Student Handbook
MSc Sexual Health Studies
Full and part time
2016/2017
Course Leader: James Meek
School of Community Health
and Midwifery

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Mission and Values

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.

Our 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 Students Charter here:  http://www.uclan.ac.uk/study_here/student_charter.php

SUPPORTING DIVERSITY AT UCLAN

UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination in relation to 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" and 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
http://www.uclan.ac.uk/equality_diversity/index.php
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Welcome to the Course

The Sexual Health Team would like to welcome you to the School of Community Health and Midwifery and we hope you enjoy your chosen programme of study. In this handbook you will find specific information related to the structure of your course to aid you with your module choice and progression to complete your degree. Please note that some modules are shared with students studying on other programmes. This provides more flexibility for student choice and learning and will give you the opportunity to share your experience with others studying on Health and Social Care programmes.

This guide must be read in conjunction with the following documents:
- University Student Regulations
- Academic calendar (2016/17)
- School Student Study Skills Handbook (2016/17)
- School Referencing Guide (2016/17)
- Specific Module Information Packs relating to your study.

We hope the course you have chosen fulfils your expectations and that your time with us will prove to be an enjoyable experience.

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Sexual Health Team Office
We normally offer an ‘open door’ policy, however, we would strongly advise that appointments should be made in advance, where possible, to ensure that we are available to discuss your needs.

Administration Details
Campus Admin Services provides academic administration support for students and staff and are located in Brook Building Room 204 (second floor). They are 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. Course specific information is also available via the school Blackboard sites.
The hub telephone number is (01772) 891992 or (01772) 891993
The hub email contact is brookhub@uclan.ac.uk

Communication
The University expects you to use your UCLan email address and to check regularly for messages from staff. If you send us emails from other addresses may be filtered they risk being filtered out as potential spam and discarded unread. You will also need to check for course information on Blackboard.

The sexual health course team will communicate via e-mail, phone and post as appropriate. Students can expect to receive a reply to their e-mails within three working days.

External Examiner
The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

The External Examiner for this course is Suzanne Everett (Senior Lecturer) from Middlesex University.
Introduction, Background and Structure of the Course

Sexual and Reproductive Health has been recognised as an important aspect of holistic health care provision within the United Kingdom. Reports and statistical data have highlighted that sexual and reproductive ill-health is continuing to increase significantly throughout the United Kingdom (DH, 2013a; PHE, 2013a; PHE 2013b). The Framework for Sexual Health Improvement in England (DH, 2013b) continues the aims to address key areas of sexual health such as the transmission and prevalence of HIV and Sexually Transmitted Infections (STI’s) and unintended pregnancy rates; all of which are key themes outlined in the first National Strategy for Sexual Health & HIV (DH, 2001).

Background to the Post Graduate programme

The Quality Assurance Agency for Higher Education (QAA, 2010) has set out the objectives of study at Masters level, and this course has been designed with these in mind. They state that the student should demonstrate “conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline and to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses”.

The characteristics of graduates of professional or practice master's degrees are described as subject-specific attributes:

- An in-depth knowledge and understanding of their profession, informed by current practice, scholarship and research, including a critical awareness of current issues and developments in the subject and the profession
- The ability to apply research to professional situations, both practical and theoretical
- The ability to use a range of techniques and research methods applicable to their professional activities.

Generic attributes and skills given include the ability to use initiative and take responsibility, solve problems in creative and innovative ways, make decisions in challenging situations, continue to learn independently and to develop professionally and communicate effectively, with colleagues and a wider audience, in a variety of media. The Quality Assurance Agency for Higher Education (2010) Masters degree characteristics [online] at URL www.qaa.ac.uk

This postgraduate programme has been developed with a multi-agency/multi-disciplinary Curriculum Planning Team, which considered the educational needs of a diverse changing workforce within sexual health. The course is composed of modules of learning that, where possible, allow for individual choice and flexibility in learning. The MSc Sexual Health Studies programme is delivered on a part-time basis divided into 9 modules.
From experience, students accessing our courses are from a variety of organisations, for example: public & community health, non-clinical outreach workers, drugs and alcohol services, voluntary agencies, prisons, schools, youth & community. This reflects that there is a changing trend from the tradition of NHS and Nursing and Midwifery Council Registered students accessing our educational provision.

