

**Course Handbook**  
**MSc Transforming Integrated Health and Social Care**  
**2017-18**  
**Course Leader: Dr Jean Duckworth**  
**School of Community Health and Midwifery**



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 Transforming Integrated Health and Social Care. 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 follows the rules and 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 as 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 e-Learn (Blackboard). The Student Handbook explains the mission statement of the School and the staffing structure.

We sincerely hope 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

The course has been directly tailored to address the pressing need to confront contemporary issues in relation to the integration of health and social care. In 2013 the organisations responsible for managing NHS and Public Health budgets radically changed, recognising that the co-ordination of care for patients with complex needs and long-term illness was poor (The Kings Fund 2011). An important aspect of these changes is in the call for 'more integrated models of care – from 'virtual' integration through shared protocols to integrated teams and in some cases shared budgets and organizational integration (Ham et al 2011). Whilst there is no single model of care co-ordination, evidence from Singh and Ham (2005), Powell Davies et al (2008) and Kodner (2009) suggests that a multi-component approach is likely to achieve better results (Kings Fund 2015).

The course seeks to explore the inherent challenges in transforming health and social care policy and practice and is suitable for those individuals who hold strategic positions within organisations as well as individual health and social care professionals who wish to learn more about how to enhance care.

On successful completion of the course students will be awarded MSc Transforming Integrated Health and Social Care. The specific aims of the programme are as follows:

- To provide an opportunity for health and care professionals to undertake a critical evaluation of underlying theory, practice and research in health and social care.
- To provide a forum to share knowledge and experience; to debate methodological and contemporary issues and enhance practice within a collaborative on-line learning community.

- To enable critique of the conceptual analysis and practical application of integrated health and social care.
- To develop critically reflective leaders, practitioners, managers or researchers who can contribute to the transformation of integrated health and social care at an advanced level and provide leadership in its planning, development and critical evaluation.

### **Programme Outcomes**

The learning outcomes for the MSc Transforming Integrated Health and Social Care and the exit awards of Postgraduate Certificate and Postgraduate Diploma are as follows:

#### **Postgraduate Certificate: Transforming Integrated Health and Social Care**

##### *Knowledge and Understanding*

- Critically evaluate tensions and challenge surrounding integrated health and social care
- Demonstrate originality in the use of forms of knowledge to create new insights and solutions for problems in integrated health and social care
- Critically debate contemporary themes within integrated health and social care
- Critically discuss the methods, evidence base and outcomes of research and scholarly activity

##### *Subject Specific Skills*

- Critically evaluate differing theoretical frameworks and explore their uses and relevance in transforming integrated health and social care
- Exercise initiative in searching for and critically utilising appropriate research materials and facilities including web based materials
- Effectively use systematic methods to critically evaluate and apply existing knowledge in practice and in the creation of new knowledge to enhance future practice in the transformation of health and social care
- Skilfully utilise appropriate language and critical terms in verbal and written communication
- Actively contribute to the developing knowledge base in integrated health and social care and understand the skills required for scholarly dissemination

##### *Thinking Skills*

- Be active autonomous learners, able to participate in student centred and student led activities throughout their period of study
- Demonstrate curiosity and creativity and be critical about challenges to contemporary knowledge and practice
- Effectively use professionally appropriate analytical skills
- Be self-evaluative and demonstrate reflective skill in order to enhance practice

##### *Other Skills*

- Take responsibility for own professional development
- Achieve set objectives in the course
- Make positive contributions to team activities
- Develop advanced skills in information technology

- Reflect on learning and professional practice
- Facilitate innovative and good practice in research
- Design and deliver high quality services

## **Postgraduate Diploma; Transforming Integrated Health and Social Care**

### *Knowledge and Understanding*

- Critically evaluate tensions and challenge surrounding integrated health and social care
- Demonstrate originality in the use of forms of knowledge to create new insights and solutions for problems in integrated health and social care
- Critically debate contemporary themes within integrated health and social care care
- Critically discuss the methods, evidence base and outcomes of research and scholarly activity
- Evaluate and justify different theoretical and practical approaches and their relevance in integrated health and social care.

