



Course Handbook

Post Graduate Certificate Practice Teacher

2018-2019

Course Leader: Yasmin Perry

School of Community Health & Midwifery, Faculty of Health and Well
Being



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

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

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1. Welcome to the course

The School of Community Health & Midwifery, as part of the Faculty of Health and Well Being welcomes you to the Post Graduate Certificate Practice Teacher Course. This handbook provides an overview of the course and important information that you will require to support your studies. In addition to this handbook you will receive detailed information about each module in a separate module information pack (MIP). School programme standards and protocols, study skills and student services are further explained in the University Student Handbook which you will receive at the commencement of your programme. In addition, you should refer to the Students Guide to Regulations for information about the University's rules and regulations (www.uclan.ac.uk)

This handbook is provided to explain specific issues relevant to the Postgraduate Practice Teacher Certificate which is delivered in the School of Community Health & Midwifery. The vision for the School of Community Health & Midwifery is to facilitate excellence in the delivery of care and promote the implementation and evaluation of changes within care services. It aims to achieve this through the provision of a rich and stimulating research, teaching and learning environment. Education provided by staff in the school encompasses the best and most relevant experience for students preparing for, or developing, their professional roles in health and social care.

The aims of the school reflect the University Mission Statement, the requirements of a range of professional and statutory bodies and take into account the contractual arrangements with health providers and purchasers.

The course team wishes you well with your studies.

1.1 Rationale, aims and learning outcomes of the course

Your course is designed to meet the 'Standards to Support Learning and Assessment in Practice: NMC standards for mentors, practice teachers and teachers' (NMC 2008). These standards have been accepted by the Nursing and Midwifery Council (NMC) from August 2008. The NMC practice teacher domains can be found in **appendix 1**. In addition in **appendix 2** the course modules have been mapped to the NHS Knowledge and Skills Framework (2004) and the UK National Professional Standards Framework for teaching and supporting learning in higher education (2004). As other professional bodies identify similar learning, teaching and assessment standards these will be mapped to this programme.

Following successful completion of the programme as a trainee practice teacher and award of the Post Graduate Certificate Practice Teacher, your name can be entered on your local register as a practice teacher. You should then undertake a period of preceptorship supported by an existing sign off practice teacher. This will normally be for a year and should include further supervised sign off experience. Once the period of preceptorship is completed and your preceptor is satisfied you are competent in sign off proficiency then you can be annotated as a sign off practice teacher on your local trust register (NMC 2008:22).

To register the practice teacher qualification with the Higher Education Academy (HEA) you will need to go through a recognition process to become an associate fellow of the HEA. This process will incur a fee. The application form is available at the following website - <https://www.heacademy.ac.uk/consultancy-services/accreditation/applying-accreditation>

References

Department of Health (2004) *The NHS Knowledge and Skills Framework (NHS KSF) and the Development Review Process*. London, Department of Health.

HEA (2004) *UK National Professional Standards Framework for teaching and supporting learning in higher education*. London, HEA.

NMC (2008) *Standards to Support Learning and Assessment in Practice: NMC standards for mentors, practice teachers and teachers*. London, NMC.

Course Aims

The aims of the post graduate certificate practice teacher course are to prepare and develop practitioners who will

- Facilitate, supervise and assess students transferring knowledge and competence to a new context of practice.
- Critically appraise and evaluate practice teaching from operational and strategic perspectives.

The course is designed to encompass key themes including establishing effective working relationships, creating and maintaining a learning environment, facilitating learning and assessment and evaluating learning by utilising evidence-based practice and leadership strategies within the context of contemporary practice.

Course Learning Outcomes

Knowledge and Understanding:

- A1. Promote, foster and evaluate personal, professional development in self and others.
- A2. Critically discuss the ethical and legal issues associated with confirming that students have met specific outcome standards
- A3. Critically analyse the evidence base that supports practice and evaluate the current state of practice to identify areas for development.
- A4. Disseminate findings from research and practice development to enhance learning experiences

Subject Specific Skills:

- B1. Identify and facilitate learning opportunities that enable the synthesis of theory and practice.
- B2. Evaluate professional relationships that support practice learning.
- B3. Critically explore the mechanisms and strategies that can be used to support mentors and students in facilitating role transition.
- B4. Critically evaluate the factors that lead to, and engage in, effective assessment in the practice setting.
- B5. Actively engages in the development and maintenance of effective practice learning environments / organisations.
- B6. Critically reflect on the relationship between practice settings and higher education Institute's, contributing to the development of curricula and quality assurance activities to ensure courses are fit for practice, fit for purpose and fit for award

