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

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

The Sexual Health Team would like to welcome you to the School of Community Health and Midwifery. 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.

If there are any issues relating to the course that you require further details about, please contact:

James Meek: (Course Leader)  JMeek@uclan.ac.uk  01772 894580

In addition, you should also take advantage of the support and advice made available from your Academic Advisor and Module Leaders during a specific semester or year and whose contact numbers may be found in the School of Community Health and Midwifery Student Handbook (2017/18) or the Module Information Packs you receive.

1.1 Rationale, aims and learning outcomes of the course

The aim of this programme is to provide a framework of education that empowers students to critically evaluate current knowledge in its application to sexual health. Students will develop self-awareness of sexual practices in a non-judgmental way.

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 (Department of Health [DH], 2013a; Public Health England [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).
1.2 Course Team

James Meek (MSc Course Leader)  Brook Building: Room 323  
Senior Lecturer  jmeek@uclan.ac.uk  01772-894580

James joined UCLan in May 2013 as a full-time Lecturer in Sexual & Reproductive Health and is now a senior lecturer in the team. He has been an honorary lecturer at Manchester University and UCLan prior to commencing this role. He contributes to teaching on the BSc (Hons) Sexual Health Studies, BSc (Hons) Sexual Health Practice, and MSc Sexual Health Studies. James has a background in nursing, specialising in sexual health and HIV and is the course leader for the MSc Sexual Health Studies. He continues to work within sexual health services as a contraceptive and sexual health specialist nurse and is an editor of the HIV Nursing Journal. He has completed his MSc in Professional Practice Development and is currently undertaking his PhD.

Claire McCausland  Brook Building: Room 338  
Senior Lecturer  cmccausland@uclan.ac.uk  01772-893823

Claire is a Senior Lecturer and Course Leader for the BSc (Hons) Sexual Health Studies Course. She joined UCLan as a Lecturer in February 2010. She is a registered nurse, specialising in Sexual and Reproductive Health and Human Immunodeficiency Virus (HIV). Her experience includes the design, development and delivery of clinical, outreach and education services whilst working within GUM, HIV, Contraception, Chlamydia Screening and Young People's Sexual Health Outreach Services across London, Greater Manchester and Lancashire. Claire contributes to teaching on nursing and midwifery programmes as well as MSc Sexual Health Studies, BSc (Hons) Sexual Health Studies and BSc (Hons) Sexual Health Practice.

Debbie Mennim  Brook Building: Room 337a  
Lecturer  DMennim1@uclan.ac.uk  01772-893663

Debbie returned to UCLan in February 2017 having initially worked as a Lecturer with the Sexual Health from 2007-2009. Debbie is a previous graduate of the BSc Sexual Health and since obtaining this has worked as a registered nurse in various local and national clinical leadership roles in primary and secondary healthcare organisations. Debbie has
completed a MSc in Leadership Development (Clinical Leadership). Debbie worked as the National Head of Nursing for Brook Young People, a dedicated young person’s sexual health charity. This role enabled Debbie’s commitment to ensuring young people receive excellent sexual health information and provision. Debbie is the course leader for the BSc (Hons) Sexual Health Practice degree.

Donna Welch
Lecturer
Brook Building Room 337a
dwelch@uclan.ac.uk 01772 893639

Since obtaining her BA/BSc (Hons) Health Studies with Counselling at UCLAN in 2001 Donna has worked continuously in community-based roles, ranging from being a youth and community manager, a disability sexual health project lead to a Community Sexual Health Development Lead for Lancashire Care NHS Foundation Trust. Donna teaches across the MSc and BSc Sexual Health Studies programme and has an interest in the sexualisation of young people and the impact of technology.

Vicky Mooney
Lecturer
VMooney1@uclan.ac.uk
01772 893664

Vicky joined UCLAN in April 2017 as a full time Lecturer in Sexual and Reproductive Health. She contributes to teaching on the BSc (Hons) Sexual health Studies, BSc (Hons) Sexual Health Practice and MSc Sexual Health Studies. Vicky has a background in community based youth inclusion, youth offending, sexual health education outreach, child sexual exploitation and teaching health and social care. Vicky gained Qualified Teacher Status (QTS) in 2012.

