Course Handbook

MSc in Health Informatics

Incorporating the target and exit awards of
University Certificate in Health Informatics
Postgraduate Certificate in Health Informatics
Postgraduate Diploma in Health Informatics
Postgraduate Certificate in Health Research Methods

2017-18

Course Leader: John Howard

School of Health

Other relevant documents are available in Student Common Room of eLearn
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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  8.1 Programme Specification(s)
1. Welcome to the course

Welcome to the student handbook for the Postgraduate Health Informatics and Research Methods courses for 2017-18. This handbook applies to all students studying in the Academic Year 2017-18.

The Health Informatics course team welcomes both new and returning students to this course embodying over ten years' work in health informatics education and research. We look forward to a productive year for you all whilst recognising that postgraduate study places demands on students and requires great commitment. The course team wish you every success in the forthcoming year.

This handbook includes important information for all students studying with us in distance learning mode. You are advised to read it carefully to acquaint yourself with the nature and content of the course. Additional information will be provided throughout the course that you should also read carefully.

If you are unsure about anything relating to the course please consult your module tutor or the course leader. You can contact them electronically or by telephone. If they are not available messages may be left in the School office where the administrative staff will be able either to give you information about how and when they can be contacted or to put a message in the staff pigeonholes.

Staff will also be pleased to hear your comments on the course. There will be regular formal opportunities for student feedback but it is important that you also use the informal channels so that any problems can be dealt with quickly. The course leader's email will normally be checked every 24 hours and this is the preferred mode of contact.

It is IMPORTANT that all students make you aware of the information contained within this handbook. Please read it before you start the course.

Any amendments to the course information/handbook will be posted on eLearn.

PLEASE REMEMBER THIS HANDBOOK IS PRODUCED IN MAY 2016. eLearn will be more up to date. Students should familiarise themselves with all the information in the course documentation section of their eLearn area. In particular, students should refer to the sections of the School Handbook and University regulations where signposted in this handbook.

John Howard,

Course Leader.

1.1 Rationale, The aim of the course

The course aims to enable students to use, and critically evaluate the use of, information within a health and/or social care context. The course will enable students to show an in-depth critical understanding of concepts, methods and knowledge related to health informatics, to integrate and apply their understanding to the practice and problems of using health information and associated methods and technologies, to evaluate and develop their own practice, to analyse problems and opportunities, and initiate research studies leading to changes in practice, and to collect, use, analyse and present information, evaluate and use appropriate research methodologies. The course is distinctive in its focus on primary and community care, its strong basis in research and through a combination of learning and assessment styles closely linked to clinical and professional practice, but rooted in the
broader academic literature. Much of the material is also relevant to other sectors of health and social care.

The MSc includes a dissertation as an opportunity for students to demonstrate that they have integrated their learning from different elements of the course

**Course learning outcomes**

<table>
<thead>
<tr>
<th>A. Knowledge and Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. To demonstrate knowledge of the role of information, information management and technology within health and social care</td>
</tr>
<tr>
<td>A2. To demonstrate an appreciation of the political and professional context of health care</td>
</tr>
<tr>
<td>A3. To demonstrate knowledge of the role of IM&amp;T within health and social care and the related strategy documents, including coding, and information governance, and other specialised areas as determined by specific module choices</td>
</tr>
<tr>
<td>A4. To demonstrate an appreciation of quantitative and qualitative research methods</td>
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<table>
<thead>
<tr>
<th>B. Subject-specific skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1. To be able to apply advanced IT skills including data modelling</td>
</tr>
<tr>
<td>B2. To demonstrate an understanding of the need for, and the correct application of the coding of health information</td>
</tr>
<tr>
<td>B3. To be able to develop an information strategy. To be able to carry out a systematic review and construct guidelines from systematic reviews by accessing the suitable resources</td>
</tr>
<tr>
<td>B4. To be able to apply advanced IT skills in other specialised areas as determined by specific module choices</td>
</tr>
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<table>
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<tr>
<th>C. Thinking Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1. To demonstrate knowledge of computer concepts for the health or social care professional</td>
</tr>
<tr>
<td>C2. To be able to apply the scientific paradigm and process in the construction of logical arguments and providing evidence for conclusions</td>
</tr>
<tr>
<td>C3. To be able to evaluate health and social care research and data relating to it, and use this skill to prepare health and social research proposals.</td>
</tr>
<tr>
<td>C4. To relate health informatics and quality assurance to the broader literature</td>
</tr>
<tr>
<td>C5. To be able to evaluate reviews, protocols and guidelines</td>
</tr>
<tr>
<td>C6. To be able to evaluate new technologies</td>
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<table>
<thead>
<tr>
<th>D. Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1. To demonstrate development of enhanced IT skills: word processing, electronic searching</td>
</tr>
<tr>
<td>D2. To carry out research from a wide range of paper and electronic sources.</td>
</tr>
<tr>
<td>D3. To demonstrate communication skills in a variety of media and formats e.g. presentation skills, report writing</td>
</tr>
<tr>
<td>D4. To demonstrate the ability to work in a team or independently.</td>
</tr>
<tr>
<td>D5. To manage projects and their own time</td>
</tr>
</tbody>
</table>

**1.2 Course Team**

The staff may be contacted by Email or phone. In the event of difficulties experienced in making contact, then please contact the School Office and ask them to make an appointment for either a face-to-face meeting or a telephone conference.

