

Course Handbook

MSc Psychology Conversion

2018-2019

Course Leader: Dr Cath Sullivan

SCHOOL OF PSYCHOLOGY



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

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

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1. Welcome to the Course

I would like to welcome you to the School of Psychology and hope that you will enjoy studying at the University of Central Lancashire (UCLan), and that you will find your course both interesting and rewarding.

The School of Psychology is a large School, with over 40 academic staff, plus administrative staff and research students. We are based in Darwin Building, which was purpose-built for Psychology and so has plenty of specialist resources, which students are encouraged to use.

The purpose of this handbook is twofold. First, it addresses many academic issues, including the modules that are available during each stage of the course. Second, it addresses many of the administrative questions that you may have during the early stages of the course. These questions may relate to enrolment or registering for the appropriate number of modules. This handbook should be used alongside other University guides and should be kept in a safe place.

The handbook has been structured and laid out in a number of sections. This is to ensure that the information is clear and accessible.

The School is very proud of its programmes, which are delivered by a team of dedicated and enthusiastic academics. In return we expect the highest levels of motivation and commitment from our students.

I would like to take this opportunity to wish you the very best in your studies.

*Prof Linden Ball
Head of School of Psychology*



1.1 Rationale, Aims and Learning Outcomes of the Course



There are two levels of recognition by the BPS. The higher level is the Graduate Basis for Chartered Membership (GBC, formerly known as GBR). You need this to get a place on postgraduate training to become a professional psychologist (e.g., Clinical, Forensic, Health, or Sport). The lower level is Graduate Membership which allows a graduate to join the BPS. The MSc Psychology Conversion is recognised by the BPS for GBC.

The British Psychological Society (BPS) is the learned society and professional body governing psychology in the UK and accredits undergraduate degree course programmes, conversion courses and postgraduate professional training courses in psychology. The first step on any path towards a career as a professional psychologist is the completion of either an undergraduate degree, or a conversion course, which is recognised by the BPS as conferring Graduate Basis for Chartered Membership (GBC). One of the main criteria for admittance to an accredited postgraduate professional training programme in any area of psychology (e.g. Forensic Psychology, Clinical Psychology) is GBC.

Please note: Students must recognise that training in Forensic, Health and Sport Psychology (and any other area of professional psychology) is acquired through postgraduate education and supervised practice, not through a conversion course. On completion of this programme students are not qualified to practise as a Forensic, Health or Sport Psychologist without further training. A course conferring GBC is, therefore, just the first step towards becoming a professional psychologist.

Aims of the MSc Psychology Conversion

The aim of the course is to develop understanding of psychology to a professional level in graduates in a discipline other than psychology. Although the course ensures that students acquire a broad range of knowledge and skills in psychology, it retains an element of student choice to allow students to tailor their route through the course to match their interests and their current and professional activities. Overall, the MSc Psychology Conversion aims to:

1. To provide graduates who are not currently eligible to apply for Graduate Basis for Chartered Membership (GBC) of the British Psychological Society (BPS) with the opportunity to gain a qualification that would make them eligible.
2. To give students access to an up to date curriculum that provides choice and flexibility, whilst maintaining those core topic areas needed to secure GBC.
3. To provide a stimulating and supportive learning environment that gives the opportunity to develop potential.
4. The development of skills and knowledge that are related to the scientific and empirical aspects of the discipline and to the application of psychology beyond academia.
5. To foster the development of key skills that will facilitate further academic and vocational training and subsequent employment.