Donna Finer
Lecturer
Brook Building: Room 337a
dfiner@uclan.ac.uk
01772 893651a

Since obtaining her PGDip in Youth and Community Studies at MMU in 2004, Donna has worked continuously with vulnerable and isolated groups. Donna’s work ranges from developing a CSE project, being Countywide SRE Co-ordinator in Staffordshire County Council, creation, development and management of a Myplace Youth and Community Centre
and sexual health hub, and more recently managing outreach sexual health provision in Blackpool Council and the WISH team. She is also Trainer and Assessor in Youth and Community Studies within the voluntary sector.

Sexual Health Course Team Office

Students are advised to book appointments via Starfish, to ensure that we are available to discuss your needs.

What is Starfish?
Starfish is about you. It’s an online system designed to help you make the most of your time at UCLan by pulling together lots of information about you and your UCLan journey in one easily accessible place. Within the system you can able to do all of the following and more:
* See a list of staff who can support you throughout your learning journey, and easily book appointments with them
* Request help where you need additional support, whether it is academic, social or financial.
* See details of your attendance and assignment marks and grades
* Access a dashboard showing you - your upcoming appointments, achievements you have been awarded and any items which might need your attention – for example your tutor referring you to Wiser for additional study skills support

1.3 Expertise of staff
All Lecturers within the sexual health team have an extensive background of working within NHS sexual health services. Three members of the team have a clinical background and still maintain clinical competencies by working sessions within Genito-urinary medicine (GUM) clinic and within Contraception and Sexual Health services (CaSH). The three other members of the team are from community sexual health development and education backgrounds. We are active in undertaking research to add to the sexual health pool of knowledge in practice and maintain a dynamic focus on evidence based practice.

1.4 Academic Advisor
You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

1.5 Administration details
Campus Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Brook Building
Community, Health and Midwifery
Telephone number/s – 01772 891992 / 01772 891993
Via email – brookhub@uclan.ac.uk
You can visit the Hub Facebook page at – www.facebook.com/UCLanCAS
1.6 Communication
The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

We will respond to emails during working hours which are:
0900 – 1700 Monday – Friday.

1.7 External Examiner
The University has appointed an external examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your external examiner, you should do this through your course leader and not directly. Her details are:

Julia I. Minoia
Senior Lecturer
Bucks New University,
High Wycombe,
Leicester. LE1 9BH
Email: julia.minoia@bucks.ac.uk
Tel: 01494 522141 Ext 3174

2. Structure of the course
2.1 Overall structure

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 full time and 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 are 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>
<tr>
<td>Core</td>
<td></td>
<td></td>
<td></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>
</tbody>
</table>

Or

<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>NU4073</td>
<td>Evidence for Practice</td>
<td>20 Credits</td>
<td>20 Credits</td>
</tr>
<tr>
<td>Core</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Advanced Work-based Project:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU4053</td>
<td>NU4138 Design &amp; Construction, &amp;</td>
</tr>
<tr>
<td>Triple Module (Core)</td>
<td>NU4139 Design &amp; Implementation, &amp;</td>
</tr>
<tr>
<td>60 Credits</td>
<td>NU4140 Evaluation (Core)</td>
</tr>
</tbody>
</table>

Exit Award – MSc Sexual Health Studies (9 modules at level 7, including core modules)
2.2 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 12months.

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 Faculty of Health and Wellbeing’s portfolio that with discussion with the course leader is deemed appropriate.

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Credits</th>
<th>Level 7 Optional Module title (Non-NMC &amp; NMC Registered Student)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MW4301</td>
<td>20</td>
<td>Sexual Health Promotion</td>
</tr>
<tr>
<td>HP4007</td>
<td>20</td>
<td>Student Initiated Module</td>
</tr>
<tr>
<td>MW4036</td>
<td>20</td>
<td>Organisational Leadership &amp; Management</td>
</tr>
<tr>
<td>MW4062</td>
<td>20</td>
<td>HIV &amp; Hepatitis</td>
</tr>
<tr>
<td>NU4026</td>
<td>20</td>
<td>Advanced Research Methods</td>
</tr>
<tr>
<td>MW4022</td>
<td>20</td>
<td>Sexual Health Global Perspectives</td>
</tr>
<tr>
<td>MW4038</td>
<td>20</td>
<td>Sexual Health Perspectives of Safeguarding (Adults and Children)</td>
</tr>
<tr>
<td>MW4039</td>
<td>20</td>
<td>Sexuality &amp; Gender</td>
</tr>
<tr>
<td>MW4024</td>
<td>20</td>
<td>Sexual Dysfunction</td>
</tr>
<tr>
<td>MW4037</td>
<td>20</td>
<td>Sexual Health Contemporary Practice</td>
</tr>
<tr>
<td>MW4015</td>
<td>20</td>
<td>Educational approaches for Health &amp; Social Care Professionals</td>
</tr>
<tr>
<td>EH4100</td>
<td>20</td>
<td>Teaching Toolkit</td>
</tr>
<tr>
<td>EH4101</td>
<td>20</td>
<td>Teaching, Learning and Assessment</td>
</tr>
<tr>
<td>MW4102</td>
<td>20</td>
<td>Preparation of Teachers: Health &amp; Social Care Professions</td>
</tr>
<tr>
<td>NU4096 / NU4097 (online)</td>
<td>20</td>
<td>Multi Professional Support of Learning and Assessing in Practice</td>
</tr>
<tr>
<td>NU4023</td>
<td>40</td>
<td>Non-Medical Prescribing</td>
</tr>
<tr>
<td>MW4061</td>
<td>20</td>
<td>Sexually Transmitted Infections: Theory &amp; Practice</td>
</tr>
</tbody>
</table>
2.3 Course requirements

