



Course Handbook  
MSc Dental Education  
2018-19  
Course Leader: Vicky Buller  
School of Dentistry



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 Dentistry and to the MSc Dental Education.

The school aims to promote and support the professional development of all members of the dental team, facilitating improvements in the health and social care of individuals, groups and communities. Its curriculum is underpinned by a broad, social model of health, which focuses on health and health related activities with an emphasis on multi-professional and inter-organisational collaboration and consumer involvement, enabling people to fulfil their potential within all environments. Students are encouraged to take an evidence based approach, integrating theory and practice, and to share and accept differing approaches.

The rationale is to support healthcare professionals to educate the next generation of health care practitioners so that patients in future will continue to receive high quality care and treatment. We are very pleased that the first module of the course has also been successful in receiving accreditation from the Academy of Medical Educators meaning students may be eligible to apply for full membership of the Academy without going through the individual assessment process.

The course is designed to meet the needs of the inter professional care team, so that dentists and dental care professionals may all benefit from the support the course team will give and to develop knowledge and skills to become effective in developing others. A core philosophy of the course is that the environment in which training takes place will become a learning community to maximise the opportunity of learning for all and where identified development needs are considered and supported.

As this is a university accredited course, you are enrolled with the University of Central Lancashire and can access the library resources both on campus and on line. You will have a resource site for your course that you will also be able to access for specific course information. Further information about how to access this will be available on the induction session. This handbook will provide you with essential information about your course. It gives you information about the content of the course and introduces you to the ways in which we are going to teach and assess you.

We do hope that you will enjoy your studies within the School of Dentistry. We want this to be a positive learning experience for you. There will be some hard work ahead, but we hope that you will find it interesting and challenging, and that you will have the chance to enjoy yourself along the way.

*Vicky Buller*  
Course Leader

## 1.1 Rationale, aims and learning outcomes of the course

The aims of the programme are:



To provide students with the opportunities to apply the theory, practice and associated research of teaching and assessment within Dental Education to support learners and colleagues

To develop a critical knowledge of and the ability to evaluate the theory, practice context and associated research applied to Dental Education

To provide students with the opportunity to undertake an independent research study in the management of Dental Education

On completion of the programme, students will have achieved the following learning outcomes:

Synthesize and apply educational theories and teaching methods in order to plan, prepare, deliver and evaluate learning activities in a range of educational settings

Critically evaluate application of concepts, theories and current knowledge base relevant to Dental education, supporting colleagues and professional performance within the context of a changing health care environment

Demonstrate and apply a critical evaluation of education research methods and Professionalism

Conduct an independent study into professional practice as a dental educator through applied and practitioner led research

Demonstrate an evidence- based and critical approach to dental education, health policy, supporting colleagues and professional literature in order to inform teaching practice

Demonstrate the use of theoretical principles in order to design effective assessments and professional peer review activities, provide constructive feedback to learners and support progress

Demonstrate professionalism and ethical awareness in educational activity involving patients, colleagues and students

Demonstrate complementary skills required which contribute to and influence development and evaluation of evidence based practice in the context of the current changing health and education agenda.

Critically reflect upon theory, knowledge and skills relevant to Dental Education to reflect on experience, develop their own practice and facilitation skills and support the progress of others

Critically analyse and reflect on problems with their learners and to apply or support possible solutions informed by understanding of wider issues

Synthesise understanding of education theories and concepts with that of their own practice as dental educators and reflect on synergies with other professions involved in delivering education

Critically reflect on your approach to dental education research and maintain an ethical awareness in their approach with patients and colleagues.

Demonstrate high level skills, including communication skills for advancing professional practice for the benefit of the population, the profession, and personal development

Communicate thoughts, ideas and relevant concepts at a higher level.

Demonstrate a critical understanding of their personal and professional development as Dental educators and how this might be developed in order to enhance healthcare

Demonstrate project management skills

## **1.2 Course Team**

The course team is as follows:

### **Vicky Buller, Principal Lecturer Undergraduate Programmes**

#### **Course Leader**

[VBuller@uclan.ac.uk](mailto:VBuller@uclan.ac.uk)

Harrington 136

University of Central Lancashire

Preston. PR1 2HE

Office Telephone 01772 895879

Karen Rouse, Principal Lecturer Postgraduate Programmes

Aengus Kelly, Senior Lecturer Communications and Knowledge Transfer

Nara Taguyeva-Milne, Lecturer in Epidemiology

Mark Gilbert, Senior Lecturer

## **1.3 Expertise of staff**

Details of the course team and their qualifications, research and publications are provided on the school's web page, which can be found at: <http://www.uclan.ac.uk/colleges/clinical-biomedical-sciences.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.



