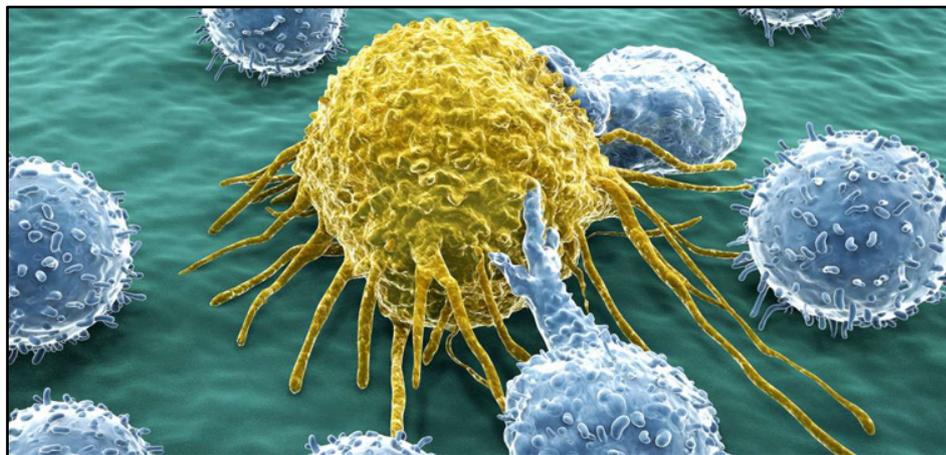




Course Handbook
MSc Cancer Biology and Therapy
2018/19
Course Leader: Dr Gail Welsby
School of Pharmacy and Biomedical Sciences



http://www.diamond.ac.uk/Home/News/LatestFeatures/02_09_15.html

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

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

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1. Welcome to the course

Welcome to the School of Pharmacy and Biomedical Sciences at the University of Central Lancashire. We hope that you'll enjoy your studies and experiences in Preston. The Student Handbook brings together information to help you to answer queries that you might have about the course. If we have missed something that you think should be included in this Handbook then please let us know.

The MSc Cancer Biology and Therapy degree programme is designed for those of you wishing to embark upon a career in molecular and cellular bioscience within companies and research organisations serving the needs of biomedical science and related disciplines.

1 in 3 people are affected by cancer; it remains a leading cause of death, but great strides are being made in both our knowledge of basic cancer biology and potential therapies. It is a field of intense interest and significance, with new discoveries making significant contributions to how we are able to diagnose and treat this disease.

This course provides specialist theoretical and practical knowledge of both basic molecular, genetic and biological processes associated with cancer together with an emphasis on the advances in pathology, diagnosis and therapy. The award will prepare the student for further study to PhD level or a career in the pharmaceutical, biotechnology or healthcare industries.

The course aims to extend your knowledge and understanding of the biology of cancer, advances in prognosis, diagnosis and treatment, and to give you an appreciation of pertinent legislative and ethical issues. In addition, the course has been designed to meet requirements of potential employers providing opportunities for you to develop a skill base that is not solely focussed on academic ability by incorporating elements of assessed work which facilitate personal development in the following areas: communication, IT, numeracy; interpersonal/teamwork, self-management and professional development.

This Handbook is intended to be a user-friendly and informative guide to your Master's degree programme. It offers a lot of essential information about the structure and content of your course and provides guidance on important issues such as studying, learning and assessment.

Although sections of this Handbook may seem rather daunting at first, you will find them invaluable as you progress through your degree studies. This means that it is important to read your Handbook carefully, and that you should keep it handy for future reference throughout your studies at UCLan.

Please note that this Handbook is not the only source of information that you need to consult. It needs to be read in conjunction with a number of other documents, in particular:

- The Module Handbooks which are produced for each module, detailing information on timetabling, lecture schedule, details of assessments and deadline for submission of assignments.
- The Programme Specification for your degree course, which is included in the Handbook as an Appendix. This offers you a summary of the aims, learning outcomes, assessment and overall structure of the course in a condensed format.

- The School of Pharmacy and Biomedical Sciences Website (<http://www.uclan.ac.uk/schools/pharmacy-biomedical-sciences/index.php>) and the appropriate ELearn (Blackboard) support domains which provide electronic versions of all key documents associated with your course.

We want this to be a positive learning experience for you. There will be some very hard work, but we hope that you'll find it interesting and stimulating, and that you'll have the chance to enjoy yourself along the way. We believe you can succeed, and we want you to succeed. The academic and support staff are here to help you achieve that goal.

Good luck!

Dr Gail Welsby
Course Leader

1.1 Rationale, aims and learning outcomes of the course



1.1.1 Programme Aims

- To provide a sound educational platform, appropriate to Masters level, from which students may launch their careers in a range of professions allied to biomedicine.
- To enable students to develop an appreciation and understanding of current analytical technologies used in the provision of a comprehensive service in the diagnosis, treatment and monitoring of cancer.
- To develop an appreciation of legislative and ethical issues pertinent to cancer research and the development and introduction of new therapies.
- To develop research skills necessary for the competent execution of scientific research.
- To involve the learner in a stimulating educational environment in which students are encouraged to achieve personal growth to an advanced level, in terms of a wide range of skills including communication, numeracy, IT, independence, interpersonal and group working skills.

1.1.2 Learning Outcomes

On successful completion of this course, you will have gained the following:

Knowledge and Understanding

- Demonstrate an in depth understanding of the principles underpinning cancer biology and analytical instrumentation applicable to the diagnosis, prognosis and management of cancer.
- Evaluate current biotechnological and pharmaceutical developments and their application to cancer through appraisal of both philosophical and ethical issues.
- Apply knowledge/theory to new situations e.g. the formulation of hypotheses and experimental design.