Increasingly students are completing their first degree in sexual health and this has subsequently created an increased demand for a postgraduate programme. The new portfolio aims to enhance the practitioners higher level of thinking to meet the needs of the three levels of service delivery based on the DH (2001) Sexual Health Strategy, DH (2013) Framework for Sexual Health Improvement and the career trajectory for practitioners in line with the Royal College of Nursing (RCN) (2009) Sexual Health Competency Framework and DH (2004) Knowledge and Skills Framework. A range of National Competencies from the Faculty of Sexual & Reproductive Health, British Association for Sexual Health & HIV and the National HIV Nurses Association have been cross matched for the NMC Practitioner modules of this programme.

This programme is therefore suitable for a range of diverse practitioners who have experience in a related area and have completed first degree level study or equivalent.

References


Student participation:
The beliefs and values which support student participation in this course acknowledge:

- Students who are active learners, who participate in student-centred and student-led activities throughout their period of study

- Students who bring current knowledge, practice skills and expertise that can be enhanced to ensure that as practitioners, educators or leaders they become a focus for practice enhancement within their own settings and are open to the challenges to contemporary knowledge and practice

- Insightful learners who use analytical skills grounded in theoretical frameworks

- Students who can balance the demands of their personal and professional lives, nurturing their self-awareness to encompass personal and professional growth throughout their programme of study.
Aims and Learning Outcomes of the Course

Aims of the Course

The MSc will provide opportunity for students to undertake a critical evaluation of underlying theory, practice and research in sexual healthcare. It provides a forum to share knowledge and experience; to debate methodological and contemporary issues and enhance practice within a collaborative learning community. Critical thinking skills are central to this level of learning. A choice of optional modules is available to offer approaches to self-development as a practitioner and/or practitioner/researcher. The course includes an optional student initiated module (SIM). This module can be used to plan and carry out a project chosen by the student who is free to study any topic of particular interest. Finally, the dissertation aims to develop reflexive students who can provide leadership and vision in the planning, development and evaluation of contemporary practice.

Course Outcomes

These aims and outcomes are mapped across the entire course which is demonstrated in the matrix within the programme specification available in appendix 1.

Learning outcomes are the terms used to describe the skills and qualities which the student will develop during a course or a module. The outcomes are described in 4 sections:

- Knowledge and understanding
- Subject-specific skills
- Thinking skills
- Other skills relevant to employability and personal development

The course outcomes are expressed in general terms and the learning outcomes for each module are expressed in more specific terms with reference to the aims of the module.

How will I achieve the aims of the Course?

A variety of taught sessions, self-directed learning, seminars, tutorials, discussion groups and assessments are designed to demonstrate the achievement of the module learning outcomes. You will be encouraged to utilise creative thinking by using practice examples to demonstrate theoretical principles. You will also be facilitated in developing personal theory from sexual health practice by the creative use of reflection using appropriate frameworks and models. Together this will provide you with the means to achieving the total aims of the programme.
How is the Course Delivered?
The course is composed of modules of learning that, where possible allow for individual choice and flexibility in learning. The MSc Sexual Health Studies programme is delivered on a full or part-time basis divided into 9 modules.

The following entry awards are available within the MSc Sexual Health Studies pathway (see Table 1).

**Entry Awards**
- MSc Sexual Health Studies

**Exit Awards**
Should you need to exit the MSc Sexual Health Studies before completing the programme for any reason, the course is designed to credit your studies through a named Exit Award. This would depend on the modules you have successfully completed and you would need to discuss your profile with your Course Leader to ensure that you have undertaken all the required compulsory modules and acquired the correct amount of academic credit to exit from the MSc Sexual Health Studies programme with an alternative named award.

Exit points within the MSc Sexual Health Studies pathway are (See Table 1):
- Post Graduate Diploma Sexual Health Studies
- Post Graduate Certificate Sexual Health Studies
- Post Graduate Certificate in Health & Social Care Education

**How long will it take me to complete my studies?**
This course is offered on a full or part-time basis to allow flexibility and the time to study. Outlined below is guidance on the normal time a student would require to complete a named award within the MSc Sexual Health Studies pathway.

- **MSc Sexual Health Studies**
  - Four years for part-time students from commencement of the course.
  - 12 months for full-time students from the commencement of the course.

**Post Graduate (PG) Certificate in Health and Social Care Education**
For those students that have already completed the award of PG Certificate in Health and Social Care Education, which is a teaching qualification, recordable on the Nursing and Midwifery Council Professional Register.

The following modules studied as part of this award can be credit transferred into the MSc Sexual Health Studies pathway:
Accreditation of Prior Learning

If you consider that you may have already achieved the learning outcomes of a module in the course through previous learning, please consult your academic advisor to find out whether you can make a claim for accreditation of prior learning for that part of your course. You will have to show that you have studied the topic in a course which met similar learning outcomes at an equivalent Academic level.