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, 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.

2.3 Module Registration Options
Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

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.

2.4 Study Time
2.4.1 Weekly timetable
A timetable will be available once you have enrolled on the programme, through the student portal.

2.4.2 Expected hours of study
The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve- this includes attendance at UCLan and time spent in private study.
2.4.3 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](mailto: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.

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

3. Approaches to teaching and learning

3.1 Expertise of staff

Staff profiles can be viewed on the university website.

3.2 Learning and teaching methods

The QAA (2008) suggests that holders of a Master level qualification will be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data... demonstrate self-direction and originality in tackling and solving problems continue to advance their knowledge and understanding and make 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.

3.3 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.

To further enhance your study skills development your module leader may signpost you for specific advice or development events to:

WISER  https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=33_1
LIS  https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=25_1

3.4 Learning resources

3.4.1 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.

3.4.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. Module specific material be available from Blackboard. Within each of your module handbooks you will be guided to speciality specific websites within the bibliography.
3.5 Personal development planning
Please book an appointment to see your academic advisor to discuss your personal development planning.

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

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

It’s your future: take charge of it!

Careers offers a range of support for you including:
- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information, come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.
4. Student Support

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

4.1 Academic Advisors

You will be allocated an Academic advisor on commencement of the course. Their responsibilities include offering pastoral support, annual meetings (as this is a part time course), monitor your academic development and progression, personal development planning and writing references for future employment/courses of study. There are a wide range of support mechanisms in place to support academic development and personal support. Your Academic advisor will be able to refer you these as appropriate if you feel this is appropriate.

You also have access to support from Helen Mathias who is the Academic Coach & Learning Development Tutor in the Faculty of Health & Wellbeing. Helen is contactable via email: HMathias1@uclan.ac.uk or 01772 892737

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Assessment arrangements for students with a disability

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

Sarla Gandhi is the named lead for students with Disability. Sarla can be contacted via telephone number: 01772 893623 or email: SGandhi4@uclan.ac.uk should you should you require further confidential advice / support.

4.3 Students’ Union

The Students’ Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: http://www.uclansu.co.uk/

5. Assessment

5.1 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.

5.2 Notification of assignments and examination arrangements

Students will be notified of the requirements for individual assessments and the respective deadlines for submission via the Module Handbooks. Each module will have a specific session allocated to provide an overview of the assessment strategy relevant to each topic. All assignments are to be submitted by 12 noon on the set date specified on in the module handbook.

5.3 Referencing

The Referencing Guide explains and provides working examples of how to use the APA referencing style required by School of Community Health and Midwifery. Full documentation
of your work with references enables the reader to follow up the sources utilised and makes it clear how you are drawing your conclusions from the evidence presented. It is also an acknowledgement of the other writer's work or the work of a group of people, such as a committee or conference report. The University imposes penalties for plagiarism which occurs not only when you directly copy but when you reword text without giving a reference.

5.4 Confidential material

If you choose to undertake a module with a clinical placement required you will be expected to access confidential information, e.g. patient notes. As an NMC registered practitioner please bear in mind your obligations in light of the ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations within your assignments.

5.5 Cheating, plagiarism, collusion or re-presentation

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

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. 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.
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.