Subject Leader: Beverley Ellis bsellis@uclan.ac.uk 01772 892786

Course Leader: John Howard jhoward1@uclan.ac.uk 01772 893873

Tutor: Paul Reid pjreid1@uclan.ac.uk 01772 893411

Course Administrator Team 3 HXAdmin@uclan.ac.uk
1.3 Expertise of staff

Beverley Ellis:

Beverley commenced employment within the NHS in 1973, accepting an academic post at UCLan in 2002. Her background includes managing one of the first integrated primary health care teams that developed and utilised a unified electronic record. Beverley was also a member of the software development panel of one of the main GP system suppliers and is a Chartered IT Professional (MBCS CITP). She has represented Primary Care on a number of national programmes including NHS Number, National Strategic Tracing Service and Nursing Use of Emerging Technologies. Her interest in health informatics originates from the belief that integrated health and social care teams can provide more effective patient/client care through access to shared and integrated information, supported by technology.

Beverley has supported life-long learning and health informatics development throughout her career and continues to develop professional networks currently as an elected council member of UK Faculty of Health Informatics; Secretary, BCS Health Primary Healthcare Specialist Group, Member of IHM and Assist. She continues to develop web based and face-to-face communities of practice for health informatics learning, research and development.

Beverley was awarded the degree of Doctor of Philosophy, having completed PhD studies in 2008 (Governance of quality improvement programmes in two PCTs). A series of publications were published to disseminate the results of her research using a complex adaptive system theoretical framework, which helps to explain the findings. You can read these in the Journal of Informatics in Primary Care. Beverley professionally supports the development of health informatics competencies across the health and social care workforce via delivery of distance learning courses, which link to strategies that include National Occupational Standards (NOS) and Health Informatics Career Framework.

Beverley is currently External Examiner for IHRIM, NCCQ and University of Sunderland.

John Howard:

John’s research interests include open systems data models and training needs analysis. He was the main researcher on the development of the EQQMM, the maturity model developed to analyse and improve equal opportunities policies and on the TNAMM training needs analysis tool. He has worked for the Czech Government helping to introduce a system of Clinical Coding into the Czech Health System.

Qualifications

1979 BSc Physiology / Zoology University of Sheffield
1983 RSCN Salford School of Nursing
1983 RGN Salford School of Nursing
1990 Cert Ed Bolton Institute of HE
1987 ENB 405 Liverpool

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

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

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

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

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

**Brook Building**
- Community, Health and Midwifery
- Nursing
- Health Sciences
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.

We encourage you to contact your tutors by email as we are not always at our desks and we aim to respond to emails as a priority.

In addition there is a daily online support facility from Monday to Friday 10-2 and 3 evenings a week where you can chat with your tutors.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(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.

Our course has 2 external examiners:

**Dr Philip Scott**
Senior Lecturer in Information Systems
School of Computing, University of Portsmouth

**Dr Howard Leicester,**
Patient and Public Involvement (PPI) Member
Standard Setting for Accessible Information Advisory Group NHS England

2. Structure of the course

2.1 Overall structure

The distance learning route, is intended to replicate on-campus provision as far as is humanly possible. To this end, the course team have developed a range of on-line facilities to replicate traditional student facilities and resources. These are accessible via the University’s ELearn environment.
You will need to ensure that you have access to eLearn, the University’s elearning environment.
In the event of experiencing problems accessing ELearn, please contact John Howard (jhoward1@uclan.ac.uk) immediately or failing this, any member of the course team.

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.

Compulsory Modules:

**HI4000: Postgraduate and Professional Study Skills**
What are study skills and why do you need them?
Using your informatics skills in the workplace
Project management: techniques and guidance
Using Project Management techniques
Knowledge Acquisition: using terms and structured strategies
Application of Knowledge: acquisition tools and techniques
Assessing Value in Acquisitions
Knowledge dissemination 1 – spreading the word effectively
Knowledge Dissemination in practice
Reflection on the application of learned Study Skills in a work-based context

**HI4001: Information and IT Concepts for Health and Social Care**
Information, Management and Technology
Managing Care
Modelling the organisation
Data modelling (1)
Data flow diagrams
Data modelling (2)
Entity-relationship modelling
ISD methodologies:
waterfall vs. RAD
Ethics, confidentiality and the law
Data security and encryption
Data Security

**HI4002: Quantitative Methodology for Health and Social Research**
The critiquing of a research article
The scientific paradigm
The research and development life cycle
Identifying a research question
Literature Review
Randomised Controlled Trials
Surveys and questionnaire design
Sampling, validity and bias
How to write a research proposal
Writing up your research

**HI4003: Qualitative research methods for health and social research**
- Overview of qualitative methods in research
- A systematic approach to qualitative research
- Design of a qualitative research study
- Ethnography and grounded theory
- Interview techniques
- Open ended questionnaires
- Focus groups
- A combined approach
- Ethics of Health Research
- Evidence from research

Optional Modules are:

**HI4004: Informatics for Health and Social Care**
- Historical evolution
- The Electronic Care Record
- The importance of coding
- Delivering 21st Century IT implementation plan
- Integrated Care Records
- Barriers to “joined up care”
- Developing capability and capacity
- Information for clinical governance
- Empowering patients

**HI4006: Information & communication technology for health and social care**
- Electronic health records (1) - databases
- Electronic health records (2) - Practical Implementation
- National Networks: Theory and standards
- National Networks :Security and confidentiality
- Clinical coding - Read and SNOMED
- HL7 and DICOM
- The World Wide Web (WWW)
- The Internet - standards
- Telemedicine and telecare
- The implications of ECRs for clinical practice

**HI4007: Quality Assurance for Health Social Care**
- Introduction to Quality assurance
- Quality Management Systems
- Maturity models
- Historical QA practice in health care
- Clinical Audit
- Scandals litigation and behaviours
- Scandals: an international comparison
- Clinical governance: a process view
- Clinical governance: an education-based view
- Clinical Governance: what kind of quality does it represent?

