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University of Central Lancashire

Student Handbook
MSc Forensic Psychology
2018/19
Course Leader: Dr. Carol A. Ireland
School of Psychology

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

Contents

1. Welcome to the course

This handbook provides an overview of the MSc in Forensic Psychology, delivered by the Department of Psychology at the University of Central Lancashire. It contains details about the requirements and regulations for the named route, along with information that is relevant to all students studying at the University.

Students may choose between a one year full time and a two year part time route on the MSc in Forensic Psychology. Those students registering on the part time route enrol for PS4700 (Advanced Methods in Psychology) in their first year of study, and complete PS4980 (Advanced Forensic Psychology Project) in their second year of study. Students will be encouraged to discuss the planning of their part time module registration with Dr. Carol A Ireland if required.

Eligibility for admission to the MSc in Forensic Psychology is dependent upon having the Graduate Basis for Chartered Membership (GBC) with the British Psychological Society (BPS). GBC status may be fulfilled in one of the following ways:

- Holding a BPS accredited Honours Degree in Psychology;
- Holding a BPS accredited Postgraduate Qualification in Psychology;
- Holding a BPS accredited Conversion Qualification;
- A pass in the BPS Qualifying Examination.

Further information about BPS requirements for GBC can be found on the BPS website http://www.bps.org.uk/. If students obtained their degree from a non-UK institution they will be required to submit their course transcript to the BPS (with a view to being granted exemption from the qualifying exam), pass the BPS Qualifying Exam or obtain an accredited Conversion Qualification. The Department of Psychology at the University of Central Lancashire runs a one year Psychology Conversion MSc

(http://www.uclan.ac.uk/courses/psychology_conversion_msc.php).

This is a BPS accredited Conversion Qualification. The standard entry level is a 2:1 or equivalent although a 2:2 may be considered on an individual basis if a higher degree is also held, and/or a good grade in their undergraduate psychology project is attained (high pass grade and above).

1.1 Rationale, aims and learning outcomes of the course

The course is built around the fundamental theoretical, methodological and applied areas of Forensic Psychology.

The major aim of the programme is to equip those psychology graduates with the BPS graduate basis for Chartered Membership (GBC) for Stage 1 professional training in Forensic Psychology, and to equip them with some of the knowledge needed for future practice as Chartered Psychologist and Forensic Psychologists (following completion of Stage 2 training – a minimum of two years supervised practice). The programme further aims to facilitate and evaluate student competence in core academic areas of forensic psychology, through supportive seminars, lectures, coursework, examination and independent study and research supervision. There will be a specific aim of facilitating and evaluating student competence in the production of a research project designed to assess their ability to integrate core information from the

course, implement it within a research setting, and demonstrate a good level of organisational and communication skill. The project is also an opportunity for the student to crystallize their research interests and the programme team can provide expertise in a wide range of academic and applied forensic psychology research areas (e.g. violent and sexual offenders, forensic mental health, stalking, domestic violence, forensic lie detection, jury decision making, aggression within secure settings, personality disorder, psychopathy, women offenders and young and juvenile offenders). Ultimately, successful completion of this course will lead to an MSc in Forensic Psychology.

In terms of the Course Philosophy, the MSc Forensic Psychology programme at the University of Central Lancashire incorporates changes reflecting the demand for quality training within the UK and other EU countries.

The programme has been specifically designed to reflect the academic skills required to apply psychology to a forensic setting. These settings include universities, prisons, secure hospitals, probation, police services and the courts. The programme provides a strong emphasis on the application of forensic psychology, with all the more theoretical modules including topics on how the theory is applied in practice.

The programme is generally built-around the notion of a 'seamless sentence' and follows the progression of an offender from their first contact with the criminal justice system until their eventual release into the community and/or transfer to conditions of less security. The role of ongoing assessment, intervention and throughcare are emphasised throughout. In addition, attention is given to the victim and pre-trial issues (including civil justice).

In the provision of the course, students will be equipped with grounding in the theoretical principles of Forensic Psychology and the application of these theories to a practical forensic setting. To foster professional growth, a strong emphasis has been placed upon developing professional report writing and presentation skills, methodological rigour, research expertise, independent learning and critical thinking. To facilitate this, students will be exposed to a learning and research environment that is rich in mentoring opportunities from members of the programme team with academic and/or practical forensic experience.

