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

Welcome to the University of Central Lancashire (UCLan) and your course, MSc Sustainability, Health and Wellbeing. In this Handbook you will find information about the course, its educational focus, the tutors and the facilities available to help you to succeed.

The course sits within the School of Community Health and Midwifery, which means that it has the support of this School and also follows the procedures of the School. The School publishes a Student Handbook that is updated in September each year. Please read the School Student Handbook alongside this Course Handbook because it contains important information about the procedures relevant to students in the School of Community Health and Midwifery.

The Head of your School is Dr Deborah Kenny and her welcome to the School is in the Student Handbook of the School of Community Health and Midwifery which is available in the course area on eLearn (Blackboard). The Student Handbook also explains the mission statement of the School and the staffing structure.

We sincerely hope that the course fulfils your expectations and that your time with us will prove to be an enjoyable experience

1.1 Rationale, aims and learning outcomes of the course

This course has been directly tailored to address the pressing need to confront sustainability issues related to health, wellbeing and healthcare provision.

In the United Kingdom the Sustainable Development Strategy for the Health, Public Health and Social Care System 2014-2020, launched in January 2014, highlights that we need, ‘education, training and development to equip leaders and the workforce with the necessary knowledge and skills to function in changing times and climates’. Furthermore, the advice to bodies and agencies responsible for setting standards in training and practice is that they may wish to ‘start considering how sustainability is appropriately addressed for different professional groups and included in their curricula’. The development of this course is evidence of a direct response to this advice.

Moreover, sustainability, health and wellbeing are global issues. The Global Climate and Health Alliance, established in 2011 to tackle climate change and to protect and promote public health, is bringing together health organisations from around the world. Every nation is facing grand challenges and many of these have a shared foundation. Climate change is broadly recognised as the biggest global health threat. Together with other factors such as an increasingly aging population, multimorbidity, disability, microbial resistance, depleting resources and issues related to wide scale health and wealth inequality, the challenges facing global health are substantial.

This course seeks to explore the shared global challenges, as well as those being specific to individual regions, and hence be applicable to public health and healthcare personnel around the world. It has been designed to meet the needs of those holding strategic
positions within organisations as well as individual public health and healthcare workers who wish learn more about how to enhance sustainability, health and wellbeing.

On successful completion of the course students will be awarded MSc Sustainability, Health and Wellbeing. The specific aims of the programme are as follows:

- To explore the underpinning theories and principles of sustainability, health and wellbeing; evaluate the dynamic interplay between them and develop a critical appreciation of the connections between social, environmental and economic considerations.

- To examine the key 21st challenges facing societies and the requirements for achieving synergistic sustainability, health and wellbeing outcomes in an equitable and just manner, for current and future generations.

- To explore the sustainability impacts of health and care systems and increase understanding of the potential health and wellbeing co-benefits of minimising negative and maximising positive impacts.

- To provide a forum for the exchange of perspectives and experiences between professionals from a range of disciplines and from different regions, on topics related to sustainability, health and wellbeing.

- To enhance academic skills, including the abilities to engage in critical thinking and reflection, to synthesise information from a diverse range of sources, and to enable evaluation of contemporary policy and research at an advanced level.

- To meet the developmental needs of those holding strategic positions within organisations and of individuals who wish learn more about how to facilitate sustainable health and social care and promote healthy, sustainable and resilient communities.

- To promote leadership in the planning, development and critical evaluation of procedures and activities related to sustainability, health and wellbeing in order to meet the needs of diverse cultures in changing times and climates.

1.2 Course Team
The course leader, Kate Chatfield, is responsible for the management of your course. Please contact Kate if you have any general queries about the course or if you are unclear about who to contact for a specific issue.
Each module has a module leader who is responsible for that module. Please contact your module leader for any module-specific or assignment-related questions. Every student is also assigned an academic advisor.
Some staff work part-time and some days your tutors may work from home. Hence it is normally best to contact tutors via email in the first instance. If you wish to speak with your
tutor please contact them to arrange a convenient time for an online meeting or telephone call.

Course team

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Telephone</th>
<th>Skype</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kate Chatfield (Course leader)</td>
<td><a href="mailto:kchatfield@uclan.ac.uk">kchatfield@uclan.ac.uk</a></td>
<td>0044 1772893697</td>
<td>kate.chatfield</td>
</tr>
<tr>
<td>Jean Duckworth (Module leader)</td>
<td><a href="mailto:jeduckworth@uclan.ac.uk">jeduckworth@uclan.ac.uk</a></td>
<td>0044 1772893710</td>
<td>Jean.Duckworth</td>
</tr>
<tr>
<td>Prof. Mark Dooris (Module leader)</td>
<td><a href="mailto:mtdooris@uclan.ac.uk">mtdooris@uclan.ac.uk</a></td>
<td>0044 177289 3760</td>
<td>markdooris</td>
</tr>
<tr>
<td>Judith Shaw (Module leader)</td>
<td><a href="mailto:JShaw5@uclan.ac.uk">JShaw5@uclan.ac.uk</a></td>
<td>0044 1772893817</td>
<td></td>
</tr>
<tr>
<td>Brigit Ramsingh (Module leader)</td>
<td><a href="mailto:bramsingh@uclan.ac.uk">bramsingh@uclan.ac.uk</a></td>
<td>0044 1772896370</td>
<td>brigit.ramsingh</td>
</tr>
</tbody>
</table>