### *Subject Specific Skills*

- Critically evaluate differing theoretical frameworks and explore their uses and relevance in transforming integrated health and social care
- Exercise initiative in searching for and critically utilising appropriate research materials and facilities including web based materials
- Effectively use systematic methods to critically evaluate and apply existing knowledge in practice and in the creation of new knowledge to enhance future practice in the transformation of health and social care
- Function as an advanced, reflective, self-regulated and ethical researcher
- Demonstrate creative and innovative approaches utilising critical reflection in the application of specialised and new knowledge in integrated health and social care
- Skilfully utilise appropriate language and critical terms in verbal and written communication
- Actively contribute to the developing knowledge base in integrated health and social care and understand the skills required for scholarly dissemination

### *Thinking Skills*

- Be active autonomous learners, able to participate in student centred and student led activities throughout their period of study
- Demonstrate curiosity and creativity and be critical about challenges to contemporary knowledge and practice
- Effectively use professionally appropriate analytical skills
- Exhibit increased critical autonomy and conceptual and methodological sophistication in both oral and written work
- Be self-evaluative and demonstrate reflective skill in order to enhance practice

### *Other Skills*

- Take responsibility for own professional development
- Achieve set objectives in the course
- Make positive contributions to team activities
- Develop advanced skills in information technology
- Reflect on learning and professional practice
- Facilitate innovative and good practice in research
- Design and deliver high quality services

## **MSc: Transforming Integrated Health and Social Care**

### *Knowledge and Understanding*

- Critically evaluate tensions and challenge surrounding integrated health and social care
- Demonstrate originality in the use of forms of knowledge to create new insights and solutions for problems in integrated health and social care
- Critically debate contemporary themes within integrated health and social care
- Critically discuss the methods, evidence base and outcomes of research and scholarly activity
- Critically appraise own creativity, initiative and personal responsibility and action plan for continued educational and professional improvement
- Evaluate and justify different theoretical and practical approaches and their relevance in integrated health and social care.
- Review and apply the techniques of research and scholarly enquiry in order to create and interpret new knowledge in the discipline

### *Subject Specific Skills*

- Critically evaluate differing theoretical frameworks and explore their uses and relevance to transforming integrated health and social care
- Exercise initiative in searching for and critically utilising appropriate research materials and facilities including web based materials
- Effectively use systematic methods to critically evaluate and apply existing knowledge in practice and in the creation of new knowledge to enhance future practice in the transformation of integrated health and social care
- Function as an advanced, reflective, self-regulated and ethical researcher
- Demonstrate creative and innovative approaches utilising critical reflection in the application of specialised and new knowledge in integrated health and social care
- Skilfully utilise appropriate language and critical terms in verbal and written communication
- Actively contribute to the developing knowledge base in integrated health *and social care and understand the skills required for scholarly dissemination*

### *Thinking Skills*

- Be active autonomous learners, able to participate in student centred and student led activities throughout their period of study
- Demonstrate curiosity and creativity and be critical about challenges to contemporary knowledge and practice
- Effectively use professionally appropriate analytical skills

- Exhibit increased critical autonomy and conceptual and methodological sophistication in both oral and written work
- Be self-evaluative and demonstrate reflective skill in order to enhance practice
- Organise and articulate complex ideas through analysis, synthesis and evaluation in a coherent and creative style appropriate to postgraduate work

#### *Other Skills*

- Take responsibility for own professional development
- Achieve set objectives in the course
- Make positive contributions to team activities
- Develop advanced skills in information technology
- Reflect on learning and professional practice
- Facilitate innovative and good practice in research
- Design and deliver high quality services
- Demonstrate expertise and vision within their field through a piece of independent work
- Demonstrate a capacity to manage competing demands on time, including self-directed project work

#### **1.2 Course Team**

The course leader, Jean Duckworth, is responsible for the management of your course. Please contact Jean 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 their home office. 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.