The process is discussed in the School Student handbook and you can also seek advice from the UCLan APL Co-ordinator, APLUnit@uclan.ac.uk
## Table 1

### MSc Sexual Health Studies Pathway

**Entry Criteria:** Degree or equivalent, experience in a related area.

### Entry and Exit Awards
- **Master Science Sexual Health Studies**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Option – 7</th>
<th>Option – Level 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>MW4016</td>
<td>Critical Thinking and Challenges in Sexual Health</td>
<td>20 Credits</td>
<td>20 Credits</td>
</tr>
</tbody>
</table>

**Exit Award – PG Cert Sexual Health Studies** (3 modules at Level 7, including core module).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Option – Level 7</th>
<th>Option – Level 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU4025</td>
<td>Introduction to Post Graduate Research</td>
<td>20 Credits</td>
<td>20 Credits</td>
</tr>
<tr>
<td>Or</td>
<td>NU4073 Evidence for Practice</td>
<td>20 Credits</td>
<td>20 Credits</td>
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</tbody>
</table>

**Exit Award – PG Dip Sexual Health Studies** (6 modules at Level 7, including core modules)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Option – Level 7</th>
<th>Option – Level 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU4053</td>
<td>Dissertation</td>
<td>60 Credits</td>
<td>60 Credits</td>
</tr>
<tr>
<td>Or</td>
<td>Advanced Work-based Project:</td>
<td></td>
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</tr>
<tr>
<td>NU4138</td>
<td>NU4139 Design &amp; Construction, &amp;</td>
<td></td>
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<tr>
<td>NU4140 Evaluation (Core)</td>
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</tbody>
</table>

**Exit Award – MSc Sexual Health Studies** (9 modules at level 7, including core modules)
Modules Available

Core Modules

Core modules are designed to provide a core for the exploration and critical evaluation of the specific knowledge and skills required for study at master’s level and to meet the learning outcomes of the programme and must be taken. NU4025 Introduction to Post Graduate Research module must be undertaken prior to the NU4053 Dissertation module or NU4073 Evidence for Practice module must be undertaken prior to the Advanced Work-based Project Modules (NU4138, NU4139 & NU4140). Full time students will need to study NU4025 and NU4053, in order to be able to complete their studies within 12 months.

Option Modules

The option modules chosen may be selected from a range of modules at level 7 within the health portfolio. The University Academic Regulations will only allow only Level 7 modules to be studied within the total postgraduate pathway. These option modules aim to provide choice and flexibility which will enable you to meet your particular practice and professional needs. Within the MSc Sexual Health Studies programme students may be from a clinical or non-clinical background and may be employed within NHS or alternative organisations. The course is designed to meet the diverse needs of a range of practitioners working within sexual health. A range of module choices are available and each academic year a timetable is produced by the School which outlines the choice students may make.

The full list of options indicated may not all be delivered every year, and this may depend on how many students choose that particular option. When accepting your offer of a place to study on this course, you are accepting that not all of these options will be running. At (or before) the start of each year, you will have an opportunity to discuss your course and preferred options with your tutor. The University will do all it reasonably can to ensure that you are able to undertake your preferred options.

How do I know which option modules I can choose?

Within the module choice option list (See Table 2) some modules have a clinical competency focused and can only be accessed by those practitioners who are currently registered on the Nursing and Midwifery Council (NMC) Register as a Nurses, Midwives or Specialist Community Public Health Nurses. In making your module choice you need to refer to Table 2 which outlines module choice for Non-NMC and NMC registered students. Current NMC registered Practitioner can choose modules from both NMC and non-NMC module lists. If you have any queries over
which modules you can take please contact your Course Leader who will be available to advise you further.