1.3 Expertise of staff

Your tutors are qualified to teach in higher education and hold a Postgraduate Certificate in Education (or equivalent). They are also Fellows of the Higher Education Academy (https://www.heacademy.ac.uk/professional-recognition). Your core team of tutors are those listed below but there will be additional input from specialists in the university on specific topics as needed. For example, in the module, MY4002 Principles of Sustainability, some key lectures are delivered by experts from across the university on particular sustainability-related topics such as tourism, food and waste management.

**Kate Chatfield** - Kate has a background in philosophy of science and bioethics and is an active qualitative researcher. Her current research activity includes two international research projects: ‘Responsible Industry’, which is developing a framework for industry to help them conduct research and innovation activities in a responsible manner, and ‘TRUST’, a global project seeking to address the exploitation of low and middle income country participants for research purposes. For her PhD Kate used a bioethical tool called ‘the ethical matrix’ to analyse a range of ethical challenges for traditional medicine. This included analysis of factors related to the wellbeing of humans and animals and the impacts of healthcare provision on the environment.

**Mark Dooris** is Professor in Health and Sustainability and Director of the Healthy & Sustainable Settings Unit, which is the first and only unit of its kind in the UK. He and his team are engaged in research, evaluation, teaching, training, network development and programme delivery. They currently co-ordinate the UK Healthy Universities Network; lead a pan-regional prison health and wellbeing programme within the North West of England; and are partners in a North West Sustainable Food Research Collaboration. From 2011-2014, he was responsible for the establishment and co-ordination of the UK Healthy Cities Network and management of the operational delivery of the World Health Organization Collaborating Centre for Health in Prisons. Mark is a member of the National Sustainable Food Cities Network Expert Group, was a member of the evaluation team for Phases III and IV of WHO's
European Healthy Cities Programme and has undertaken consultancy work relating to Healthy Cities, community participation and sustainable development. Mark is particularly interested in collaborating across disciplines and institutions to carry out action-focused research and development exploring the connections and interfaces between health, sustainability and community wellbeing. This concerns the linkages between nature, green space and health; and a focus on resilience and transition – recognising that climate change, resource depletion and environmental degradation are not only economic and ecological threats, but also potentially the biggest public health challenges facing us in the early 21st century.

Jean Duckworth - Jean has a background in law, medical ethics and homeopathy and currently teaches across a number of modules including research, ethics and leadership modules. For her PhD Jean used phenomenological methodology to investigate the philosophy and practice of midwife homeopaths. Jean is also involved in a range of external activities associated with the legal and ethical conduct of practitioners and researchers.

Judith Shaw - Judith is a Registered Nurse and Midwife working clinically until moving into academia. She joined UCLan in 2003. Judith’s specialist areas within Midwifery are ethics and law and health care management. Appointed as Lead Midwife for Education in July 2011 having been Course Leader BSc(Hons) Midwifery three and four year courses since 2010.

Brigit Ramsingh - Brigit is an historian of food safety and has researched the development of international food safety standards, with particular focus on the UN’s Codex alimentarius (the "Food Code"). Prior to this research, she has worked in areas of food policy and food legislation at Health Canada’s Food Directorate as well as on the development of a framework for microbial food safety policy research in Canada. Her current research interests include food waste and alternative food practices.

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.

Course specific information is also available via school Blackboard sites.
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 normally try to answer emails within 3 working days but some of your tutors work part-time and hence it may take longer to receive a reply. Tutors will inform you of their normal working days and when they will be taking leave.

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

The External Examiner for this course is Dr Paul Pilkington Senior Lecturer in Public Health, Faculty of Health and Applied Sciences, University of the West of England, Bristol.

2. Structure of the course

2.1 Overall structure
The course is offered on a part-time basis only. The standard length of the course is 3 years, however it may be possible to complete the course over 4-5 years. If this is something you wish to explore then please speak to your academic advisor or the course leader about options. The course is divided into a number of modules, 5 of which are worth 20 credits each and two are double modules worth 40 credits, making a total of 180 credits. Students
usually study three modules in year one and one double and one single module in years two and three. The first year modules are all core modules and must be taken, whereas in the second year there is one compulsory double module (Connecting sustainability, health and wellbeing) and one option single module. In the final year students undertake a double project/dissertation module and a further option single module. The availability of the option modules may vary depending on student numbers and staff availability.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>MODULES</th>
<th>CREDITS</th>
<th>CUMULATIVE TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3 core modules (compulsory)</td>
<td>3 X 20 credits</td>
<td>60 credits</td>
</tr>
<tr>
<td>2</td>
<td>1 core double module</td>
<td>40 credits</td>
<td>120 credits</td>
</tr>
<tr>
<td></td>
<td>1 option single module</td>
<td>20 credits</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1 core double module (project)</td>
<td>40 credits</td>
<td>180 credits</td>
</tr>
<tr>
<td></td>
<td>1 option single module</td>
<td>20 credits</td>
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</tr>
</tbody>
</table>