Name	Email	Telephone	Skype
Kate Chatfield (Module leader)	<a href="mailto:kchatfield@uclan.ac.uk">kchatfield@uclan.ac.uk</a>	0044 1772893697	kate.chatfield
Jean Duckworth (Course leader)	<a href="mailto:jeduckworth@uclan.ac.uk">jeduckworth@uclan.ac.uk</a>	0044 1772893710	Jean.Duckworth
Hazel Partington (Module Leader)	<a href="mailto:hpartington@uclan.ac.uk">hpartington@uclan.ac.uk</a>	0044 1772895558	Hazel.partington
Phil O'Hare (Module Leader)	<a href="mailto:PO-Hare@uclan.ac.uk">PO-Hare@uclan.ac.uk</a>	0044 1772893414	
Anne Milston	<a href="mailto:AMMilston@uclan.ac.uk">AMMilston@uclan.ac.uk</a>	0044 1772 895485	

### 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.

**Jean Duckworth** is the course leader for, MSc Transforming Integrated Health and Social Care and module leader for HP4006 Research ethics and governance, HP4007 Student Initiated Module, MY4002 Principles of Sustainability. 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 a phenomenological approach 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.

**Kate Chatfield** is the course leader for another e-learning course, MSc Sustainability, Health and Wellbeing, and module leader for NU4025 Introduction to Postgraduate Research, NU4086 Applying Methods in Health Research and MY4001 Health and Wellbeing. 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. Kate's PhD employed 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.

**Hazel Partington** is the module leader for NU4084 Transforming Integrated Health and Social Care, NU4085 Therapeutic Relationships and NU4807 Inspiring Education. Hazel has a particular interest in practice and practitioner development. Hazel is currently undertaking a Professional Doctorate in Education with a focus on the influence of online masters level study on the professional lives of Complementary and Alternative Medicine practitioners.

### 1.4 Academic Advisor

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



### 1.5 Administration details

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

## Brook Hub

Location: Brook Building Room 204

Schools: School of Social Work, Care and Community, School of Nursing, School of Health Sciences

Contact Details: [brookhub@uclan.ac.uk](mailto:brookhub@uclan.ac.uk) or +44 (0)1772 891992 or 891993

### 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 name of the External Examiner is Dr Jennifer Loke, Lecturer at the University of Hull.



## 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, 6 of which are worth 20 credits each and the dissertation is 60 credits, making a total of 180 credits. Students usually study three modules in year one, three in year two and the 60 credit dissertation in year three. The first year modules contain 2 core modules which must be taken and one optional module, whereas in the second year there is one compulsory module (Introduction to Postgraduate Research and two optional single modules. In the final year students undertake a 60 credit dissertation module. The optional modules are chosen from across the Shell Framework and must be approved by course leader. The availability of the option modules may vary depending on student numbers and staff availability.

YEAR	MODULES	CREDITS	CUMULATIVE TOTAL
1	2 compulsory modules 1 option module	3 X 20 credits	60 credits
2	1 compulsory module 2 option modules	60 credits	120 credits
3	1 x 60 credit compulsory dissertation module	60 credits	180 credits

## 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.

### Year 1

Semester 1	Semester 2
SW4707 Leadership for Innovation and Integration	NU4084 Transforming Integrated Health and Social Care
Plus one option module from: Any Level 7 modules/CPD element selected from the designated Shell Framework	

The availability of the option modules will vary depending on student numbers and staff availability.

### Year Two

Semester 1	Semester 2
	NU4025 Introduction to Postgraduate Research
Plus two option modules from: Any Level 7 modules/CPD element selected from the designated Shell Framework	

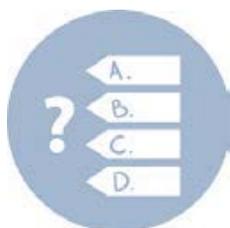
The availability of the option modules will vary depending on student numbers and staff availability.

### Year Three

Semester 1	Semester 2
NU4053 Dissertation	

Year available	Aims of the Module	Core/optional
1	<p><b>SW4707 Leadership for Innovation and Integration</b></p> <p>The aim of this module is to provide a critical exploration of the contemporary issues that impact upon leadership and innovation in the context of integrated services in health, social work and social care. It will update students' knowledge in relation to major theoretical perspectives and ethical debates, current research findings and evidence based practice in the field of leadership. The importance of innovation to meeting new challenges to health and social care is explored, including building new forms of relationships with service users, their supports and communities. The aim is to promote the development of effective leadership in health, social</p>	COMP

	work and social care.	
1	<b>NU4084 Transforming Integrated Health and Social Care</b> This module aims to provide opportunities to examine the, context, drivers and practical implications of the provision of an Integrated Health and Social Care system or service. Through examination of working models and exploration of contemporary issues , students will critically analyse the opportunities, challenges and benefits of Integrated Health and Social Care.	COMP
2	<b>NU4025 Introduction to Postgraduate Research</b> 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.	COMP
3	<b>NU4053 Dissertation</b>	COMP