Thinking Skills:

- C1. Critically analyse strategies that support the assessment and evaluation of students, taking into consideration the requirements of academic and professional awards.
- C2. Critically evaluate the contribution of practice teachers to the development and management of curricula
- C3. Critically reflect on their personal ability to act as a leader within the clinical environment and to promote inter-professional collaboration

Other skills relevant to employability and personal development:

- D1. Interpersonal communication - giving and receiving of information, interpretation of written and verbal information, understanding of non-verbal communication
- D2. IT skills – utilise electronic search engines, web CT, Microsoft programmes, emails,
- D3. Report writing, portfolio development, presentation skills
- D4. Self-management – organisational skills, time management and work life balance
- D5. Problem solving – identification and resolution of issues, awareness of process of problem solving and use of a framework to inform decision making
- D6. Learning to learn – self-awareness and assessment, professional and personal development planning, transferable skills development
- D7. Team working – understand multi-disciplinary team working, roles and responsibilities of individuals, team members and team collectively, understand collaborative / partnership working.



1.2 Course Team

Lecturer	Phone No's / email
Yasmin Perry Course and Module Leader	01772 893772 yperry1@uclan.ac.uk
Georgina Ritchie	01772 893605 GLRitchie@uclan.ac.uk
Kathryn Smyth	01772 893773 Kwsmyth2@uclan.ac.uk

1.3 Expertise of staff

The teaching team on the course comprises academic staff from a variety of backgrounds, with a wide range of practice, teaching and research experiences. In addition, there will also be sessions led by practitioners with expertise in relation to particular subject areas, as well as from service user representatives where appropriate. Our aim is to stimulate you to learn, and interaction with subject experts is a key means to achieving this. Additionally, staff who teach on the course have a range of research interests, and you should use opportunities to ask staff about their research to help develop your understanding of research and research processes relevant to evaluating practice learning situations and methods.

Yasmin Perry is a School Nurse and Senior Lecturer in the School of Community Health and Midwifery and is pathway leader for Sexual Health on the Specialist Community Public Health Nurse Course. She also has the Practice Teacher qualification.

Georina Ritchie is a District Nurse and Senior Lecturer in the School of Community Health and Midwifery and is pathway leader for District Nursing on the Community Specialist Practitioner Course.

Katy Smyth is a General Practice Nurse and Lecturer in the School of Health and Midwifery who teaches on the Community Specialist Practitioner Course. She also has the Practice teacher qualification.

1.4 Academic Advisor

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



1.5 Administration details

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

Brook Building

Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
Telephone: 01772 891992 or 01772 891993
Email: brookhub@uclan.ac.uk

1.6 Communication



days.

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. This is the preferred means of communication, but you can also telephone – all staff have voicemail, so you can leave a message if the staff member is not available when you call. We will **normally** respond to emails or voicemail messages within 3 working

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.

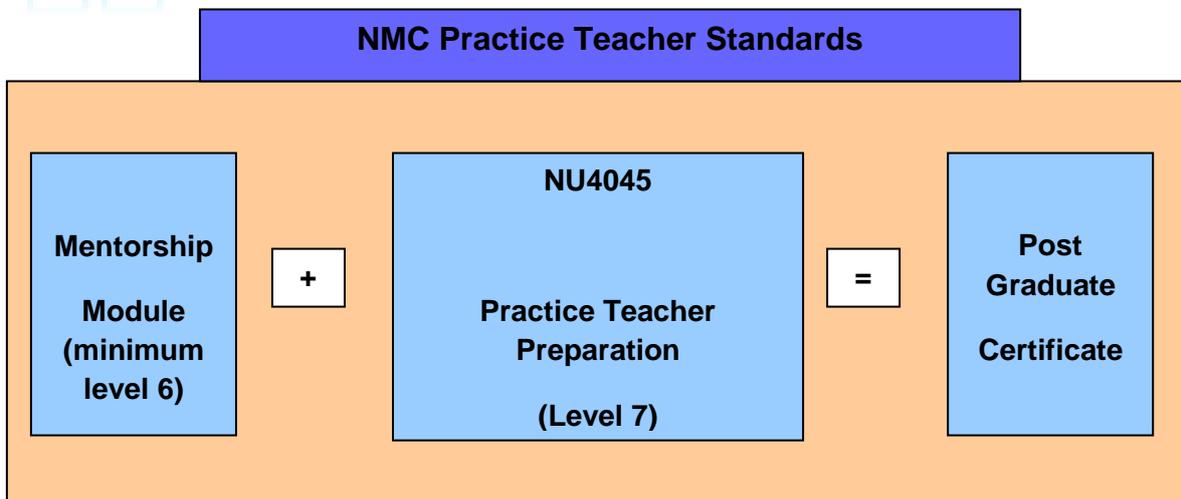
Name	Position	Home institution
Sarah Sherwin	Senior Lecturer	Wolverhampton University

