Course Handbook
M.Sc. Nursing
2017-18
Course Leaders: Colin Thain and Fergal Searson
School of Nursing

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

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1. Welcome to the course

Welcome to the MSc Nursing! This course is intended for nurses from a variety of settings and from different countries, so you will meet students who have very different approaches to what they do, and with diverse experiences. During the course, we aim to provide a stimulating and challenging environment that encourages you to explore new ideas and areas. In order to achieve this, you will meet a wide range of teachers with a host of diverse interests, research, teaching and practice experience. We encourage you to make use of the opportunities afforded by your studies to develop your knowledge and understanding, and to engage in discussion and debate as a means to expand your thinking in relation to nursing as a profession, and what its nature and purpose are. Postgraduate study is not about the passing on of a body of knowledge, but about critical engagement with ideas as a vehicle for co-creation of knowledge and understanding that you can apply within the context of your work as a nurse. This aids in encouraging innovation and best practice, enabling you to set the pace and direction of change within an organisation or service, and delivering services that truly meet the needs and aspirations of patients, carers and staff. We wish you good luck as you embark on your course, and look forward to working with you to develop a shared understanding of nursing in all its varied forms, now and in the future.

1.1 Rationale, aims and learning outcomes of the course

Continuing changes in health and social care policy and practice have affected and changed the way in which nursing is practiced.

‘Traditional expectations and expressions of nursing work constantly validated what nurses came into the profession to do and how the work engaged them. Many values that attracted people to the nursing profession are seriously challenged in the current practice environment’ (Porter O’Grady 2003)

One of the greatest challenges facing nursing today is to build on the essence of nursing as a caring profession whilst incorporating new technologies, ideas and approaches to healthcare in the future. This programme offers you the opportunity to stand back and take an in-depth and considered review of nursing in order to face the challenges and opportunities of the future.

The MSc Nursing provides a programme of study for nurses from diverse backgrounds to reflect on and re-evaluate the nature of nursing. It provides an opportunity to look back at where professional nursing has come from, where it is today and where it is going tomorrow. The aim of the course is to:

- facilitate and support personal reflection on contemporary nursing practice in order to enhance individual critical appraisal and creativity in nursing.
- develop nurses who can champion and promote innovative leadership in nursing
- encourage synthesis of experience, knowledge and new learning in order to influence nursing practice within contemporary health care

The learning outcomes for the course are what we expect a successful student will have achieved on completion of the course. They encompass a range of skills, abilities and attributes that a person with a postgraduate qualification will demonstrate, that entitle that person to claim mastery of their subject.

Knowledge and Understanding
Successful students will be able to:

A1: demonstrate systematic understanding of professional nursing practice
A2: critically examine the utilisation of nursing knowledge in practice and the relationship and connections with patient outcomes and the work of healthcare organisations
A3: critically appraise the role of nurses and the value of nursing in contemporary health and social care
A4: contextualise nursing knowledge within contemporary global frameworks
A5: critically evaluate the methods, processes and products of research and scholarly enquiry
A6: review the techniques of research and scholarly enquiry in order to create and interpret new knowledge in nursing
A7: extrapolate from existing research and scholarship to identify new or revised approaches to practice

Subject-specific skills

Successful students will be able to:

B1: foster a creative approach to the development of skilled nursing practice based on critical reflection and the application of specialist knowledge
B2: use systematic methods to apply and evaluate existing knowledge in practice and in the creation of new knowledge to enhance future practice
B3: demonstrate originality in the use of forms of knowledge to create new insights and solutions for problems in practice
B4: establish creativity, initiative and personal responsibility for continued educational, professional and practice improvement

Thinking Skills

Successful students will be able to

C1: demonstrate well developed cognitive, analytic and problem-solving skills
C2: demonstrate curiosity about and challenges to contemporary knowledge and practice
C3: demonstrate a capacity for independent critical thought, rational inquiry and self-directed learning
C4: integrate available information to deal with complex issues both systemically and creatively, make informed judgements in the absence of complete data, and test and refine solutions
C5: demonstrate an advanced understanding of the global context and sensitivities of nursing and practice
C6: demonstrate an appreciation of the ways in which advanced knowledge equips the student to offer leadership in nursing
C7: an understanding of the significance and value of their knowledge to the wider healthcare community

Other skills relevant to employability and personal development

Successful students will be able to demonstrate:

D1: well-developed problem-solving abilities characterised by flexibility of approach
D2: a capacity to articulate their knowledge and understanding in oral and written presentations
D3: a capacity to manage competing demands on time, including self-directed project work
D4: the capacity to value and participate in projects which require team-work
D5: access and use knowledge and information to support nursing practice
D6: actively participate in development and implementation of nursing and healthcare policies

1.2 Course Team

The lecturing team is made up of key lecturers from across the College of Health and Wellbeing. You will interact with key individuals who have specific roles and responsibilities in helping you throughout the course. In general, you will find that staff in the university and in the clinical areas will offer help, support and advice on a wide range of issues.

If you are an international student, your programme will be managed by Fergal Searson. He is responsible for the academic leadership and effective operation of your programme of study.

All part time and UK students will be managed by Colin Thain.