Subject Specific Skills

- Demonstrate knowledge of concepts, principles and theories relevant to cancer biology and therapy.
- Discuss the necessary legal, ethical safety and research governance issues relevant to cancer research and therapy.
- Manipulate, interpret and report conclusions on a range of data and problems encountered in clinical science.
- Select appropriate technology to enable a scientific research project to be undertaken.

Thinking Skills

- Use and integrate discipline specific theories, concepts and principles.

- Critically analyse a range of data and information derived either experimentally or from within scientific literature / data banks and evaluate it critically supported by logical and structured argument.
- Collect and integrate several lines of evidence to develop and test theories, hypotheses and concepts.
- Apply knowledge and understanding to address familiar and unfamiliar problems.
- Critically appraise the moral and ethical issues raised by the process of clinical investigation.

Other Skills Relevant to Employability and Personal Development

- Communicate through a range of media adopting an appropriate scientific style.
- Display advanced interpersonal and teamwork skills.
- Use IT effectively for information retrieval, communication and presentation.
- Collate and analyse information relevant to a particular problem/proposal and generate a satisfactory report and conclusion.
- Demonstrate advanced skills in self-management and professional development.

1.2 Course Team

Key staff involved in the MSc and MRes Cancer Biology and Therapy

Name	Role	E-mail
Teaching Staff		
Dr Gail Welsby	Course Leader	GWelsby@uclan.ac.uk
Dr Peter Abel	Module Tutor	PAbel@uclan.ac.uk
Dr Jane Alder	-	JEAlder@uclan.ac.uk
Dr Anthony Ashton	-	ACAshton@uclan.ac.uk
Dr Victorio Bambini-Junior	-	VBambini-Junior@uclan.ac.uk
Mr Bruce Burnett	-	BBurnett@uclan.ac.uk
Dr Amina Ferraz	-	AFerraz@uclan.ac.uk
Mr David Griffiths	-	DMGriffiths2@uclan.ac.uk
Dr Marta Krysmann	-	MKrysmann@uclan.ac.uk
Dr Lisa Shaw	Module Tutor	LShaw1@uclan.ac.uk
Dr Leroy Shervington	-	LAShervington@uclan.ac.uk
Prof Kamalinder Singh	-	KSingh1@uclan.ac.uk
Dr Tim Snape	-	TJSnape@uclan.ac.uk
Dr Izabela Stasik	Module Tutor	IStasik@uclan.ac.uk
Dr Philip Welsby	Module Tutor	PJWelsby@uclan.ac.uk
Administration		
Foster Hub (FB058)	General Enquiries	FosterHub@uclan.ac.uk
	Notification of Absence	FosterHubattendance@uclan.ac.uk
	Extension Requests	PBSExtensions@uclan.ac.uk
	Extenuating Circumstances	FosterEC@uclan.ac.uk

In the event that you are required to submit an extension request or extenuating circumstances form, these can be found on the University website (insert link). Once completed, the form should be e-mailed to the appropriate Foster Hub address as shown above.

1.3 Expertise of staff

The academic staff that are involved in teaching you are all highly qualified and specialists in the areas that they deliver. All staff are engaged in research and/or scholarly activity which helps enrich your experiences with cutting edge knowledge and practical skills. You are welcome to visit the staff's profiles - <http://www.uclan.ac.uk/schools/pharmacy-biomedical-sciences/staff.php>

1.4 Academic Advisor

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

My Academic Advisor is:

Name	E-mail	Tel.	Room No



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

email: 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

email: HarrisHub@uclan.ac.uk

Foster Building

Forensic and Applied Sciences
Pharmacy and Biomedical Sciences
Psychology
Physical Sciences (Mathematics/Chemistry/Physics)
telephone: 01772 891990/891991
email: FosterHub@uclan.ac.uk

Computing and Technology Building

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

Greenbank Building

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

Brook Building

Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
telephone: 01772 891992/891993
email: BrookHub@uclan.ac.uk

1.6 Communication



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

Staff will normally respond to emails within 2-working days (unless they are on annual leave or are part-time teaching staff; whereby you should receive an automatic reply, which clearly states a return date). Where possible we will notify you by email of any alterations to classes at least 24hrs in advance of the change taking place.

If you do not get a response in a timely manner, email the member of staff again. If there is still no response and the matter remains unresolved, you should bring this to the attention of another member of staff, such as the Module Tutor or Course Leader, for an 'action request'. This colleague will then address the matter with the original member of staff.

All academic staff have set hours when they are available to students outside of their class contact time. These may be indicated in a number of ways: marked outside their office on signs or under the 'staff' section of Blackboard on the relevant module. To request a meeting either sign up on the sheet provided on the office door or email them to request a time.

When emailing staff, do ensure that you indicate in the subject field the purpose of your email (including the module number), e.g. BL4210 meeting about case study. It is important to use your university email account, as emails from external accounts often go to junk.

CC-ing in emails - You are encouraged to send emails directly to the person from whom you want a response from. Where other staff are cc'd into the email, it should be made clear why e.g. I am copying in my course leader so that they are also aware of this situation.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK.

The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner 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.

External Examiner Name: Dr Adrienne Gorman
Position: Lecturer and Vice-Dean for Research in College of Science
Home institution: National University of Ireland, Galway



2. Structure of the course

2.1 Overall structure

The MSc course comprises of taught core modules in semester 1 and 2, and a research project in semester 3. The award of the post-graduate degree of Master of Science *via* full time study requires you to complete 5 modules (180 credits) over one year's study period. Extension of this period may be granted by the University in exceptional circumstances. The modules comprising the MSc Cancer Biology and Therapy degree are shown in Table 1, and the structure, so that the credits can be gained, is shown in Figure 2. All classes will be held on the UCLan Preston campus.