**HI4010: Knowledge Based Management and Leadership in Health and Social Care**
- Leadership and Management
- The Management of Knowledge
Using Knowledge to Deliver Sustainable Service Improvement  
Using Knowledge to Support Decision Making  
Using Knowledge to Make Decisions About Resources  
Techniques to Manage Risks  
Managing Knowledge for Commissioning  
Knowledge-based Performance Management  
Origins and Concepts of Governance  
Knowledge-based Management for health and social care

**HI4008: Comparative study of national health and social care systems**

This module is different in nature; it is structured in three sections:  
1. Defining an evaluation framework  
2. Applying the framework to a specific policy initiative to illustrate its use.  
3. A mini project where you apply the framework to a national system of your choosing

**HI4990: Dissertation**  
Triple value Dissertation Module on negotiated topic

### 2.3 Course requirements

The course is designed to meet the needs of a wide spectrum of students, coming from a range of backgrounds including clinical practice, clinical governance, IM&T and R&D.

As far a possible the course is designed to allow flexibility between the different routes. This section illustrates the different routes and the modules required to achieve each exit award.

The qualifications available are summarised in Table 1, and the modules making up the scheme are shown in Table 2. The tables are colour coded: postgraduate certificate modules and qualifications are shown in yellow; postgraduate diploma in green and MSc in cyan.

**Table 1 Summary of qualifications available within the Health Informatics Course**

<table>
<thead>
<tr>
<th>Exit Award Title</th>
<th>Distinction Available</th>
<th>Normal Duration</th>
<th>Maximum Expected Duration</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Certificate in Health Informatics</td>
<td>Yes</td>
<td>1 year</td>
<td>2 years</td>
<td>Distance</td>
</tr>
<tr>
<td>Postgraduate Diploma in Health Informatics</td>
<td>Yes</td>
<td>2 years</td>
<td>3 years</td>
<td>Distance</td>
</tr>
<tr>
<td>Master of Science in Health Informatics</td>
<td>Yes</td>
<td>3 years</td>
<td>5 years</td>
<td>Distance</td>
</tr>
</tbody>
</table>
# Table 2 Module List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Modules Value</th>
<th>Status for informatics students</th>
<th>Status for research methods students</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI4000</td>
<td>Postgraduate and Professional Study skills</td>
<td>1</td>
<td>Compulsory</td>
<td>Compulsory</td>
</tr>
<tr>
<td>HI4001</td>
<td>Information and IT concepts for health and social care</td>
<td>1</td>
<td>Compulsory</td>
<td>N/A</td>
</tr>
<tr>
<td>HI4004</td>
<td>Informatics for health and social care</td>
<td>1</td>
<td>Normally taken by all HI students</td>
<td>N/A</td>
</tr>
<tr>
<td>HI4002</td>
<td>Quantitative methodology for health and social research</td>
<td>1</td>
<td>Compulsory for PgDip and MSc</td>
<td>Compulsory for PGC HRM</td>
</tr>
<tr>
<td>HI4003</td>
<td>Qualitative research methods for health and social research</td>
<td>1</td>
<td>Compulsory for PgDip and MSc</td>
<td>Compulsory for PGC HRM</td>
</tr>
<tr>
<td>HI4010</td>
<td>Knowledge-based management and leadership in Health and Social Care</td>
<td>1</td>
<td>Option for PgDip and MSc</td>
<td>N/A</td>
</tr>
<tr>
<td>HI4006</td>
<td>Information &amp; communication technology for health and social care</td>
<td>1</td>
<td>Option for PgDip and MSc</td>
<td>N/A</td>
</tr>
<tr>
<td>HI4007</td>
<td>Quality assurance for health and social care</td>
<td>1</td>
<td>Option for PgDip and MSc</td>
<td>N/A</td>
</tr>
<tr>
<td>HI4008</td>
<td>Comparative study of National Health and Social Care Systems</td>
<td>1</td>
<td>Option for PgDip and MSc</td>
<td>N/A</td>
</tr>
<tr>
<td>HI4990</td>
<td>Dissertation (triple module)</td>
<td>3</td>
<td>Compulsory for MSc</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Note: The availability of options depends on student demand and staff resources. However, at present all modules are available in all semesters, except HI4000 which runs over two semesters.

Year 1 health informatics students who start in September will work on:
HI4001 in Semester 1, completing by December
HI4000 in Semesters 1 and 2 completing by the end of the Semester 2*
HI4004 in Semester 2 completing by the end of the Semester 2*

Year 1 Health Research Methods students who start in September will work on:

HI4002 in Semester 1, completing by December
HI4000 in Semesters 1 and 2 completing by the end of the Semester 2*
HI4003 in Semester 2 completing by the end of the Semester 2*

*This is a rather moveable feast due to the variability of Easter, but normally coincides roughly with Easter.

For students starting in January:

Year 1 Health Informatics students will normally work on:

HI4004 in Semester 2 completing by the end of the Semester 2*
HI4000 in Semester 2 and over the summer completing by the start of the next academic year.
HI4001 in Semester 1 of the following academic year, completing by December

Year 1 Health Research Methods students will work on:

HI4002 in Semester 2 completing by the end of the Semester 2*
HI4000 in Semester 2 and over the summer completing by the start of the next academic year.
HI4003 in Semester 1 of the following academic year, completing by December

<table>
<thead>
<tr>
<th>Informatics Course outline Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
</tr>
<tr>
<td>PG Cert</td>
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<td></td>
</tr>
</tbody>
</table>

| **Year 2** | **PGDip.** | **Semester 1 or 2 or 3** |
| HI4002 or HI4004 or HI4010 or HI4006 or HI4007 or HI4008 | HI4003 or HI4004 or HI4010 or HI4006 or HI4007 or HI4008 | HI4010 or HI4004 or HI4010 or HI4006 or HI4007 or HI4008 |

| **Year 3** | **MSc** |
| HI4990 |

_modules in bold represent the normal route through the course, other options exist to meet the specific needs of individual students._
To gain a Post Graduate Certificate in Health Informatics, you need to complete three modules: HI4000, HI4001 and either HI4002 or HI4003 or HI4004.