## 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](mailto:AllenHub@uclan.ac.uk)

## 1.6 Communication



You will be given a primary academic e-mail address when you enrol; this will end in [uclan.ac.uk](http://uclan.ac.uk). 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.

Normal day to day communication with the school admin team should be via the generic school email address ([AllenHub@uclan.ac.uk](mailto:AllenHub@uclan.ac.uk)). This will be monitored on a regular basis.

Communication will usually be via email, with announcements and notifications being posted on Blackboard.

## 1.7 External Examiner

The University has appointed External Examiners 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 these individuals, their position and home institution can be found in the individual module handbooks. If you wish to make contact with your External Examiner, you should do this through your Course Leader and **not** directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.



## 2. Structure of the course

### 2.1 Overall structure

Each module consists of a series of study days. These dates will be made available to you. There will also be resources available to you on Blackboard.

## 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.

There are no optional modules available within this programme. Students will therefore study the following:

Year	Module Code	Module Title	Credits
3 MSc	DX4006	Research Project	60
2 PG Diploma	DX4036	Appraising Educational Literature	20
	DX4038	Assessment in Dental Education	20
	DX4037	Teaching Methods	20
1 PG Cert	MB4021	Facilitating Learning in Healthcare Practice	20
	DX4901	Mentoring in Dental Practice	40



## 2.3 Course requirements

You will be expected to abide by the [Regulations for the Conduct of Students](#) in the University. UCLan expects you to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

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

### Course-specific Regulations

As a student on the programme at UCLan you are expected to approach your studies in a **professional** manner and to behave responsibly at all times.

### **Declaration of Good Character and Good Health**

The School will, therefore, require information from you about your fitness to practise as a student. This will include information about: **a.** your character, including any criminal convictions or cautions and any fitness to practise proceedings instigated by another regulatory body; and **b.** your physical and mental health.

You must also inform the Course Leader (or nominee) as soon as possible, if you become subject to any criminal conviction or caution or if you become aware of any other factors relating to your character or health that might affect your fitness to practise.

A criminal conviction will not automatically debar you from the course, however, disclosure is mandatory as dentistry is one of the registered healthcare professions and is exempt under the Rehabilitation of Offenders Act. The School will make an informed and considered judgement on each individual declaration, in accordance with University procedures and taking account of guidance published by relevant bodies such as the GDC.

### **Procedure for the Consideration of Fitness to Practise**

The University's Fitness to Practise procedure applies to all students on professional courses at UCLan. It can be viewed in full at:

[http://www.uclan.ac.uk/study\\_here/student-contract.php](http://www.uclan.ac.uk/study_here/student-contract.php)

The Fitness to Practise procedure is intended to ensure that there is a fair and effective process for addressing any concerns that may arise during the course of your studies, about your fitness and suitability to be a student on the course. Such concerns may relate to your behaviour, including any criminal activity, or to your physical or mental health. If a formal sanction is imposed as the outcome of a Fitness to Practise hearing, the Course Leader/Dean of School will be obliged to notify the GDC (see below). You should, therefore, be aware that your fitness to practise may affect your practise.

If you are worried about any matter that may or has become subject to the Fitness to Practise procedure or if you have any questions about the procedure, you should contact your academic advisor or Student Services in the Students' Union Advice Centre (e-mail [suadvice@uclan.ac.uk](mailto:suadvice@uclan.ac.uk)) can advise and support you throughout the process.

### **Disclosure of Information**

The University's on-line enrolment form gives details of the uses and disclosures of the personal information you provide. The following details are of particular relevance to you as a student on the MSc Dental Education.

As a student on a professional course, the School may need to share personal information relating to your academic performance, character, conduct and/or health with relevant external organisations. These may include the GDC, placement providers, external examiners, future employers (within references), sponsors, the Disclosure and Barring Service and, in the case of international students, the UK Visas and Immigration. You will be informed in the event of any such disclosure(s).

The School will automatically inform the GDC if any formal sanctions are imposed as the result of a Fitness to Practise hearing. You are also obliged to inform the GDC of any such sanctions and any other factors relating to your character or health.