Assessment and Learning Outcomes

Each course (programme) has a set of objectives, referred to as Learning Outcomes. These Learning Outcomes (LOs) define the knowledge and skills we expect you to be able to demonstrate by the end of the course. These cover subject knowledge and skills, thinking skills and practical skills for employability. Assessments on the course are designed to allow students to meet the learning outcomes of specific modules but also, in combination, to meet

the programme's learning outcomes. The learning outcomes of the MSc Psychology Conversion are as follows:

To develop knowledge and understanding of:

- Biological psychology
- Cognitive psychology
- Developmental psychology
- Individual differences
- Social psychology
- Conceptual and historical issues in psychology
- Research methods

To develop subject specific skills as follows:

- Generate appropriate psychological research questions, devise appropriate empirical investigations to address such questions, analyse and interpret the results and write coherent reports of the investigations.
- Undertake research in accordance with the relevant ethical guidelines produced by the professional body.
- Apply multiple perspectives (e.g. theories, methods and evidence sources) to psychological issues.
- Integrate ideas from across psychology and to apply these to relevant issues.
- Identify and evaluate general patterns in behaviour, functioning and experience and understand the role of brain function in these.
- Employ evidence-based reasoning, and use different method, paradigms and psychological tools to examine psychological issues.

To develop the following thinking skills:

- Explore, critically evaluate and integrate information from psychology research literature.
- Interpret, analyse and apply psychological theories, concepts and evidence.
- Produce clear, balanced, evidence-based arguments and conclusions that use psychological theory and research evidence.

To develop the following skills for employability and personal development:

- Identify appropriate sources of evidence, analyse information and critically evaluate research.
- Organise themselves and their work and be able to sustain their efforts to complete project work
- Use IT effectively to seek out evidence, to analyse data and to communicate and present their ideas.
- Work with numbers, by interpreting data and statistics provided by others as well as analysing data that they have collected themselves.
- Work independently.
- Work as part of a team.

Module Handbooks include details of how each module is assessed, what learning outcome each assessment tests and how this contributes to the overall mark. Module Handbooks are available on BlackBoard for students enrolled on the module.

1.2 Course Team

Head of School:	Prof Linden Ball
MSc Psychology Conversion Course Leader:	Dr Cath Sullivan
Student Experience Lead:	Dr Jamie Taylor
Quality Lead:	Dr Lynda Holyoak
Business Development Lead:	Dr Andy Morley
Special Needs Advice:	Dr Beth Richardson

1.3 Expertise of staff

All of the staff who teach you are psychologists who are well qualified to teach in the areas where they supervise or teach you. Indicators of this expertise include the following: they may have a PhD in that area of psychology, may be conducting research in that area, or, may have many years of experience of teaching or practicing in that area. Similarly, the majority of staff in the School are Fellows of the Higher Education Academy (which is an indicator of their expertise as teachers in HE) and/or are members of professional association such as the British Psychological Society.

1.4 Academic Adviser

You will also be allocated an Academic Adviser, whose role is to be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

1.5 Campus Administrative Services



Course Administration Service provides academic administration support for students and staff and, for psychology, they are located in the following hub that opens from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays.

The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Foster Building Admin Hub

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

1.6 Communication



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

Other methods that we may use to communicate with you are as follows:

Handbooks: together with this Course Handbook, Module Handbooks are also available to you.

Meetings: You are encouraged to maintain regular contact with members of the course team, especially your Academic Adviser and also any members of staff who are supervising your independent study (e.g., on the option modules and your dissertation). All academic staff have set aside several hours each week during semesters one and two where students may see them. Information about contacting staff is displayed on office doors. Before meetings, you should make sure that you have a clear agenda of what you would like to discuss in order to make sure that meetings are an effective use of time.

1.7 External Examiners

Currently the External Examiners is:

- Dr Daniel Farrelly, University of Worcester

2. Structure of the Course



The course consists of 180 credits and runs across three semesters. Semesters one and two, which run from September until June are when we teach our classroom based modules. The third semester (June to August) is when students take their dissertation module, which is done by supervised independent study. The MSc Psychology Conversion is therefore normally awarded in early September with a graduation ceremony in November or

December (although we can award at other times of year if appropriate – e.g., for part time students).

To complete the course students must take, and pass by gaining a module mean of at least 50%, all the modules that together make up their 180 credits. Students who gain an overall APM of 60% or above will be awarded a Merit and those who gain an overall APM of 70% or above will be awarded a Distinction.