To gain a Post Graduate Certificate in Health Research Methods, you need to complete three modules: HI4000, HI4002 and HI4003.

To gain a Post Graduate Diploma in Health Informatics you need a total of six modules. After completing your Postgraduate Certificates, you will need to undertake the modules from HI4001, HI4002 and HI4003 not completed at postgraduate certificate stage, and optional modules from HI4004, HI4010, HI4006, HI4007, and HI4008 to complete a total of six.

To gain an MSc in Health Informatics, you must first meet the requirements for a Post Graduate Diploma in Health Informatics. To the six existing modules, students may add the triple module dissertation HI4990 in which students undertake an in-depth study of an area or issue of their own choice within Health Informatics. The project may not be started until the previous modules have been completed, and therefore it is not envisaged that the MSc will normally be completed within less than 30 months, although the regulations will allow earlier completion in exceptional circumstances.

Regulations for Master of Science in Health Informatics

- Students are required to take 9 modules, including HI4000, HI4001, HI4002, and HI4003. They must also choose 2 from HI4004, HI4006, HI4007, HI4008 and HI4010 and complete the triple module HI4990. The topic chosen for HI4990 must be demonstrably within the field of health informatics as defined by the course.

Regulations for Master of Science in Health Informatics

- Students are required to take 9 modules, including HI4000, HI4001, HI4002, and HI4003. They must also choose 2 from HI4004, HI4006, HI4007, HI4008 and HI4010 and complete the triple module HI4990. The topic chosen for HI4990 must be demonstrably within the field of health informatics as defined by the course.

- All course modules will be assessed using percentage grades. The achievement of a grade of 50% or above will be considered a pass for the module. Failure to achieve a grade of 50% will be considered a failure in the module. Reassessment will be offered on the following basis:
  - Grades <50% will lead to an automatic recommendation for reassessment subject to minimum requirements and only on a first referral. (Refer to Academic Regulations section G10.5.3 and G10.5.4)
  - Reassessed modules will be graded at a maximum grade 50%. Reassessment will be allowed on one occasion only following an initial failure and must take place within the maximum duration of the course
  - Students must reach a grade of 50% or above to receive the award. A Distinction will be awarded if the overall grade is 70% or above, and if a grade of 70% or above is achieved for HI4990. A Merit will be awarded if the overall grade is 60% or above, and if a grade of 60% or above is achieved for HI4990.
• All assessment is subject to the University's Academic Regulations
• Students must pass both summative assessments (Assignments 1 and 2) within each module.

**Regulations for Postgraduate Diploma in Health Informatics**

• Students are required to take 6 modules, including HI4000, HI4001, HI4002 and HI4003. They must also choose 2 from HI4004, HI4010, HI4006, HI4007, HI4008
• All course modules will be assessed using percentage grades. The achievement of a grade of 50% or above will be considered a pass for the module. Failure to achieve a grade of 50% will be considered a failure in the module. Reassessment will be offered on the following basis:
  • Grades <50% will lead to an automatic recommendation for reassessment subject to minimum requirements and only on a first referral.
  • Reassessed modules will be graded at a maximum grade 50%. Reassessment will be allowed on one occasion only following an initial failure and must take place within the maximum duration of the course.
• Students must reach a grade of 50% or above to receive the award. A Distinction will be awarded if the grade is 70% or above. A Merit will be awarded if the grade is 60% or above.
• All assessment is subject to the University's Academic Regulations
• Students must pass both summative assessments (Assignments 1 and 2) within each module.

**Regulations for Postgraduate Certificate in Health Research Methods**

• Students are required to take HI4000, HI4002 and HI4003
• All course modules will be assessed using percentage grades. The achievement of a grade of 50% or above will be considered a pass for the module. Failure to achieve a grade of 50% will be considered a failure in the module. Reassessment will be offered on the following basis:
  • Grades <50% will lead to an automatic recommendation for reassessment subject to minimum requirements and only on a first referral.
  • Reassessed modules will be graded at a maximum grade 50%. Reassessment will be allowed on one occasion only following an initial failure and must take place within the maximum duration of the course.
• Students must reach a grade of 50% or above to receive the award. A Distinction will be awarded if the grade is 70% or above. A Merit will be awarded if the grade is 60% or above.
• All assessment is subject to the University's Academic Regulations
• Students must pass both summative assessments (Assignments 1 and 2) within each module.

**Regulations for Postgraduate Certificate in Health Informatics**

• Students will be required to complete 3 Modules: HI4000, HI4001 and either HI4002, HI4003 or HI4004
• All course modules will be assessed using percentage grades. The achievement of a grade of 50% or above will be considered a pass for the module. Failure to achieve a grade of 50% will be considered a failure in the module. Reassessment will be offered on the following basis:
  • Grades <50% will lead to an automatic recommendation for reassessment subject to minimum requirements and only on a first referral.
• Reassessed modules will be graded at a maximum grade 50%. Reassessment will be allowed on one occasion only following an initial failure and must take place within the maximum duration of the course.
• Students must reach a grade of 50% or above to receive the award. A Distinction will be awarded if the grade is 70% or above. A Merit will be awarded if the grade is 60% or above.
• All assessment is subject to the University's Academic Regulations
• Students must pass both summative assessments (Assignments 1 and 2) within each module.