## 2.4 Progression Information

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

## 2.5 Study Time

### 2.5.1 Weekly timetable

Individual workshop timetables will be available at the beginning of each module. These will also be put on blackboard in advance for your information. You can also find your online timetable using the link below:

<http://www.uclan.ac.uk/students/study/timetabling.php>

### 2.5.2 Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours.

The normal amount of work involved in achieving a successful outcome to your studies, is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. For this course, this equates to 200 hours overall.



### 2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness must be made on the first day of illness before 9.00 a.m. via email to the course leader.

For exceptional requests for leave of absence, this must be made by completing a Leave of Absence form in advance of the event, which must be authorised by the Course Leader.

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.

You can check your own attendance record through myUCLan.

## 3. Approaches to teaching and learning

### 3.1 Learning and teaching methods

You will be required to study 180 Credits during the course.

The programme is structured to meet your requirements as an employed student, and some of elements of the modules will incorporate “learning through work” opportunities, as well as supporting you to undertake elements of independent study.

The learning and teaching strategy focuses on combining the development of your conceptual understanding and knowledge appropriate to degree level study, the application of your understanding to experience and practice, the development of relevant skills in order to enhance your understanding and practice, and developing your independence in planning and organising your work.

Your involvement in the learning and teaching process will encourage analytical thinking, skills application and critical reflection on your own role and experience. Emphasis will be placed also on using and sharing your experience with others on the course to aid the learning process, as well as on developing independent learning.

You will learn through a variety of learning and teaching strategies designed to enable achievement of the learning outcomes. A combination of formal input, supplementary reading, and interactive discussion, use of IT resources, seminars, group work, and practical work will be used to develop your understanding, critical analysis and ability to apply theory to practice. The varied experience of the group will be used to share knowledge and ideas and there will be discussion of documentation relating to national and local policy and trends in order to encourage independent work and critical comment. In particular, Standards for Dental Educators (COPDEND 2013). Guided reading will form part of your learning experience.

You will be asked to complete a module evaluation questionnaire, to ensure that we receive feedback about your experience of learning with us. This information will improve the quality of our modules.

The University of Central Lancashire has an established learning and teaching strategy that influences and shapes the delivery of this course. 'Learning' comes first in the title of this strategy to show its importance in the daily activity of the University. Lecturers and academics will help you **to learn**. Entering into a new area of knowledge **requires** you to learn.

Additional course resources will be available on Blackboard, which you will be able to access once you have enrolled on the course and necessary administration is completed. Your course leader will advise you on this and how to access and make good use of Blackboard.

### 3.2 Study skills

We recognise that you may have already accumulated many transferrable skills from your previous study and work and we encourage that you both use and share these during the course. Whether it is reviewing and researching dental literature or managing your timetable the staff will continue to support you in developing lifelong learning skills. Reflective practice is an example of the type of skill development we actively support.

There are a variety of services to support students and these include

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

LIS [https://www.uclan.ac.uk/students/study/it\\_skills\\_training.php](https://www.uclan.ac.uk/students/study/it_skills_training.php)



### 3.3 Learning resources

#### 3.3.1 Learning Information Services (LIS)

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

LIS school liaison staff provide induction activities for students during the course, such as searching the scientific literature. They also provide one to one advice to students particularly when starting research style projects.

Library books are available on normal, short and 24 hour loan. There are sufficient copies of textbooks to meet periods of high demand.

### 3.3.2 Electronic Resources

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

The school manages its eLearning environment proactively to provide a constant up to date repository of course material. eLearn (Blackboard) gives access to lecture and practical resources, handbooks, video recordings of lectures and timetables. It acts as a one-stop-shop for information about the course and a site for students to interact.

Networked software and electronic journals provided by LIS enrich the access to learning materials and provide students with a comprehensive set of resources to succeed in dentistry. Subject software in anatomy provides students with a different approach to learning and on-demand resources.

### 3.4 Personal development planning

During induction you will be introduced to the UCLan virtual learning environments and tools available to support your personal development. Learning & Information Services (LIS) will ensure that you are registered on the system and can access the web. There will be group tutorials on access to learning resources at UCLan

As students at the Dental School you will have access to:

- Blackboard – this is the UCLan interactive learning site that provides information about the local delivery of the course and important events happening in the University.