The course content is packaged into modules and each module has a named person who is responsible for the delivery and management of the module. The table below tells you who is who, provides contact details and gives you some ideas about individual interests and backgrounds. You will also find that staff teach across modules and wherever possible, staff with specific and specialised interests from across the School of Health Sciences will take part in the modules.

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<thead>
<tr>
<th></th>
<th>Module Leader</th>
<th>Contact Details</th>
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<tbody>
<tr>
<td>Colin Thain</td>
<td>NU4053 Dissertation</td>
<td>(01772-89)3622</td>
</tr>
<tr>
<td>Course Leader</td>
<td></td>
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<tr>
<td>(Part-time &amp; full-time UK</td>
<td>Fergal Searson</td>
<td></td>
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<tr>
<td>students)</td>
<td>Module Leader</td>
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<tr>
<td></td>
<td>NU4008 Dissertation</td>
<td>(01772-89)3627</td>
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<tr>
<td></td>
<td>Anne-Marie Alger</td>
<td>(01772-89)3638</td>
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<td></td>
<td>NU4805 Leadership in Practice</td>
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<tr>
<td></td>
<td>Dr. Ralph Leavey</td>
<td>(01772-89)5526</td>
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<td></td>
<td>Module Leader</td>
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<td></td>
<td>NU4073 Evidence for Practice</td>
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<tr>
<td></td>
<td>Dr. Rob Monks</td>
<td>(01772-89)5113</td>
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<td></td>
<td>Module Leader</td>
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<tr>
<td></td>
<td>NU4025 Introduction to Postgraduate Research</td>
<td>(01772-89)4584</td>
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<tr>
<td></td>
<td>Debi Spencer</td>
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<td></td>
<td>NU4801 Thinking Nursing</td>
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Issues about the course generally, or your progress on the course, should be discussed with Colin Thain and Fergal Searson, the course leaders, in the first instance. To apply for extensions to assessment deadlines for modules, please follow the process in section 5.1, and discuss with the module leader. Some modules leaders may assign you a module supervisor for support and guidance during the module and in relation to assignments. This will definitely be the case for NU4053 and NU4008, but may also apply to some other modules too. Where this is not done, the module leader will also be the person to contact for support, guidance and advice about assignments.

1.3 Expertise of staff
Staff who teach on the MSc Nursing have a wide range of experience and expertise in clinical practice and in education. They also are engaged in research and knowledge transfer that reflects this range of expertise. Often, staff will use this within their teaching, and will be happy to share knowledge with you where relevant. Engagement with teaching staff in this way is part of learning, and helps you to understand different perspectives on subject matter as you explore the nature of nursing and how it is developing and applied within modern healthcare.

1.4 Academic Advisor
On commencement of the Masters programme you will be allocated an academic advisor who will support you throughout the course. Contact with your academic advisor is normally expected to be initiated by you. From the initial meeting you will be able to decide the best way of communicating with your personal tutor. You may wish to use them for general academic advice and support especially in the early stages of the course when, for example trying to work out the University’s expectations for working at Level 7 (Masters Level). Take time prior to the meeting to prepare carefully in order to ensure you receive the maximum benefit from meeting with your academic advisor. You are advised to maintain regular contact with your academic advisor, not just when you encounter problems. Write their contact details below:

Name Tel Email

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.

Brook Building
Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
telephone: 0044 (0) 1772 89 1992/891993
e-mail: brookhub@uclan.ac.uk
1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread. This is the preferred means of communication, but you can also telephone – all staff have voicemail, so you can leave a message if the staff member is not available when you call. We will normally respond to emails or voicemail messages within 3 working days.

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 work awarded marks in the middle range.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Home institution</th>
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<tbody>
<tr>
<td>Susan Royce</td>
<td>Senior Lecturer</td>
<td>University of West of Scotland</td>
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</tbody>
</table>

2. Structure of the course

2.1 Overall structure

This course can be undertaken full-time over 1 academic year, or part-time over 2-5 years. In total you need to gain 180 credits at level 7 to complete your MSc. Modules described as compulsory must be completed successfully. There is a choice of dissertation modules – NU4053 (60 credits), which involves designing and undertaking your own small-scale research study or systematic review, and NU4008 (40 credits), which involves you developing a plan for a project within the clinical area. Diagrams of the course structure for full- and part-time routes can be found below. To complete the full MSc, you will need to successfully complete all core and compulsory modules, plus one of the dissertation modules. Depending on which of those you choose, you will also need to complete one or two of the option modules (NU4053 plus two option modules, or NU4008 plus three option modules). The diagram for the part-time route is just one suggestion of how a student could complete the course – you should discuss your plans with the course leader.
### Full-time

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
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<tbody>
<tr>
<td>Evidence for Practice (Compulsory)</td>
<td>1 or 2 option modules (see below)</td>
<td>1 or 2 option modules (see below)</td>
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<tr>
<td>Thinking Nursing (Compulsory)</td>
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<tr>
<td>Introduction to postgraduate research (Compulsory)</td>
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<tr>
<td>Dissertations (40 credits) (Compulsory)</td>
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### Part-time