### 2.3 Course requirements

All compulsory modules must be passed to enable you to gain your final award. Students must also demonstrate English language and writing skills at GCSE English (Grade C or above) or IELTS 6.5

### 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.

If you intend to apply for the Professional Doctorate in Health at UCLan you must achieve an overall 60% across the PG Diploma or Masters course. It is also worth noting that the Professional Doctorate requires that you study HP4006 Research ethics and governance and NU4086 Applying Methods in Healthcare. You will need to take account of this requirement when choosing your 2<sup>nd</sup> year modules.

### 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

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 (so 20 credits will equal 200 notional learning hours) – this includes attendance at online sessions and time spent in private study. Each module pack will contain information about the number of online sessions and expected activities.



### 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:

Jean Duckworth on [JEDuckworth@uclan.ac.uk](mailto:JEDuckworth@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 Jean Duckworth, the Course Leader ([jeduckworth@uclan.ac.uk](mailto:jeduckworth@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

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](http://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 <http://www.uclan.ac.uk/students/study/wiser/index.php>

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

Information about the services LIS offer can be found in the Student Handbook, however a FAQ guide is available by going to <https://www.uclan.ac.uk/students/faq/>

Our college librarian is:

**Michael Hargreaves**      [mhargreaves@uclan.ac.uk](mailto:mhargreaves@uclan.ac.uk)  
College Librarian      01772 892127

Links to relevant resources can be found by going to

[http://www.uclan.ac.uk/students/study/library/nursing\\_guide.php](http://www.uclan.ac.uk/students/study/library/nursing_guide.php)

[http://www.uclan.ac.uk/students/study/library/midwifery\\_guide.php](http://www.uclan.ac.uk/students/study/library/midwifery_guide.php)

[http://www.uclan.ac.uk/students/study/library/medicine\\_guide.php](http://www.uclan.ac.uk/students/study/library/medicine_guide.php)

[http://www.uclan.ac.uk/students/study/library/Social\\_Work\\_guide.php](http://www.uclan.ac.uk/students/study/library/Social_Work_guide.php)

Other subject areas may also be relevant to your study and resources for these may be found by clicking on this link

[http://www.uclan.ac.uk/students/study/library/subject\\_search.php](http://www.uclan.ac.uk/students/study/library/subject_search.php) and using the drop down list of subject areas.

Information on the use of these resources will be provided within the modules.

#### 3.3.2 Electronic Resources

Course materials will be made available in Blackboard and reading lists for further reading will be provided. You may choose to buy some of these books, and others are available online or chapters are available through google books.

### 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.

*(Quality Assurance Agency for Higher Education (2009) Personal development planning: guidance for institutional policy and practice in higher education [online] last accessed 18<sup>th</sup> July 2015 at URL [www.qaa.ac.uk](http://www.qaa.ac.uk))*



### 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.

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 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

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



#### 4.1 Academic Advisors

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](mailto:disability@uclan.ac.uk) - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

#### Assessment arrangements for students with a disability

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

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

The Academic School Lead for Disability is Colette Eaton. She can be contacted on +44 (0) 1772 895108 and by email [CEaton@uclan.ac.uk](mailto:CEaton@uclan.ac.uk).

#### 4.3 Students Union

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

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

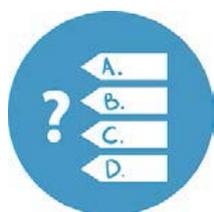
Your Union is also the home to a fantastic range of student-led [societies](#), [sports teams](#) and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go pop into the [Opportunities Centre](#) on the ground floor of the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

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

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at <http://www.uclansu.co.uk/>.