You will be able to access external examiner reports electronically via Blackboard.



2. Structure of the course

2.1 Overall structure



Course Structure and Progression

The practice teacher programme will be delivered over a minimum of 6 months part-time. The programme includes a minimum of 30 days protected learning time which includes learning in both academic and practice settings (NMC 2008: 35).

All programmes of study at the University of Central Lancashire operate under the Credit Accumulation and Transfer Scheme (CATS). You will progress towards a target award through the credit rated course modules. The Postgraduate Certificate Practice Teacher requires you to undertake a mentorship module **and** Module NU 4045 Practice Teacher Preparation (double 40 credit module at Level 7), totalling 60 credits. The programme specification can be found in **appendix 3**.

If you have already completed a mentorship module or its equivalent you may be able to claim for Accreditation of Prior Learning (APL/APEL) towards this award. Please go to http://www.uclan.ac.uk/study_here/apl.php to find application forms and booklets.

Each module has a module leader who is responsible for the development and delivery of their specific module. Module leaders will liaise directly with your personal tutor in order to provide feedback in terms of your progression and achievement. A strength of the programme is the facility to offer shared learning across a range of disciplines. This facilitates the discussion of common issues and concerns enabling examples of good practice to be shared.

Practice Experience

This programme will include relevant work-based learning where you will have the opportunity to critically reflect on facilitating, supervising and assessing students who are transferring knowledge and competence to a new context of practice. You will be expected to act as a practice teacher to a student in specialist practice, under the supervision of a qualified practice teacher.

2.1 Modules available

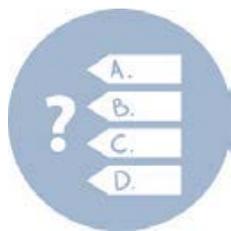
Overview of Modules

NU4096 Multi-professional support of learning and assessing in practice

The aim of this standard module (20 credits) is to facilitate the development of mentorship and supervisory skills for those practitioners supporting students undertaking educational programmes in health and social care environments. The module will provide the opportunity to critically explore and analyse mentorship responsibilities within the current context of practice learning. A module handbook will provide you with more detailed information.

NU 4045 Practice Teacher Preparation

This double module (40 credits) will build upon existing knowledge and skills to enable you to contextualise and develop an optimum learning environment from a strategic perspective. It will enable you to critically appraise the concepts of practice teacher / teaching to facilitate students you support to synthesise learning across academic and practice environments. The module encompasses the following key themes: establishing effective working relationships; creating and maintaining a learning environment; facilitating learning and assessment; evaluating learning. These themes are underpinned by the utilisation of an evidence-base for practice and leadership strategies within the context of contemporary practice. A module information pack will provide you with more detailed information.



2.2 Course requirements

You must have access to a computer and be able to study at Master's degree level – evidence of previous study will be required.

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.

You will receive feedback, both formative and summative, within modules from your module leader or module supervisor. You should use this feedback as a basis for reflecting on your academic progress as you proceed through the course.

2.4 Study Time

2.4.1 Weekly timetable

The timetable detailing topics covered at each session will be available via blackboard. The electronic table available via <https://apps.uclan.ac.uk/MvcCompTimetable> will provide information about specific times and rooms allocated for each session. This can also be accessed via a link on MyUCLan [here](#).

2.4.2 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. This equates roughly to 1-2 days studying per week for a part-time student, including thinking time, reading, searching for information and so on.

This programme includes an academic and professional qualification and as such includes additional hours to meet professional requirements. The breakdown of these hours incorporated into NU4045 is provided below.

Protected Learning Time (30 days or 180 hours)

Please note that this includes time in both practice and academic settings and includes:

- 60 hours direct class contact within University,
- 12 hours for action learning sets,
- 18 hours student initiated directed study
- 90 hours practice learning time in work setting.