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>Evidence for Practice (Compulsory)</td>
<td></td>
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<td></td>
<td>Thinking Nursing (Compulsory)</td>
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<tr>
<td>Year 2</td>
<td>Introduction to postgraduate research (Compulsory)</td>
<td>Option (see below)</td>
<td>Option (see below)</td>
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<tr>
<td>Year 3</td>
<td>Dissertation (60 credits) or Dissertation (40 credits) (Compulsory)</td>
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You are able to choose your option modules from the level 7 modules available in the College of Health and Wellbeing catalogue. However, not all these will be relevant, and some may come with pre-requisites which mean that you are unable to study those. Note also that some modules do not run every year. Examples of modules that previous students have undertaken include:

- NU4802 Practice Improvement through Change
- NU4803 Education in Nursing
- NU4805 Leadership in Practice
- NU4074 Improving Delivery of Services Through Implementation Science
- NU4005 Writing and Presentation Skills
- NU4023 Non-Medical Prescribing (NB this module requires additional entry criteria to be met, and the module is more expensive than other modules within the programme. This module is not available to full-time students as it requires the student to be in clinical practice while undertaking it.)
- NU4026 Advanced Research Methods
- NU4096 Multi-Professional Support of Learning and Assessing in Practice
- NU4193 Advancing Care Management at the End of Life
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. Details of the compulsory modules are listed below:

**NU4073 Evidence for Practice**

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

**NU4801 Thinking Nursing**

The aim of this module is to facilitate thinking and scholarship in nursing, in order that students can develop critical self-awareness and gain insights into the practice of contemporary nursing. Students will explore nursing knowledge to critically examine the influence and contribution of nursing in patient outcomes in contemporary health and social care settings.

**NU4025 Introduction to postgraduate research**

This module aims to develop an understanding of research within health and social care. The module presents a broad overview of the principles of research beginning with ethical, epistemological and theoretical perspectives, and moving through qualitative and quantitative research designs, analysis and synthesis. There are three strands running through the module:

I. The research process
II. Qualitative research
III. Quantitative research

During the module, students will gain a critical understanding of the principles of research design across a broad spectrum. Students will focus on the evidence relevant to one particular topic in their speciality, exploring the philosophical and theoretical underpinnings of this evidence and the impact of research design on knowledge generated.

**NU4008 Dissertation**

The aim of the module is to enable the student to demonstrate adaptability, show originality, insight and critical reflective ability through the development and analysis of a change or research proposal. It will enable the student to demonstrate their ability to work independently and to produce a useful piece of work that will have the potential to influence / impact on their own area of healthcare practice.

**NU4053 Dissertation**

The aim of this module is to facilitate the student in the synthesis of prior knowledge and professional and clinical experience, which will be channelled into the production of a dissertation grounded in the student’s professional and clinical context and academic needs. The dissertation will be in the form of a research study or scholarly work which reflects standard research procedure, and which is required to be independently completed with guidance from a nominated supervisor.
Details of some of the possible option modules are given below. However, this is not an exhaustive list, and you should discuss your plans with your course leader.

**NU4802 Practice Improvement Through Change**

Service Improvement is concerned with multi-disciplinary teams continually working together to improve the safety, experience and outcomes for patients, clients and their carers. The aim of this module is to provide students with the opportunity to apply a simple framework for improvement, Plan-Do-Study-Act cycle, to the design and construction of a project to support an aspect of practice development that can be used to improve patient/client care.

**NU4803 Education in Nursing**

This module aims to inform and challenge the student’s perceptions and understanding of the value and function of education for contemporary nursing practice and healthcare.

**NU4805 Leadership in Practice**

The aim of the module is to provide students with the opportunity to consider the concept of leadership and the changing approaches, roles and responsibilities of leaders in contemporary and future health and social care organisations.

**NU4005 Writing and Presentation Skills**

The aim of this module is to equip students with the skills and knowledge to present their work in the public, professional and academic arena.

**NU4023 Non-Medical Prescribing**

This module prepares professionals to practise as Independent Prescribers and/or Supplementary Prescribers, according to relevant professional standards as stipulated by the Nursing and Midwifery Council, the General Pharmaceutical Council and the Health Professions Council.

**NU4026 Advanced Research Methods**

This module aims to provide health and social care practitioners with the research skills required to design and conduct a piece of research within their chosen paradigm. All students will attend sessions on the research process and will choose sessions from either or both of the quantitative and qualitative sections to suit their research topic following negotiation with their personal tutor. Students will be expected to attend a minimum of 12 sessions. While qualitative and quantitative approaches are taught separately, students will be encouraged to study a range of approaches if this is required to answer their research question.

**NU4096 Multi-Professional Support of Learning and Assessing in Practice**

This module enables students to develop and enhance their knowledge, skills and behaviours in facilitating multi-professional learning and to influence work based learning environments through professional and clinical engagement.
**NU4193 Advancing Care Management at the End of Life**

This module aims to give the student an understanding of the current challenges presented by end of life care. It provides the student with an opportunity to critically examine the professional, managerial and the supportive frameworks that are required within the arenas in which end of life takes place.

**NU4074 Improving Delivery of Services Through Implementation Science**

This module aims to support students in appreciating and evaluating a range of approaches to implement scientific findings, EBP guidelines, Co-Design protocols, care processes (e.g. care bundles) or best practices in order to improve delivery of services.