These are the modules that are included in the course:

**Year 1**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>MW4201</td>
<td>MW4202 Principle of Sustainability</td>
</tr>
<tr>
<td>Health and Wellbeing</td>
<td>NU4025 Introduction to Postgraduate Research</td>
</tr>
</tbody>
</table>

**Year 2**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>MW4200</td>
<td>Connecting Sustainability, Health and Wellbeing</td>
</tr>
</tbody>
</table>

Plus one option module from:

- NU4086 Applying Methods in Health Research
- HP4006 Research, Ethics and Governance
- PG4114 Healthy and Sustainable Settings: Theory, Policy and Practice
- MW4036 Organisational Leadership and Management
- XS4031 International Food law
- HP4007 Student Initiated Module

**Year 3**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>PG4115</td>
<td>Applied Health Project</td>
</tr>
</tbody>
</table>

Plus one option module (Same choices as above for year 2)

- NU4086 Applying Methods in Health Research
- HP4006 Research, Ethics and Governance
- PG4114 Healthy and Sustainable Settings: Theory, Policy and Practice
- MW4036 Organisational Leadership and Management
2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

<table>
<thead>
<tr>
<th>Year available</th>
<th>Aims of the Module</th>
<th>Core/optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>MW4201 Health and Wellbeing</strong>&lt;br&gt;This module will provide opportunities for examination of both the theoretical and practical implications of different conceptualisations of health and wellbeing. Through the process of critical reflection, students will challenge and analyse personal assumptions about health and wellbeing, and be encouraged to develop new and integrated conceptualisations within the context of contemporary thinking and debate.</td>
<td>Core</td>
</tr>
<tr>
<td>1</td>
<td><strong>MW4202 Principles of Sustainability</strong>&lt;br&gt;This module will provide opportunities for examination of the broad-ranging, underpinning principles of sustainability. Students will explore a range of issues pertaining to sustainability and sustainable development that provide an overarching view of the multifaceted and complex nature of sustainability.</td>
<td>Core</td>
</tr>
<tr>
<td>1</td>
<td><strong>NU4025 Introduction to Postgraduate Research</strong>&lt;br&gt;The module presents a broad overview of the principles of research beginning with ethical, epistemological and theoretical perspectives, and moving through qualitative and quantitative research designs, analysis and synthesis. Students will focus on the evidence relevant to one particular topic in their speciality, exploring the philosophical and theoretical underpinnings of this evidence and the impact of research design on knowledge generated.</td>
<td>Core</td>
</tr>
<tr>
<td>2</td>
<td><strong>MW4200 Connecting Sustainability, Health and Wellbeing</strong>&lt;br&gt;Students will explore the connections between sustainability, health and wellbeing, and examine ways in which sustainability principles and values can be applied effectively within the context of public health and health and social care.</td>
<td>Core</td>
</tr>
</tbody>
</table>
This will entail the synthesis of information from a broad range of disciplines and the critical analysis of multiple perspectives (e.g. environmental, economic, social, political, cultural, ethical). Students will also evaluate the practical implications of adopting co-ordinated and integrated approaches at different levels, from individual and organisational through to national and global.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PG4115</td>
<td><strong>Applied Health Project</strong></td>
<td>3</td>
<td>Core</td>
</tr>
<tr>
<td></td>
<td>To enable students to complete an empirical or literature based investigation in a topic relevant to their course. Students may test a hypothesis, explore a research question or solve a problem. They will be expected to design and conduct their own investigation and analysis, use appropriate methodologies, conceptual frameworks and analytical skills. The topic may involve the practical application of knowledge, skills and analysis to an issue within their own practice. The choice of topic will depend on access to appropriate resources and information and on department research themes and staff interests and expertise.</td>
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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU4086</td>
<td><strong>Applying Methods in Health Research</strong></td>
<td>2/3</td>
<td>Optional</td>
</tr>
<tr>
<td></td>
<td>This module aims to build upon knowledge and skills obtained in NU4025 (Introduction to Postgraduate Research) to focus in an in-depth manner on methods specifically used in health and health service research. Through examination of the practical application of research methods in this field it aims to support students in the development of the necessary skills for undertaking an independent piece of qualitative or quantitative research.</td>
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</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HP4006</td>
<td><strong>Research, Ethics and Governance</strong></td>
<td>2/3</td>
<td>Optional</td>
</tr>
<tr>
<td></td>
<td>This module aims to facilitate progression from theory to practice in research within a clear ethical framework. It acts as a bridging module between the theoretical study of research and governance to the conduct of an approved empirical research project. It aims to familiarise students with meta-ethical theories and practical ethical issues surrounding different forms of research and with the principles of research governance. It will help students develop a real research proposal and to analyse potential ethical challenges in their research.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PG4114</td>
<td><strong>Healthy and Sustainable Settings: Theory, Policy and Practice</strong></td>
<td>2/3</td>
<td>Optional</td>
</tr>
<tr>
<td></td>
<td>This module aims to enable students to develop a critical, analytical and integrative understanding of theory, policy and practice related to healthy and sustainable settings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Course Description</td>
<td>Availability</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
<td>--------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>MW4036</td>
<td>Organisational Leadership and Management</td>
<td>This module aims to develop practitioners as leaders and or managers who are able to think critically, strategically and able to facilitate change and influence policy. It is also suitable for non UK students as it is not directly focused on the National Health Service within the UK.</td>
<td>Optional</td>
</tr>
<tr>
<td>XS4031</td>
<td>International Food Law</td>
<td>This module aims to review the role of government/non-government bodies in relation to food legislation internationally and identify the implications for manufacturers, retailers and consumers.</td>
<td>Optional</td>
</tr>
<tr>
<td>HP4007</td>
<td>Student Initiated Module</td>
<td>To give an opportunity to students to extend their knowledge and analytical skills around a topic of their own choosing and to further develop their capacity to work independently.</td>
<td>Optional</td>
</tr>
</tbody>
</table>