Table 1 Modules for MSc Cancer Biology and Therapy

Module Code	Title	Semester	Credits
BL4012	Introduction to Cancer and its Management	1	20
BL4013	Research Methods	1	20
BL4014	Research Proposal	1	20
BL4015	Cancer Therapies	2	60
BL4017	MSc Research Project	3	60

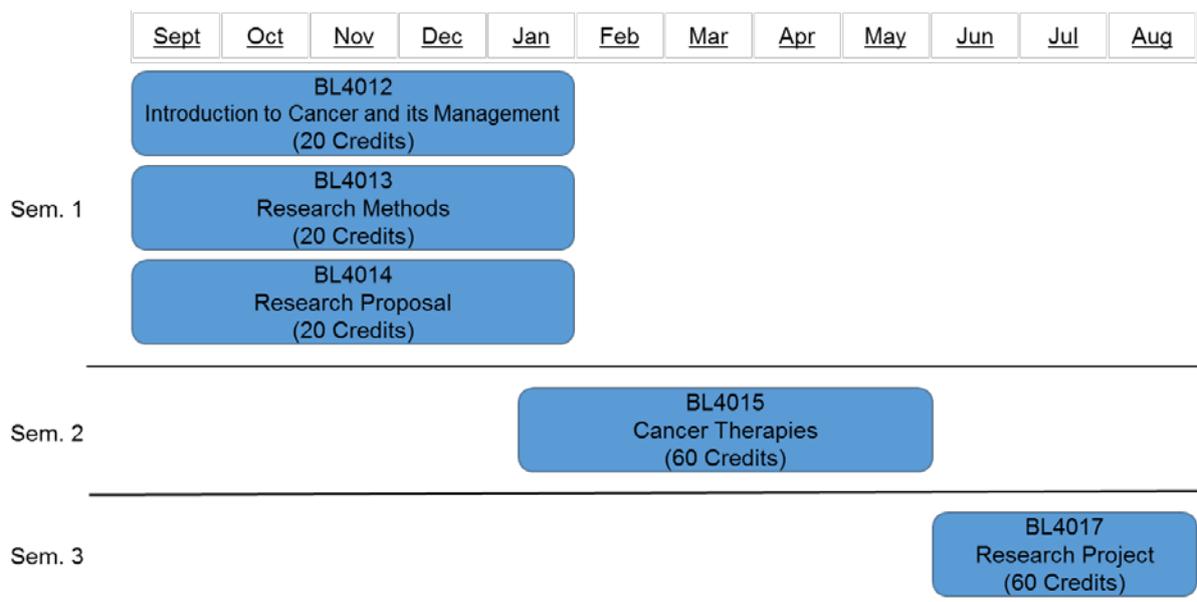


Figure 1: Programme of Modules for MSc Cancer Biology and Therapy

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.

BL4012 Introduction to Cancer and its Management

The module aims to develop the students' understanding of the molecular and cellular processes underlying normal cell growth, and the how these may be disrupted, leading to oncological disease.

BL4013 Research Methods

This module will enable students to develop an appreciation and understanding of current analytical technologies used in the diagnosis, treatment and monitoring of neoplastic disease and cancer research. The module also aims to provide students with transferable career skills relevant to clinical sciences including the communication, planning and management of scientific ideas and data presentation.

BL4014 Research Proposal

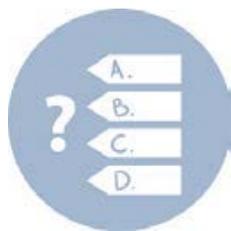
The aim of this module is to enable the students to design an independent research project to be undertaken within a defined time and with a controlled budget.

BL4015 Cancer Therapies

This module aims to develop a critical awareness and understanding of the clinical management of cancer across a range of malignancy types and tumour sites.

BL4017 MSc Research Project

The module aims to further develop the student's ability to formulate hypotheses and through the process of effective decision making, employ relevant experimental strategies. It will expand the student's ability to critically evaluate experimental methods, analyse data and provide the means whereby students can present research data both orally and in the form of a written scientific report in the style of a scientific journal article.

**2.3 Course requirements**

Modules will be received at the School Postgraduate Assessment Board at the end of each semester.

Unless specifically stated in the module descriptors, you will be expected to receive a pass mark in both coursework and examination components of any module employing a mix of these two elements.

Students not achieving a passing module mark may be re-assessed in the deficient component(s).

2.4 Progression Information

Your Course Leader, Dr Gail Welsby, encourages you to discuss any concerns regarding your academic performance with her during the course of your studies. Please e-mail GWelsby@uclan.ac.uk to arrange an appointment.

2.5 Study Time**2.5.1 Weekly timetable**

A schedule of all classes can be found on the [Online Timetable](#). Please check this daily for updates as changes may occur throughout term.

You may be asked to attend research seminars which take place out-with your normal timetabled sessions. Information regarding these seminars will be e-mailed to you directly or made available *via* Blackboard.

2.5.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. 20 credits is a standard module size and equals 200 notional learning hours.



Normally you will have face-to-face contact with a member of academic staff ranging from 10-15 hours/week. This contact will be in the form of lectures, laboratory sessions, tutorials and workshops. All the modules studied under the course have module booklets which provide you with module outline and aims. These booklets can be accessed via ELearn (Blackboard).

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 by emailing the Foster Hub (FosterHubattendance@uclan.ac.uk) **from your UCLan email address** by 9.30am on the morning of your absence to notify us that you will be absent and which modules you will miss.