### 2.3 Course requirements

In order to complete the MSc Nursing successfully, you will need to gain 180 credits, including the compulsory modules listed above. You will need to undertake one of the Dissertation modules (NU4008 or NU4053). Your choice of dissertation module will determine how many option modules you need to study.

International students are reminded about the importance of complying with visa and immigration requirements.

An overview of the full time pathway is provided. International students are only able to take the NU4008 dissertation because of lack of access to practice.

#### MSc Nursing Full time Route

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<tr>
<th>Semester 1</th>
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<tbody>
<tr>
<td>NU4073 Evidence for Practice <strong>Compulsory</strong> (20 credits)</td>
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<tr>
<td>NU4025 Introduction to Postgraduate Research <strong>Compulsory</strong> (20 credits)</td>
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<tr>
<td>NU4801 Thinking Nursing <strong>Compulsory</strong> (40 Credits)</td>
<td>NU4801 Thinking Nursing <strong>Compulsory</strong> (40 Credits)</td>
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<tr>
<td>NU 4008 Dissertation Fergal Searson <strong>Compulsory</strong> (40 credits)</td>
<td>NU 4008 Dissertation Fergal Searson <strong>Compulsory</strong> (40 credits)</td>
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<tr>
<td>Option Choose from 3 x 20 credit modules (running in either semester 2 or 3) from the level 7 portfolio.</td>
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### 2.3 Progression Information

You will receive feedback, both formative and summative, within modules from your module leader or module supervisor. You should use this feedback as a basis for reflecting on your academic progress as you proceed through the course.
Discussions about your progression normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you. You should make an appointment with the course leader during February, to discuss your plans.

2.4 Study Time

2.4.1 Weekly timetable

The weekly timetable will be made available to you online.

2.4.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. This equates roughly to 1-2 days studying per week for a part-time student, including thinking time, reading, searching for information and so on. Generally, a 20 credit module will involve about 36 hours classroom study and 164 hours private study, although this does vary according to the nature of the subject or module being studied.

2.4.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to the module leader for the module you are studying in the first instance. If you think you need to take time away from the course altogether, please discuss this with the course leader. If you are unsure what you need to do, the important thing is to discuss your concerns with someone from the academic staff and seek their advice. There is always something we can do to help, at least as far as your academic work is concerned, but you do need to make us aware of what the problems are. Please see section 5.5 below for further information.

International students are reminded of their responsibility under the Visas and Immigration (UKVI) Points Based System (PBS) - you MUST attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

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

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

If your fees are being paid by your employer, please note that we are obliged to inform them if you miss consecutive study days or sessions.

Students are able to check their attendance record through myUCLan – if there are discrepancies, please raise this with the module leader initially.
3. Approaches to teaching and learning

3.1 Expertise of staff
The teaching team on the course comprises academic staff from a variety of backgrounds, with a wide range of practice, teaching and research experiences. In addition, there will also be sessions led by practitioners with expertise in relation to particular subject areas, as well as from service user representatives where appropriate. Our aim is to stimulate you to learn, and interaction with subject experts is a key means to achieving this. Additionally, staff who teach on the course have a range of research interests, and you should use opportunities to ask staff about their research to help develop your understanding of research and research processes as you think about questions and/or subjects for your dissertation.

3.2 Learning and teaching methods
The QAA (2008) suggests that holders of a Master level qualification will be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data... demonstrate self-direction and originality in tackling and solving problems......continue to advance their knowledge and understanding and make decisions in complex and unpredictable situations. This means that you will be expected to tackle complex issues and discuss them with your fellow students, to take responsibility for your own learning and develop the independent learning ability required for continuing professional development. The QAA also requires that the student develops a comprehensive understanding of methods used in research and enquiry, and you will be expected to develop the skills needed to critically evaluate current research and advanced scholarship without bias.

The University has an established learning and teaching strategy that influences and shapes the delivery of the course. ‘Learning’ comes first in the title of this strategy to show its importance in the daily activity of the University. Teaching staff will help you to learn. Entering into a new area of knowledge requires you to learn. Looking this up in a thesaurus ‘learn’ can be replaced with: ‘study’, or ‘gain knowledge of’. The term ‘find-out’ instead of ‘learn’ reflects a more active approach to ‘discover’, ‘realise’, ‘gather’, and ‘understand’. You will learn through active learning, which means interacting with the multitude of learning opportunities available to you. Learning something new often feels difficult and uncomfortable at first but by bringing learning to the forefront of what we do facilitates a mutually supportive learning relationship in developing greater knowledge.

The curriculum has been designed to offer you, and facilitate your development of, a range of learning experiences from which you can continue to learn well and independently. This will equip you to be a lifelong, independent learner. There is, however, little point in doing this if you cannot apply your learning and this requires the use of a range of thinking skills. The number of thinking skills needed to apply learning greatly exceeds the number needed just to learn. Therefore, the course will facilitate you to develop both your capacity and performance in thinking as well as in learning. Learning and teaching on the course is supported by a team of lecturers and researchers from across the university offering perspectives from their different fields of expertise. Service users and carers and other experts contribute to debate and discussion on various aspects of responding to people’s needs and delivering quality cancer services. Learning is facilitated via a diverse range of activities, which include key lectures, critical discussion and debate, individual and small group work, critical reading groups, seminars, workshops, reflective analysis, and dissertation or project work. Blackboard, the university’s elearning platform, offers access to additional resources to supplement or prepare for classroom-based teaching.
3.2.1 Active learning

Active learning refers to learning activities employed to enrich your learning experience. It involves activities such as enquiry-based learning, scenario-based learning, writing, critical reading, discussion and case study analysis. The aims of active learning activities are to develop your competency in a number of skills which are important in your professional life:

- Problem-solving
- Self-directed learning
- Small group learning
- Critical thinking skills
- Integration of different parts of the curriculum

**Learning activities**

![Learning activities diagram]

**Why is Getting Ready important?**
In theory, Getting Ready activates prior knowledge, orients you to a web of connections about the topic, and establishes anticipatory structures.