The classroom teaching on this course will all be completed on one day of the week (in 2018/19 this will take place on Mondays) and this will be complemented with structured online learning. It is not possible to complete this course in the evenings or without attendance on campus.

Studying Full-Time

Students who are full time will take all of the modules making up their 180 credits in one calendar year - starting in September and finishing in August. Choices about any optional modules will normally be made at induction in September.

Studying Part-Time

The part-time mode involves taking a minimum of 10 but no more than 90 credits in any academic year. The quickest a part time student can complete is in two years. The course can be done more slowly than this, although normally part time duration would be two or three years. It is possible, as a part time student, to do a different number of modules in different academic years (which can be useful in accommodating personal or work circumstances).

Part time students have considerable flexibility in relation to the order of modules and their combination. However, the following conditions apply:

- At least one research methods module(s) should normally be taken in the first year of study
- We recommend that the dissertation be done after the first year of study

2.2 Modules Available

Some modules are compulsory; these are the ones that make up the British Psychological Society core syllabus and taking these is what makes students eligible for accreditation (GBC). There are, however, also some optional modules that students can select from to tailor a programme that reflects their individual interests.

Students must take all of the following compulsory modules:

	Credits	Assessment
PS4000 Essential Psychology: Concepts and History	20	Coursework
PS4015 Qualitative Psychological Research	20	Empirical report coursework
PS4010 Quantitative Psychological Research	20	Empirical report coursework
PS4020 Social and Developmental Psychology	20	Coursework
PS4030 Cognitive and Biological Psychology	20	Exam
PS4040 The Psychology of Individual Differences	20	Group presentation + coursework
PS4090 Psychology Conversion Project	40	8,000 word (max) dissertation
Total credits through compulsory modules	160	

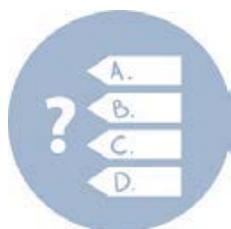
In addition to these six compulsory modules, students will take two optional modules each worth 10 credits. These optional modules will allow students to tailor the course to their own interests and will be done by independent study. These modules include:

	Credits	Assessment
PS4051 Advanced Social Psychology	10	Individual assessed presentation
PS4052 Advanced Developmental Psychology	10	Individual assessed presentation
PS4053 Advanced Biological Psychology	10	Individual assessed presentation
PS4054 Advanced Cognitive Psychology	10	Individual assessed presentation
PS4055 Advanced Forensic Psychology	10	Individual assessed presentation
PS4056 Advanced Sport Psychology	10	Individual assessed presentation
PS4057 Advanced Health Psychology	10	Individual assessed presentation
PS4058 Advanced Neuropsychology	10	Individual assessed presentation
Total credits through optional modules	20	

Modules are subject to staff availability and will only run if sufficient students select the module at progression. Students who enrol on a module will have access to the BlackBoard site that supports the module and contains the Module Handbook.

2.3 Course Requirements

Registering and Changing Modules



To register for modules or make changes to module registrations, you should contact the Course Leader. It is important that your programme of study is correct and you must regularly check all details on your profile (including, where different, both home and term-time address details and mobile phone number) via myUCLan. Please follow this direct [link](#).

It is your responsibility to ensure that all details on your profile are correct and up-to-date.

Also, see the information below about study time.

2.4 Progression for Part Time Students

You may of course, like to think about your career goals, aspirations and module choices to ensure progression towards employment at any stage of the course, however, formal discussions about your progression through the course normally take place in February each year. It is an important opportunity for you to make plans for your study over the next academic year. The course leader will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.5 Study Time

2.5.1 Weekly Timetable

Your weekly timetable is available via the Student Portal Timetable:

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

You are urged to check your timetable on a daily basis in case of room or time changes.

