. UCAS Code</td>
<td>NA</td>
</tr>
<tr>
<td>8. Relevant Subject Benchmarking Group(s)</td>
<td>• QAA Masters Degree Characteristics (2010)</td>
</tr>
</tbody>
</table>
9. Other external influences

- Concordat Agreement for the Development of Advanced Practice 2009 NHS NW,
- NHS Knowledge and Skills Framework; National Service Frameworks; Francis Report (2013); Keogh Review (2013); NHS Constitution (DH March 2013); Patients First and Foremost (2013); Delivering Dignity (NHS Confederation, 2012); Equity and Excellence: Liberating the NHS (July 2010); Education Outcomes Framework (DH March 2013); Care Quality Commission, NHS Outcomes Framework (Dec 2010), QIPP work streams. Framework for Action on Interprofessional Education and Collaborative Practice (WHO 2010).

10. Date of production/revision of this form

January 2014

11. Aims of the Programme

The aim of the MSc Advanced Practice programme is to prepare and develop health and social care practitioners who can lead and develop contemporary practice. The programme is designed to enable students to:

- Function at an advanced level of practice making independent clinical decisions within the boundaries of relevant professional frameworks and organisational governance structures.
- Demonstrate their capacity for critical enquiry, analysis and transference of knowledge to practice in responding complex issues and challenges.
- Become confident, independent and collegiate change agents leading strategic and sustainable service improvements and organisational change.
- Promote collaborative, interdisciplinary and interagency working practices to achieve the best outcome for patients/clients and carers.
- Demonstrate effective self-management, team working and leadership skills.
- Engage with work based learning to acquire and develop proficient life-long learning skills.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

At the end of the programme of study the student will be able to:

A1 Demonstrate systematic understanding of knowledge at the forefront of professional practice within their own field.
| A2 | Evaluate current challenges and tensions surrounding health and social provision. |
| A3 | Synthesize knowledge to create new insights and solutions to develop services that are responsive to patient need and enhance outcomes for patients/clients and services users |
| A4 | Critically evaluate the factors that influence decision making to support problem solving in complex and unpredictable situations |
| A5 | Evaluate the methods, processes and outcomes of their experience of learning from and in work |

### Teaching and Learning Methods


### Assessment methods


### B. Subject-specific skills

At the end of the programme of study the student will be able to:

| B1 | Extend and enhance their scope of practice in response to the evolving patient/client centred care needs. |
| B2 | Exercise resilience and demonstrate leadership to support problem solving in complex and unpredictable situations |
| B3 | Demonstrate skilled practice based on critical reflection and the application of specialist knowledge. |
| B4 | Demonstrate the ability to manage complex change issues and formulate/develop resolution strategies appropriate to practice |
| B5 | Evaluate their role in working within and across organisational boundaries, systems and processes in influencing healthcare outcomes. |
| B6 | Obtain a comprehensive history and conduct an examination/assessment of health needs to inform the development of a management plan |
| B7 | Empower colleagues and patients/clients, through teaching, mentoring and role modelling. |
| B8 | Evaluate  the context of risk  and development of the quality, patient safety and clinical governance agendas |

**Teaching and Learning Methods**


**Assessment methods**


**C. Thinking Skills**

At the end of the programme of study the student will be able to:

| C1 | Reflect on and evaluate their own academic and professional progression |
| C2 | Appraise the impact of organisational culture, politics and power relationships in the introduction of the advanced practitioner into service delivery. |
| C3 | Evaluate contemporary evidence for their practice underpinning inter-professional approaches to care |
| C4 | Establish creativity, initiative and personal responsibility for continued educational, professional and practice improvement |

**Teaching and Learning Methods**


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

At the end of the programme of study the student will be able to:

D1 Demonstrate higher levels of professional autonomy, extending their scope of practice within organisational boundaries.

D2 Facilitate and promote the achievement of the objectives of their employing organisation.

D3 Identify, create and establish a vision for alternative ways of working that promote high quality service provision.

D4 Lead, manage and sustain change/service improvements.

D5 Facilitate innovative and creative practice designed to support a high level of care for patients/clients.

D6 Lead in designing the delivery of high quality services, evaluating the process and outcomes of change using appropriate information and quality metrics.

D7 Demonstrate effective communication skills in complex and challenging situations.

D8 Promote interagency working, acting as a resource within the care team and with other stakeholders.

Teaching and Learning Methods


Assessment methods


13. Programme Structures*  14. Awards and Credits*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Level 7</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU4141 (7)</td>
<td>Deconstructing the Consultation</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>NU4138 (7)</td>
<td>Advanced Work-based Practice Project: Design and construction</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>NU4139 (7)</td>
<td>Advanced Work-based Practice Project: Delivery and implementation</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>NU4140 (7)</td>
<td>Advanced Work-based Practice Project: Evaluation</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>NU4073 (7)</td>
<td>Evidence for practice</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>NU4142 (7)</td>
<td>Advanced patient assessment and diagnostic skills</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU4067 (7)</td>
<td>Advanced paediatric assessment and diagnostic skills</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