**Why is Learning from Sources important?**
In theory, Learning from Sources is important because new information actively encoded in relation to prior knowledge and potential application in practice provides an expanded knowledge base for thoughtful action.

**Why is Learning by Doing important?**
In theory, Learning by Doing is important because active use of knowledge in diverse, thought demanding tasks yields a rich, empowering, and flexible knowledge base.

**Why is Learning from Feedback important?**
In theory, learning depends on frequent informative feedback; learners need to think through and use feedback to guide and deepen their understanding as they continue to engage in the tasks.

**Why is Learning by Thinking Ahead important?**
In theory, reflective thinking and connection-making foster transfer of knowledge; planning further learning establishes anticipatory knowledge structures that foster learning.

**How does this relate to the course and individual modules?**
• You will bring with you pre-existing knowledge and skills which you will be able to use in your new endeavours.
• You will learn new theoretical concepts and skills, which will help develop your professional practice.
• You will have many opportunities to relate your new knowledge and skills in real situations.
• You will receive timely and meaningful feedback to your work, enabling you to ‘tailor’ your personal and professional development accordingly.
• During your module you will experience many new things and be part of many thought provoking situations. Reflecting on these will aid your learning and inform your future development.

3.3 Study skills
Students will start the course with a range of experience in study skills, in the use of academic sources and in academic writing. During the course, we will assist you in developing your skills further, through tutorials, feedback in class, comments on draft work and feedback on your submitted work. Further learning materials will also be made available via Blackboard. For help in relation to study skills your first port of call should be WISER who can be accessed at: http://www.uclan.ac.uk/students/study/wiser/index.php

3.4 Learning resources
3.4.1 Learning Information Services (LIS)
There are many resources available to you via the library and other sources. You should familiarise yourself with these, and learn how to make best use of them. There will be opportunities for you to learn about database searching and other skills on particular modules, but you can also make use of specific resources within the library itself, including access to free training. Students also get free cloud storage (so your work will always be accessible to you), free Microsoft Office software, and other software and resources for your course. Ask at the LIS helpdesk for further information.

3.4.2 Electronic Resources
In addition to the resources available via the library and LIS, module teams will offer additional relevant resources via Blackboard or within the classroom, where it is appropriate.

3.5 Personal development planning
Personal Development Planning (PDP) is a process designed to assist you to get the most from your time at University. It is intended to provide you with a structured and supported process through which you can reflect on your learning, performance and/or achievements and plan for your personal, educational and career development. By becoming actively involved in PDP you can improve your capacity to understand what and how you are learning, and how to review, plan and take responsibility for your own learning and future development.

PDP provides an opportunity for you to develop your capacity for learning by encouraging an ongoing cycle of:
• self reflection on why and how you are learning
• identification of your ‘next steps’ through target setting and action planning
• monitoring and recording of your academic learning, personal development, your skills development and career management.
For example, you should Reflect, Action Plan and Record your Progress for each module that you take, this may include consideration of past or current clinical experience associated with the module.

The main benefits you will achieve by participating in the PDP process are that you will become more:

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

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

PDP is an on-going process using self-evaluation on completion of modules and each year of your course will be integral to the process. It can be argued that PDP is more valuable when used continuously throughout a course as an integral part of the learning experience, as opposed to a reporting mechanism used after the main body of learning is completed. To affect this, there are three important aspects:

- Reflection – you can map out your thoughts on a course, a piece of work, or more general experiences.
- Communication – you can communicate your reflections to other students, staff, tutors and lecturers.
- Sharing – you can give selected other users access to your digital objects.

Learning is not as effective in isolation; there is a great deal of discussion involved in your course, and it is important that you engage fully in this, taking opportunities to explore new ideas and thinking creatively. The importance of linking together people, ideas and resources cannot be overestimated.

### 3.6 Preparing for your career

Your University experience is not only about achieving your chosen award, it is also about developing as a person and realising your potential. We want you to gain the skills and attitudes that will help you to achieve your goals and aspirations. The course may open new opportunities for career development. It may also provide you with the stimulus to continue your academic career – it may be possible to progress to doctoral study, for example. You should discuss such issues with the course leader or your personal tutor or with any of the teaching team on your modules, including professorial staff.