2.5.2 Expected Hours of Study

All modules except the Psychology Conversion Project (PS4090) and the two 10 credit optional modules will have classroom teaching. In addition to this classroom teaching, students are expected to engage in reading, preparation for assessment and independent study at times that are convenient to them. There will also be online learning activities for each of the classroom based modules and students are expected to engage in independent study. It is very important to recognise that the classroom element of the teaching is only a proportion of the time commitment needed. It is expected that a 20 credit module will engage students for at least 200 hours of learning activities. We recommend that you allow the same amount of time for the full time MSc course as you would for a full time job.

2.5.3 Attendance Requirements



You are required to attend all timetabled learning activities for each module. **If you are unable to attend** for any reason, you should inform staff in the Campus Administration Services (Foster Hub), who will notify the Course Leader (who monitors attendance).

3. Approaches to Teaching and Learning

3.1 Learning and Teaching Methods

There are many different forms of teaching and learning employed in the programme. Lectures provide the core material of the syllabus, supported by independent work such as individual background reading and work in groups. As well as providing a framework for knowledge acquisition, lectures also afford the opportunity for students to consider case studies, reflect on issues and to ask questions of each other and of the member of staff taking the session. Smaller group sessions, such as online sessions and seminars enable students to explore key issues from the curriculum, both to improve their understanding of the content and to develop their skills (e.g., in communication and argumentation). Workshops are also used to develop practical skills such as the analysis of data. As workshops and seminars are typically in smaller groups than would be experienced in lectures, these give students additional opportunities to interact with staff plus the opportunity to interact with each other further developing understanding through discussion. Practical empirical work enables students to engage in research activities such as designing studies and collecting data in groups and individually.

3.2 Study Skills

You will find information about where to get help with study skills from the university wide service WISER: (<https://www.uclan.ac.uk/students/study/wiser/index.php>).

3.3 Learning Resources

3.3.1 Learning Information Services (LIS)



Extensive resources are available to support your studies provided by LIS – library and IT staff. Further details can be found in the Student Handbook.

3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts that can help you in your psychology modules. The School provides online resources that are specific to each module as the course progresses. Access and links to online material is given through the University virtual learning environment, Blackboard, where course materials and resources can be accessed away from campus using any web browser.

3.4 Personal Development Planning

The programme provides an intellectually rigorous programme of academic study and enables students to demonstrate a depth of understanding in issues in Psychology, some of the learning outcomes of the Psychology Programmes provide for transferable or key skills. Students are encouraged to engage in all aspects of the course, the school and the university to develop the skills, which will stand them in good stead in their careers.

3.5 Preparing for your Career



If you want to discuss or explore your career options, there are a number of ways you can do this: you can talk to your academic adviser; you can approach other members of staff who have experience or expertise in the area you're interested in; you can talk to the UCLan careers service; or, you can look at external sources of information (for example, websites like the British Psychological Society website can provide useful information about psychology careers and professional training).

4. Student Support

4.1 Academic Advisers



You will normally see your Academic Adviser at least once per semester and their primary role is to guide you on the academic aspects of your programme. However, if you are encountering personal problems or difficulties, your Academic Adviser will be able to provide assistance and where appropriate refer you to specialist services within the University such as the Student Counselling Service. Or, if you prefer, you can seek out these services yourself you looking up the details on the University website.

4.2 Students with Disabilities

If you would like to discuss issues to do with disabilities with the School's disability lead, you can contact them to do so – see the details given at the start of this handbook.

4.3 Students' Union One Stop Shop

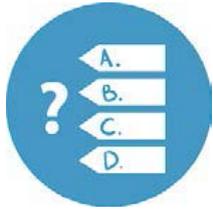
The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

5. Assessment

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

The University publishes its Academic Calendar on the website. This shows examination weeks, assessment board weeks, results publication dates, appeals deadlines etc.

5.1 Assessment Strategy



Each course (programme) has a set of objectives, referred to as Learning Outcomes. These Learning Outcomes (LOs) define the knowledge and skills we expect you to be able to demonstrate by the end of the course. Psychology employs a number of examination and coursework methods to assess LOs.

The Module Handbook for each module includes details of how the module is assessed, and what each assessment contributes to the overall mark.