Major Learning Outcomes[1]

On completion of the course, students will be able to:

1. Identify, explore and critically evaluate psychological theories pertaining to criminal behaviour and the application of psychology to the legal system.
2. Demonstrate an understanding of the application of psychological theory to forensic psychology including professional practice and working with specific client groups (both treatment and assessment).
3. Demonstrate appreciation of the role of ethics and professional standards within the discipline.
4. Use a wide range of methodological and statistical techniques currently employed in the discipline.

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[1] More specific Learning Outcomes for each module are provided on the Module Description Forms.

5. Apply skills to future professional practice, under supervision such as writing and presenting professional reports, conducting a risk assessment and applying motivational techniques to report writing.
6. Use statistical software packages (e.g. SPSS) competently and apply these to a research question, with enhanced critical evaluation skill and application of relevant theory.
7. Explore, critically evaluate and integrate information from the research literature in a purposeful way.
8. Formulate hypotheses and plan research in a systematic and meaningful way.
9. Demonstrate a technical and critical knowledge of issues in research design and analysis.

*This competence is demonstrated at an <u>academic</u> level. It should not be confused with Stage 2 supervised practice.

Gaining Chartered Psychologist and Forensic Psychologist Status

For psychologists in the UK, the British Psychological Society (BPS) can confer the status of Chartered Psychologist, and as part of being a Full Member of the Division of Forensic Psychology. This is needed in order to then become a Forensic Psychologist by the Health Care and Professions Council, which is our regulatory body. Current BPS regulations require that students should possess a qualification that confers the Graduate Basis for Chartered Membership (GBC) of the BPS. All students on this MSc. are expected to have already satisfied this requirement. In addition, two further stages must be completed:

(a) An appropriate accredited postgraduate qualification (Stage 1)

(b) A *minimum* of two year's supervised experience by a Chartered Psychologist, who is also a Forensic Psychologist (Stage 2).

Successful completion of the MSc. in Forensic Psychology will fulfil Stage 1 of the BPS requirements.

After completion of the M.Sc., students may gain supervised experience as a Trainee Forensic Psychologist in a variety of settings, including the Prison and Probation Service, Police settings, private practice, the NHS and in secure hospitals in the private sector (plus in other settings).

1.2 Course Team

In addition to a commitment to the excellence of the MSc in Forensic Psychology, the team that delivers the programme is actively engaged in research in a number of forensic psychology fields (e.g. bullying in prisons, stalking, domestic violence, fear of crime, rape, lie detection, jury decision making and cognitive interviewing). They regularly publish in leading forensic journals and present papers at both national and international conferences. The team includes seven practicing Chartered and Forensic Psychologists who have links with the NHS, private health services, community services, prison service, Courts and the Police. Their commitment is to complement the academic Forensic Psychology team by focusing on applying the theory underpinning the work of a forensic psychologist and by providing students with skills that they may apply in the workplace. The Course Team is as follows:

Name	Designation	Room(Darwin)
Zainab Al-Attar zainab.alattar@btinternet.com	Dissertation supervisor	DB231
Beth Richardson BHRichardson@uclan.ac.uk	Dissertation supervisor	DB210
Jo Bryce JBryce@uclan.ac.uk	Dissertation supervisor	DB208
Abigail Thornton AThornton4@uclan.ac.uk	Dissertation supervisor	DB206
Ioan Ohlsson IMOhlsson@uclan.ac.uk	Lectures, Marker, Dissertation supervisor	DB231
Kimberley McNeillKMcNeill@uclan.ac.uk	Dissertation supervisor	DB231
Carol Ireland caireland@uclan.ac.uk	Course Director, Dissertation supervisor	DB209
Jane L. Ireland JLIreland1@uclan.ac.uk	Dissertation supervisor	DB231
Paul Taylor PJTaylor@uclan.ac.uk	Lectures	DB107
Roxanne Khan RKhan2@uclan.ac.uk	Dissertation supervisor	DB221
Stasia Osiowy stasia.osiowy@lancashire.gov.uk	Lectures, Marker, Dissertation supervisor	DB231
Gail Derefaka GDerefaka1@uclan.ac.uk	Lectures, Marker, Dissertation supervisor	DB231
Paul Seager PBSeager@uclan.ac.uk	Dissertation supervisor	DB104
Rachel Worthington REWorthington@uclan.ac.uk	Module Leader Dissertation supervisor	DB231
Cath Sullivan CSullivan@uclan.ac.uk	Lecturer, Dissertation Supervisor	DB216
Simon Chu SChu@uclan.ac.uk	Dissertation Supervisor	DB215
Charlie Frowd **CFrowd1@uclan.ac.uk**	Dissertation Supervisor	DB116

1.3 Expertise of staff

The team that delivers the programme is actively engaged in research in a number of forensic psychology fields (e.g. bullying in prisons, stalking, domestic violence, fear of crime, rape, lie detection, jury decision making and cognitive interviewing). They regularly publish in leading forensic journals and present papers at both national and international conferences. The team includes seven practicing Chartered and Forensic Psychologists who have links with the NHS, private health services, community services, prison service, Courts and the Police. Their commitment is to complement the academic Forensic Psychology team by focusing on applying the theory underpinning the work of a forensic psychologist and by providing students with skills that they may apply in the workplace

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

Course Administration Service 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.