Your academic advisor will give support to develop a Personal Development Plan utilising the resources you identify as most effective for your own use. The PDP process challenges you to examine all aspects of your experience as you progress through your programme and to review your strengths and areas for development in relation to personal skills, learning styles, study skills, and includes setting goals and action planning.

You are encouraged to review your progress with your academic advisor once every semester. You are encouraged to bring to the meeting a review of your own progress together with your personal goals and action plan, this process is by you and for you.

If you require specialist advice to learn more effectively WISER tutorials and workshops are available.

- Tutorials – [Walk-In Study Enhancement through Review](#) drop-in one-to-one tutorial consultations, available to all students during term time, focusing upon specific and individual needs.
- Workshops – [Workshop Interactions for Study Enhancement and Review](#) which focus on topics of direct relevance to students' study needs such as Oral Presentations and Essay and Report Writing



### 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, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

It's your future: take charge of it!

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

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

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

Your clinical and secondary care placements will allow you to gain experience of a wide range of career pathways available within dentistry. We will then provide further information and guidance to facilitate your postgraduate career.

#### 4. Student Support



##### 4.1 Academic Advisors

See section 1.4

##### 4.2 Students with disabilities

UCLan is committed to providing access to and removing barriers where possible for students with special needs. A range of policies and information about disability matters have been produced and can be accessed via the

link below:

[https://www.uclan.ac.uk/students/health/disability\\_services.php](https://www.uclan.ac.uk/students/health/disability_services.php)

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - [disability@uclan.ac.uk](mailto: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.

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

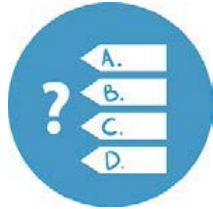
Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk)

Should you need any advice regarding our processes, or have issues related to disability/learning difficulty, then please contact the School's disability Lead - Elaine Austin [eaustin@uclan.ac.uk](mailto:eaustin@uclan.ac.uk) for further advice / support.

### 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 the modules on this course will be assessed. You are expected to attempt all required assessments, 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 programme contains summative assessments and these are an essential and integral part of the module. They provide evidence that you have achieved the learning outcomes. You must submit and achieve the required pass level in the module summative assessments to pass the module. Grades will be awarded against assessment criteria that have been designed specific to your module and these will be available with the assessments. A range of summative assessment methods are used across the programmes delivered by the School of Dentistry. This ensures that broad ranges of learning styles are met. The assessment details for each module will be available in the module handbook. They will also be available on Blackboard.

The summative assessments (i.e. they count towards your overall grade) will be supplemented by formative assessments, which are for your feedback only and allow you to gauge your own progress on the programme.

Assessments at this level are not only about remembering facts, but will also test your ability to interpret and critically appraise available information and construct logical arguments.

You must undertake and pass **all** parts of the module assessments, each with a minimum pass grade of 50%.

Your assessed work will be graded with a percentage mark and as Distinction/Merit/Pass/Fail. At the end of the programme your grades will be used to calculate an Average Percentage Mark or APM which will be used to determine your final grade as follows:

APM 70% or above	Distinction
APM 60% - 69.99%	Merit
APM 50% - 59.99%	Pass
APM 49.99% or less	Fail

All pieces of work will be assessed by members of the course/module team and will be graded if the assessment criteria have been met and the learning outcomes successfully achieved. The assessments will be reviewed by a second course team member, who will act as moderator and the final results agreed by the two assessors. A sample of completed work will be made available to the course external examiner, who is an expert from another university, to ensure that the standards achieved are appropriate. The deadline dates for the assessments can be found in the individual assessment briefs.

You **may** have a maximum of two attempts at each assessed element. If your first attempt does not meet the required 50% and you are offered a resubmission following the assessment board, your second attempt will be reassessed for a maximum of 50%.(Pass) If you resubmit

any pieces of work for re-assessment, you are strongly advised to seek the advice of the course delivery team, prior to doing this.

## **5.2 Notification of assignments and examination arrangements**

Information regarding assessments for each module can be found in the relevant module handbooks and will be discussed by the module tutor at the beginning of each module. You will receive an “assignment brief” that will be also be posted onto Blackboard together with the required submission times and examination details.

Some assignments will need to be submitted as hard copy, but most of them will be via Blackboard. Guidance on how to do this will be provided by the module tutor.

## **5.3 Referencing**

For all written assessments you will be expected to reference correctly. The main purposes of referencing are as follows:

- to acknowledge the sources of information that you have used
- to indicate to the reader the range and scope of your literature review
- to enable the reader to find the sources easily and quickly.