## 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

Module	Assessment
NU4084 Transforming Integrated Health and Social Care	Report and critical analysis 4000 words.
SW4707 Leadership for Innovation and Integration	Presentation (30 mins) Written analysis 3000 words.
NU4025 Introduction to Postgraduate Research	Written assignment 4000 words (Research critique)
NU4053 Dissertation	Thesis 15000 words.

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.

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 (unless notified otherwise). 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 6<sup>th</sup> 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.

## **6. Classification of Awards**

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



## 7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

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

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

Course representatives will be elected every year in 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](mailto:coursereps@uclan.ac.uk).

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

### 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. Minutes of the meetings are made available to students as are any actions taken as a result of the discussions.

## 8. Appendices

### 8.1 Programme Specification

**UNIVERSITY OF CENTRAL LANCASHIRE**

**Programme Specification**

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

<b>1. Awarding Institution / Body</b>	UCLan
<b>2. Teaching Institution and Location of Delivery</b>	UCLan
<b>3. University School/Centre</b>	School of Community Health and Midwifery
<b>4. External Accreditation</b>	None
<b>5. Title of Final Award</b>	MSc Transforming Integrated Health and Social Care
<b>6. Modes of Attendance offered</b>	E-Learning
<b>7. UCAS Code</b>	N/A
<b>8. Relevant Subject Benchmarking Group(s)</b>	<ul style="list-style-type: none"><li>• QAA Masters Degree Characteristics (2015) <a href="http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2977#.VvqQD4Ws9FU">http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2977#.VvqQD4Ws9FU</a></li></ul>
<b>9. Other external influences</b>	None
<b>10. Date of production/revision of this form</b>	May 2016
<b>11. Aims of the Programme</b>	

MSc Transforming Integrated Health and Social Care provides an opportunity for health and social care professionals to undertake a critical evaluation of underlying theory, practice and research in integrated health and social care.

It provides a forum to share knowledge and experience; to debate methodological and contemporary issues and enhance practice within a collaborative on-line learning community.

The course offers an opportunity for critique of the conceptual analysis and practical application of transforming integrated health and social care.

To develop critically reflective leaders, practitioners, managers or researchers who can contribute to transforming integrated health and social care at an advanced level and provide leadership in its planning, development and critical evaluation.

## **12. Learning Outcomes, Teaching, Learning and Assessment Methods**

### **A. Knowledge and Understanding**

Successful students will be able to:

**A1:** Critically evaluate tensions and challenge surrounding integrated health and social care

**A2:** Demonstrate originality in the use of forms of knowledge to create new insights and solutions for problems in integrated health and social care

**A3:** Critically debate contemporary themes within integrated health and social care

**A4:** Critically discuss the methods, evidence base and outcomes of research and scholarly activity

**A5:** Critically appraise own creativity, initiative and personal responsibility and action plan for continued educational and professional improvement

**A6:** Evaluate and justify different theoretical and practical approaches and their relevance in integrated health and social care.

**A7:** Review and apply the techniques of research and scholarly enquiry in order to create and interpret new knowledge in the discipline

### **Teaching and Learning Methods**

Postgraduate study requires an emphasis upon both formal and informal methods of learning and the promotion of independence in the planning and organisation of learning.

The emphasis within the programme will be upon the creation of a challenging yet facilitative learning environment supporting the rapid transition to a student-led approach, which is considered essential to facilitate the development of an autonomous and proactive learner. As mature professionals, students have much to contribute to the learning process and it is believed that an interactive and creative experience will enable them to explore and innovate within their own personal learning. This type of learning experience will support and facilitate development of strategies to creatively and critically explore, deconstruct, debate and reconstruct a conceptual understanding of integrated health and social care 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 will 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 the module learning outcomes will be provided through synchronous learning, online discussion groups, email and tutorials.

### **Assessment methods**

Depending on choice of optional modules, assessment will include: written assignments, critical reflective account, short answer questions, project work, oral presentation of research proposal, preparation of papers for Research Ethics Committee, development of a research tool, development of teaching materials, analytical report, learning contracts plus thesis.