Types of Assessment

Module Handbooks will detail the types of assessment that will be used for each module and, if there are multiple components to the assessment, the handbook will also specify what proportion of marks will be assigned to each component of assessment. If there is an examination, you will also be told how long the examination will take, and when it will take place (normally, this is during one of the university assessment periods). Assessment periods are included in the University Academic Calendar (available on the UCLan website). The examination timetable is not released until a few weeks before the assessment period.

5.2 Notification of Assessment

Module Handbooks give information about means of assessment for individual modules, including coursework deadlines and return dates for marked work. It is your responsibility to manage the research, synthesis and production of your assignments throughout the year to ensure you submit by the submission deadlines.

Coursework Submission

Your coursework will usually be submitted online through Blackboard. However specific instructions will be given for each module and these can be found in your Module Handbook, or in any separate coursework information sheets supplied for that module. Coursework submission deadlines may sometimes be outside of normal 'office hours'. Therefore, you should bear in mind that if you choose to submit close to the deadline there may not be any IT or administrative support available if you have any difficulties while submitting. Therefore, you are strongly advised to submit your work well before the deadline and, preferably, at a time when Course Administration Service and LIS Helpdesk are available.

5.3 Referencing

You will be given details from the School about how to do referencing in your psychology work. Be aware that you may need to learn a new system that is different from the one you have used previously. If in doubt, ask the person who has set your assignment.

5.4 Confidential Material

It is possible that during your programme of study you will require access to sensitive information, particularly when working in professional domains. It is essential that you ensure that any participants remain anonymous if they are reported as part of an assignment submission.

Students should be committed to pursue their research activities (project, investigation, enquiry, survey, or any other interaction with people, including the use of data derived from that interaction) in an ethical manner. The practice of ethics is about conducting one's research activity in a disciplined manner within legal and other regulated constraints and with minimal impact on and detriment to others. In the process of research the student should:

- safeguard the interests of those involved in or affected by their work;
- report their findings accurately and truthfully;
- consider the consequences of their work or its misuse for those they study and other interested parties.

Students are responsible for considering the ethical implications of all research activities and should familiarise themselves with the University's Ethical Principles. If in doubt about any ethical issues related to their research students should consult their dissertation supervisor for advice.

5.5 Cheating, Plagiarism, Collusion or Re-presentation

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

6. Classification of Awards

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

7. Student Feedback



You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the ongoing 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 any plans for improvement.

8. Appendices

8.1. Programme Specification

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

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

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

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution	University of Central Lancashire: Preston campus Institute of Counselling and Psychological Studies (ICPS), Athens
3. University School/Centre	School of Psychology
4. External Accreditation	British Psychological Society (BPS) gives Graduate Basis for Chartered Membership (GBC)
5. Title of Final Award	MSc Psychology Conversion
6. Modes of Attendance offered	Full-time and Part-time
7. UCAS Code	n/a
8. Relevant Subject Benchmarking Group(s)	Psychology
9. Other external influences	
10. Date of production/revision of this form	July 2017

11. Aims of the Programme

This aims of this programme are:

- To provide graduates who are not currently eligible to apply for Graduate Basis for Chartered Membership (GBC) of the British Psychological Society (BPS) with the opportunity to gain a qualification that would make them eligible.
- To give students access to an up to date curriculum that provides choice and flexibility, whilst maintaining those core topic areas needed to secure GBC.
- To provide a stimulating and supportive learning environment that gives the opportunity to develop potential.
- The development of skills and knowledge that are related to the scientific and empirical aspects of the discipline and to the application of psychology beyond academia.
- To foster the development of key skills that will facilitate further academic and vocational training and subsequent employment.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

At the end of the course students will be able to describe and evaluate current knowledge of the major areas of psychology, the main methodologies and the conceptual frameworks as required by the BPS and as described in the QAA's Subject Benchmark Statement for Psychology.