The references must therefore contain enough information for the item to be traced quickly in a library catalogue.

For all written assessments we will expect you to use the Harvard referencing system under which the author and date of publication appear in brackets in the body of the text and a reference list at the end of the document contains all of the journals, books, etc. that are referenced in the text. Further details on the use of referencing, and the avoidance of plagiarism, will be provided during your course and will also be available on blackboard.

## **5.4 Confidential material**

Students are reminded of their ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations at all times. All students should be aware of their professional responsibilities when posting discussions or information on social networking sites, such as Facebook. Failure to comply may result in referral to Fitness to Practise.

## **5.5 Cheating, plagiarism, collusion or re-presentation**

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

Further information is provided in the Student handbook.

## **6. Classification of Awards**

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards

are made by Assessment Boards through the application of the academic and relevant course regulations.



## **7. Student Feedback**

You can play an important part in the process of improving the quality of this course through the feedback you give. The course team regularly review this feedback and incorporate this into the programme where required.

### **7.1 Student Staff Liaison Committee meetings (SSLCs)**

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



## 8. Appendices

### 8.1 Programme Specification(s)

#### UNIVERSITY OF CENTRAL LANCASHIRE

#### Programme Specification

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

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

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	University of Central Lancashire Preston Campus
<b>3. University School/Centre</b>	School of Dentistry
<b>4. External Accreditation</b>	Academy of Medical Educators (see section 15 of this programme specification)
<b>5. Title of Final Award</b>	MSc Dental Education
<b>6. Modes of Attendance offered</b>	Part time
<b>7a) UCAS Code</b>	N/A
<b>7b) JACS Code</b>	X300
<b>8. Relevant Subject Benchmarking Group(s)</b>	<a href="http://www.qaa.ac.uk/en/Publications/Documents/SBS-education-studies-15.pdf">http://www.qaa.ac.uk/en/Publications/Documents/SBS-education-studies-15.pdf</a>
<b>9. Other external influences</b>	Committee of Postgraduate Dental Deans and Directors (COPDEND) – Standards for Dental Educators (2013)  Committee of Postgraduate Dental Deans and Directors (COPDEND) Quality Assurance Framework for Dental Workforce Development (2016)  Academy of Medical Educators (Professional Standards 2014)  General Dental Council - Preparing for Practice, Dental team learning outcomes for registration (2015)



	<p>General Dental Council – Standards for the Dental Team (2013)</p> <p>General Dental Council – Student Professionalism and fitness to practise – what you need to know. (2016)</p> <p>General Medical Council (promoting Excellence: standards for medical education and training 2015)</p>
<p><b>10. Date of production/revision of this form</b></p>	<p><b>March 2017</b></p>
<p><b>11. Aims of the Programme</b></p>	
<ul style="list-style-type: none"> <li>• To provide students with the opportunities to apply the theory, practice and associated research of teaching and assessment within Dental Education to support learners and colleagues</li> </ul>	
<ul style="list-style-type: none"> <li>• To develop a critical knowledge of and the ability to evaluate the theory, practice context and associated research applied to Dental Education</li> </ul>	
<ul style="list-style-type: none"> <li>• To provide students with the opportunity to undertake an independent research study in the management of Dental Education</li> </ul>	

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

### A. Knowledge and Understanding

- A1. Synthesize and apply educational theories and teaching methods in order to plan, prepare, deliver and evaluate learning activities in a range of educational settings
- A2. Critically evaluate application of concepts, theories and current knowledge base relevant to Dental education, supporting colleagues and professional performance within the context of a changing health care environment
- A3. Demonstrate and apply a critical evaluation of education research methods and Professionalism
- A4. Conduct an independent study into professional practice as a dental educator through applied and practitioner led research

### Teaching and Learning Methods

Interactive and structured workshops, blended learning, lectures, facilitated reflection on experiential learning, simulation, group work, tutorials

### Assessment methods

Essay, Audit, Portfolio, assessment of design of an educational resource, case presentation, Simulated role play  
Evaluation paper, critical review paper  
Dissertation which will comprise an independent research project with its focus on a topic of importance.