You will be required to complete a form (which will be emailed to you from Foster Hub or can be found in the Forms folder on your Course area on Blackboard) where you should detail the reason you cannot attend and the classes you will miss and email this back to (FosterHubattendance@uclan.ac.uk).

If your absence is due to illness you will be required to submit a medical note to the Foster Hub for illness over 7 days in duration. Reasons other than sickness must be discussed and authorised in advance with your Course Leader or Module Tutor.

If you do not e-mail to report your absence, the absence will be classed as unauthorised, unless appropriate documentary evidence (e.g. medical note) is provided.

Attendance responsibilities for international students

For students from overseas and non-EU countries it is very important that you understand your responsibilities after enrolling; these are broadly defined as follows:

1. You **MUST** keep UCLan informed of your contact details at all times; it is your responsibility to inform UCLan if your contact details change. If you do change your term time address and/or phone number, please inform the Course Administration Service at the Foster Hub (FB058).
2. You **MUST** attend your course of study regularly; under the Points Based System (PBS), UCLan is obliged to tell UK Visas and Immigration (UKVI) if you withdraw from a course, defer or suspend their studies, or if you fail to attend the course regularly. If your studies are sponsored by a company or government agency we may

have an obligation to provide them with information about your attendance and progression.

3. You MUST comply fully with the working conditions of your visa.
4. You MUST inform UCLan immediately of any change in your personal circumstances (eg. marriage/civil partnership/cohabitation/birth of a child in the UK; change in dependant circumstances; divorce; dissolution of civil partnership).

The penalties for not complying with the Points Based System (PBS)

Penalties for failing to comply with PBS will be implemented by UKVI and may be severe and long-lasting. Penalties may include your removal from the UK and/or your exclusion from the UK for a number of years.

Please refer to the 'Regulations for the conduct of students' for clarification on attendance requirements and penalties:

http://www.uclan.ac.uk/study_here/assets/regulations_for_the_conduct_of_students_1819.pdf

Attendance is normally monitored through SAM and you are able to check your attendance record through myUCLan.

Please note that absence for reasons other than sickness must be discussed and agreed in advance with your Course Leader or Module Tutor as they would have to authorise any absence. If you do not do this, your absence will be classed as unauthorised.

Unauthorised absence is not acceptable and may attract academic penalties and/or other penalties.

Students who do not respond to communications concerning 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.

Please note that in any cases of absence (authorised or otherwise) it is your responsibility to find out what material you have missed, and by negotiation with staff (and perhaps other students) to catch up with your general learning and especially the work required for assessments.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

Fundamentally, you are committed to study diligently and systematically on your chosen degree programme in order to learn and understand. We expect you to acquire new knowledge, general (transferable) and subject-specific skills during your time in the School.

The type of learning that you will acquire is indicated in the Programme Specifications for the course, include at the end of this Handbook. Learning is generally expressed in the form of Learning Outcomes and these are descriptions of what you will be able to do upon completion of your Masters degree course as a whole, or upon completion of an individual module.

All module descriptors list the Learning Outcomes that you are expected to demonstrate upon completion and the purpose of assessments (see Section 5) is to test your success in achieving these learning outcomes.

Learning is an active process and requires your engagement and commitment. This means that you will only be able to meet the Learning Outcomes of each module (and ultimately your course as a whole) if you commit yourself to:

1. Attending the timetabled sessions.
2. Completion of assessment requirements (including prompt submission of coursework and attendance at all examinations).
3. Supplementing the taught sessions by reading and using all learning material recommended by the Module tutor – this out of class investment on your part is specified as ‘directed learning’ or ‘independent learning’.
4. Playing an active role in seminars tutorials, group work and in-class discussions/debates.

The majority of modules have been divided into a number of specific topics, where lectures will be delivered by recognised specialists in the field who will guide you on current state of development of the subject, as well as indicating future developments. This will be supported by independent learning using a case study/problem solving/data interpretation approach. You will be given guided reading based on the current literature and will be expected to work independently to gain further information on the topic, thereby extending your knowledge and understanding beyond the lecture material. Your learning process will culminate in submitting assignments which require assimilation and expression of the knowledge and understanding gained during formal guided and independent learning.

The final semester involves a laboratory-based research project, where you will be working independently on a specific topic of interest to a research group within the School. The project constitutes a key element in the programme and provides you with the opportunity to enhance your practical skills and engender a spirit of enquiry in an area of research associated with one or more specialist disciplines. You will become experienced in research methods, develop the ability to critically appraise information and display logical and literary skills in the final project report. The project will be housed within the School research laboratories under the supervision of research active staff.

3.2 Study skills

The University has an excellent study skills support facility for students called **WISER**. WISER is an acronym for the two ways in which you may wish to make use of this service.

Walk-In Study Enhancement through Review drop in, one to one *tutorial consultations*, which is available to all students during term-time. The focus is on specific and individual needs.

Wiser Interactions for **Study Enhancement** and **Review workshops** on topics of direct relevance to students' study needs. The workshops are not credited and are weekly per semester. See The Student Portal for further details.

WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>

For international students, you may wish to access the services offered by the UCLan International Office Student Support Team.



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 library opening times can be accessed at:

http://www.uclan.ac.uk/students/study/library/opening_hours.php

3.3.2 Electronic Resources

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

Additional materials will be signposted by individual tutors, where needed, on Blackboard online.

3.4 Personal development planning

The School's PDP programme is based around core modules and assessments rather than stand-alone modules. You are introduced to the idea of PDP and career planning through sessions in induction week, including a talk from a careers advisor or employer and meetings with your academic advisor. Reflection and self-assessment on your achievements and goal setting is supported by linking selected coursework to the reflection process. Each course team has identified the coursework to be included in the scheme so that it covers a wide range of skills.