2.3 Progression Information
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.

2.4 Study Time
2.4.1 Weekly timetable
The weekly timetable is explained on the eLearn/Blackboard course site, and module leaders will provide further details for individual modules in the module packs.

2.4.2 Expected hours of study
20 credits is a standard module size and equals 200 notional learning hours. 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 online sessions and time spent in private study.

2.4.3 Attendance Requirements
You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to Kate Chatfield kchatfield@uclan.ac.uk

In addition to regular use of materials on eLearn/Blackboard you are asked to access the materials at least once per week and to contribute to the discussion boards, chat rooms and
on-line tutorials. Participation in both live (two-way) and message board discussions will enhance the learning experience on this course and students are expected to take an active role in discussion groups.

If you are not able to attend a scheduled online session, you are asked to email the module leader and copy your email to Kate Chatfield, the Course Leader (kchatfield@uclan.ac.uk). This process enables us to offer support to you when you need it.

If you do not communicate with your module or course leaders advising them of your 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.

### 3. Approaches to teaching and learning

#### 3.1 Learning and teaching methods

The QAA (2008) suggest that holders of a Master level qualification will be able to deal with complex issues both systematically and creatively, make sound judgments 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 health, wellbeing and the nature of sustainability. This unique e-learning programme uses tutorial workshops in which students are required to take an active, and in many cases a leading role. You will learn through interacting with lecturers and other course members, attending on-line tutorials and interactive sessions, but also through your own personal development. Bringing learning to the forefront of what we, the lecturers and you the students do, facilitates a mutually supportive learning relationship.

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', eLearn. The idea of an electronic tutorial in this context involves the undertaking of various learning activities, using the internet, over a period of time.

Each module has a series of units. Each unit 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 practice.
The course is designed for individuals who bring a variety of expertise and life experiences and we encourage you 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 on-going learning.

Over the years your tutors at UCLan have made increasing use of online teaching materials and most of your learning materials will be made available on eLearn. Although the focus and direction of your study will be provided electronically, there is still an important role for printed material. In certain modules we may recommend that you purchase books where they provide an integrated overview of a subject. 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. Quality Assurance Agency for Higher Education (QAA) (2008) The framework for higher education qualifications in England, Wales and Northern Ireland [online] last accessed 18th July at URL www.qaa.ac.uk

3.2 Study skills
Students will start the course with a range of experience in study skills, in the use of academic sources online and in academic writing. We provide extra learning materials using eLearn on the skills needed to search for academic papers, for academic writing and for referencing. Your academic advisor is here to guide you so please ask. Support in study skills is also available through WISER and you can access their resources via eLearn or by linking 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

Students are expected to use good "netiquette" at all times, this includes:

- Checking the discussion frequently, responding appropriately and on subject.
- Not capitalising words unless to highlight a point or for titles.
- Being professional and careful with your online interaction; not forwarding someone else's message without their permission.
- Taking care with humour which can be misunderstood without face-to-face cues.
3.3 Learning resources

3.3.1 Learning Information Services (LIS)
Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study. LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.
The library opening hours can be found here.

3.3.2 Electronic Resources
LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.
You will quickly become familiar with eLearn (Blackboard) which is the brand name for the on-line learning and teaching tool that the University uses. The induction guide gives further information on how to access and search the library online, and sessions will be made available during your first semester to help guide you.
All University students are allocated a MyE Learn module space. Once logged into your eLearn area you can access all your modules including the module description, timetable, learning materials and messages from your module leader. Each module leader will discuss the use of eLearn and their module with you during the first session.
You can call LIS Customer Support on +44 (0)1772 895355 for help with any problems you may have with IT or the library. There is also a FAQ section available by linking to http://www.uclan.ac.uk/students/faq/

Adobe Connect is used alongside eLearn as a learning tool for some modules. Live on-line tutorials are run through Adobe Connect where students have discussion sessions with each other in the on-line chat rooms. Students need to have a webcam and headset as part of the course, and will receive instruction in the use of this method at the beginning of the course.
We hope that you will support us as we develop use of this technology. Note that the majority of the discussions in the live online sessions are recorded so that you will be able to go back to the sessions for revision.