### B. Subject-specific skills

- B1. Demonstrate an evidence-based and critical approach to dental education, health policy, supporting colleagues and professional literature in order to inform teaching practice
- B2. Demonstrate the use of theoretical principles in order to design effective assessments and professional peer review activities, provide constructive feedback to learners and support progress
- B3. Demonstrate professionalism and ethical awareness in educational activity involving patients, colleagues and students
- B4. Demonstrate complementary skills required which contribute to and influence development and evaluation of evidence based practice in the context of the current changing health and education agenda.

### Teaching and Learning Methods

Interactive and structured workshops, facilitated reflection on experiential learning, simulation, seminars, tutorials, group work

### Assessment methods

Portfolio, educational resource, essay, case based report, case presentation, Simulated role play  
Critical review paper, Practical skills assessment  
Dissertation which will comprise an independent research project with its focus on a topic of importance.

### C. Thinking Skills

- C1. Critically reflect upon theory, knowledge and skills relevant to Dental Education to reflect on experience, develop their own practice and facilitation skills and support the progress of others
- C2. Critically analyse and reflect on problems with their learners and to apply or support possible solutions informed by understanding of wider issues
- C3. Synthesise understanding of education theories and concepts with that of their own practice as dental educators and reflect on synergies with other professions involved in delivering education
- C4. Critically reflect on your approach to dental education research and maintain an ethical awareness in their approach with patients and colleagues.

<b>Teaching and Learning Methods</b>
Interactive and structured workshops, facilitated reflection on experiential learning, simulation, seminars, tutorials, group work
<b>Assessment methods</b>
Portfolio, educational resource, essay, case based report, case presentation, Simulated role play  Critical review paper, Practical Skills Assessment  Dissertation which will comprise an independent research project with its focus on a topic of importance.
<b>D. Other skills relevant to employability and personal development</b>
D1. Demonstrate high level skills, including communication skills for advancing professional practice for the benefit of the population, the profession, and personal development  D2. Communicate thoughts, ideas and relevant concepts at a higher level.  D3 Critically evaluate their personal and professional development as Dental educators and how this might be developed in order to enhance healthcare  D4. Demonstrate project management skills
<b>Teaching and Learning Methods</b>
Workshops, tutorials, facilitated role play, seminars, learning sets
<b>Assessment methods</b>
Portfolio, audit, educational resource, case based report, case presentations, simulated role play Evaluation paper, critical review paper,  Critical paper  Dissertation which will comprise an independent research project with its focus on a topic of importance.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 7	DX4006	Research Project	60	<b>MSc</b> Dental Education Requires 180 credits at Level 7
Level 7	DX4036	Appraising Educational Literature	20	
	DX4038	Assessment in Dental Education	20	
	DX4037	Teaching Methods	20	
Level 7	MB4021	Facilitating Learning in Healthcare Practice	20	<b>PGCert</b> Dental Education Requires 60 credits at Level 7
	DX4901	Mentoring in Dental Practice	40	
<b>15. Personal Development Planning</b>				
<p>On completion of the MSc in Dental Education the student will have developed and assimilated a wide range of education theory, skills, experiential knowledge and its application to their role as dental educators. The programme has been constructed so that there is a progression route to the taught doctorate in education (EdD).</p> <p>Having completed the programme the student will be well placed to influence the role and the research of dental education in patient care at local, regional and national levels. Throughout the programme students will maintain a progress file which will be reviewed by the Course Leader and will maintain their own professional portfolios in line with GDC requirements. This will be supported by the assessment strategy which includes critical reflection on practice and professional development planning.</p> <p>On completion of the certificate level, students will be encouraged to apply for Membership of the Academy of Medical Educators (accreditation already gained)</p> <p>On completion of the MSc students will be encouraged to consider Fellowship of Academy of Medical Educators. (Subject to satisfactory accreditation of this programme by the Academy of Medical Educators).</p>				
<b>16. Admissions criteria *</b>				
(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>				
Applicants admitted onto the course will meet the following requirements:				
<ul style="list-style-type: none"> <li>• Must hold a relevant Dental degree (e.g. BDS, Dental Hygiene and Dental Therapy or equivalent)</li> <li>• Be actively engaged in dental practice</li> <li>• Have sufficient competency in English language (IELTS Level 7 or equivalent in all four areas)</li> </ul>				
All suitable applicants will be interviewed. Interview procedures and decisions regarding applications will be conducted within the University's policies on equal opportunities and admission.				
<b>17. Key sources of information about the programme</b>				
<ul style="list-style-type: none"> <li>• Student handbook</li> <li>• School website</li> </ul>				