3.5 Preparing for your career

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

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, further postgraduate study and self-employment.
- You will then be ready to learn how to successfully tackle the recruitment process.

You might use a careers tool such as Pebblepad, the university's e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It's your future: take charge of it!

[Careers](#) offers a range of support for you including:

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information, access our careers and employability resources via the Student Portal.

4. Student Support

We are sure that in the next few days you will make friends with people on your course and this friendship could last for much longer than the year you will be at UCLan. If there are any questions or queries you may wish have answered, your first port of call is normally your Course Leader.

There is always one of the School's administration staff available to provide some guidance and the office is located on the ground floor of Foster Hub (FB058).

The 'i' located in the library is also a very good source of information and they are always happy and willing to provide advice on a variety of areas.

A student representative of the course will be elected during the first few weeks of the course and they are also an important contact.



4.1 Academic Advisors

You will be assigned an Academic advisor during the Welcome Week. The Academic advisor will generally be a member of the Academic Staff who has a good knowledge and understanding of your course and is most likely involved to some degree in teaching specific material covered in your course.

The role of the Academic advisor is to meet regularly with you and to provide a focal point for academic development, to provide individual feedback on progress, to help identify areas

requiring improvement and discuss strategies for achieving this, and to monitor attendance and progress through the course.

The Academic advisor also provides academic guidance to students following Assessment Boards. In addition, Academic advisor should provide personal support, taking account of current problems in the student's life and be available for informal appointments through email or requests via availability sheets posted on staff doors or on-line appointment sheets. Students are also supported by the Course Leaders.

When appropriate, your Academic advisor may well refer you to specialized central University support, e.g. WISER, and may liaise with Futures to help provide you with careers guidance.

4.2 Students with disabilities

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

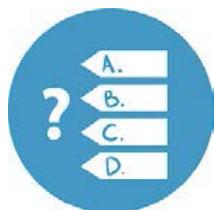
The disability lead within the School of Pharmacy and Biomedical Sciences is:

Dr Lisa Shaw (LShaw1@uclan.ac.uk).

4.3 Students' Union One Stop Shop

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

5. Assessment



5.1 Assessment Strategy

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

The School recognises the main purposes of assessment as the diagnosis of strengths and weaknesses; encouragement to be involved in determining your own performance; and testing the achievement of the learning outcomes. Assessment is continuous and comprises formative and summative methods. Formative assessment encourages the development of personal self-awareness and self-evaluation such that corrective change can be instigated by the individual. This formative feedback is central to the development of the student from a dependent to independent worker which is at the heart of the programme philosophy. The nature of formative assessment varies between modules. In some there are short tests or

essays, in others there is informal feedback via activities such as tutorials or discussion of experiment results during laboratory sessions.

The summative assessment strategy in each module is designed to best test the achievement of the module learning outcomes. A range of assessment methods are utilised including essays; data interpretation/analysis; both written and practical reports; group and individual presentations, phase tests/drop quizzes; posters; examinations; competence assessments; research project reports. Some of the above are on a group basis, and in this case there is an element of peer assessment. Thus assessments are extremely important and you should devote sufficient time to each one and plan your work accordingly. The assessments of each module address specific learning outcomes listed in the programme specifications, so by the time you complete your course, you should have covered all the learning outcomes.

The criteria used for marking work at Masters level can be found in Section G of UCLan's Academic Regulations.

Aims and objectives of Assessment strategy

The aims of the assessment on non-project work are:

- To assist in the teaching/learning process.
- To provide a measure of the extent to which you are benefiting from the course.
- To indicate to what extent the course is achieving its own aims, by testing your ability to meet the Learning Outcomes of your individual modules and the Masters degree programme as a whole.

The objectives of the assessment are:

- To provide you with feedback on your level of competence with the assessed material and to advise of strategies which could be used to improve future performance.
- To alert staff to individuals or collective problems students may have with aspects of course material.

The course programme is designed to spread the assessment load as far as possible, however, there may be some bunching towards the conclusion of each of the first two semesters. You are strongly advised to make an early start on the preparation of assignments and to plan well ahead in order to avoid an accumulation of work that could adversely affect your performance.

You will find details of the assessments of individual modules in the relevant Module Descriptors. In addition to the essential information in the module descriptors, your Module Booklets (provided by the Module Tutor at the first timetabled session and on the module ELearn (Blackboard) site will give further details on the assessment requirements.

5.2 Notification of assignments and examination arrangements

Full details relating to the assessment of your course, (including policies on deadlines, penalties for late submission, plagiarism and feedback) can be found on ELearn (Blackboard).

Precise details of the timing and nature of individual assignments will be made available within individual Module Booklets, provided at the beginning of each semester.

At the discretion of the Module Tutor this information may be supplemented with additional detail (including the assessment criteria – if not available in Module Booklet) which will be given out during taught classes when the individual assignments are set, and well in advance of the submission date.

The marking criteria that are used to assess your work can be found in the appendices.

5.3 Referencing

It is normal School policy to use the Harvard style of referencing. Below are a few examples, you will be given a lot more guidance in your modules.

Citing authors in the text:

Single author: The salt form of a drug affects the dissolution rate (Smith, 2010)

Two authors: The salt form of a drug affects the dissolution rate (Smith and Jones, 2010)

Three or more authors: The salt form of a drug affects the dissolution rate (Smith et al., 2010)

Citations for a reference list:

Wan, K. W. (2004). Poly(amidoamine) salt form: effect on pH-dependent membrane activity and polymer conformation in solution. *Biomacromolecules*. 5(3):1102-9

5.4 Confidential material

Although you are not expected to access confidential information during the course, you still need to be aware of ethical and legal responsibilities to respect confidentiality and maintain anonymity of individuals and organisations.