Regulations for University Certificate in Health Informatics

• Students will be required to complete HI4001
• All course modules will be assessed using percentage grades. The achievement of a grade of 50% or above will be considered a pass for the module. Failure to achieve a grade of 50% will be considered a failure in the module. Reassessment will be offered on the following basis:
  • Grades <50% will lead to an automatic recommendation for reassessment subject to minimum requirements and only on a first referral.
  • Reassessed modules will be graded at a maximum grade 50%. Reassessment will be allowed on one occasion only following an initial failure and must take place within the maximum duration of the course.
• Students must reach a grade of 50% or above to receive the award. A Distinction will be awarded if the grade is 70% or above. A Merit will be awarded if the grade is 60% or above.
• All assessment is subject to the University's Academic Regulations
• Students must pass both of the summative assignments (Assignment 2 and 4) within the module.

Course specific regulations

These regulations are in addition to all other applicable regulations, including University regulations, School regulations and regulations covering specific awards. They apply to all students studying health informatics modules in distance learning mode, whether studying for an informatics exit award or not:

1. No student may be enrolled for more than 2 modules in any one semester
2. All students are required to demonstrate to the Course team that they have access to resources adequate to take full advantage of the course materials and facilities.
3. All students are required to submit the formative assignments to demonstrate completion.
4. Students will be required to submit any presentations for assessment as a PowerPoint presentation including a full script as notes for the presentation

2.4 Progression Information

Discussions about your progression through the course normally take place in February each year for September starts. 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

Study is undertaken through following the online material in the module space in eLearn. In addition online support is available, either directly through a link in each module space or via the Student Common Room space in eLearn.

Online support is typically moderated 10-2 Monday to Friday and 7-8pm Monday, Thursday and Sunday evenings.

2.5.2 Expected hours of study

Time management

Time management is crucial to coping with a job and studying on a course like this. Each week, we expect you to put in 6 to 9 hours per module with the exception of HI4000, which runs year long, so we expect about half of that time commitment for this module.

The modules run over the year in distance learning mode during standard University semesters.

We believe that interaction with students is essential as is contact between students. Electronic communication will be encouraged by all means possible.

Studying using distance learning

Each module is supported by teaching and learning materials supplied via ELearn. This will navigate you through the module. Each module is supported by 10 teaching and learning units. Before starting each module there is a familiarisation and pre-reading week. Before the major assignment is due in, a week is allowed for concentration on this. Finally each module is completed by an evaluation and feedback week that allows you to feed back to the course team on the module and the team to feedback to you on your learning.

Many of the smaller assignments take the form of a presentation; you will be required to submit any presentations for assessment as a PowerPoint presentation including a full script as notes for the presentation.

E Learn

We shall be using ELearn to provide access to course materials, improve staff to student communication, and to enable student to student discussion.

To gain access to ELearn, you must be registered with LIS, the Library and Information Services. If you have your Uclan user ID and password, so are reading this, you have already done so.

General help on the Blackboard system which is the generic name for eLearn is available here: http://help.blackboard.com/student/index.htm

For an introduction to your specific learning environment our former student representative James Hill has compiled a short video guide: http://breeze01.uclan.ac.uk/p9hcs8iv43b/

2.5.3 Attendance Requirements

This course does not have any attendance requirement. However you are required to actively engage with the online material in eLearn.

Notification of illness or exceptional requests for leave of absence must be made to:
3. Approaches to teaching and learning

3.1 Learning and teaching methods
The course seeks to encourage active rather than passive learning. The distance learning components make extensive use of resources in eLearn to promote and test learning. The modules are based upon a series of learning feedback loops that require you to evaluate your own learning and also its application to your own work situation. They start with simple questions to think about on your own, then build through the formative assignments through the minor assessment to a peak in the main assessment.

3.2 Study skills
Study Skills are developed in each module and in particular are a major focus of HI4000. The University also offers the WISER serviced to help you develop these skills:
http://www.uclan.ac.uk/students/study/wiser/index.php

3.3 Learning Information Services (LIS)
Please see the university student handbook

3.3.2 Electronic Resources
All of the resources you need will be available through eLearn

3.4 Personal development planning
All students undertaking this programme are required to be working in a health or social care setting. The school offers a wide range of opportunities for you to develop your skills and knowledge. Full details are available on the Uclan website.

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.
### Who comes on the course? Profiles of potential students

#### Postgraduate Certificate in Health Informatics

<table>
<thead>
<tr>
<th>GP</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experience</strong></td>
<td>3 years full time GP.</td>
</tr>
<tr>
<td><strong>Employment</strong></td>
<td>Currently responsible for practice computerised patient record system</td>
</tr>
<tr>
<td><strong>Qualifications</strong></td>
<td>Standard clinical qualifications: no IT or computer qualifications</td>
</tr>
<tr>
<td><strong>Mode of Study</strong></td>
<td>Up to 9 hours per week over two consecutive semesters.</td>
</tr>
<tr>
<td><strong>Award</strong></td>
<td>Postgraduate Certificate in Health Informatics</td>
</tr>
<tr>
<td><strong>Progression</strong></td>
<td>Student to enrol for three further modules if time pressure permits</td>
</tr>
</tbody>
</table>

#### Postgraduate Certificate in Health Research Methods

<table>
<thead>
<tr>
<th>Practice Nurse</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experience</strong></td>
<td>3 years practice nurse.</td>
</tr>
<tr>
<td><strong>Employment</strong></td>
<td>Currently responsible for health promotion activity</td>
</tr>
<tr>
<td><strong>Qualifications</strong></td>
<td>BSc (Nursing)</td>
</tr>
<tr>
<td><strong>Mode of Study</strong></td>
<td>Up to 9 hours per week over two consecutive semesters.</td>
</tr>
<tr>
<td><strong>Award</strong></td>
<td>Postgraduate Certificate in Health Research Methods</td>
</tr>
<tr>
<td><strong>Progression</strong></td>
<td>Further research training</td>
</tr>
</tbody>
</table>