### 4. Student Support

There is a range of support mechanisms available to students of the University, and you should familiarise yourself with these. Your course leader will be a key person in helping you navigate your way through the course, and in making choices about your studies.
4.1 Academic Advisors
The role of academic advisor has already been mentioned within this handbook (Section 1.4) and will help to support and guide you as you progress through this Masters level course. Academic advisor is the term used to describe the lecturer who supports you throughout the whole of the course, through developing a relationship which facilitates personal and academic growth. S/he will provide general academic advice, monitor your attendance, offer general and personal support and write references (if required). For MSc Nursing, it is likely that your academic advisor will be your course leader, and you should arrange to meet with him/her at least once during the academic year, plus at other times if you have worries regarding the course.

4.2 Students with disabilities
If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. 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. There is a named lead for students with disabilities within the School of Nursing, who is John Billington (jjbillington@uclan.ac.uk).

5. Assessment
5.1 Assessment Strategy
All modules have been written from the perspective of integrated theory and practice. This is reflected in the learning outcomes, teaching and learning strategies, and assessment processes. Each module maintains a coherent structure which links content, teaching and learning, outcomes and assessment strategies.

The curriculum philosophy believes that students are active in the learning process, accepting increasing responsibility so that ‘meaningful learning’ is possible. In support of meaningful learning you are encourage to ‘map’ progress with your course leader.

Some modules have elements of both formative and summative assessment. Formative assessment is described as the process through which the summative assessment is achieved. This activity is related to any number of activities e.g. the generation of evidence to meet the learning outcomes and classroom activities such as group discussion and debate, presentations and student led teaching.

Summative assessment is a judgement of student’s achievement of the learning outcomes. It contributes to an overall achievement for an award. All summative assessments must achieve a pass grade.

The module assessment strategies encourage you to match your personal learning needs with your own area of practice. The module learning strategies will develop your conceptual and contextual understanding and knowledge of your specialism and its application into your practice area. You can expect to undertake a range of assessments as you progress through the course – essays, reports, presentations, portfolio work, observed practice, project or dissertation, for example. It is important to realise that assessments are part of the process of learning – they
provide a focus for reading related to your subject, help you develop your critical thinking and writing skills and enable you to meet the learning outcomes.

5.2 Notification of assignments and examination arrangements
Arrangements for submission of coursework, doing presentations and completing other assessments will be made clear by module leaders, usually in the module handbook and on the first day of the module. Submission for most coursework will be via Turnitin on the module Blackboard site, but module leaders will confirm arrangements for submission. Links to module marking criteria will also be available via Blackboard.

5.3 Referencing
The School of Health Sciences uses the American Psychological Association (APA) referencing guidelines 6th edition, which can be accessed here.

5.4 Confidential material
Some assignments on the course might require you to engage with issues from your workplace. Please remember that you must respect the right to confidentiality and anonymity of patients/clients, relatives and carers, staff and organisations. You should not include such details in assignments. If you are unsure about what to do in a particular assignment, discuss this with a member of the teaching team.

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 Office space on Blackboard to allow you to check as many drafts as the system allows before your final submission to the 'official' Turnitin assignment. You are required to self-submit your own assignment on Turnitin and will be given access to the Originality Reports arising from each submission, so that you can see where you may need to attend to referencing issues. If you are unsure about how to interpret originality reports, or are worried about what they might mean, please discuss with your module leader or module supervisor.

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.

In simple terms a Master’s degree classification is based on the Average Percentage Mark (APM) across all modules undertaken (for a 40 credit module, the module mark is counted twice; for a 60 credit module, the module mark is counted 3 times). The marks are totalled, and divided by 9 to determine the APM. An APM of 60-69% will give you a Merit classification. An APM of ≥ 70% will give you a Distinction.

If the APM is near a borderline (i.e. APM of minimum X9.5), ‘at the discretion of the Assessment Board, students may be classified according to the academic judgement of the Assessment Board provided that the mark for the Dissertation or Professional Project module is also in the higher band.
7. Student Feedback
You can play an important part in the process of improving the quality of this course through the feedback you give. **If you have comments about the course, we want to hear them.** Please feel free to raise any issues with the course via the course leader or academic advisor, or with individual module leaders. We would also ask you to complete any module evaluations, and to participate in on-line surveys such as the Postgraduate Taught Experience Survey, that takes place annually.

7.1 Student Staff Liaison Committee meetings (SSLCs)
Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year). Your Student Liaison Officer will be invited to attend and support the resolution of any issues.

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

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

We recognise that it can be difficult for part-time students to attend meetings on days when they are not scheduled to be in university. However, we would urge you to elect a class representative who can channel comments and views to the SSLC via email to the Chair, or through the Student Liaison Officer. Where actions are taken in response to comments on the course, we will feed back to course members via the course Blackboard site.

8. Appendices

8.1 Programme Specification(s)
UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

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

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

1. Awarding Institution / Body
   University of Central Lancashire

2. Teaching Institution and Location of Delivery
   Preston

3. University School/Centre
   Nursing

4. External Accreditation
   None

5. Title of Final Award
   MSc Nursing

6. Modes of Attendance offered
   Full time and Part time

7. UCAS Code
   None

8. Relevant Subject Benchmarking Group(s)
   None

9. Other external influences
   UCLAN Medium term strategy: internationality
   NHS Knowledge and Skills Framework
   Department of Health (2013) Transforming care: a national response to Winterbourne View hospital
   Department of Health (2013) A promise to learn – a commitment to act: improving the safety of patients in England
   Francis Report (2013)