### **B. Subject-specific skills**

Successful students will be able to:

**B1:** Critically evaluate differing theoretical frameworks and explore their uses and relevance to transforming integrated health and social care

**B2:** Exercise initiative in searching for and critically utilising appropriate research materials and facilities including web based materials

**B3:** Effectively use systematic methods to critically evaluate and apply existing knowledge in practice and in the creation of new knowledge to enhance future practice in the transformation of integrated health and social care

**B4:** Function as an advanced, reflective, self-regulated and ethical researcher

**B5:** Demonstrate creative and innovative approaches utilising critical reflection in the application of specialised and new knowledge in integrated health and social care

**B6:** Skilfully utilise appropriate language and critical terms in verbal and written communication

**B7:** Actively contribute to the developing knowledge base in integrated health and social care and understand the skills required for scholarly dissemination

### **Teaching and Learning Methods**

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Depending on choice of optional modules, assessment will include: written assignments, critical reflective account, short answer questions, project work, oral presentation of research proposal, preparation of papers for Research Ethics Committee, development of a research tool, development of teaching materials, analytical report, learning contracts, plus thesis.

#### **C. Thinking Skills**

Successful students will be able to:

**C1:** Be active autonomous learners, able to participate in student centred and student led activities throughout their period of study

**C2:** Demonstrate curiosity and creativity and be critical about challenges to contemporary knowledge and practice

**C3:** Effectively use professionally appropriate analytical skills

**C4:** Exhibit increased critical autonomy and conceptual and methodological sophistication in both oral and written work

**C5:** Be self-evaluative and demonstrate reflective skill in order to enhance practice

**C6:** Organise and articulate complex ideas through analysis, synthesis and evaluation in a coherent and creative style appropriate to postgraduate work

#### **Teaching and Learning Methods**

Postgraduate study requires an emphasis upon both formal and informal methods of learning and the promotion of independence in the planning and organisation of learning.

The emphasis within the programme will be upon the creation of a challenging yet facilitative learning environment supporting the rapid transition to a student-led approach, which is considered essential to facilitate the development of an autonomous and proactive learner. As mature professionals, students have much to contribute to the learning process and it is believed that an interactive and creative experience will enable them to explore and innovate within their own personal learning. This type of learning experience will support and facilitate development of strategies to creatively and critically explore, deconstruct, debate and reconstruct a conceptual understanding of integrated health and social care 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.

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

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Depending on choice of optional modules, assessment will include: written assignments, critical reflective account, short answer questions, project work, oral presentation of research proposal, preparation of papers for Research Ethics Committee, development of a research tool, development of teaching materials, analytical report, learning contracts plus thesis.

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

Graduate education builds on and extends current knowledge and skills and facilitates the delivery of improved health care and contribution to the wider debates in complementary medicine. This enhances the professional's ability to:

- D1:** Take responsibility for own professional development
- D2:** Achieve set objectives in the course
- D3:** Make positive contributions to team activities
- D4:** Develop advanced skills in information technology
- D5:** Reflect on learning and professional practice
- D6:** Facilitate innovative and good practice in research

**D7:** Design and deliver high quality services

**D8:** Demonstrate expertise and vision within their field through a piece of independent work

**D9:** Demonstrate a capacity to manage competing demands on time, including self-directed project work

### Teaching and Learning Methods

Postgraduate study requires an emphasis upon both formal and informal methods of learning and the promotion of independence in the planning and organisation of learning.

The emphasis within the programme will be upon the creation of a challenging yet facilitative learning environment supporting the rapid transition to a student-led approach, which is considered essential to facilitate the development of an autonomous and proactive learner. As mature professionals, students have much to contribute to the learning process and it is believed that an interactive and creative experience will enable them to explore and innovate within their own personal learning. This type of learning experience will support and facilitate development of strategies to creatively and critically explore, deconstruct, debate and reconstruct a conceptual understanding of integrated health and social care 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.

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

### Assessment methods

Depending on choice of optional modules, assessment will include: written assignments, critical reflective account, short answer questions, project work, oral presentation of research proposal, preparation of papers for Research Ethics Committee, development of a research tool, development of teaching materials, analytical report, learning contracts plus thesis.