- **Course Leader**

## 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	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
<b>LEVEL 7</b>	DX4006	Research Project	COMP		√	√	√	√		√	√	√	√	√	√	√	√	√	√
	DX4036	Appraising educational literature	COMP			√		√						√			√		
	DX4038	Assessment in Dental Education	COMP		√			√	√	√		√	√			√	√	√	
	DX4037	Teaching Methods	COMP		√			√	√	√		√	√			√	√	√	
	DX4901	Mentoring in Dental Practice	COMP	√	√			√	√			√	√			√	√		
	MB4021	Facilitating Learning in Healthcare Practice	COMP	√	√			√	√			√	√			√	√		

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

## 19. LEARNING OUTCOMES FOR EXIT AWARDS:

### **Learning outcomes for the award of Post Graduate Certificate Dental Education**

- A1 Synthesize and apply educational theories and teaching methods in order to plan, prepare, deliver and evaluate learning activities in a range of educational settings
- A2 Critically evaluate application of concepts, theories and current knowledge base relevant to Dental education, supporting colleagues and professional performance within the context of a changing health care environment
- B1 Demonstrate an evidence- based and critical approach to dental education, health policy, supporting colleagues and professional literature in order to inform teaching practice
- B2 Demonstrate the use of theoretical principles in order to design effective assessments and professional peer review activities, provide constructive feedback to learners and support progress
- C1 Critically reflect upon theory, knowledge and skills relevant to Dental Education to reflect on experience, develop their own practice and facilitation skills and support the progress of others
- C2 Critically analyse and reflect on problems with their learners and to apply or support possible solutions informed by understanding of wider issues
- D1 Demonstrate high level skills, including communication skills for advancing professional practice for the benefit of the population, the profession, and personal development
- D2 Communicate thoughts, ideas and relevant concepts at a higher level.

### **Learning outcomes for the award of Postgraduate Diploma Dental Education**

- A1 Synthesize and apply educational theories and teaching methods in order to plan, prepare, deliver and evaluate learning activities in a range of educational settings
- A2 Critically evaluate application of concepts, theories and current knowledge base relevant to Dental education, supporting colleagues and professional performance within the context of a changing health care environment
- A3 Demonstrate and apply a critical evaluation of education research methods and Professionalism
- B1 Demonstrate an evidence- based and critical approach to dental education, health policy, supporting colleagues and professional literature in order to inform teaching practice
- B2 Demonstrate the use of theoretical principles in order to design effective assessments and professional peer review activities, provide constructive feedback to learners and support progress
- B3 Demonstrate professionalism and ethical awareness in educational activity involving patients, colleagues and students

- C1 Critically reflect upon theory, knowledge and skills relevant to Dental Education to reflect on experience, develop their own practice and facilitation skills and support the progress of others
- C2 Critically analyse and reflect on problems with their learners and to apply or support possible solutions informed by understanding of wider issues
- C3 Synthesise understanding of education theories and concepts with that of their own practice as dental educators and reflect on synergies with other professions involved in delivering education
- D1 Demonstrate high level skills, including communication skills for advancing professional practice for the benefit of the population, the profession, and personal development
- D2 Communicate thoughts, ideas and relevant concepts at a higher level.
- D3 Critically evaluate their personal and professional development as Dental educators and how this might be developed in order to enhance healthcare



## 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.

## **Contents page**

- 1. Welcome and Introduction to the University**
- 2. Learning Resources**
- 3. Preparing for your career**
- 4. Student support**
- 5. Students' Union**
- 6. Rationale, aims and learning outcomes of the course**
- 7. Assessment**
- 8. Student Voice**

## 1. Welcome and Introduction to the University

The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. 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](mailto: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](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](mailto:careers@uclan.ac.uk)  
[www.uclan.ac.uk/careers](http://www.uclan.ac.uk/careers)

#### 4. Student support, guidance and conduct



##### 4.1 Student Support

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

The <i> is your first point of call for all enquiries, help and advice. We provide guidance to all UCLan students whatever the query may be. We 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 (1<sup>st</sup> 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](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](https://www.uclan.ac.uk/students/health/disability_services.php)

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

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



#### **4.4 Health and Safety**

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

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

#### **4.5 Conduct**

You will be expected to abide by the [Regulations for the Conduct of Students](#) 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](http://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](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](mailto: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](mailto: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](mailto: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](mailto: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.