5.5 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to the Hub at the Foster Hub in the Foster Building (01772 893500) and no later than 9.30 am on the morning when the work is due in or you have an in-semester test.

Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for **one extension period of between 1 and 10 working days** where appropriate evidence of good reason has been accepted and where submission

within this timescale would be reasonable taking into account your circumstances ([Academic Regulations](#)).

You should complete and submit an extension request form, with any supporting evidence, to your Hub (PBSExtensions@uclan.ac.uk). Further information is available on the Student Portal at: http://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](#)).

5.5.1 Extenuating circumstances

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

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

Further information is available on the Student Portal at:

http://www.uclan.ac.uk/students/study/examinations_and_awards/extensions.php

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

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

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual

assessment marks to take account of extenuating circumstances ([Academic Regulations](#) and [Assessment Handbook](#)).

5.5.2 Late submissions

If you submit work late and unauthorised, a universal penalty will be applied in relation to your work:

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

5.6 Feedback Following Assessments

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

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

5.7 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.

You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

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

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

Please pay attention to the plagiarism and writing exercise in the induction week to help you avoid plagiarism and re-presentation of your work.

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

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

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

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

Contact the Students' Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

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.

The Examination Board is the final decision making board of the course. At this board the results of the Research Projects (BL4207) will be received and the results of the modules from semester 1 and 2 will be ratified subject to final ratification by the University Academic Board. It is at this board where the awards are made. The classification of awards for Taught/Professional Masters Degree will be based on an APM derived from all Level 7 modules.

Award of MSc

To be eligible for the award of MSc Cancer Biology and Therapy, a student must pass all 5 modules (180 credits). For Taught/Professional Masters Degree awards the following scale will be used to determine the classification:

APM	Award
70% or above	Distinction
60% or above	Merit

Award of Postgraduate Diploma (PGDip)

Upon successful completion of 4 modules (120 credits), the student will be eligible for the award of a PGDip in Cancer Biology and Therapy.

For Postgraduate Diploma/Certificate awards the following scale will be used to determine the award classification:

APM:	
70 - 100%	Distinction
60 - 69%	Merit

Award of Postgraduate Certificate (PGCert)

The award of a Postgraduate Certificate in Cancer Biology and Therapy may be considered by the Board of Examiners when students have at least 60 credits

Determination of Awards

Each student registered for a course module will be awarded a percentage mark according to the University MODCATS grading scheme. In certain instances, a grade descriptor is used for fail marks or for modules that have not been fully completed.

NB. If you are registered incorrectly for the given course module you will be allocated grade N. If you undertake assessment without being registered, you will not be graded. The grades for each module will be reported by the Module Tutor to the School

Postgraduate Assessment Board, which will meet annually following completion of the course. Module grades will be subject to moderation by the External Examiner, who will have the right to conduct a viva voce examination of any candidate at the time of the Assessment Board meeting. Having received and confirmed any moderated module grades, the Board will determine awards for students that have satisfied the requirements listed above.

Reassessment

Candidates who fail any of the modules are entitled to one reassessment per module. The conditions for passing a module are explained in the Assessment Strategy found in each of the module booklets.

The grade allocated to a passed reassessment will not exceed the minimum passing mark. The timing of the reassessment will be determined by the School Postgraduate Assessment Boards or Examination Boards; where possible reassessments will be conducted before the final examination board.



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.

At the end of each academic year we review all our modules. During this process we take into account student views, which are discussed at Staff Student Liaison Committee meetings. Following the discussions at Module Review, we may decide, for example to alter the number and/or type of module coursework assessments. Alternatively, we may choose to leave the module as it is for the next academic year.

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

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

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

7.1.1 Course Representative

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

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

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

7.1.2 SSLC Meetings

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

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

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting:

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

During induction week your course leader will ask you to volunteer to be a representative. Normally the representatives elected will continue in the post for the duration of the course. However, this is not mandatory and new representative(s) can be elected if required.

Representatives will be notified by the Hub of the date and times of SSLC meetings. There will be an agenda and minutes will be taken. Once the minutes have been agreed by the Chair of the SSLC they will be emailed to the representatives.

7.2 Complaints

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

[Complaints Procedure](#)

8. Appendices

8.1 Programme Specification(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

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	University of Central Lancashire; Preston Campus
3. University School/Centre	School of Pharmacy and Biomedical Sciences
4. External Accreditation	None
5. Title of Final Award	MSc Cancer Biology and Therapy
6. Modes of Attendance offered	1 year full-time study 2 years part-time study
7a) UCAS Code	n/a
7b) JACS Code (only required for <u>NEW</u> programmes)	C131
8. Relevant Subject Benchmarking Group(s)	None
9. Other external influences	None
10. Date of production/revision of this form	August 2017
11. Aims of the Programme	
<ul style="list-style-type: none"> • To provide a sound educational platform, appropriate to Masters level, from which students may launch their careers in professions allied to biomedicine. 	
<ul style="list-style-type: none"> • To enable students to summarise, interpret and critically analyse current analytical technologies used in the provision of a comprehensive service in the diagnosis, treatment and monitoring of cancer. 	

- To evaluate and determine legislative and ethical issues pertinent to cancer research and the development and introduction of new therapies.
- To develop research skills to postgraduate level necessary for the competent execution of scientific research.
- To involve the learner in a stimulating educational environment in which students are encouraged to achieve personal growth to an advanced level, in terms of a wide range of skills including communication, numeracy, IT, independence, interpersonal and group working skills.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

- A1. Appraise and discuss the principles underpinning cancer biology and analytical instrumentation applicable to research, diagnosis, prognosis and management of cancer.
- A2. Evaluate current biotechnological and pharmaceutical developments and their applications to cancer through appraisal of both philosophical and ethical issues.
- A3. Apply knowledge/theory to new situations e.g. the formation of hypotheses and experimental design.