### 13. Programme Structures\*

### 14. Awards and Credits\*

Level	Module Code	Module Title	Credit rating
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Level 7		<b>COMPULSORY MODULES</b>		PG Cert Transforming Integrated Health and Social Care
	SW4707	Leadership for Innovation and Integration	20	requires 60 credits at Level 7
	NU4084	Transforming Integrated Health and Social Care	20	
	NU4025	Introduction to Post-graduate Research	20	PGDip Transforming Integrated Health and Social Care
	NU4053	Dissertation	60	requires 120 credits at Level 7
		<b>OPTIONAL MODULES</b>		
		60 credits of level 7 modules/CPD element selected from the designated Shell Framework as agreed by the Course Leader.	60	MSc Transforming Integrated Health and Social Care requires 180 credits at Level 7

### 15. Personal Development Planning

Personal development planning (PDP) (QAA, 2009) is a structured process which supports learning by reflection on learning, performance and achievement. The School of Health actively supports PDP and provides learning materials. This develops skills which form part of continuing personal and professional development and key skills developed in the modules include: self- awareness, reflection and reflective practice, communication skills, team working, problem solving skills, information technology, presentation skills, writing skills and numeracy.

Quality Assurance Agency for Higher Education (2009) *Personal development planning: guidance for institutional policy and practice in higher education* [online] last accessed 12 Sept 2010 at URL [www.qaa.ac.uk](http://www.qaa.ac.uk)

### 16. Admissions criteria

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

Students will be informed of their personal minimum entry criteria in their offer letter.

A recognised British honours degree of 2.2 or above, or its equivalent, in a relevant subject from an approved institution of higher education.

Non-standard applicants are welcome. Recognition of Prior and Work Based Learning in accordance with University regulations may be available. You are advised to contact the course leader.

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

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

- School of Community Health and Midwifery website
- UCLan course pages.



Shell Framework (attached) as agreed by the Course Leader																		
Year Three																		
NU4053	Dissertation	COMP	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes															
				Thinking Skills						Other skills relevant to employability and personal development									
				C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	D8	D9	
LEVEL 7	Year One																		
	SW4707 OR	Leadership for Innovation or Integration	COMP	✓	✓	✓		✓		✓	✓		✓	✓					
	NU4084	Transforming Integrated Health and Social Care	COMP	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓			
	20 credits Level 7 module/CPD element selected from the designated Shell Framework (attached) as agreed by the Course Leader		O																
	Year Two																		
	NU4025	Introduction to Postgraduate Research	COMP	✓	✓	✓	✓				✓	✓		✓		✓			

40 credits level 7 modules/CPD element selected from the designated Shell Framework (attached) as agreed by the Course Leader		O															
Year Three																	
NU4053	Dissertation	COMP	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓

## 19. LEARNING OUTCOMES FOR EXIT AWARDS:

### **Learning outcomes for the award of: Postgraduate Certificate: Transforming Integrated Health and Social Care**

#### *Knowledge and Understanding*

- Critically evaluate tensions and challenge surrounding integrated health and social care
- Demonstrate originality in the use of forms of knowledge to create new insights and solutions for problems in integrated health and social care
- Critically debate contemporary themes within integrated health and social care
- Critically discuss the methods, evidence base and outcomes of research and scholarly activity

#### *Subject Specific Skills*

- Critically evaluate differing theoretical frameworks and explore their uses and relevance in transforming integrated health and social care
- Exercise initiative in searching for and critically utilising appropriate research materials and facilities including web based materials
- Effectively use systematic methods to critically evaluate and apply existing knowledge in practice and in the creation of new knowledge to enhance future practice in the transformation of health and social care
- Skilfully utilise appropriate language and critical terms in verbal and written communication
- Actively contribute to the developing knowledge base in integrated health and social care and understand the skills required for scholarly dissemination

#### *Thinking Skills*

- Be active autonomous learners, able to participate in student centred and student led activities throughout their period of study
- Demonstrate curiosity and creativity and be critical about challenges to contemporary knowledge and practice
- Effectively use professionally appropriate analytical skills
- Be self-evaluative and demonstrate reflective skill in order to enhance practice

#### *Other Skills*

- Take responsibility for own professional development
- Achieve set objectives in the course
- Make positive contributions to team activities
- Develop advanced skills in information technology
- Reflect on learning and professional practice
- Facilitate innovative and good practice in research
- Design and deliver high quality services

## **Learning outcomes for the award of: Postgraduate Diploma; Transforming Integrated Health and Social Care**

### *Knowledge and Understanding*

- Critically evaluate tensions and challenge surrounding integrated health and social care
- Demonstrate originality in the use of forms of knowledge to create new insights and solutions for problems in integrated health and social care
- Critically debate contemporary themes within integrated health and social care care
- Critically discuss the methods, evidence base and outcomes of research and scholarly activity
- Evaluate and justify different theoretical and practical approaches and their relevance in integrated health and social care.