#### Postgraduate Diploma in Health Informatics

<table>
<thead>
<tr>
<th>Practice Manager</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experience</strong></td>
<td>4 years practice manager.</td>
</tr>
<tr>
<td><strong>Employment</strong></td>
<td>Responsible for management of paperless practice with 6 partners</td>
</tr>
<tr>
<td><strong>Qualifications</strong></td>
<td>BSc Business Studies</td>
</tr>
<tr>
<td><strong>Mode of Study</strong></td>
<td>Up to 9 hours per week over two consecutive years.</td>
</tr>
<tr>
<td><strong>Award</strong></td>
<td>Postgraduate Diploma in Health Informatics</td>
</tr>
<tr>
<td><strong>Progression</strong></td>
<td>Will undertake project leading to MSc if time permits once PCT is established</td>
</tr>
</tbody>
</table>

#### Master of Science in Health Informatics

...
Information Management team leader

<table>
<thead>
<tr>
<th>Experience</th>
<th>5 years with management responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>Information Management team leader</td>
</tr>
<tr>
<td>Qualifications</td>
<td>Honours degree</td>
</tr>
<tr>
<td>Mode of Study</td>
<td>Up to 9 hours per week over two consecutive years, plus a further 6 to 8 months of guided study to complete dissertation</td>
</tr>
<tr>
<td>Award</td>
<td>MSc in Health Informatics.</td>
</tr>
<tr>
<td>Progression</td>
<td>Evaluation of Trust strategy to provide basis of project.</td>
</tr>
</tbody>
</table>

Suggested option choices to MSc award

The following table shows a number of suggested routes through the course for people from different backgrounds.

All students normally undertake HI4000, HI4001, HI4002, HI4003, and HI4004. To complete their PG Diploma, the following options are suggested:

<table>
<thead>
<tr>
<th>Role</th>
<th>Suggested option choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary care clinician</td>
<td>HI4010</td>
</tr>
<tr>
<td>Secondary care clinician</td>
<td>HI4007</td>
</tr>
<tr>
<td>Clinical governance staff</td>
<td>HI4007</td>
</tr>
<tr>
<td>IM&amp;T Professional</td>
<td>HI4006</td>
</tr>
<tr>
<td>Trust Management</td>
<td>HI4007</td>
</tr>
</tbody>
</table>

In all cases, the MSc is completed by undertaking the HI4990 dissertation module.

A slightly different route is required for those who do a Health Research Methods postgraduate certificate course. In the second year, they will undertake HI4001 and HI4004 followed by an optional module:

<table>
<thead>
<tr>
<th>Role</th>
<th>Suggested option choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary care clinician</td>
<td>HI4010</td>
</tr>
<tr>
<td>Secondary care clinician</td>
<td>HI4010</td>
</tr>
<tr>
<td>R&amp;D staff</td>
<td>HI4008</td>
</tr>
</tbody>
</table>

Once again, the MSc is completed by undertaking the HI4990 dissertation module.

4. Student Support

As this course is delivered entirely online it is important that you remain in contact with the course team. You are expected to undertake around 10hrs of study each week. Support is offered in several ways. For specific module support you should contact your module tutor by email or phone or through the online support facility in the Student Common Room. The
online support should be your first choice for support if possible as staff are instantly
available 10-2 each weekday and 7-8 Mon, Thurs and Sun evenings.

4.1 Academic Advisors
Your Academic Advisor is John Howard. Any non-module related academic
or pastoral issues should be addressed to John in the first instance.

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

5. Assessment

5.1 Assessment Strategy

**Studying using distance learning**

Each module is supported by teaching and learning materials supplied via
ELearn. This will navigate you through the module. Each module is
supported by 10 teaching and learning units. Before starting each module
there is a familiarisation and pre-reading week. Before the major
assignment is due in, a week is allowed for concentration on this. Finally each module is
completed by an evaluation and feedback week that allows you to feed back to the course
team on the module and the team to feedback to you on your learning.

Many of the smaller assignments take the form of a presentation; you will be required to
submit any presentations for assessment as a PowerPoint presentation including a full script
as notes for the presentation.

Each module prior to the Dissertation is assessed in a similar way. Roughly every 2 weeks
you will be expected to submit an assignment. The first assignment is formative (around 500
words in length) and is designed to prepare you for the next assignment which is formally
marked and counts for 20% of the module overall mark with a word limit of 1500 words or
equivalent. Assignment 3 is again formative and along with the feedback from previous
assignments is designed to prepare you for the major assignment which is around 3000
words and counts for 80% of the module grade. For each module there is a final reflective
assignment of around 500 words.

The assessment strategy is outlined in each of the modules, although more detailed criteria
for assessment will be provided within the assignments and assignment guidelines.

All assessment is continuous assessment. Within each module, you will find three types of
assessment.

**Formative / Reflective assessments**: Formative / Reflective assessments are provided to
give you feedback and milestones to help with your time management. They are detailed in
the relevant learning unit. They are a required component of the course. If you wish to receive
feedback they must be submitted within 3 working days of the appropriate deadline that is the
end of week 3, week 7 or week 12 respectively in each semester. If you do not meet these deadlines, it is a requirement of the regulations that you submit evidence of completion before the end of the Unit. However, as formative assessments, they do not form part of your mark for the Unit.