You can also choose any optional modules up to 40 credits from the College of Health and Wellbeing’s portfolio that with discussion with the course leader is deemed appropriate.
<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
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<tbody>
<tr>
<td>MW4301</td>
<td>(20c) Sexual Health Promotion</td>
</tr>
<tr>
<td>HP4007</td>
<td>(20c) Student Initiated Module</td>
</tr>
<tr>
<td>MW4036</td>
<td>(20c) Organisational Leadership &amp; Management</td>
</tr>
<tr>
<td>MW4062</td>
<td>(20c) HIV &amp; Hepatitis</td>
</tr>
<tr>
<td>NU4026</td>
<td>(20c) Advanced Research Methods</td>
</tr>
<tr>
<td>MW4022</td>
<td>(20c) Sexual Health Global Perspectives</td>
</tr>
<tr>
<td>MW4038</td>
<td>(20c) Sexual Health Perspectives of Safeguarding (Adults and Children)</td>
</tr>
<tr>
<td>MW4039</td>
<td>(20c) Sexuality &amp; Gender</td>
</tr>
<tr>
<td>MW4024</td>
<td>(20c) Sexual Dysfunction</td>
</tr>
<tr>
<td>MW4037</td>
<td>(20c) Sexual Health Contemporary Practice</td>
</tr>
<tr>
<td>MW4015</td>
<td>(20c) Educational approaches for Health &amp; Social Care Professionals</td>
</tr>
<tr>
<td>EH4100</td>
<td>(20c) Teaching Toolkit</td>
</tr>
<tr>
<td>EH4101</td>
<td>(20c) Teaching, Learning and Assessment</td>
</tr>
<tr>
<td>MW4102</td>
<td>(20c) Preparation of Teachers: Health &amp; Social Care Professions</td>
</tr>
<tr>
<td>NU4096 / NU4097</td>
<td>(online) (20c) Multi Professional Support of Learning and Assessing in Practice</td>
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<tr>
<td>NU4023</td>
<td>(40c) Non-Medical Prescribing</td>
</tr>
<tr>
<td>MW4061</td>
<td>(20c) Sexually Transmitted Infections: Theory &amp; Practice</td>
</tr>
<tr>
<td>MW4019</td>
<td>(20c) Contraception: Theory &amp; Practice</td>
</tr>
<tr>
<td>MW4063</td>
<td>(20c) Contraception: First Issuing of Hormonal Contraceptives</td>
</tr>
<tr>
<td>MW4018</td>
<td>(20c) Contraception and Sexual Health Update</td>
</tr>
</tbody>
</table>
Students who have undertaken the BSc (Hons) Sexual Health Practice or BSc (Hons) Sexual Health Studies Degree cannot undertake modules with the same title at level 7. This will be discussed with the Course Leader at the time of application.

Notification of Course/Module Changes
If there are any changes to your course or module you will be communicated to via Blackboard L, your UCLan e-mail address or via text message. You are therefore encouraged to check your UCLan e-mail account, on-line timetabling and Blackboard on a regular basis to ensure you have access to the most up to date information regarding your programme of study.

Progression

Discussions about your progression throughout the course normally takes place in February each year. It is an 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.

Professional Doctorate in Health
Students may wish to transfer from the MSc Sexual Health Studies to enter the Professional Doctorate when they have completed the Post Graduate Diploma. Students are requested to seek advice and support from the Course Leader to ensure their profile is appropriate in meeting the admissions criteria of this programme.

Study Time

Weekly Timetable
As a part-time student you are timetabled to attend university on the taught days of the module. This will vary by semester, date and time depending upon which core or option modules you choose to study during the academic year. Please refer to your online timetable, which provides information on your module timetable, including room allocation

https://apps.uclan.ac.uk/DailyTimetable/

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.
Attendance Requirements
You are required to attend all timetabled learning activities for each module. Students should report non-attendance to the hub email – BrookHubAttendance@uclan.ac.uk or by telephoning the hub on 01772 891993.

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.

Student Attendance Monitoring System (SAM)
It is your personal responsibility to ensure that you signed in using the SAM monitors and you can check your attendance record through myUCLan. Please note that for students that are employer or CPD funded, then your attendance record will be share with your sponsoring organisation.
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. T enter any other names would result in accurate records and be dishonest. Any students who is found to make false entries can be disciplined under the student guide to regulations.

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 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 contact the Information Governance Officer, Clerk to the Board Service, University of Central Lancashire, Preston, PR12HE or email DPFOIA@uclan.ac.uk.
**Approaches to Teaching and Learning**

**Expertise of Staff**

All members of the sexual health team are qualified nurses and two members of academic staff are also registered midwives with a current NMC Intention to practice and contribute to the pre and post registration midwifery curriculum. The team have a wide range of expertise and skills within sexual health practice and all have worked as sexual health nurses and continue to maintain their skills and knowledge through honorary contracts with local services. The team keep up-to-date with evidence-based practice and utilise research-based evidence to inform teaching and are Associate Members of the Faculty of Sexual & Reproductive Health, as well as members of other professional forums (BASHH, NHIVNA, GUNA & Higher Education Academy).