A1. Biological psychology: The biological basis of behaviour, the impact of hormones and genetics on behaviour and neuropsychology.

A2. Cognitive psychology: Mental processes such as reasoning, decision making, learning, perception, memory, language and links between cognition and neuropsychology.

A3. Developmental Psychology: Childhood, adolescence and life-span development in areas such as cognition, social relations, attachment, language and the social and cultural context of this development.

A4. Individual differences: The influence of factors such as personality, intelligence, motivation, emotion and gender on human variability and on behaviour in areas of life such as the work and health.

A5. Social psychology: The application of processes such as attribution, attitudes, social cognition on areas of human social interaction, between individuals and groups, from a range of perspectives such as cognitivist and social constructionist perspectives.

A6. Conceptual and historical issues in psychology: Philosophical and conceptual issues that influence psychology and, in particular, the development of psychological knowledge, including an array of perspectives (e.g., relativist vs realist) and the application of ethics to the practice and application of psychology.

A7. Research methods: The use of a range of methods to design, conduct, disseminate and evaluate empirical research in psychology including their advantages and disadvantages for different type of research question.

Teaching and Learning Methods

There are many different forms of teaching and learning employed in the programme. Lectures provide the core material of the syllabus, supported by independent work such as individual background reading and work in groups. As well as providing a framework for knowledge acquisition, lectures also afford the opportunity for students to consider case studies, reflect on issues and to ask questions of each other and of the member of staff taking the session. Smaller group sessions, such as online sessions and seminars enable students to explore key issues from the curriculum, both to improve their understanding of the content and to develop their skills (e.g., in communication and argumentation). Workshops are also used to develop practical skills such as the analysis of data. As workshops

and seminars are typically in smaller groups than would be experienced in lectures, these give students additional opportunities to interact with staff plus the opportunity to interact with each other further developing understanding through discussion. Practical empirical work enables students to engage in research activities such as designing studies and collecting data in groups and individually.

Assessment Methods

Assessment on modules involves one or more of the following:

Examinations: Unseen essay-type questions; seen essay-type questions; mixed papers with seen and unseen essay-type questions.

Coursework: Reports of empirical investigations ('laboratory' exercises and dissertation); essays; and, presentations (oral and poster).

B. Subject-specific skills

At the end of the course students will be able to:

- B1. Generate appropriate psychological research questions, devise appropriate empirical investigations to address such questions, analyse and interpret the results and write coherent reports of the investigations.
- B2. Undertake research in accordance with the relevant ethical guidelines produced by the professional body.
- B3. Apply multiple perspectives (e.g. theories, methods and evidence sources) to psychological issues.
- B4. Integrate ideas from subdivisions of psychology and to apply these to relevant issues.
- B5. Identify and evaluate general patterns in behaviour, functioning and experience and understand the role of brain function in these.
- B6. Employ evidence-based reasoning, and use different method, paradigms and psychological tools to examine psychological issues.

Teaching and Learning Methods

See A.

Assessment methods

See A.

C. Thinking Skills

By the end of the programme, successful students should demonstrate the following skills

- C1. Explore, critically evaluate and integrate information from psychology research literature.
- C2. Interpret, analyse and apply psychological theories, concepts and evidence.
- C3. Produce clear, balanced, evidence-based arguments and conclusions that use psychological theory and research evidence.