Foster Building
Forensic and Applied Sciences
Pharmacy and Biomedical Sciences
Psychology
Physical Sciences
telephone: 01772 891990/891991
email: FosterHub@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 attempt to contact you by email. You should expect to receive a reply to your email (not necessarily a resolution to the query) within 3 working days (unless the staff member is on annual leave/away from the university).

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 (via Dr. Carol A. Ireland caireland@uclan.ac.uk). 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.

Dee Anand,
Department of Psychology,
University of Portsmouth.

Note: The Course Director (Dr. Carol A Ireland) is responsible for the academic and practical content of the course, accreditation issues, assessment and day to day running of the course, including deadlines, extensions and extenuating circumstances. Queries relating to the above should be directed to Dr. Carol A. Ireland (CAIreland@uclan.ac.uk).

2. Structure of the course
2.1 Overall structure

The MSc Forensic Psychology programme is based upon nine modules (with one module being equivalent to six hours of study per week for the duration of an academic year) organized to deliver all of the core areas identified in the British Psychological Society Membership and Qualifications Board document 'Criteria for the Accreditation of M.Sc. Programmes in Forensic Psychology' (published in 2000, by the BPS Division of Forensic Psychology Training Committee). All teaching takes place on the University Campus. All components of the MSc are required to be successfully completed in order to be awarded the MSc.

Part-Time Study

Although students are able to complete the MSc in one year full-time (12 months, from September to August/September), students may wish to take the course part-time. The course team are committed to ensuring evening provision where possible for at least some modules[2], to help facilitate a part-time route to students who may find it difficult to attend all modules during the day. Some modules, will, therefore require evening attendance for both full-time and part-time students.

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[2] Some modules, however, require attendance during the day.

Allocation of Core Curriculum Areas to Modules

Module	Core Curriculum Area Covered
PS4700 Advanced Methods in Psychology	**Primary Coverage of Core Area** Methodological issues commensurate with the Master's level of education/Research
PS4980 Advanced Forensic Psychology Project	**Primary Coverage of Core Area** Methodological issues commensurate with the master's level of education/research Psychology applied to the process of investigation
PS4801 Psychology and the Legal System	**Primary Coverage of Core Area** Psychology applied to the custodial process Appreciation of the legal framework of the law and the civil and criminal justice systems Psychology applied to the legal process including legal research methods Psychology applied to throughcare Assessment and intervention with offenders Assessment and intervention with litigants, appellants and individuals seeking arbitration and mediation Applications and interventions within criminal and civil justice systems
PS4802 Personal Attributes of Offenders and Victims	**Primary Coverage of Core Area** Psychology and criminal behaviour Assessment and intervention with victims of offences (adults and children)
PS4803 Professional Practice: Forensic Consultancy and Supervision	**Primary Coverage of Core Area** Appreciation of the ethical and professional considerations of forensic practice Criteria for professional report production Consultancy, project management and organizational interventions Giving of expert witness testimony Psychology applied to the process of investigation
PS4804 Forensic Risk Assessment	**Primary Coverage of Core Area** Psychology and criminal behaviour Appreciation of the ethical and professional considerations of forensic practice Assessment and intervention with offenders (adults and children) Approaches to assessment Criteria for professional report production Appreciation of the legal framework of the law and the civil and criminal justice systems Psychology applied to the legal process Applications and interventions within criminal and civil justice systems Giving of expert witness testimony [*written testimony*] *Some* coverage of psychology applied to the custodial process and throughcare *Some* coverage of assessment and intervention with litigants with regards to risk
Module	Core Curriculum Area Covered