**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 decision 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 shapes the delivery of the programme which endeavours to develop your ability to learn and change as a person not just acquire new knowledge. We aim to foster a learning climate in which we will all develop as individuals and as part of a group. You will develop the ability to evaluate both the course material and your own evolving understanding. An essential part of this process is developing the ability to reflect on the meaning and implications of various theories and models proposed to help understand sexual health, ill health and the nature of professional practice.

The online learning will mainly be achieved by way of structured directed study and debate through discussion with other students using online discussion tools within the virtual 'managed on-line
learning environment', Blackboard. The idea of an electronic tutorial in this context involves the undertaking of various learning activities, using the internet, over a period of time.

**Study Skills**
Each module has a series of workshops. Each workshop includes questions that have provided the main focus for study and for discussion. This will enable consideration of relevant theoretical perspectives and thus enhance application to professional practice. The course is designed for professionals who bring a variety of expertise and life experiences and the emphasis of the learning and teaching strategy is to use your own experience to assist the learning process. The diversity of experience enables the use of a variety of approaches to learning and teaching, particularly the use of problem-based learning, experiential learning, web-based learning, seminars, debate and other informal, interactive methods. These approaches are further enhanced by the commitment to shared learning. We emphasise learning by experiencing, engaging in an educational process that encourages active involvement with your own learning. Students are encouraged to accept increasing responsibility and active ownership of learning as they progress through their award pathway. The award structure and learning strategies are designed to encourage this development. The overall aim is to encourage you to develop self-learning and self-assessment capabilities and take responsibility for your own commitment to ongoing learning.

Seeking information using information technology is a transferable skill, i.e. it is useful in many different professional and employment situations. You will develop further skills in searching and accessing databases on your course and this skill is an integral part of the course.

**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.

WISER [https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=33_1](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=33_1)

LIS [https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=25_1](https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=25_1)

**Personal development planning**
Personal development planning (PDP) is a structured and supported process which will support your learning by helping you to reflect upon your learning, performance and achievement and to plan for your personal and professional development. The policy of the QAA (2009) is for universities to integrate PDP into courses to help students to develop the ability to reflect and thus to plan their learning.

Taking responsibility for your own self-development and learning needs is fundamental to the course. The modules studied within your course will help you develop skills that form part of your
Continuing personal and professional development and life-long learning. These key skills include: self-awareness, reflection and reflective practice, communication skills, team working, problem solving skills, information technology, presentation skills, writing skills and numeracy.

The course uses Personal Action Plans for you to evaluate and develop your skills and this will be discussed with your academic advisor. Useful information on PDP can be found on the “Student Office” which may be accessed through eLearn.

Quality Assurance Agency for Higher Education (2009) *Personal development planning: guidance for institutional policy and practice in higher education* [www.qaa.ac.uk](http://www.qaa.ac.uk)

**Preparing for your career**

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the university’s e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It’s your future: take charge of it!

**Careers** offers a range of support for you including:

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

Daily drop in service available from 09.00-17.00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.
Student Support, Guidance and Conduct

Academic advisors
An academic advisor will be allocated to you in the first week of the course. Your academic advisor will contact you within the first two weeks of the course and you should reply as soon as possible. An academic advisor offers general academic support and advice and you will meet on-line at least twice a year. Your academic advisor will support you throughout the three years of the course and help you develop your study skills as well as monitoring your progress through the course. The academic advisor is there to support your study but also discuss any other issues which affect your studying.

Contact is primarily through e-mail. You can also access us via phone and end of class tutorials.

Academic Support
General concerns related to academic progress through the course, should be taken up with your academic advisor. If you are experiencing difficulties related to a module, please approach the module leader at the time the problem is encountered so that support can be made available.

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

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 your academic advisor know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

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

Health and Safety
As a student of the University you are responsible 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.

**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 demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

If your behaviour is considered to be unacceptable, any member of academic 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.

**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 we do and is encompassed by our 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 Union is where your voice can be heard, actions taken, or campaigns launched.

Your 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 our dedicated staff team in the [Advice and Representation Centre](#) are on hand to help. As we are independently run from the university, we can offer truly impartial advice.
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.

Assessment Strategy

All modules are assessed within the module and the assessments have been carefully selected to give a variety of strategies for learning and to enable students to explore conventional as well as innovative ways of expressing their conceptual, cognitive and practical development. Each module in higher education has learning outcomes and the learning outcomes describe the skills that the module is intended to develop in students. The assessments are designed to show whether the student has met the learning outcomes of the module. Preparing the assessment is an important element in the learning process, and the assessment themes have been stated in general terms so that the individual student can choose a particular theme to develop to demonstrate that the learning outcomes have been met.