Teaching and Learning Methods

A range of teaching and learning activities will be used. These include lectures; tutorials; laboratory sessions; workshops; presentations; reading; problem based learning exercises; case studies; discussions and reflection; and a research project that will give students the opportunity to implement skills attained from taught modules. Course material will be accessible via the Blackboard VLE.

Assessment methods

Students will demonstrate their knowledge and understanding, including a mastery of primary and secondary sources, through a combination of case studies; data analysis; group and individual presentations; examinations; research reports; and posters. Coursework will be submitted electronically via Turnitin where possible. The final module mark is based on a weighted aggregate of all assignments in that module.

B. Subject-specific skills

- B1. Critically analyse knowledge of concepts, principles and theories relevant to cancer biology and therapy.
- B2. Critically discuss the necessary legal, ethical, safety and research governance issues relevant to cancer research and therapy.
- B3. Manipulate, interpret and critically report conclusions on a range of data and problems encountered in clinical science.
- B4. Select appropriate technology to enable a scientific research project to be undertaken.

Teaching and Learning Methods

A range of teaching and learning activities will be used including lectures; tutorials; laboratory sessions; data interpretation exercises; presentations; reading; problem based learning exercises; case studies; debates; discussions and reflection. A research project will give students the opportunity to implement skills attained from taught modules. Course material will be accessible via the Blackboard VLE.

Assessment methods

Students will demonstrate their knowledge and understanding through a combination of essays; data analysis; group and individual presentations, posters; research reports and examinations. Coursework will be submitted electronically via Turnitin where possible. The final module mark is based on a weighted aggregate of all assignments in that module.

C. Thinking Skills

- C1. Use and integrate discipline specific theories, concepts and principles.
- C2. Critically analyse a range of data and information derived either experimentally or from within scientific literature / data banks and evaluate it critically supported by logical and structured argument.
- C3. Collect and integrate several lines of evidence to develop and test theories, hypotheses and concepts.
- C4. Apply knowledge and understanding to address familiar and unfamiliar problems.
- C5. Critically appraise the moral and ethical issues raised by the process of clinical investigation.

Teaching and Learning Methods

A range of teaching and learning activities will be used including lectures; problem based learning exercises; debates, presentations; discussion and reflection; a research project will require students to implement their skills in research, selection and interpretation, incorporating a mastery of using primary and secondary sources. Course material will be accessible via the Blackboard VLE.

Assessment methods

Students will demonstrate their knowledge and understanding through a combination of essays; presentations; posters; reports of various types e.g. summaries, data analysis; a research project report and examinations. Coursework will be submitted electronically via Turnitin where possible. The final module mark is based on a weighted aggregate of all assignments in that module.

D. Other skills relevant to employability and personal development

- D1. Communicate through a range of media adopting an appropriate scientific style.
- D2. Display advanced interpersonal and teamwork skills.
- D3. Use IT effectively for information retrieval, communication and presentation.
- D4. Collate and analyse information relevant to a particular problem/proposal and generate a satisfactory report and conclusion.
- D5. Demonstrate advanced skills in self-management and professional development.

Teaching and Learning Methods

A range of teaching and learning activities will be used. Coursework is required to be word processed; workshops developing IT skills in the use of appropriate IT sources, including the World Wide Web, the use of databases and suitable IT analytical packages; workshops on the library and literature searching; presentations; practical work incorporating numeracy and statistics; teamwork through tutorials, case studies and problem based learning exercises and problem solving activities. Course material will be accessible via the Blackboard VLE.

Assessment methods

Students will demonstrate their knowledge and understanding through a combination of essays; written reports (including the research project); presentations; data analysis and posters. Coursework will be submitted electronically via Turnitin where possible. The final module mark is based on a weighted aggregate of all assignments in that module.

13. Programme Structures				14. Awards and Credits
Level	Module Code	Module Title	Credit rating	
Level 7	BL4012	Introduction to Cancer	20	Masters Degree Cancer Biology and Therapy Requires 180 credits at Level 7 Postgraduate Diploma Cancer Biology and Therapy Requires 120 credits at Level 7 Postgraduate Certificate Cancer Biology and Therapy Requires a minimum of 60 credits at level 7
	BL4013	Research Methods	20	
	BL4014	Research Proposal	20	
	BL4015	Cancer Therapies	60	
	BL4017	MSc Research Project	60	
15. Personal Development Planning				
<p>Students are initially introduced to PDP during induction week when they are introduced to the central processes of self-management, independent learning and reflective practice. Following induction, students must actively engage with elements of PDP in order to pass key pieces of coursework (e.g. the research proposal in BL4014; the lab notebook in BL4013 and BL4207). Career planning is supported through the University Careers service, with dedicated employability advisers for the School; Careers Fair and seminars given by School staff and external practitioners.</p>				
16. Admissions criteria * (including agreed tariffs for entry with advanced standing) <i>*Correct as at date of approval. For latest information, please consult the University's website.</i>				
<p>Students must hold one of the following:</p> <ol style="list-style-type: none"> 1. A minimum of a lower second class honours degree from a UK university or its equivalent in a biological discipline, for example Biochemistry, Physiology, Biomedical Science. Or 2. A qualification or experience deemed to be equivalent to the above. Plus 3. Students where English is not the first language need to demonstrate their ability in the English language through obtaining: IELTS at 6.5 or above Or TOEFL at 600 (paper) and 250 (CBE) with a TWE of 4 				

Or

Other Accepted English Language Qualifications:

Those applicants seeking entry with appropriate experiences will be required to demonstrate the suitability of this experience both on application and at interview.