Using the chat rooms
You are welcome to use other "chat rooms" for your own study and interaction. We suggest coordinating times and places via the discussions boards.

3.4 Personal development planning
Personal development planning (PDP) is a structured and supported process that 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 you skills and this will be discussed with your academic advisor. The School Student Handbook discusses PDP and useful information on PDP can be found on the “Student Office” which may be accessed through eLearn.


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

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

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.
Your choice of option modules in years 2 and 3 may impact upon your employability in certain ways. For example, if you wish to become more involved in research you may find it beneficial to take the research module options. If you are, or may be, in a position of leadership then the leadership module may be most helpful. You will have scheduled opportunities to speak with your academic advisor and the module tutors about the best options for you.

4. Student Support
There are many sources of support for you throughout the course. For module specific queries you can contact the module leader; for course specific queries, then contact the course leader.

The 'i' is a central Student Information Centre and you can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits etc.

LIS customer support (see 3.3.1) can be contacted for all matters related to library and university systems access.

Your academic adviser can help as described below and is a good starting point if you are unsure about whom to speak to.

4.1 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 Skype using the contact information provided.

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.
Support for students with specific learning needs/disabilities is discussed in the School Handbook which gives the contact details for the School Disability Co-ordinators. Disability Information for Students can be found here: https://www.uclan.ac.uk/students/health/disability_services.php

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

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

5.1 Assessment Strategy
All modules are assessed within the module and there are no set examinations. 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. 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 are normally described in general terms so that the individual student can choose a particular theme to develop to demonstrate that the learning outcomes have been met.

<table>
<thead>
<tr>
<th>Module</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>MW4201 Health and Wellbeing</td>
<td>Written assignment 4000 words (Critical reflection)</td>
</tr>
<tr>
<td>MW4202 Principles of Sustainability</td>
<td>Written assignment 4000 words</td>
</tr>
<tr>
<td>NU4025 Introduction to Postgraduate Research</td>
<td>Written assignment 4000 words (Research critique)</td>
</tr>
<tr>
<td>MW4200 Connecting Sustainability, Health and Wellbeing</td>
<td>Patchwork text 8000 words</td>
</tr>
<tr>
<td>PG 4115 Applied Health Project</td>
<td>Project/thesis 12000 words</td>
</tr>
<tr>
<td>NU4086 Applying Methods in Health Research</td>
<td>Written assignment (Research proposal) 3000 words</td>
</tr>
<tr>
<td>MW4036 Organisational Leadership and Management</td>
<td>Written assignment 4000 words</td>
</tr>
<tr>
<td>XS4031 International Food Law</td>
<td>Written assignments: Essay 2000 words and critical report 4000 words</td>
</tr>
<tr>
<td>HP4007 Student Initiated Module</td>
<td>Objective setting 500 words (pass/fail)</td>
</tr>
</tbody>
</table>
The Assessment policies and procedures of the School of Community Health and Midwifery are explained in the School Student 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 mark 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 Student 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 if you are successful at the second attempt, the overall grade for the assessment is capped at 50%. Second attempts are normally due about 6 weeks after the date of the Assessment board.

Please read your module guidelines carefully. For all modules, you must pass all parts of the assessment.

Students come to this course with different experiences and expectations about the marks they achieve for assignments. Remember that for a Masters 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

The requirements for individual assessments are contained within the module information pack available on eLearn at the commencement of the module. Students should submit work via Turnitin in the module area on eLearn by midnight UK time on the submission day. Marking criteria for level 7 work is available in the course area on eLearn.
5.3 Referencing
Please refer to the School of Community Health and Midwifery referencing guidelines. The school uses APA 6th edition referencing.

5.4 Confidential material
If 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 (where relevant). 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.

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 University Student Handbook.

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the University Student 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.
6. Classification of Awards
The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.
In operating discretion for profiling Course Assessment Boards will use academic judgment and may refer to performance in core modules, in particular the dissertation/project, or other factors which have been published to students.

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

Each module has an area on the discussion board for general comments and queries and we encourage you to post there at any time.

At the end of each module you will be asked to complete a module feedback questionnaire. This is totally anonymous and provides us with some insight into your experience.

7.1 Student Staff Liaison Committee meetings (SSLCs)
Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.
The 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.