The assessment policies and procedures of the School are explained in the School Handbook. The School operates a standard policy for the marking and moderating of student work and the publication of results. Courses in the School follow these guidelines in all circumstances.

All work is marked according to the School Guide to Academic Standards and the Grades for Assessed work. M level modules use the Level 7 grade sheet. The School operates a standard system of penalties that apply if the word limit for a theory assessment is exceeded. Please refer to the School Handbook for this information. The pass mark for assignments is 50%. If you fail to achieve a mark of 50% then you will be granted a second attempt but when you are successful at the second attempt, the overall grade for the module can only be 50%. The second attempt which will be due about 6 weeks after the date of the Assessment board. Please read your module guidelines carefully. For all modules, you must pass all elements of the assessment.

Students come to this course with different experiences and expectations about the marks they achieve for assignments. Remember that for a Master's degree an average mark (from all 9 modules) of 60-69% is granted award with merit and over 70% is award with distinction. Only a very
few students will achieve a mark of over 70%. Marking at Masters Level follows strict criteria so marks over 50% can be considered a good start early in the course.

Assessments are described as formative or summative. The aim of a formative assessment, such as a class presentation is for you to work towards the skills needed to achieve the learning outcomes of the module. Formative assessments allow the tutors to give you feedback on your progress. The summative assessment is the final submission which is graded. You will have the opportunity to submit a draft of your assessment or parts for your module tutor to comment on.

Notification of assignments and examination arrangements
The dates and procedures for the submission of assignments will be explained in the module information pack at the commencement of each module on the course. All assessment are due during or at the end of the semester (or semesters if it is a year-long module) in which the module is taught.

Referencing
Please refer to the School Referencing Guide for up to date details on referencing.

Confidential material
Where you refer to clinical practice in teaching sessions, discussion boards or written assessments you are bound by the Code of Conduct of your professional body. You have a personal responsibility to ensure that you do not breach the confidentiality of patients in any way, and also that you respect the privacy of individuals, including professional colleagues, and of organisations. The School Handbook sets out this responsibility in detail.

Dealing with difficulties in meeting assessment deadlines
Assignments must be submitted no later than the 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 to Module Leader and Course Leader.

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 (Academic Regulations).
You should complete and submit an extension request form, with any supporting evidence, to your School office. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.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).

**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 students than can be solved by the use of an extension. If this applies to you, the University is ready to support you both with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (see Academic Regulations).

Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

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. All evidence that is 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 is available at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstance_submission.php

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).
Late submissions
If you submit work late and unauthorised, 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.

Feedback Following Assessments
UCLan is committed to giving you clear, legible and informative feedback for all your assessments (Academic Regulations: G2.4). 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.

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. Feedback may be oral, written, posted on a website or other. We aim to provide individual feedback within 15 working days. This is extended to 20 days for students undertaking distant learning (online) modules.

Cheating, plagiarism or collusion
You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

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:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- The penalty will be 0% for the element of assessment, and an overall fail for the module.
- The plagiarised element of assessment must be resubmitted to the required standard
  and the mark for the module following resubmission will be restricted to the minimum pass
  mark.
- When it is detected for the first time on a resubmission for an already failed module, no
  further resubmission for the module will be permitted, and the appropriate fail grade will be
  awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (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

**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.

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.

Medication Errors / Unsafe Practice
If you are a registered practitioner on the Nursing and Midwifery Council (NMC) Register, you must ensure that your summative written work and the undertaking of any examinations, clearly apply the principles for the administration of a medicine as outlined in the Standards for Medicines Management (NMC) 2008). Ensure any medication identified / discussed is recorded accurately (normal drug dosage, mode of action, efficacy, side effects, precautions, contra-indications and method / timing of administration/management).

Please note a Fail Grade will be awarded to the assessment if unsafe practice is demonstrated which includes inappropriate client management and the incorrect administration and recording of drug therapy.
Course Regulations

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 operating discretion for profiling Course Assessment Boards will use academic judgement and may refer to performance in core modules; the placement component, the dissertation/project or other factors which have been published to students.

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 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 our plans for improvement. Feedback from previous students taking the MSc Sexual Health Studies has influenced the design of the current modules.

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

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

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

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 and voice their opinions and share positive practice with the course team, primarily 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 simply contact the Students’ Union website or by emailing: coursereps@uclan.ac.uk.

School presidents meanwhile 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 is your School President or more about the role visit the Students’ Union website or email: coursereps@uclan.ac.uk

**Student Staff Liaison Committee meetings (SSLC)**

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

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

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

**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 complaints procedure is intended to provide an accessible, fair and straightforward system which ensures as effective, prompt and appropriate response. Click on this link for more information Complaints Procedure.
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.