PS4805 Psychology, Investigation and the Courtroom	**Primary Coverage of Core Area** Psychology applied to the process of investigation Psychology applied to the legal process Appreciation of the ethical and professional considerations of forensic practice Giving of expert witness testimony Assessment and intervention with victims of offences (adults and children) [witnesses].
PS4806 Violent and Sexual Offenders: Intervention	**Primary Coverage of Core Area** Psychology and criminal behaviour Appreciation of the ethical and professional considerations of forensic practice Assessment and intervention with offenders (adults and children) Applications and interventions within criminal and civil justice systems Approaches to assessment Criteria for professional report production
PS4807 Forensic Mental Health	**Primary Coverage of Core Area** Approaches to assessment Assessment and intervention with offenders (adults and children) Appreciation of the legal framework of the law and the civil and criminal justice systems Appreciation of the ethical and professional considerations of forensic practice Applications and interventions within criminal and civil justice systems

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. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module. Details of the modules that form the MSc Forensic Psychology are as follows:

Module Outlines

PS4700 – Advanced Methods in Psychology
The module will cover a variety of methodologies, univariate and multivariate statistical techniques, as well as important theoretical and methodological issues. Initial sessions will review techniques typically covered at undergraduate level (for instance, two sample designs, correlational designs and factorial designs), however, a more critical approach will be adopted from the outset. For example, greater emphasis will be placed upon such issues as reliability, validity, effect sizes, statistical power and significance. Theoretical and methodological issues introduced on the course will be set in context by way of examples drawn from the current literature. More advanced techniques, reflecting recent developments in research design and statistics will be introduced later in the course (for instance, qualitative methods, factor analysis,

meta analysis, multiple regression and structural equation modelling). Appropriate computer software will be introduced where appropriate and extensive use will be made of statistical software, particularly SPSS for Windows.

PS4980 – Advanced Forensic Psychology Project

Students will be expected to take a major responsibility for designing, conducting, analysing and interpreting the results of a substantial empirical investigation that will make a contribution to the discipline.

PS4801 – Psychology and the Legal System

This covers a range of areas, such as: Definitions of crime, Psychology and the legal process; Litigation vs. mediation and arbitration; Civil and criminal legislation; EC law, The Race Relations Act and the Human Rights Act; The relationship between the legal system and the victim; Juvenile justice and detention orders; Punishment and treatment: The role of detention and custody; The seamless sentence: the throughcare process; Child protection litigation and the family court; The Victims Charter and witness protection; Crime as a social function and the role of probation.

PS4802 – Personal Attributes of Offenders and Victims

This covers a range of areas, such as: Personal attributes of offenders and victims; The role of victims and victimology; Theories of offending; The drug-crime connection; Stalking and domestic violence; Acquisitive offenders and offending across the lifespan.

PS4803 – Professional Practice: Forensic Consultancy and Supervision

This covers the following: The psychologist as a consultant: Core competencies, roles and applications to forensic settings; Project management and organisational intervention: Case-studies; Working independently: Ethical and professional considerations and the role of supervision; Conducting investigations: The use of cognitive interviewing techniques; Training others: Planning, implementing and evaluating training; Communicating effectively: Presenting evidence and providing feedback; Consultancy in practice: Demonstrating the consultancy skills needed using the Negotiation Adviser role as an illustration.

PS4804 – Forensic Risk Assessment

This covers the following: Risk assessment as 'litigation support' and its role in protecting victims; Overview of risk assessment and actuarial vs. clinical approaches; Ethics and professional issues in risk assessment; Structured clinical assessment and incorporating treatment gains; Assessing risk across the lifespan; Compiling assessments: Good practice; Completing assessments: The Historical, Clinical and Risk Management Guide; Functional Analysis: Its link to assessment; and completing and presenting a professional report with attention to the Civil Procedure Rules (Part 35).

### PS4805 – Psychology, Investigation and the Courtroom

This covers the following: Child witnesses in court; Giving of expert testimony; Eyewitness testimony; Forensic lie detection; Memory and interviewing; Offender profiling and the psychology of the judge and jury.

PS4806 – Violent and Sexual Offenders: Intervention

This covers the following: The 'what works' debate and effective treatment approaches for offenders across the lifespan; Assessment approaches and how these link to treatment; Motivational Interviewing: Assessing readiness for treatment and applying it to offenders in denial; Treatment approaches for violent offenders across the lifespan; Treatment approaches for sexual offenders across the lifespan; Summarising treatment outcome: Compiling and presenting treatment needs reports to clients.