17. Key sources of information about the programme

- **University / School of Pharmacy and Biomedical Sciences web pages**
- **MSc brochures and fliers**
- **University Postgraduate Prospectus**
- **Student Handbook**

18. Curriculum Skills Map

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

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes															
				Knowledge and understanding				Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development			

				A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
Level 7	BL4012	Introduction to Cancer and its Management	C	✓			✓				✓			✓		✓	✓	✓	✓	✓
	BL4013	Research Methods	C	✓	✓			✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
	BL4014	Research Proposal	C			✓		✓		✓			✓	✓	✓	✓	✓	✓	✓	✓
	BL4015	Cancer Therapies	C	✓	✓						✓			✓		✓	✓	✓	✓	✓
	BL4017	MSc Research Project	C			✓	✓			✓	✓	✓	✓	✓		✓	✓	✓	✓	✓

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

For example, for a standard BA/BSc (Hons) award the exit award learning outcomes for CertHE (Level 4) and DipHE (Level 5), BA/BSc (Level 6) should be included; for a postgraduate Masters, this would normally be PGDip and PGCert.

Learning outcomes for the award of: _PGDip_Cancer Biology and Therapy_

- A1. Appraise and discuss the principles underpinning cancer biology and analytical instrumentation applicable to research, diagnosis, prognosis and management of cancer.
- A2. Evaluate current biotechnological and pharmaceutical developments and their applications to cancer.
- A3. Apply knowledge/theory to new situations e.g. the formation of hypotheses and experimental design.

- B1. Apply knowledge of concepts, principles and theories relevant to cancer biology and therapy.
- B2. Discuss the necessary legal, ethical, safety and research governance issues relevant to cancer research and therapy.
- B3. Manipulate, interpret and report conclusions on a range of data and problems encountered in clinical science.
- B4. Select appropriate technology to enable a scientific research project to be undertaken.

- C1. Use and integrate discipline specific theories, concepts and principles.
- C2. Critically analyse a range of data and information derived either experimentally or from within scientific literature / data banks and evaluate it critically supported by logical and structured argument.
- C3. Collect and integrate several lines of evidence to develop and test theories, hypotheses and concepts.
- C4. Apply knowledge and understanding to address familiar and unfamiliar problems.
- C5. appraise the moral and ethical issues raised by the process of clinical investigation.

- D1. Communicate through a range of media adopting an appropriate scientific style.
- D2. Display interpersonal and teamwork skills.
- D3. Use IT effectively for information retrieval, communication and presentation.
- D4. Collate and analyse information relevant to a particular problem/proposal and generate a satisfactory report and conclusion.
- D5. Demonstrate skills in self-management and professional development.

Learning outcomes for the award of: _PGCert_Cancer Biology_

- A1. Discuss the principles underpinning the development, spread and resistance of cancers.
- A2. Review current biotechnological and pharmaceutical developments and their applications to cancer research, diagnosis, prognosis and management.
- A3. Apply knowledge/theory to formulate a hypothesis and experimental design.

- B1. Examine concepts, principles and theories relevant to cancer biology.
- B3. Interpret and report conclusions on a range of data and problems encountered in clinical science.

- B4. Select appropriate technology to enable a scientific research project to be undertaken.

- C1. Use and integrate discipline specific theories, concepts and principles.
- C2. Analyse data and information derived from within scientific literature / data banks and evaluate it, supported by logical and structured argument.
- C3. Collect and integrate evidence to develop and test theories, hypotheses and concepts.
- C4. Apply knowledge and understanding to address scientific problems.

- D1. Communicate through a range of media in an appropriate scientific style.
- D2. Display interpersonal and teamwork skills.
- D3. Use IT effectively for information retrieval, communication and presentation.
- D4. analyse relevant information and generate a satisfactory scientific report and conclusion.
- D5. Demonstrate skills in self-management and professional development.

University Student Handbook for Taught Courses



2018/19

Please read this Handbook in conjunction with your Course Handbook.

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

This Handbook is produced centrally and locked for editing. Partner institutions only are given permission to contextualise the Handbook.

UCLan Mission statement

We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

UCLan Values

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

Student Charter

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

Supporting Diversity at UCLan

UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination on various grounds including race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to

- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan [Equality and Diversity Policy](#) for further information.

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1. Welcome and Introduction to the University

The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. 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 request a review of this decision if you have grounds in line with the [Academic Appeals Procedure](#). Tuition fees will be charged in accordance with Appendix 2 of our [Tuition Fee Policy](#).

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, Office of the University Secretary and Legal Officer, 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.

The UCLan careers portal [careerEDGE](#) contains all the information and resources you will need to help navigate your way to a successful career, including access to hundreds of graduate vacancies, placements and part-time jobs.

We are based in the entrance to Foster building and are open from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. Come to see us to arrange your guidance appointment, have your CV and cover letter checked, get help in applying for a job or just to find out more about our full range of services. 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 offer advice on:

- Bank and Confirmation of Study Letters
- Council Tax Exemption Certificates
- International Student Support
- Library Services and Support
- Printing and Printer Credit
- Student Financial Support
- UCLan Cards
- UCLan Financial Bursary (1st year students only)
- Student Support and Wellbeing (including Disability)

and much more.

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

If you are struggling financially or have financial concerns which may prevent you from continuing on your course, you are advised to seek advice from the University's Finance Support Team, based in the <i>, or in the Advice and Representation Centre at the Students' Union.

If you are finding the course challenging or cannot complete independent study and assessments on time you should consult your Academic Advisor.

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

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;
- 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 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 which are outlined below. Where appropriate, 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 Student 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 Student [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 under stage 3 of the procedure.