**Minor Assignments** The minor assignment (Assignment 2) is due in around the end of week 5 of each semester, when you should have completed unit 4: any departure from this will be published by the course team. It contributes 20% to the total marks available for the module. (1500 words)

**Major assessments.** The major assessment (Assignment 4) is due in around the end of week 10 of each semester. Week 10 is dedicated to this, but this does not mean that you should only start work at this point! (3000 words)

Electronic submission for all assignments must be done through eLearn to enable full audit and tracking of submissions. Assignments may not be submitted by paper.

All assignments are designed to show how you have applied the knowledge gained on the course to your workplace, and you will not be able to gain the best possible marks without doing this.

**Assessment of presentations.** Some of the minor assignments are designed to be submitted as PowerPoint presentations. You should always submit a script to accompany the slides and this should normally be included as notes within the presentation.

Regulations for assessments are determined by the School and University. Links can be found from the student common room to online versions of relevant regulations.

Please refer to the teaching, learning and assessment arrangements section of the school manual for important information on submission of assignments, extensions, extenuating circumstances.

IF IN DOUBT ASK YOUR MODULE TUTOR

**5.2 Notification of assignments and examination arrangements**

**Submitting your assignments**

All assignments must be submitted via ELearn. To submit your assignments, go to the Assignments option on the home page where there will be full information and instructions on what you are required to do.

- Select assignment as appropriate.
- Submit your assignment.

The system will log the time of submission: if you are not able to meet a deadline for good reason, or have any questions about what is expected of you, you must contact the module tutor in advance of the deadline.

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. Feedback may be oral, written, posted on a website or other.
The above is a minimum standard set by the University. The course team aim to provide feedback for assignments within 5 working days for assignment 1, 2 and 3 as the feedback from these is designed to help you improve your work prior to submission of the main summative assignment (no 4).

5.3 Referencing

The purpose of referencing material is to acknowledge the work of others and allow the reader to find the work you are citing. To do these efficiently please refer to the school referencing guide in the Documents section of the Student Common Room on eLearn.

5.4 Confidential material

As the course is 'work-based' we expect you to apply your learning to your own work experience whenever possible. This may involve identifying your workplace. Please ensure that you make all reasonable attempts to ensure the privacy and confidentiality of those involved. Within the University your work will be read by a first marker, a moderator and may be read by our external examiner all of whom will maintain strict confidentiality of your work.

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. 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.

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.
As the course is delivered online we do not have an elected student representative. It is therefore important that you do let us know directly of any issues you have or any suggestions for improvements. You may wish to use the information relating to Student view representation in this document as a guide for your feedback.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

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

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

1. Awarding Institution / Body | University of Central Lancashire
2. Teaching Institution | University of Central Lancashire
3. University Department/Centre | School of Health Sciences
4. External Accreditation |
5. Title of Final Award | MSc in health informatics
6. Modes of Attendance offered | Distance learning

7. UCAS Code | n/a

8. Relevant Subject Benchmarking Group(s) | n/a

9. Other external influences | Health and social care environment

10. Date of production/revision of this form | January 2014

11. Aims of the Programme

- The course aims to enable students to use, and critically evaluate the use of, information within a health and/or social care context. The course will enable students to show an in-depth critical understanding of concepts, methods and knowledge related to health informatics, to integrate and apply their understanding to the practice and problems of using health information and associated methods and technologies, to evaluate and develop their own practice, to analyse problems and opportunities, and initiate research studies leading to changes in practice, and to collect, use, analyse and present information, evaluate and use appropriate research methodologies. The course is distinctive in its focus on primary and community care, its strong basis in research and through a combination of learning and assessment styles closely linked to clinical and professional practice, but rooted in the broader academic literature. Much of the material is also relevant to other sectors of health and social care. The MSc includes a dissertation as an opportunity for students to demonstrate that they have integrated their learning from different elements of the course

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. To demonstrate knowledge of the role of information, information management and technology within health and social care
A2. To demonstrate an appreciation of the political and professional context of health care
A3. To demonstrate knowledge of the role of IM&T within health and social care and the related strategy documents, including coding, and information governance, and other specialised areas as determined by specific module choices
A4. To demonstrate an appreciation of quantitative and qualitative research methods
### Teaching and Learning Methods

**eLearning**

Online seminars, workshops and tutorials, directed reading, group and individual projects and presentations

### Assessment methods

Written assignments, practical assignments, presentations, dissertation

### B. Subject-specific skills

- **B1.** To be able to apply advanced IT skills including data modelling
- **B2.** To demonstrate an understanding of the need for, and the correct application of the coding of health information
- **B3.** To be able to develop an information strategy. To be able to carry out a systematic review and construct guidelines from systematic reviews by accessing the suitable resources
- **B4.** To be able to apply advanced IT skills in other specialised areas as determined by specific module choices

### Teaching and Learning Methods

**eLearning**

Online seminars, workshops and tutorials, directed reading, group and individual projects and presentations

### Assessment methods

Written assignments, practical assignments, presentations, dissertation

### C. Thinking Skills

- **C1.** To demonstrate knowledge of computer concepts for the health or social care professional
- **C2.** To be able to apply the scientific paradigm and process in the construction of logical arguments and providing evidence for conclusions
- **C3.** To be able to evaluate health and social care research and data relating to it, and use this skill to prepare health and social research proposals.
- **C4.** To relate health informatics and quality assurance to the broader literature
- **C5.** To be able to evaluate reviews, protocols and guidelines
- **C6.** To be able to evaluate new technologies
<table>
<thead>
<tr>
<th>Teaching and Learning Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elearning</td>
</tr>
<tr>
<td>Online seminars, workshops and tutorials, directed reading, group and individual projects and presentations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written assignments, presentations, dissertation and reflective learning diary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1. To demonstrate development of enhanced IT skills: word processing, electronic searching</td>
</tr>
<tr>
<td>D2. To carry out research from a wide range of paper and electronic sources.</td>
</tr>
<tr>
<td>D3. To demonstrate communication skills in a variety of media and formats e.g. presentation skills, report writing</td>
</tr>
<tr>
<td>D4. To demonstrate the ability to work in a team or independently.</td>
</tr>
<tr>
<td>D5. To manage projects and their own time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching and Learning Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online seminars, workshops and tutorials, directed reading, group and individual projects and presentations</td>
</tr>
</tbody>
</table>

These skills are taught in HI4000 by eLearning and then applied in all modules in both formative and summative assessments.