PS4807 – Forensic Mental Health

This covers the following: The patient versus offender debate: Overview of the research, ethical and practical arguments and implications for risk assessment; Working with mentally ill and personality-disordered offenders: Implications for assessment, management and treatment; An introduction to mental illness, including schizophrenia, bi-polar affective disorder, anxiety disorders and depressive disorders; Psychoses - hallucinations and delusions; An introduction to personality disorders: What it is and the dimensional versus categorical debate; Therapy interfering behaviours: Overview and practical techniques for minimising. Mental disorders: Overview of the role of psychologists in relation to the legal framework, including the impact of D.S.P.D; An introduction to working with distressed clients: Suicide and self-injury and practical techniques for dealing with acute mental health distress; Ethical considerations when working with mentally disordered offenders: 'Capacity', 'Consent', 'Responsibility' and 'Treatability'.
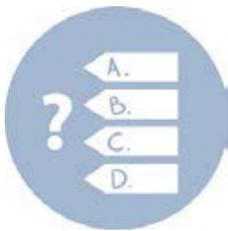
2.3 Course requirements
Course Requirements

In order to be awarded the MSc Forensic Psychology, all modules must have been successfully completed.

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.

Regulations for the Award

General Regulations for the Award of M.Sc. in Forensic Psychology

- To be eligible for the award of M.Sc. Forensic Psychology, the student must have passed PS4980, PS4700, PS4801, PS4802, PS4803, PS4804, PS4805, PS4806 and PS4807.
- The award of Distinction will be made where the advanced project component has been graded 70% - 100% and the average % mark across ALL modules (including the advanced project) is in the range 70% - 100%.
- The award of Merit will be made when the student is not eligible for a Distinction and where the advanced project component and the average % mark across ALL modules (including the advanced project) is 60% or above.

Regulations for the Award of Postgraduate Diploma in Psychology

- To be eligible for the award of Postgraduate Diploma in Psychology, the student must have passed PS4700 and four other Level 4 modules.

Regulations for the Award of Postgraduate Certificate in Psychology

- To be eligible for the award of Postgraduate Certificate in Psychology, the student must have passed three modules at Level 4.

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

Overall Timetable

Semester 1 (Sept-Dec)	Semester 2 (Jan-March/April)	Semester 3 (April-Sept)
PS4801	PS4803	PS4806
PS4802	PS4805	PS4807
PS4804		
PS4980 (YEAR LONG)		
PS4700 (SEMESTERS 1 AND 2)		

Please go to the online summary timetable:

http://www.uclan.ac.uk/courses/assets/timetableweb_FINAL.pdf.pdf

General timetables can usually be found at the following link:

https://apps.uclan.ac.uk/timetable.html

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. The online timetable (detailed above) offers you an idea in terms of the contact time etc. At this is post-graduate study, you further have to allow for self-study time, and if full time, this would be expected to be at least 12 hours per week.

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:

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 to the Head of Department or nominee (usually the Course Director).

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.

Notification of illness or exceptional requests for leave of absence must be made to:

Dr. Carol A. Ireland (caireland@uclan.ac.uk)

If you are an international student, it is important to be aware of your student responsibilities under the Visas and Immigration (UKVI) Points Based System (PBS) - you MUST attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

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

Also, be aware that each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

Students should report non-attendance to the hub email –

FosterHubAttendance@uclan.ac.uk or by telephoning the hub on 01772 891990 or 01772 891991. The interns will report the non-attendance to the academic adviser who can disseminate the information accordingly.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

Students are encouraged to learn by applying psychological approaches and theories to assignments, and where some of these assignments are modelled of work that would be required if employed in a forensic setting (e.g. consultancy report, treatment need report).

Students are encouraged to learn by applying their knowledge. Teaching methods are varied and it is expected for students to engage in pre-reading. It is expected that improved in knowledge and skill is to be observed as the course progresses.

3.2 Study skills

There are a variety of services to support students and these include
WISER http://www.uclan.ac.uk/students/study/wiser/index.php

3.3 Learning resources
3.3.1 Learning Information Services (LIS)

We are committed to supporting students in developing their study skills. This is via clear instruction during modules, as well as detailed assignment feedback. In terms of specific services we would recommend the following: WISER

https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_33_1 LIS
https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_25_1

Learning resources

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. Further details on the library can be found at:

https://www.uclan.ac.uk/students/study/library/index.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. The module handbooks will direct you in terms of requirements.

3.4 Personal development planning

This course supports you in personal development planning, and noting your aspirations and how you can be supported in achieving these. At various points across the course students are encouraged to re-address and develop their aspirations. This is done via written personal development planning and module leader support. Dr. Carol A. Ireland is always available in order to assist you in developing your aspirations.

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.

You will be able to record your journey using 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 come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

4. Student Support

The 'i' is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only, Printing and Printer Credit, UCLan Cards, the 'I' shop and UCLan Financial Support Bursary (first year students only).