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>University of Central Lancashire</td>
</tr>
<tr>
<td>3. University Department/Centre</td>
<td>School of Community Health and Midwifery</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td>None</td>
</tr>
<tr>
<td>5. Title of Final Award</td>
<td>MSc Sexual Health Studies</td>
</tr>
<tr>
<td>6. Modes of Attendance offered</td>
<td>Full-time Part-time</td>
</tr>
<tr>
<td>7. UCAS Code</td>
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</tr>
<tr>
<td>8. Relevant Subject Benchmarking Group(s)</td>
<td>QAA (2010) Master’s Degree Characteristics</td>
</tr>
</tbody>
</table>
11. Aims of the Programme

The aim of the MSc Sexual Health Studies programme is to prepare and progress students with the development of current specialist knowledge. The programme is designed to:

- Provide a framework which enables students to engage and critically evaluate contemporary thinking and its impact upon sexual health knowledge and practice.
- Develop students’ capacity for effective self-management, critical enquiry, analysis and transference of knowledge in responding to complex issues and challenges.
- Promote collaborative, interdisciplinary and interagency working practices to achieve the best outcome for sexual health service-users.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

A1. Critically examine the basis of knowledge and critical thinking that informs contemporary sexual health.
A2. Evaluate the underpinning philosophies and relationships that influence evidence-based practice.
A4. Critically appraise and evaluate research for current sexual health practice.
A5. Engage in research into a specific area of sexual health.

Teaching and Learning Methods

Postgraduate study requires an emphasis upon both formal and informal methods of learning and the promotion of independence in the planning and organisation of learning. This includes key note lectures to provide subject overview as well as opportunities for group work, discussion, tutorials, case studies, reflection, online seminars, working through online teaching units, directed critical reading and literature searching, individual dissertation supervision. E-Learn offers access to additional resources including chat rooms and audio-visual technology, self-directed study, online learning packs and revision workbooks. Scheduled opportunities which provide the student with feedback about their progress towards meeting the module learning outcomes will be provided via tutorials or email.

Assessment methods

Formative and summative feedback via tutorials and one-to-one communication. Written assignments in the form of essays, reflective accounts, case-based study, research proposal, dissertation - small scale research or systematic review. Practical assessments in the form of Clinical Practice Competency Assessment, Micro Teach, Poster Presentations & Oral Defences.

B. Subject-specific skills

B1. Develop an understanding of professionalism and evaluate the challenges within the current context of sexual health.
B2. Challenge and analyse the specialist skills and practices of different professions in order to facilitate multi-disciplinary/multi-agency collaboration within sexual health.
B3. Formulate researchable problems and demonstrate application of alternative approaches to research.
B4. Critically appraise the impact of research in the context of management, education, practice or policy of sexual health.
B5. Conduct research in a manner that is consistent with professional practice and normal
principles of research ethics.

Teaching and Learning Methods
Students will focus on the evidence relevant to their own speciality. Key lectures, group discussions, directed reading and computer use are the major teaching strategies. Students learn by participation in peer group activity designed to illustrate the theoretical principles. E-Learn offers access to additional resources including online teaching units, chat rooms and discussion boards for critical debate. Scheduled opportunities which provide the student with feedback about their progress and individual dissertation supervision.

Assessment methods
Formative and summative feedback via tutorials and one-to-one communication. Written assignments in the form of essays, reflective accounts, case-based study, research proposal, dissertation - small scale research or systematic review. Practical assessments in the form of Clinical Practice Competency Assessment, Micro Teach, Poster Presentations & Oral Defences.

C. Thinking Skills
C1. Apply autonomous learning and be able to participate in student-centred and student-lead activities throughout their period of study.
C2. Challenge contemporary sexual health knowledge and practice to demonstrate a capacity for independent critical thought and rational inquiry.
C3. Organise and articulate complex ideas through analysis, synthesis and evaluation in a coherent and creative style appropriate to postgraduate work.

Teaching and Learning Methods
Postgraduate study requires an emphasis upon both formal and informal methods of learning and the promotion of independence in the planning and organisation of learning. This will include key note lectures to provide subject overview as well as opportunities for group work, discussion, tutorials, case studies, reflection, online seminars, working through online teaching units, directed critical reading and literature searching, individual dissertation supervision. E-Learn offers access to additional resources including chat rooms and audio-visual technology, self-directed study, online learning packs and revision workbooks. Scheduled opportunities which provide the student with feedback about their progress towards meeting the module learning outcomes will be provided via tutorials or email.