7.1 Student Staff Liaison Committee meetings (SSLCs)
Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.
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>
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</tr>
<tr>
<td>5. Title of Final Award</td>
<td>MSc Sexual Health Studies</td>
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</table>
| 6. Modes of Attendance offered | Full-time  
Part-time |
| 7. UCAS Code | N/A |
**8. Relevant Subject Benchmarking Group(s)**
- QAA (2010) Master’s Degree Characteristics

**9. Other external influences**
- British HIV Association (2013) Standards of Care for people living with HIV. London: BHIVA
- Faculty of Sexual & Reproductive Health (2014) NDFSRH Theory Syllabus & Course of 5. London: FSRH
- NMC (2008) Standards to Support Learning and Assessment in Practice
- Royal College of Nursing. (2009) Sexual Health Competency Framework

**10. Date of production/revision of this form**
- September 2016

**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.
### 13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
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<tbody>
<tr>
<td>Level 7</td>
<td>MW4016</td>
<td>Core Modules</td>
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<tr>
<td></td>
<td></td>
<td>All students:</td>
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<tr>
<td></td>
<td></td>
<td>Sexual Health: Critical Thinking and Challenges</td>
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<td>Full time students:</td>
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<td>Introduction to Postgraduate Research</td>
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<td>NU4053</td>
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<td>60</td>
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<td></td>
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<td>Part time students:</td>
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<td>Advanced Work-based Project:</td>
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<td>Level 7</td>
<td>MW4037</td>
<td>Option Modules available to all students</td>
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<tr>
<td></td>
<td></td>
<td>Sexual Health Contemporary Practice</td>
<td></td>
</tr>
</tbody>
</table>

### 14. Awards and Credits*  

**Masters Degree Sexual Health Studies**

Requires a total of 180 credits at level 7 including MW4016 plus either NU4025 and NU4053 or NU4073 and NU4138/NU4139/NU4140

**Exit - Post Graduate Diploma Sexual Health Studies**

Requires a total of 120 credits at level 7 including MW4016 or NU4053

**Exit - Post Graduate Certificate Sexual Health Studies**

Requires a total of 60 credits at level 7 including module MW4016

**Exit - Postgraduate Certificate in Health and Social care Education**

Requires modules MW4102, EH4101 & EH4100. Successful students being eligible for registration with the Nursing and Midwifery Council of the UK as a Teacher
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HP4007</td>
<td>Student Initiated Module</td>
<td>20</td>
</tr>
<tr>
<td>MW4063</td>
<td>HIV and Hepatitis</td>
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</tr>
<tr>
<td>MW4036</td>
<td>Organisational Leadership &amp; Management</td>
<td>20</td>
</tr>
<tr>
<td>NU4026</td>
<td>Advanced Research Methods</td>
<td>20</td>
</tr>
<tr>
<td>MW4039</td>
<td>Sexuality &amp; Gender</td>
<td>20</td>
</tr>
<tr>
<td>MW4015</td>
<td>Educational Approaches to Health and Social Care Professionals</td>
<td>20</td>
</tr>
<tr>
<td>MW4024</td>
<td>Sexual Dysfunction</td>
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</tr>
<tr>
<td>EH4101</td>
<td>Teaching Learning and Assessment</td>
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</tr>
<tr>
<td>EH4100</td>
<td>Teaching Toolkit</td>
<td>20</td>
</tr>
<tr>
<td>EH4102</td>
<td>Enhancing Professional Practice</td>
<td>20</td>
</tr>
</tbody>
</table>

Plus up to 40 credits from modules offered within the College of Health and Wellbeing level 7 framework as agreed by the Course Leader.

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MW4301</td>
<td>Sexual Health Promotion</td>
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</tr>
<tr>
<td>MW4022</td>
<td>Sexual Health Global Perspectives</td>
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</tr>
<tr>
<td>MW4038</td>
<td>Sexual Health Perspectives of Safeguarding (Adults and Children)</td>
<td>20</td>
</tr>
</tbody>
</table>

**Options available to NMC registrants, who are eligible to practice and not already studied this at level 6:**
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) imeek@uclan.ac.uk

- UCLan Postgraduate Prospectus
### 18. Curriculum Skills Map

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core or Option</th>
<th>Knowledge and understanding</th>
<th>Subject-specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
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<td>Level 7</td>
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<td>✓</td>
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<td>Evidence for Practice</td>
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<td>✓</td>
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<td>NU4138</td>
<td>Advanced Work Based Project: Design and Construction Evaluation</td>
<td>Core</td>
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