Each September we ask that the course elect a course representative. On-line meetings are held each semester with the course leaders. These minutes are minuted and made available to students as are any actions taken as a result of the discussions.
8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

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

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

<table>
<thead>
<tr>
<th>Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Institution and Location of Delivery</td>
<td>University of Central Lancashire</td>
</tr>
<tr>
<td>University School/Centre</td>
<td>School of Community Health and Midwifery</td>
</tr>
<tr>
<td>External Accreditation</td>
<td>N/A</td>
</tr>
<tr>
<td>Title of Final Award</td>
<td>MSc Sustainability, Health and Wellbeing</td>
</tr>
<tr>
<td>Modes of Attendance offered</td>
<td>E-learning, part-time</td>
</tr>
<tr>
<td>UCAS Code</td>
<td>ULSUWB500</td>
</tr>
<tr>
<td>Relevant Subject Benchmarking Group(s)</td>
<td>N/A</td>
</tr>
<tr>
<td>Date of production/revision of this form</td>
<td>December 2015</td>
</tr>
<tr>
<td>----------------------------------------</td>
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</tr>
<tr>
<td><strong>Aims of the Programme</strong></td>
<td></td>
</tr>
<tr>
<td>To explore the underpinning theories and principles of sustainability, health and wellbeing; evaluate the dynamic interplay between them and develop a critical appreciation of the connections between social, environmental and economic considerations.</td>
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<tr>
<td>To examine the key 21st challenges facing societies and the requirements for achieving synergistic sustainability, health and wellbeing outcomes in an equitable and just manner, for current and future generations.</td>
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<tr>
<td>To explore the sustainability impacts of health and care systems and increase understanding of the potential health and wellbeing co-benefits of minimising negative and maximising positive impacts.</td>
<td></td>
</tr>
<tr>
<td>To provide a forum for the exchange of perspectives and experiences between professionals from a range of disciplines and from different regions, on topics related to sustainability, health and wellbeing.</td>
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</tr>
<tr>
<td>To enhance academic skills, including the abilities to engage in critical thinking and reflection, to synthesise information from a diverse range of sources, and to enable evaluation of contemporary policy and research at an advanced level.</td>
<td></td>
</tr>
<tr>
<td>To meet the developmental needs of those holding strategic positions within organisations and of individuals who wish learn more about how to facilitate sustainable health and social care and promote healthy, sustainable and resilient communities.</td>
<td></td>
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<tr>
<td>To promote leadership in the planning, development and critical evaluation of procedures and activities related to sustainability, health and wellbeing in order to meet the needs of diverse cultures in changing times and climates.</td>
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</tr>
<tr>
<td><strong>Learning Outcomes, Teaching, Learning and Assessment Methods</strong></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>A. Knowledge and Understanding</strong></td>
<td></td>
</tr>
<tr>
<td>A1. Evaluate critically the underpinning theories and principles of sustainability.</td>
<td></td>
</tr>
<tr>
<td>A2. Evaluate critically the underpinning theoretical assumptions and practical implications of different conceptualisations of health and wellbeing.</td>
<td></td>
</tr>
<tr>
<td>A3. Assess critically the current and future requirements for co-ordinating and maximising the pursuit of sustainability, health and wellbeing.</td>
<td></td>
</tr>
<tr>
<td>A4. Reflect critically upon the ethical dimensions of sustainability.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Teaching and Learning Methods</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The emphasis within this programme is upon the creation of a challenging, yet facilitative, on-line learning environment, supporting a student-led approach where possible. This is considered essential for the development of autonomous and proactive learners. As mature professionals, students have much to contribute to the learning process and it is believed that an interactive and creative experience enables them to explore and innovate within the learning experience.</td>
</tr>
</tbody>
</table>

Through their study, students are encouraged to challenge, deconstruct, debate and reconstruct their conceptual understanding of sustainability, health and wellbeing – and of their interconnections and interdependencies. In addition, through the use of examples drawn from real-life situations, the practical application of this understanding is explored with creative and evidence-based approaches to problem solving. This requires breadth of study, with critical analysis, reflexivity and synthesis of information from a broad array of disciplines, as well as depth of study, and careful attention to detail in specific scenarios. |

Teaching and formative learning strategies include: e-learning materials available on-line; guided reading and study available on-line; on-going discussion via asynchronous discussion boards, live seminars and group discussions in virtual classrooms on-line, one-to-one tutorials on-line, group work and presentations. |

Scheduled opportunities which provide the student with feedback about their progress towards meeting module and course learning outcomes are provided through synchronous learning, online discussion groups, email and tutorials. |

<table>
<thead>
<tr>
<th><strong>Assessment methods</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Depending on choice of optional modules, assessment will include: written assignments, critical reflective account, project work, oral presentation, patchwork text, preparation of papers for Research Ethics Committee, development of a research proposal, analytical report and thesis.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>B. Subject-specific skills</strong></th>
</tr>
</thead>
</table>
B1. Evaluate critically the connections and dynamic interplay between sustainability, health and wellbeing.

B2. Appraise critically the environmental impacts of health and care systems.

B3. Synthesise information related to sustainability, health and wellbeing from a variety of perspectives and disciplines.

B4. Make reasoned suggestions for pragmatic measures to enhance economic, social and environmental sustainability for diverse cultures in changing times and climates.