Assessment methods
Formative and summative feedback via tutorials and one-to-one communication. Written assignments in the form of essays, reflective accounts, case-based study, research proposal, dissertation - small scale research or systematic review. Practical assessments in the form of Clinical Practice Competency Assessment, Micro Teach, Poster Presentations & Oral Defences.

D. Other skills relevant to employability and personal development
D1. Personal development skills (time management, self-management, self-motivation, interpersonal skills, problem solving abilities and plans that support lifelong learning).
D2. Research and information technology skills, including the use of appropriate resources, theories, methods and approaches in a critical and scholarly way.
D3. Reflection on own personal learning to enhance intellectual and personal independence.

Teaching and Learning Methods
Engaging in developing, undertaking and the writing up of a dissertation or advanced work-based project addresses all aspects of the UCLan employability and personal development framework. It equips students with the skills to enable them to develop their careers in new roles such as management, research or higher levels of practice.

Assessment methods
Formative and summative feedback via tutorials and one-to-one communication. Written
assignments in the form of essays, reflective accounts, case-based study, research proposal, dissertation - small scale research or systematic review. Practical assessments in the form of Clinical Practice Competency Assessment, Micro Teach, Poster Presentations & Oral Defences.

<table>
<thead>
<tr>
<th>13. Programme Structures*</th>
<th>14. Awards and Credits*</th>
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<tr>
<td><strong>Level</strong></td>
<td><strong>Module Code</strong></td>
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<td>MW4039</td>
<td>Sexuality &amp; Gender</td>
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<td>Educational Approaches to Health and Social Care Professionals</td>
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<td>Teaching Learning and Assessment</td>
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<tr>
<td>EH4100</td>
<td>Teaching Toolkit</td>
</tr>
<tr>
<td>EH4102</td>
<td>Enhancing Professional Practice</td>
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Plus up to 40 credits from modules offered within the College of Health and Wellbeing level 7 framework, as agreed by Course Leader.

**Excluded combinations [applicable to students who have undertaken level 6 modules]:**

<table>
<thead>
<tr>
<th>Code</th>
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<td>MW4022</td>
<td>Sexual Health Global Perspectives</td>
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<tr>
<td>MW4038</td>
<td>Sexual Health Perspectives of Safeguarding (Adults and Children)</td>
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**Options available to NMC registrants, who are eligible to practice and not already studied this at level 6:**

<table>
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<tr>
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<th>Module</th>
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<td>Sexually Transmitted Infections: Theory and Practice</td>
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<td>MW4062</td>
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</table>
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 PDP, students on the MSc Sexual Health Studies programme will develop individual PDP’s as part of their on-going learning and in order to achieve the learning objectives of this course. This will allow for students to identify individual interests, learning and development needs. Students will chart their personal progress towards course and personal learning outcomes with the support of their personal tutor.

UK students seeking a teaching qualification will be required to include as part of the PDP the production of a portfolio of evidence that reflects the NMC (2008) Standards to Support Learning and Assessment in Practice for the preparation of teachers of nurses, midwives and specialist community public health nurses.

Reference

16. Admissions criteria

- A recognised British Honours degree in a health related subject or equivalent, or equivalent qualification from a recognised overseas Higher Education Institution. This must have been achieved within the last 10 years, with a minimum lower second classification or above.
- Demonstrate evidence of successful academic study at a minimum of Level 6 or equivalent, normally within the last 3 years.

- Be able to provide two satisfactory references (one must be academic and a further personal reference from your employing organisation or equivalent.

- You must demonstrate written English language ability.

- Health Care Practitioner applicants that wish to undertake the option clinical practice modules on this programme must be a **qualified Nurses, Midwives and Specialist Community Public Health Nurse registered with the NMC** in the UK. There must also be **no restrictions** on professional practice.

- For overseas students you must demonstrate evidence of International English Language Testing (IELTS) - minimum 7.0 achieved within the last 2 years on each element of the test and not just the overall average. For international students equivalent qualifications can be found at [http://www.uclaninternational.org/requirements](http://www.uclaninternational.org/requirements).

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

- University Fact Sheet

- University and School of Community Health and Midwifery Web Pages

- Student Handbook

- Course Leader – James Meek (01772 894580) [jmeek@uclan.ac.uk](mailto:jmeek@uclan.ac.uk)

- UCLan Postgraduate Prospectus
<table>
<thead>
<tr>
<th>Level</th>
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<th>Programme Learning Outcomes</th>
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