4.1 Academic Advisors

You will be allocated an academic advisor on the course. Their role is someone you can go to for help and advice relating to your course and wider opportunities.

You will be able to access this information through your My UCLan page. If you have any queries regarding this, please contact Foster Hub (details above).

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.

Assessment arrangements for students with a disability

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

4.3 Students' Union One Stop Shop

The 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.

If your course is for students not studying on the main campus please include the following : – as one of the thousands of students who are not studying on the main UCLan campus in Preston, the Students Union is still your union, please check http://www.uclansu.co.uk/ for full details on what we may be running in your partner institution.
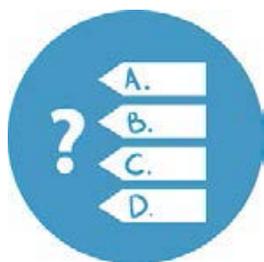
5. Assessment
5.1 Assessment Strategy

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 Module Description Forms provide information about the assessment required for each module, whereas the assessment grid above summarises the assessment for each module across the year. All assessments link to the learning outcomes of the course and each relevant module. Given below are the guidelines and rules concerning coursework deadlines, submissions and extensions. This is followed by more specific details relating to the advanced project. Level 4 marking criteria are reproduced at the end of this handbook.

5.2 Notification of assignments and examination arrangements

Details in regard to requirements for individual assessments and their respective deadlines for submission will be provided in the Module Handbook. In terms of any examinations, the Module Leader will be able to confirm this once the examination dates have been set. This will also be available on the online timetable.

Assignments are generally submitted electronically – details in regard to how this is expected is noted in each module handbook. The marking criteria for assessment is detailed later in this handbook.

5.3 Referencing

Unless indicated differently in the Module Handbook, the APA referencing style is expected. There are lots of online resources for this, yet a good example is as follows:

http://lis.tees.ac.uk/referencing/sssl_apa.pdf

5.4 Confidential material

You are not expected to access any confidential information on this course.

5.5 Cheating, plagiarism, collusion or re-presentation

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

6. Classification of Awards

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

7. Student Feedback

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

In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

For instance, we have moved some module and altered some assignments in regard to student feedback.

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 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.

There are a variety of opportunities available for students to voice their opinion within the course (SSLCs as noted below). Examples could include discussions with module leaders, the Course Director and Module Evaluations that take place at the end of each module.

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.

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.

8. Appendices

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

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 Psychology
4.	**External Accreditation**	Division of Forensic Psychology Training Committee of the British Psychological Society
5.	**Title of Final Award**	MSc Forensic Psychology
6.	**Modes of Attendance offered**	Full-time and Part-time
7.	**UCAS Code**	N/A
8.	**Relevant Subject Benchmarking Group(s)**	Psychology
9.	**Other external influences**	Division of Forensic Psychology Training Committee of the British Psychological Society
10.	**Date of production/revision of this form**	Jan 2014

11. Aims of the Programme

- To equip psychology graduates with the BPS graduate basis for chartered membership (GBC) for Stage 1 professional training in Forensic Psychology, and to equip them with some of the knowledge needed for future practice as potential Chartered Forensic Psychologists.
- To facilitate and evaluate student competence in core academic areas of forensic psychology, through supportive seminars, lectures, coursework, examination, independent study and research supervision.
- To facilitate and evaluate student competence in the production of a research project designed to assess their ability to integrate core information from the course, implement it within a research setting, and demonstrate a good level of organizational and communication skill.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A.   Knowledge and Understanding

Upon completion of the programme a successful student will be able to:

A1. Identify, explore and critically evaluate psychological theories pertaining to criminal behaviour and the application of psychology to the legal system.

A2. Demonstrate application of psychological theory to forensic psychology including professional practice and working with specific client groups (both treatment and assessment).

A3. Demonstrate application of the role of ethics and professional standards within the discipline.

A4. Use a wide range of methodological and statistical techniques currently employed in the discipline.

Teaching and Learning Methods

The core theoretical basis of forensic psychology will be presented via lectures and supported seminars where guided practice will be important. Independent study will also be incorporated, as well as research supervision to assist with the production of a final research project.

Assessment methods

The learning outcomes will be assessed through a combination of unseen examinations, coursework (essays, presentations and practical assignments) and the research project.

B.   Subject-specific skills

Upon completion of the programme a successful student will be able to:

B1. Apply skills to future professional practice, under supervision such as writing and presenting professional reports, conducting a risk assessment and applying motivational techniques to report writing.