### *Subject Specific Skills*

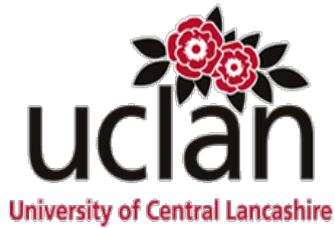
- Critically evaluate differing theoretical frameworks and explore their uses and relevance in transforming integrated health and social care
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- Function as an advanced, reflective, self-regulated and ethical researcher
- Demonstrate creative and innovative approaches utilising critical reflection in the application of specialised and new knowledge in integrated health and social care
- Skilfully utilise appropriate language and critical terms in verbal and written communication
- Actively contribute to the developing knowledge base in integrated health and social care and understand the skills required for scholarly dissemination

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- Be active autonomous learners, able to participate in student centred and student led activities throughout their period of study
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- Be self-evaluative and demonstrate reflective skill in order to enhance practice

### *Other Skills*

- Take responsibility for own professional development
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- Facilitate innovative and good practice in research
- Design and deliver high quality services



## University Student Handbook



**2017/18**

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

personal information, please see the University's Data Protection Policy and [Privacy Notice](#) or contact the Information Governance Officer, Clerk to the Board Service, University of Central Lancashire, Preston, PR1 2HE or email [DPFOIA@uclan.ac.uk](mailto:DPFOIA@uclan.ac.uk).



## 2. Learning resources

### 2.1 Learning Information Services (LIS)

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

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

[http://www.uclan.ac.uk/students/study/library/opening\\_hours.php](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](mailto:careers@uclan.ac.uk)

[www.uclan.ac.uk/careers](http://www.uclan.ac.uk/careers)

#### 4. Student support, guidance and conduct



##### 4.1 Student Support

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

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

[http://www.uclan.ac.uk/students/study/library/the\\_i.php](http://www.uclan.ac.uk/students/study/library/the_i.php)

##### 4.2 Students with disabilities

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

[https://www.uclan.ac.uk/students/health/disability\\_services.php](https://www.uclan.ac.uk/students/health/disability_services.php)

##### 4.3 Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/specific learning difficulty for which valid supporting evidence can be made available. Contact your Disability Adviser for advice and information, [disability@uclan.ac.uk](mailto: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](http://www.uclansu.co.uk)

## 6. Rationale, aims and learning outcomes of the course

6.1 You will find information specific to your chosen course of study in your Course Handbook, in the form of a 'programme specification'. As defined by the QAA (Quality Assurance Agency) - the regulatory body responsible for overseeing quality compliance in the Higher Education Sector - a programme specification is a concise description of the intended learning outcomes of an HE programme. It is the means by which the outcomes are achieved and demonstrated. In general, modules or other units of study have stated outcomes, often set out in handbooks provided by institutions to inform student choice. These intended learning outcomes relate directly to the curriculum, study and assessment methods and criteria used to assess performance. Programme specifications can show how modules can be combined into whole qualifications. However, a programme specification is

not simply an aggregation of module outcomes; it relates to the learning and attributes developed by the programme as a whole and which, in general, are typically in HE more than the sum of the parts.

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



## 7. Assessment

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

### 7.1 Dealing with difficulties in meeting assessment deadlines

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

### 7.2 Extensions

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

You should complete and submit an extension request form, with any supporting evidence, to your CAS Hub. Further information is available on the Student Portal at:

[https://www.uclan.ac.uk/students/study/examinations\\_and\\_awards/extensions.php](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](mailto: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](mailto: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](mailto: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](mailto: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.