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

11. Aims of the Programme
    The MSc Nursing provides a programme of study for nurses from diverse professional and cultural backgrounds to reflect on and re-evaluate the nature of nursing. It provides an opportunity to look back at where professional nursing has come from, where it is today and where it is going tomorrow. The aim of the course is to:
    • facilitate and support personal reflection on contemporary nursing practice in order to enhance individual critical appraisal and creativity in nursing
    • develop nurses who can champion and promote innovative leadership in nursing
    • encourage synthesis of experience, knowledge and new learning in order to influence nursing practice within contemporary health care
    • develop practical research skills that will contribute to the development of nursing practice
## 12. Learning Outcomes, Teaching, Learning and Assessment Methods

### A. Knowledge and Understanding
Successful students will be able to:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>A1</td>
<td>demonstrate systematic understanding of professional nursing practice</td>
</tr>
<tr>
<td>A2</td>
<td>critically examine the utilisation of nursing knowledge in practice and the relationship and connections with patient outcomes and the work of healthcare organisations</td>
</tr>
<tr>
<td>A3</td>
<td>critically appraise the role of nurses and the value of nursing in contemporary health and social care</td>
</tr>
<tr>
<td>A4</td>
<td>contextualise nursing knowledge within contemporary global frameworks</td>
</tr>
<tr>
<td>A5</td>
<td>critically evaluate the methods, processes and products of research and scholarly enquiry in order to create and interpret new knowledge in nursing</td>
</tr>
</tbody>
</table>

#### Teaching and Learning Methods
- Key note lectures to provide subject overview
- Directed critical reading allied to student led seminars, workshops, discussions and debates
- Workshops to promote practical skill development supporting assessment activity e.g. database access, search strategies, critical appraisal
- Individual dissertation supervision and associated group workshops
- E-Learn offers access to additional resources, email and discussion forums along with course information

#### Assessment methods
- Written assignments in the form of essays and scholarly papers, reflective accounts
- Oral presentation
- Storyboard development
- Dissertation

### B. Subject-specific skills
Successful students will be able to:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>foster a creative approach to the development of skilled nursing practice based on critical reflection and the application of specialist knowledge</td>
</tr>
<tr>
<td>B2</td>
<td>use systematic methods to apply and evaluate existing knowledge in practice and in the creation of new knowledge to enhance future practice</td>
</tr>
<tr>
<td>B3</td>
<td>demonstrate originality in the use of forms of knowledge to create new insights and solutions for problems in practice</td>
</tr>
<tr>
<td>B4</td>
<td>cultivate creativity, initiative and personal responsibility for continued educational, professional and practice improvement</td>
</tr>
<tr>
<td>B5</td>
<td>apply theories and models for contemporary leadership within the context of their advanced practice</td>
</tr>
</tbody>
</table>

#### Teaching and Learning Methods
- Personal Development Centre
- Directed critical reading allied to student led seminars, workshops, discussions and debates
- Workshops to promote practical skill development supporting assessment activity e.g. database access, search strategies, critical appraisal
### Assessment methods

- Formative feedback at workshops, seminars, tutorials etc
- Written assignments in the form of essays and scholarly papers, reflective accounts
- Oral presentation
- Storyboard development
- Dissertation

### C. Thinking Skills

Successful students will be able to

| C1   | demonstrate cognitive, analytic and problem-solving skills |
| C2   | demonstrate curiosity about and challenges to contemporary knowledge and practice |
| C3   | demonstrate a capacity for independent critical thought, rational inquiry and self-directed learning |
| C4   | integrate available information to deal with complex issues both systemically and creatively, make informed judgements in the absence of complete data, and test and refine solutions |
| C5   | demonstrate an advanced understanding of the global context and sensitivities of nursing and practice |
| C6   | demonstrate an appreciation of the ways in which advanced knowledge equips the student to offer leadership in nursing |
| C7   | an understanding of the significance and value of their knowledge to the wider healthcare community |

### Teaching and Learning Methods

- Key note lectures to provide subject overview
- Directed critical reading allied to student led seminars, workshops, discussions and debates
- Workshops to promote practical skill development supporting assessment activity e.g. database access, search strategies, critical appraisal
- Individual dissertation supervision and associated group workshops
- Personal Development Centre
- E-Learn offers access to additional resources, email and discussion forums along with course information

### Assessment methods

- Formative feedback at workshops, seminars, tutorials etc
- Written assignments in the form of essays and scholarly papers, reflective accounts
- Oral presentation
- Storyboard development
- Dissertation
- Peer review
- Facilitated learning sets

### D. Other skills relevant to employability and personal development

Successful students will be able to demonstrate:

| D1   | problem-solving abilities characterised by flexibility of approach |
| D2   | a capacity to articulate their knowledge and understanding in oral and written presentations |
| D3   | a capacity to manage competing demands on time, including self-directed project work |
| D4   | the capacity to value and participate in projects which require team-work |
| D5   | access and use knowledge and information to support nursing practice |
| D6   | take an active lead in the development & implementation of nursing and healthcare policies |
Teaching and Learning Methods

- Directed critical reading allied to student led seminars, workshops, discussions and debates
- Workshops to promote practical skill development supporting assessment activity e.g. database access, search strategies, critical appraisal
- Individual dissertation supervision and associated group workshops
- Personal Development Centre
- E-Learn offers access to additional resources, email and discussion forums along with course information