Teaching and Learning Methods				
See A.				
Assessment methods				
See A.				
D. Other skills relevant to employability and personal development				
At the end of the programme students will be able to:				
D1. Identify appropriate sources of evidence, analyse information and critically evaluate research.				
D2. Organise themselves and their work and be able to sustain their efforts to complete project work				
D3. Use IT effectively to seek out evidence, to analyse data and to communicate and present their ideas.				
D4. Work with numbers, by interpreting data and statistics provided by others as well as analysing data that they have collected themselves.				
D5. Work independently.				
D6. Work as part of a team.				
Teaching and Learning Methods				
See A.				
Assessment methods				
See A.				
13. Programme Structure				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 7	PS4000	Essential Psychology: Concepts & History (COMP)	20	MSc Psychology Conversion Requires 180 credits at level 7
	PS4010	Qualitative Psychological Research (COMP)	20	
	PS4015	Quantitative Psychological Research (COMP)	20	
	PS4020	Social & Developmental Psychology (COMP)	20	
	PS4030	Cognitive & Biological Psychology (COMP)	20	
	PS4040	The Psychology of Individual Differences (COMP)	20	
	PS4090	Psychology Conversion Project (COMP)	40	Exit Award Postgraduate Diploma Psychology Requires 120 credits at level 7.
	PS4051	PLUS 20 Credits from the following: Advanced Social Psychology	10	
	PS4052	Advanced Developmental Psychology	10	
	PS4053	Advanced Biological Psychology	10	
PS4054	Advanced Cognitive Psychology	10	Exit Award Postgraduate Certificate	

	PS4055	Advanced Forensic Psychology	10	Requires 60 credits at level 7.
	PS4056	Advanced Sport Psychology	10	
	PS4057	Advanced Health Psychology	10	
	PS4058	Advanced Neuropsychology	10	

15. Personal Development Planning

Students will be briefed and given written guidelines to support their PDP. The guidelines include, for example, self-assessment exercises, planning tasks, and examples of record keeping. Students are encouraged to use the information to engage in PDP at course and/or module level. Web resources at the University (e.g. careers service, help and support sites) are also given.

Various other support mechanisms and opportunities for PDP are embedded in the programme. For instance, independent learning skills, and the development of them, are promoted via tutorial and individual sessions on PS4051, PS4052, PS4053, PS4054, PS4055, PS4056, PS4057, PS4058 and PS4090. Feedback is given on all coursework in order to help students understand their strengths and weaknesses, reflect on their skills and learning, create targets for development and monitor their own achievements. In addition, students are invited to meet with their Course Leader or Personal Tutor once a semester to discuss their PDP and reflect on their own progress.

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information. Students will be informed of their personal minimum entry criteria in their offer letter.

Students should have a minimum of an upper second class honours degree or equivalent in a subject that does not confer Graduate Basis for Chartered Membership (GBC) of the British Psychological Society (BPS). Students with a lower second class honours degree, but showing good final year performance and having previous experience of psychology or closely related subjects at levels 4 to 6 will be considered on an individual basis.

A minimum IELTS score of 6.5 or equivalent qualifications.

17. Key sources of information about the programme

- UCLan prospectus
- UCLan web site: <http://www.uclan.ac.uk/>
- BPS Website: [http://www.bps.org.uk /](http://www.bps.org.uk/)

18. Curriculum Skills Map																											
Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																							
				Knowledge and Understanding							Subject-specific Skills						Thinking Skills			Other Skills for Employability & Personal Development							
				A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	D1	D2	D3	D4	D5	D6		
LEVEL 7	PS4000	Essential Psychology: Concepts & History	COMP						✓	✓			✓	✓		✓	✓	✓	✓	✓	✓	✓			✓		
	PS4010	Quantitative Psychological Research	COMP						✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓		✓		
	PS4015	Qualitative Psychological Research	COMP						✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓		✓			
	PS4020	Social & Developmental Psychology	COMP			✓		✓					✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓			
	PS4030	Cognitive & Biological Psychology	COMP	✓	✓									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	PS4040	The Psychology of Individual Differences	COMP				✓							✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	
	PS4090	Psychology Conversion Project	COMP								✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓		
	PS4051	Advanced Social Psychology	O					✓									✓	✓	✓	✓	✓	✓	✓		✓		
	PS4052	Advanced Developmental Psychology	O			✓											✓	✓	✓	✓	✓	✓	✓		✓		
	PS4053	Advanced Physiological Psychology	O	✓												✓	✓	✓	✓	✓	✓	✓	✓		✓		
	PS4054	Advanced Cognitive Psychology	O		✓												✓	✓	✓	✓	✓	✓	✓		✓		
	PS4055	Advanced Forensic Psychology	O		✓		✓	✓									✓	✓	✓	✓	✓	✓	✓		✓		
	PS4056	Advanced Sport Psychology	O		✓		✓	✓									✓	✓	✓	✓	✓	✓	✓		✓		
	PS4057	Advanced Health Psychology	O		✓		✓	✓									✓	✓	✓	✓	✓	✓	✓		✓		
PS4058	Advanced Neuropsychology	O	✓	✓											✓	✓	✓	✓	✓	✓	✓	✓		✓			