B2. Use statistical software packages (e.g. SPSS) competently and apply these to a research question, with enhanced critical evaluation skill and application of relevant theory.

Teaching and Learning Methods

Workshops and practical exercises are used for students to develop competence in the use of statistical software packages (e.g. SPSS). The research project also requires students to develop research specific skills.

Assessment methods

The learning outcomes will be assessed through coursework (e.g., through professional reports, including a legal report and treatment summary document, and statistics coursework).

C.   Thinking Skills

Upon completion of the programme a successful student will be able to:

C1. Explore, critically evaluate and integrate information from the research literature in a purposeful way.

C2. Formulate hypotheses and plan research in a systematic and meaningful way.

C3. Demonstrate a technical and critical knowledge of issues in research design and analysis.

C4. Interpret and present statistical tests appropriately, and to communicate these effectively in written reports

Teaching and Learning Methods

This will be achieved through participation in lectures and seminars and through conducting an empirical piece of research. The course structure incorporates a large component of coursework where literature search, critical evaluation, integration and presentation of information (both written and oral) are important.

Assessment methods

Completion of a research project will represent the primary form of assessment. This requires students to develop skills in research methodology and statistical analysis, along with the ability to integrate and synthesize information in an organised and purposeful manner. C3 and C4 will also be demonstrated via individual pieces of statistical coursework.

D. Other skills relevant to employability and personal development
Upon completion of the programme a successful student will be able to:
D1. Demonstrate skills in the areas of communication (oral and written) and organization.

Teaching and Learning Methods
The majority of seminar work will be focused on the development of communication (oral and written) and organization skills. Research supervision will also focus on these skill areas.

Assessment methods
Communication will be assessed via coursework and examination. Organizational skills will be assessed through coursework and the research project.

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 7	PS4700	Advanced Methods in Psychology	40	**MSc in Forensic Psychology** Requires 180 credits at Level 7.
	PS4980	Advanced Forensic Psychology Project	40	**Postgraduate Diploma in Forensic Psychology** Requires 120 credits at level 7
	PS4801	Psychology and the Legal System	15	**Postgraduate Certificate in Psychology**
	PS4802	Personal Attributes of Offenders and Victims	15	Requires 60 credits at level 7.
	PS4803	Professional Practice: Forensic Consultancy and Supervision	10	
	PS4804	Forensic Risk Assessment	20	
	PS4805	Psychology, Investigation and the Courtroom	20	
	PS4806	Violent and Sexual Offenders: Intervention	10	
	PS4807	Forensic Mental Health	10	

15. Personal Development Planning
All students are required to complete a personal development plan and log at the start of the programme and during the course. All personal development plans/logs are considered and commented on by the Course Leader. Personal development is therefore integral to the programme and students are encouraged to reflect, to consider their career goals and how these can be achieved, and to reflect on their own skills development and areas of strength and required improvement. Support and advice on these areas is provided by the Course Leader and programme team. The mandatory module PS4803 is specifically covers supervision as a personal development issue (as per British Psychological Society Guidelines – Division of Forensic Psychology).

16. Admissions criteria
Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study.   These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.
Students will be informed of their personal minimum entry criteria in their offer letter.
.
Students should have a minimum of an upper second class honours degree in Psychology (or an equivalent Psychology qualification) recognised by the BPS as conferring GBC.
Students with a relevant degree that does not confer GBC, but has a good match of curriculum, and/or with a

relevant lower second class honours degree, but showing a good final year performance, including a good quality dissertation/research project, will be considered on an individual basis.

A minimum IELTS score of 6.5 or equivalent qualifications.

17. Key sources of information about the programme

UCLan Website: http://www.uclan.ac.uk/schools/psychology/
BPS Division of Forensic Psychology Website: http://www.bps.org.uk/dfp/

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), (COMP) or Option (O)	Knowledge and understanding	Subject-specific Skills		Thinking Skills				Other skills relevant to employability and personal development	
				A	B1	B2	C1	C2	C3	C4	D1	D2
LEVEL 7	PS4700	Advanced Methods in Psychology	C	X		X	X	X	X	X	X	X
	PS4980	Advanced Forensic Psychology Project	C	X		X	X	X	X	X	X	X
	PS4801	Psychology and the Legal System	C	X			X				X	X
	PS4802	Personal Attributes of Offenders and Victims	C	X			X				X	X
	PS4803	Professional Practice: Forensic Consultancy and Supervision	C	X	X		X				X	X
	PS4804	Forensic Risk Assessment	C	X	X		X				X	X
	PS4805	Psychology, Investigation and the Courtroom	C	X			X				X	X
	PS4806	Violent and Sexual Offenders: Intervention	C	X	X		X				X	X
	PS4807	Forensic Mental Health	C	X	X		X				X	X

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

Gaining membership to the British Psychological Society (BPS)

It can be helpful for students to join the British Psychological Society, and this is something we would encourage on the course. This can ensure they are kept continually up to date with a range of Psychological issues.