<table>
<thead>
<tr>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written assignments, presentations, portfolio of evidence</td>
</tr>
<tr>
<td>Level</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>7</td>
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</table>

MSc in health informatics requires 180 credits at level 7
Exit award of postgraduate diploma in health informatics requires 120 credits at level 7
Exit award of postgraduate certificate in health informatics requires 60 credits at level 7
HI4010 | 20
HI4990 | 60

15. Personal Development Planning

PDP is taught in HI4000 and then applied in all modules in both formative and summative assessments.

Students are encouraged to register with UKCHIP which has a CPD scheme.

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.

To come on the programme, students will normally be expected to hold a relevant 2nd class honours degree or equivalent, or a professional qualification with relevant experience. They will normally be an working within health or social care. It is necessary to be working in a suitable environment to carry out the learning and assessment. However, if applicants are interested in the programme and this is a barrier they are encouraged to contact the programme team.
Likewise, if applicants are working in a health or social care environment, but do not meet the standard academic conditions, they may also be admitted on the basis of substantial relevant experience. Such applicants will be asked to show ability to benefit from the programme. However, it is considered important not to restrict entry unnecessarily in view of the broad range of skills and experience relevant to the area of study.

Applicants who do not meet some of the entry criteria will be advised on how to progress their learning to an appropriate stage for entry.

All candidates will need basic IT skills to access the programme.

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fact Sheet</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Course Enquiries</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Course Leader</strong></td>
<td></td>
</tr>
</tbody>
</table>
### 18. Curriculum Skills Map

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Compulsory (COMP), Core (C) or Option (O)</th>
<th>Knowledge and understanding</th>
<th>Subject-specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A1 A2 A3 A4 B1 B2 B3 B4 C1 C2 C3 C4 C5 C6 D1 D2 D3 D4 D5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 7</td>
<td>HI4000</td>
<td>Postgraduate and professional study skills</td>
<td>Comp</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>HI4001</td>
<td>IT and information for health and social care</td>
<td>Comp</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>HI4002</td>
<td>Quantitative methodology for health and social research</td>
<td>Comp</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>HI4003</td>
<td>Qualitative research methods for health and social research</td>
<td>Comp</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Module Code</td>
<td>Module Title</td>
<td>O</td>
<td>1</td>
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<td>Comparative study of national health and social care systems</td>
<td>O</td>
<td>✓</td>
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Please read this Handbook in conjunction with your Course Handbook.

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

*This Handbook is produced centrally and locked for editing. Partner institutions only are given permission to contextualise the Handbook.*
UCLan Mission statement
We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

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

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

Supporting Diversity at UCLan
UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination on various grounds including race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to
- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan Equality and Diversity Policy for further information.
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1. **Welcome and Introduction to the University**

The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. Part one of this Handbook provides you with generic University level information and the Course Handbook provides specific information about your programme of study.

1.1 **Communication**

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

1.2 **External Examiner**

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range. Details of the External Examiner associated with your course can be found in your Course Handbook.

1.3 **Expected hours of study**

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. Please note however that this may vary depending on your particular course and programme of study. You should therefore check your Course Handbook or contact a member of staff within the relevant School.

1.4 **Attendance Requirements**

Student attendance at timetabled learning activities of courses and modules is required. Notification of illness or exceptional requests for leave of absence must be made as detailed in the Course Handbook. Individual modules and/or courses may incorporate a specific attendance requirement as part of the assessment criteria for successful completion of a module.

Students with continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance. You may appeal this decision by following the Complaints Procedure.

You must swipe in using your student card. Each time you are asked to enter your details on the Student Attendance Monitoring system (SAM) you must remember that the University has a responsibility to keep information up to date. **You must only enter your own details on the system** as to enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries, such as scanning but not attending, can be disciplined under the Regulations for the Conduct of Students.

1.5 **Data Protection**

All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These purposes are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University’s policy on the use and disclosure of
2. Learning resources
2.1 Learning Information Services (LIS)
Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

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

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

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

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

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

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

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

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

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

It’s your future: take charge of it!

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

4. Student support, guidance and conduct

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

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

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

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

https://www.uclan.ac.uk/students/health/disability_services.php

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

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

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

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

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

5. Students’ Union

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

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

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

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

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

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

6. Rationale, aims and learning outcomes of the course

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

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

7. Assessment

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

7.1 Dealing with difficulties in meeting assessment deadlines

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

7.2 Extensions

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

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

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

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

7.3 Extenuating circumstances

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

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

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

Further information about the submission process

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

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

7.5 Feedback Following Assessments
UCLan is committed to giving you clear, legible and informative feedback for all your assessments (Academic Regulations). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress 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;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations (this fourth ground will not be relevant to an appeal against a decision relating to an interruption or discontinuance of study. Such an appeal should be based on one or more of the three grounds above.

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

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

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

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

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

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

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

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

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

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

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

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