University Student Handbook for Taught Courses



2018/19

Please read this Handbook in conjunction with your Course Handbook.

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

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

UCLan Mission statement

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

UCLan Values

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

Student Charter

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

Supporting Diversity at UCLan

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

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

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

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

1. Welcome and Introduction to the University

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

1.1 Communication

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

1.2 External Examiner

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

1.3 Expected hours of study

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

1.4 Attendance Requirements

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

Students with continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance. You may request a review of this decision if you have grounds in line with the [Academic Appeals Procedure](#). Tuition fees will be charged in accordance with Appendix 2 of our [Tuition Fee Policy](#).

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

1.5 Data Protection

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

2. Learning resources



2.1 Learning Information Services (LIS)

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

You can find the link to the Library Opening Hours here:

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

2.2 Electronic Resources

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

3. Preparing for your career

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

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

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

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

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

- One to one career and employability advice and guidance appointments.

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

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

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

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

4. Student support, guidance and conduct



4.1 Student Support

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

The <i> is your first point of call for all enquiries, help and advice. We provide guidance to all UCLan students whatever the query may be. We offer advice on:

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

and much more.

We are based on the ground floor of the UCLan Library and open 7 days a week most of the year. Our friendly and approachable team will do their best to ensure your query is answered. Come and have a chat with us if you have a query on any aspect of student life and study.
http://www.uclan.ac.uk/students/study/library/the_i.php

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

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

4.2 Students with disabilities

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

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

4.3 Assessment arrangements for students with a disability

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



4.4 Health and Safety

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

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

4.5 Conduct

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

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



5. Students' Union

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

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

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

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

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

6. Rationale, aims and learning outcomes of the course

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

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

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



7. Assessment

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

7.1 Dealing with difficulties in meeting assessment deadlines

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

7.2 Extensions

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

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

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

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



7.3 Extenuating circumstances

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

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

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

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

[Further information about the submission process](#)

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



7.4 Late submissions

If you submit work late without authorisation, a universal penalty will be applied in relation to your work:

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

You may apply to appeal this decision in accordance with the University's [Academic Regulations](#).

7.5 Feedback Following Assessments

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

For courses (except distance learning):

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

For distance learning courses:

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

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



7.6 Unfair Means to Enhance Performance

The University regards any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained as a serious academic and/or disciplinary offence. Such offences can include, without limitation, cheating, plagiarism, collusion and re-presentation ('unfair means').

You are required to sign a declaration indicating that individual work submitted for assessment is your own and will be able to view your Originality Report following e-submission of assessed work.

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

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

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

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

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

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

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

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

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

7.7 Appeals against assessment board decisions

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

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
 2. that the student's academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
 3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
- that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations (this fourth ground will not be relevant to an appeal against a decision relating to an interruption or discontinuance of study. Such an appeal should be based on one or more of the three grounds above.

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



8. Student voice

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

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

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

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

8.1 Course Representatives and School Presidents

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

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

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

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



8.2 Student Staff Liaison Committee Meetings (SSLC)

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

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

used. Course representatives will gather feedback from students and communicate this to the School President in advance of the meetings.

8.3 Complaints

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

If you are a student registered for a University award at a partner college, who is dissatisfied with the provision at the college, you should pursue your complaint in accordance with the college's complaints procedure in the first instance. In the event of continuing dissatisfaction when you have completed the college's procedure, you will be entitled to submit your complaint to UCLan under stage 3 of the procedure.