+ 40 credits from the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU4XXX(7)</td>
<td>Any module(s) within the School of Health Module Catalogue at level 7</td>
</tr>
</tbody>
</table>
15. **Personal Development Planning**

According to QAA (2009), Personal Development Planning (PDP) is:

- A structured process that is integral to higher level learning
- Concerned with learning in an holistic sense (academic and non-academic)
- Something done with guidance and support
- A process that involves reflection, creation of personal records, planning and monitoring progress towards achievement of personal objectives
- Intended to improve the capacity of the individual to communicate their learning to others who are interested in it (academic staff/ employers)

**Reference**


PDP plays an influential role in this course by enabling you to engage in the process of personal and professional reflection in order to achieve not only the learning outcomes of this course but develop lifelong learning skills. This PDP process will assist with your personal development by enabling you to develop the ability to become more self-aware, by your identifying strengths and weaknesses to support your learning. By taking responsibility for your own development, you will become more confident in your ability to work alongside enhancing others and gain additional skills which will enhance problem solving and team working.

As part of PDP you should build a PDP Progress File, which contains records of your progress and achievements during each module, each semester and year of the course. You can collate a wide range of material for this file during your course as well as from experiences outside the university, which contribute to your personal, academic and professional development (e.g. voluntary work, awards, employment).

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.
● Have a first degree (2:2 class or above) or equivalent, in a relevant subject (i.e. health related, pure science or social science) from an approved institution of higher education. If you do not meet these criteria you are advised to contact the course leader for advice. Transfer of credits in accordance with University regulations may be possible.
● Have a current professional registration with a relevant professional/statutory body, such as the Nursing and Midwifery Council, Health Professions Council, General Pharmaceutical C of Great Britain
● Have, normally, at least five years post registration clinical experience in practice OR proof of equivalent experience in practice
● Be working in, or able to access a practice environment that will enable them to meet and achieve the course learning outcomes.
● Have identified a work based mentor, who will support and guide your development throughout the course.
● Be able to provide two references (one practice/work and one academic).
● Be able to satisfy the Course Leader that you are suitable to engage with the programme
Informal enquiries are welcomed. Your application will be considered on its merits and in the light of the nature and scope of the programme. You may be invited for an informal discussion before being offered a place. The purpose of this discussion is first to ensure that you understand the nature of the programme and its demands and to pathway plan your modular route leading to the identified award and exit point. Identification of financial support will be noted.

If you do not meet the above criteria you may still be considered for admission to the programme; you will be required to provide evidence of suitable experience and supportive qualifications.

17. Key sources of information about the programme

● Fact sheet: http://www.uclan.ac.uk
● Course Enquiries School of Health – Telephone +44 (0)1772 892400 or email: cenquiries@uclan.ac.uk.
● Course Leader –Lynne Harrison Tel 01772 893617 Email: Lharrison2@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</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>A 1</td>
<td>A 2</td>
<td>A 3</td>
<td>A 4</td>
<td>A5</td>
</tr>
<tr>
<td></td>
<td>NU4138(7)</td>
<td>Advanced work-based practice project: design and construction</td>
<td>CORE</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>NU4139(7)</td>
<td>Advanced work-based practice project: delivery and implementation</td>
<td>CORE</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Core/Option</td>
<td>Core Credit Hours</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>-------------</td>
<td>--------------------------------------------------------</td>
<td>-------------</td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>NU4140(7)</td>
<td>Advanced Work-based Practice project: Evaluation</td>
<td>Core</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU4141(7)</td>
<td>Deconstructing the consultation</td>
<td>Core</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU4142(7)</td>
<td>Advanced patient assessment and diagnostic skills</td>
<td>Core Option</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU4067(7)</td>
<td>Advanced Paediatric Assessment and Diagnostic Skills</td>
<td>Core Option</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU4073(7)</td>
<td>Evidence for practice</td>
<td>Core</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</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
personal information, please see the University’s Data Protection Policy and Privacy Notice or contact the Information Governance Officer, Clerk to the Board Service, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk.

2. Learning resources

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

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

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

3. Preparing for your career

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

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

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

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

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

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

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

It’s your future: take charge of it!

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

4. Student support, guidance and conduct
   
   4.1 Student Support
   “Got a Problem to Sort? Come to us for Support”.

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

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

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

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

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

   4.5 Conduct
   You will be expected to abide by the Regulations for the Conduct of Students in the University. UCLan expects you to behave in a respectful manner towards all members of
the University at all times demonstrated by using appropriate language in class, switching mobile phones / other devices off prior to attending classes, and also in your use of any social networking sites.

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

5. Students’ Union

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

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

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

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

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

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

6. Rationale, aims and learning outcomes of the course

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

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

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

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

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

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

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

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

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

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

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

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

7.4 Late submissions
If you submit work late without authorisation, a universal penalty will be applied in relation to your work:
- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.
You may apply to appeal this decision in accordance with the University’s Academic Regulations.

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

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

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

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

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

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

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

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

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

In the event of a repeat offence of unfair means (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:
- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

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

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

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

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

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

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

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

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

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

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

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

8.2 Student Staff Liaison Committee Meetings (SSLC)

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

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

8.3 Complaints

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

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