Teaching and Learning Methods

The emphasis within this programme is upon the creation of a challenging, yet facilitative, on-line learning environment, supporting a student-led approach where possible. This is considered essential for the development of autonomous and proactive learners. As mature professionals, students have much to contribute to the learning process and it is believed that an interactive and creative experience enables them to explore and innovate within the learning experience.

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Assessment methods

Depending on choice of optional modules, assessment will include: written assignments, critical reflective account, project work, oral presentation, patchwork text, preparation of papers for Research Ethics Committee, development of a research proposal, analytical report and thesis.

C. Thinking Skills

C1. Use critical reflection to challenge personal assumptions and behaviour on an ongoing basis.

C2. Explain and critique relevant policy and research at an advanced level.
C3. Synthesise information from a diverse range of sources, dealing with complex issues both systematically and creatively.

C4. Apply theoretical understanding to problem solving and strategy development.

Teaching and Learning Methods

The emphasis within this programme is upon the creation of a challenging, yet facilitative, on-line learning environment, supporting a student-led approach where possible. This is considered essential for the development of autonomous and proactive learners. As mature professionals, students have much to contribute to the learning process and it is believed that an interactive and creative experience enables them to explore and innovate within the learning experience.

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Assessment methods

Depending on choice of optional modules, assessment will include: written assignments, critical reflective account, project work, oral presentation, patchwork text, preparation of papers for Research Ethics Committee, development of a research proposal, analytical report and thesis.

D. Other skills relevant to employability and personal development

D1. Exercise initiative and act autonomously in the planning and delivery of individual study.

D2. Use information technology competently for learning, research and online exchange.

D3. Take systematic, evidence-informed and innovative approaches to problem solving.

D4. Use critical reflection to enhance self awareness and for personal development planning.
### Teaching and Learning Methods

The emphasis within this programme is upon the creation of a challenging, yet facilitative, on-line learning environment, supporting a student-led approach where possible. This is considered essential for the development of autonomous and proactive learners. As mature professionals, students have much to contribute to the learning process and it is believed that an interactive and creative experience enables them to explore and innovate within the learning experience.

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### Assessment methods

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13. **Programme Structures***

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7</td>
<td>MW4202</td>
<td>Core modules</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>MW4201</td>
<td>Principles of Sustainability</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>NU4025</td>
<td>Health and Wellbeing</td>
<td>20</td>
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<tr>
<td></td>
<td>MW4200</td>
<td>Introduction to Postgraduate Research</td>
<td>20</td>
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<td></td>
<td>Connecting Sustainability, Health and Wellbeing</td>
<td>40</td>
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<tr>
<td></td>
<td>PG4115</td>
<td>Applied Health Project</td>
<td>40</td>
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<tr>
<td></td>
<td>NU4086</td>
<td>Optional modules</td>
<td>20</td>
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<tr>
<td></td>
<td>HP4006</td>
<td>Applying Methods in Health Research</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>PG4114</td>
<td>Research, Ethics and Governance</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>MW4036</td>
<td>Healthy and Sustainable Settings: Theory, Policy and Practice</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>XS4031</td>
<td>Organisational Leadership and Management</td>
<td>20</td>
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<td></td>
<td>International Food law</td>
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<td></td>
<td>Student Initiated Module</td>
<td>20</td>
</tr>
</tbody>
</table>

14. **Awards and Credits***

- Postgraduate Certificate requires 60 credits at level 7
- Postgraduate Diploma requires 120 credits at level 7
- Masters Degree requires 180 credits at Level 7
### Personal Development Planning

Personal development planning (PDP) is a structured process which supports learning through reflection on learning, performance and achievement. The overall aim of PDP is to improve a student’s capacity for understanding what and how they are learning, and to review, plan and take responsibility for their own learning. The following opportunities for PDP are integrated within this course.

Students are encouraged to develop skills of reflection within their first module, Health and Wellbeing, which requires the keeping of a learning journal and a critical reflective account as part of the assessment strategy.

Students are encouraged to establish a learning contract with their module supervisors that will enable them to set goals, implement action plans and monitor and review their progress towards agreed goals.

Students are advised to discuss PDP requirements with their personal tutor at regular intervals, via skype, telephone or email.

Information technology, online literature searching, and online exchange skills are enhanced through use of the interactive e-learning resources.

Group support is encouraged via the use of discussion boards on E-Learn.

### Admissions criteria *

(including agreed tariffs for entry with advanced standing)

*Correct as at date of approval. For latest information, please consult the University’s website.

A recognised UK honours degree of 2.2 or above, or its equivalent.

English language and writing skills at GCSE English (Grade C or above) or IELTS 6.5.

Each applicant will be interviewed and applications considered on their own merits.