Assessment methods

- Formative feedback at workshops, seminars, tutorials etc
- Written assignments in the form of essays and scholarly papers, reflective accounts
- Oral presentation
- Storyboard development
- Dissertation
- Peer review
- Facilitated learning sets

13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7</td>
<td>NU4025</td>
<td>Introduction to postgraduate research</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>NU4053 or NU4008</td>
<td>Dissertation</td>
<td>60 or 40</td>
</tr>
<tr>
<td></td>
<td>NU4801</td>
<td>Thinking nursing</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>NU4073</td>
<td>Evidence for practice</td>
<td>20</td>
</tr>
</tbody>
</table>

+ 40 or 60 credits from the following

- NU4XXX(7) with any module(s) within the School of Health Module Catalogue at level 7

14. Awards and Credits*

- Masters Degree requires 180 credits at level 7
- Postgraduate Diploma requires 120 credits at level 7
- Postgraduate Certificate requires 60 credits at level 7

15. Personal Development Planning

According to QAA (2004), PDP is:
- A structured process that is integral to higher level learning
- Concerned with learning in an holistic sense (academic and non-academic)
- Something done with guidance and support
- A process that involves reflection, creation of personal records, planning and monitoring progress towards achievement of personal objectives
- Intended to improve the capacity of the individual to communicate their learning to others who are interested in it (academic staff/ employers)

Using the above ideas as a framework to support personal development planning, all students on the MSc in Nursing will undertake a personal development centre (during NU4801 Thinking Nursing) during which they will be required to undertake a range of exercises and inventories that have been designed and selected to help develop a personal profile and inventory. The term ‘Development Centre’ does not refer to a physical place, instead it describes ‘an approach’. The
Development Centre will facilitate a collaborative approach to personal review and assessment that will require students to actively participate in the process. Students will receive personal and group feedback that will be used to develop a personal learning contract with their personal tutor. Students will chart their personal progress towards course and personal learning outcomes with the support of their personal tutor.

Reference

16. Admissions criteria

Normally the following general entry requirements apply
We normally expect candidates to have a British Honours degree at lower second class or above, or its equivalent. For international students equivalent qualifications can be found at http://www.uclaninternational.org/requirements

Specific entry criteria
- You must be a registered, qualified nurse with evidence of recent professional development if from the UK.
- Overseas applicants must demonstrate registration / qualification in their own country and evidence of recent professional development. References from your sponsor or employer will be sought. International English Language Testing Service (IELTS) - minimum 6.5 achieved within the last year must be demonstrated.
- Overseas applicants must agree to attend the University pre-sessional activities that normally commence in August each year.

Applications from all candidates will be considered on their merits and in the light of the nature and scope of the programme or work proposed. Informal enquiries are welcomed and will normally be followed by an initial advisory interview.

17. Key sources of information about the programme

We welcome applications from international students for full-time study and the application procedure previously described should be used. Forms and literature on studying in the United Kingdom are available from the British Council offices or British Embassies throughout the world. You can also find lots of information about living and studying in the UK on the British Council’s website www.educationuk.org

Useful contact details

NHS Contract Unit
School of Health
University of Central Lancashire
Preston
PR1 2HE
Tel: 01772 893836/39
Email: healthcpd@uclan.ac.uk

Admissions Office
University of Central Lancashire
Preston
PR1 2HE
United Kingdom
Email Admissions@uclan.ac.uk
More information
You can visit the following websites for information about the City of Preston, the University and the Students Union
www.yourunion.co.uk
www.uclan.ac.uk
## 18. Curriculum Skills Map

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C) or Option (O)</th>
<th>Programme Learning Outcomes</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
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<tr>
<td></td>
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<td>Knowledge and understanding</td>
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<td></td>
<td>A1</td>
<td>A2</td>
<td>A3</td>
</tr>
<tr>
<td>7</td>
<td>NU4073</td>
<td>Evidence for practice</td>
<td>CORE</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>NU4025</td>
<td>Introduction to postgraduate research</td>
<td>CORE</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>NU4008</td>
<td>Dissertation</td>
<td>CORE</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>NU4053</td>
<td>Dissertation</td>
<td>CORE</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>NU4801</td>
<td>Thinking nursing</td>
<td>CORE</td>
<td>✓</td>
<td>✓</td>
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</table>
Please read this Handbook in conjunction with your Course Handbook.

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

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

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

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

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

Please review the UCLan [Equality and Diversity Policy](#) for further information.
1. Welcome and Introduction to the University
2. Learning Resources
3. Preparing for your career
4. Student support
5. Students' Union
6. Rationale, aims and learning outcomes of the course
7. Assessment
8. Student Voice
1. **Welcome and Introduction to the University**

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

1.1 **Communication**

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

1.2 **External Examiner**

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

1.3 **Expected hours of study**

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

1.4 **Attendance Requirements**

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

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

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

1.5 **Data Protection**

All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These purposes are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University’s policy on the use and disclosure of
personal information, please see the University’s Data Protection Policy and Privacy Notice or contact the Information Governance Officer, Clerk to the Board Service, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk.

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

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

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

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

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

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

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

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

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

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

It’s your future: take charge of it!

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

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

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