Graduate membership is open to everyone who has completed a BPS accredited undergraduate degree **or** postgraduate conversion course. You will have met this requirement by acceptance on to the MSc Forensic Psychology at this University. If you are not already a member, more details can be found at the following link:

http://www.bps.org.uk/what-we-do/membership/graduate-member-mbpss/graduatemember-mbpss

Graduate Basis for Chartered Membership (GBC) is an entry requirement for all Society accredited postgraduate training courses and is also required to work towards becoming a Chartered Psychologist. The GBC is awarded through a successful application to become a Graduate Member of the Society.

There can be a range of benefits, including:

- You can use the designated graduate member title MBPsS
- You can assist and support schools, colleges or higher education institutions by joining the Directory of Voluntary Careers Speakers.
- You can create contacts and other networking opportunities by joining professional and membership groups.

Yet, there are a wide range of benefits. Please go to the above link to find more details. Or email/phone the details below.

Email: applications@bps.org.uk

Tel: +44 (0)116 252 9911

In regard to applying to be a graduate member, lecturers on the course would be happy sign application forms for you etc.

Module outline Form

Module outline forms (including associated summary reading) can be accessed from the MSc Forensic webpage:

http://www.uclan.ac.uk/courses/msc_pgdip_pgcert_forensic_psychology.php

NOTE: More detailed and specific reading lists will be provided within each module handbook at the start of each semester.

Accreditation of Prior Learning (APL)

The Accreditation of Prior Learning (APL) is a process which enables people of all ages and backgrounds to receive recognition and formal credit for learning acquired in the past through formal study and through work and other life experiences.

For further details of the following APL Handbooks and application forms, please go to:

http://www.uclan.ac.uk/information/services/sss/accreditation/index.php

- Student Handbook for Accreditation of Prior Certificated Learning
- Application for Accreditation of Prior Certificated Learning
- Student Handbook free choice elective modules APEL 1001 & 2001
- Application for Accreditation of Prior Experiential Learning for free choice elective modules
- APEL 1001 Module Descriptor
- APEL 2001 Module Descriptor
- Student Handbook for APEL specific module accreditation
- Application for Accreditation of Prior Experiential Learning for specific module(s)

"Learning is like breathing - we do it all the time"

We all learn throughout our lives in many different ways. We learn in school, college and training courses. But we also learn from experience - by watching others, asking questions and seeking knowledge from books or other sources, solving problems and experiencing failures as well as successes. As adults we continue to learn from our everyday experiences in the family and close to home, as well as in other aspects of our lives, at work and in our communities.

The Accreditation of Prior Learning is based on the premise that an individual's learning can be identified and given credit within academic programmes, regardless of the context in which it is acquired.

You can claim for learning acquired through previous formal study via a process termed Accreditation of Prior Certificate Learning (or AP(C)L) and for learning gained through other life experiences and study which has not been formally assessed via Accreditation of Prior Experiential Learning (or AP(E)L) .

To be given credit on the programme, previous learning needs to be at Higher Education level.

For more information please email APLUnit@uclan.ac.uk

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**

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.

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 Student*s. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Students' Union is where your voice can be heard, actions taken, or campaigns launched.

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

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

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

6. Rationale, aims and learning outcomes of the course

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

6.2 Sometimes certain aspects of courses may be subject to change. Applicants are encouraged to check information on our relevant course pages from time to time, particularly before submitting any application for their academic year of study. Material changes about a

course will be notified to you in material produced after the change is made and at the time you are made any offer of a place of study for that course. For details about changes to course information after you have accepted any offer, please see our [Additional Information and Conditions of Offer](#)

7. Assessment

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

7.1 Dealing with difficulties in meeting assessment deadlines

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

7.2 Extensions

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

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

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

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

7.3 Extenuating circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready

to support you, with both your course and your personal wellbeing, through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook)

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

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

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

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

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

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

For distance learning courses:
You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled

submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Generic feedback may be oral, written, posted on a website or other.

7.6 Unfair Means to Enhance Performance

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

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

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

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

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

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

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

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

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

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

7.7 Appeals against assessment board decisions

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

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student's academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;

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.