Mature applicants with non-degree level qualifications and appropriate experience will be considered.
17. **Key sources of information about the programme**

<table>
<thead>
<tr>
<th>University website and course team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre for Sustainable Healthcare and associated networks</td>
</tr>
</tbody>
</table>
## Curriculum Skills Map

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C) or Option (O)</th>
<th>Programme Learning Outcomes</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Knowledge and understanding</td>
<td>Subject-specific Skills</td>
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<td></td>
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### Year 1 (postgraduate certificate)

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C) or Option (O)</th>
<th>Knowledge and understanding</th>
<th>Subject-specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td>MW4202</td>
<td>Principles of Sustainability</td>
<td>C</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>MW4201</td>
<td>Health and Wellbeing</td>
<td>C</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>NU4025</td>
<td>Introduction to Postgraduate Research</td>
<td>C</td>
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<td>✓</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>MW4200</td>
<td>Connecting Sustainability, Health and Wellbeing</td>
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<tr>
<td>NU4086</td>
<td>Applying Methods in Health Research</td>
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<td>HP4006</td>
<td>Research, Ethics and Governance</td>
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<td>HP4007</td>
<td>Student Initiated Module</td>
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<td>PG4114</td>
<td>Healthy &amp; Sustainable Settings: Theory, Policy and Practice</td>
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<td>MW4036</td>
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<td>Module Title</td>
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<td>XS4031</td>
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Year 3 (masters degree)

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<tr>
<th>Module Code</th>
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<tr>
<td>PG4115</td>
<td>Dissertation /Project</td>
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<td>✓</td>
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Option module (as for year 2 above)

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks
19. LEARNING OUTCOMES FOR EXIT AWARDS:

For each exit award available, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

Learning outcomes for the award of: Postgraduate Certificate Sustainability, Health and Wellbeing

**Knowledge and Understanding**

Evaluate critically the underpinning theories and principles of sustainability.

Evaluate critically the underpinning theoretical assumptions and practical implications of different conceptualisations of health and wellbeing.

Assess critically the current and future requirements for co-ordinating and maximising the pursuit of sustainability, health and wellbeing.

**Subject Specific Skills**

Synthesise information related to sustainability, health and wellbeing from a variety of perspectives and disciplines.

Make reasoned suggestions for pragmatic measures to enhance economic, social and environmental sustainability for diverse cultures in changing times and climates.

**Thinking Skills**

Use critical reflection to challenge personal assumptions and behaviour on an ongoing basis.

Explain and critique relevant policy and research at an advanced level.

Synthesise information from a diverse range of sources, dealing with complex issues both systematically and creatively.

**Other Skills**

Use information technology competently for learning, research and online exchange.

Take a systematic, evidence-informed and innovative approach to problem solving.

Use critical reflection to enhance self awareness and for personal development planning.

Learning outcomes for the award of: Postgraduate Diploma Sustainability, Health and Wellbeing

**Knowledge and Understanding**

Evaluate critically the underpinning theories and principles of sustainability.
Evaluate critically the underpinning theoretical assumptions and practical implications of different conceptualisations of health and wellbeing.

Assess critically the current and future requirements for co-ordinating and maximising the pursuit of sustainability, health and wellbeing.

Reflect critically upon the ethical dimensions of sustainability.

**Subject Specific Skills**

Evaluate critically the connections and dynamic interplay between sustainability, health and wellbeing.

Appraise critically the environmental impacts of health and care systems.

Synthesise information related to sustainability, health and wellbeing from a variety of perspectives and disciplines.

Make reasoned suggestions for pragmatic measures to enhance economic, social and environmental sustainability for diverse cultures in changing times and climates.

**Thinking Skills**

Use critical reflection to challenge personal assumptions and behaviour on an ongoing basis.

Explain and critique relevant policy and research at an advanced level.

Synthesise information from a diverse range of sources, dealing with complex issues both systematically and creatively.

Apply theoretical understanding to problem solving and strategy development.

**Other Skills**

Use information technology competently for learning, research and online exchange.

Take a systematic, evidence-informed and innovative approach to problem solving.

Use critical reflection to enhance self awareness and for personal development planning.
Please read this Handbook in conjunction with your Course Handbook.

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

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

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

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

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

Please review the UCLan Equality and Diversity Policy for further information.
Contents page

1. Welcome and Introduction to the University
2. Learning Resources
3. Preparing for your career
4. Student support
5. Students' Union
6. Rationale, aims and learning outcomes of the course
7. Assessment
8. Student Voice
1. Welcome and Introduction to the University
The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. Part one of this Handbook provides you with generic University level information and the Course Handbook provides specific information about your programme of study.

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

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

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

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

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

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

1.5 Data Protection
All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These purposes are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University’s policy on the use and disclosure of...
2. Learning resources

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

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

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

3. Preparing for your career

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

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

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

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

UCLan Careers offers a range of support for you including:

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

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

It’s your future: take charge of it!

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

4. Student support, guidance and conduct

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

You may apply to appeal this decision in accordance with the University’s Academic Regulations.

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

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

For distance learning courses:
You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Generic feedback may be oral, written, posted on a website or other.
7.6 Unfair Means to Enhance Performance

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

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

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

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

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

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

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

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

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

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

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.
7.7 Appeals against assessment board decisions

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

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

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

8. Student voice

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

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

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

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

8.1 Course Representatives and School Presidents

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

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

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

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

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

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

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