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:

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 Course Leader: Yasmin Perry yperry1@uclan.ac.uk 01772 893772.

If you think you need to take time away from the course altogether, please discuss this with the course leader. If you are unsure what you need to do, the important thing is to discuss your concerns with someone from the academic staff and seek their advice. There is always something we can do to help, at least as far as your academic work is concerned, but you do need to make us aware of what the problems are. Please see section 5.5 below for further information.

For all students, if you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

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

If your fees are being paid by your employer, *please note that we are obliged to inform them if you miss consecutive study days or sessions.*

Practice Learning Time

NB Whilst undertaking the practice teacher programme, if you need to meet NMC (2008) “Standards to support learning and assessment in practice” you will be expected to be supporting a Specialist Practitioner student.

Practice learning time provides the opportunity for you to critically reflect on acting as a practice teacher to a student undertaking a Specialist Practitioner programme. Your activities in undertaking the role of practice teacher will include:

- Work directly with a specialist practice student in order to observe, explain, question, assess performance and provide feedback in a meaningful way
- Provide support, guide, supervise and assess a specialist practice student who is learning new skills and transferring existing knowledge and competence to a new area of practice
- Act as a resource to facilitate learning
- Manage the students’ learning experience in practice
- Assess the students’ achievement of appropriate specialist practitioner competencies
- Confirm the specialist practice students’ achievement of appropriate professional proficiency.

The nature of this supervision will vary from direct to indirect, dependent upon the progress of the Specialist Practitioner student.

Whilst you are supporting a Specialist Practitioner student you must receive the support of a qualified practice teacher. This will require you to set up formal supervision sessions with a qualified practice teacher in order to utilise the practice learning time effectively and achieve the outcomes of the programme. Formal supervision may consist of:

- 1 to 1 meeting with qualified practice teacher where you will review, reflect and evaluate your progress with facilitating, supervising and assessing a specialist practitioner student
- qualified practice teacher observing your 1 to 1 meetings with a specialist practitioner student
- individual and team reflections within support forums for practice teachers

Please remember that you will be undertaking this programme part-time over a year and so the 90 hours of practice learning time needs to be planned and negotiated with a qualified practice teacher in a structured manner through the use of a learning contract as outlined above. (**Appendix 4** enables you to record your practice learning time).

3. Approaches to teaching and learning

3.1 Learning and teaching methods

The programme is designed for practitioners who have post registration clinical experience who bring a variety of professional and life experiences. The emphasis of the teaching and learning strategy will be student-centred and aimed at utilising and maximising your own experiences to assist the learning process. The diversity of experience enables the use of a variety of approaches to teaching and learning, including, action learning sets, seminars, debate and other informal, interactive methods. These approaches are further enhanced by the commitment to shared learning.

The emphasis within the course will be upon the creation of an adult learning environment with a student-centred approach as the team feels this is essential to facilitate your development as an independent learner. You have, as mature practicing professionals, much to contribute to the learning process. It is believed that an interactive and creative experience,

facilitated through team teaching will enable you to identify independent perspectives and develop conceptual understanding of practice teaching with a critical perspective. You will be given time within the course to reflect and informally discuss your expectations, views and experiences.

3.2 Study skills

Students will start the course with a range of experience in study skills, in the use of academic sources and in academic writing. During the course, we will assist you in developing your skills further, through tutorials, feedback in class, comments on draft work and feedback on your submitted work. Further learning materials will also be made available via Blackboard. For help in relation to study skills your first port of call should be WISER who can be accessed at: <http://www.uclan.ac.uk/students/study/wiser/index.php>



3.3 Learning resources

3.3.1 Learning Information Services (LIS)

Extensive [Resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study. You should spend time in the library to see what resources are available to you to help you get the most from your studies. The library is open 24/7 during term time, and 07.30-22.00 during holiday periods (closed Christmas Day and New Year's Day).

3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. In addition, relevant resources may be supplied via Blackboard module sites where appropriate.

3.4 Personal development planning

Personal Development Planning (PDP) is a process designed to assist you to get the most from your time at University. It is intended to provide you with a structured and supported process through which you can reflect on your learning, performance and/or achievements and plan for your personal, educational and career development. By becoming actively involved in PDP you can improve your capacity to understand what and how you are learning, and how to review, plan and take responsibility for your own learning and future development.

PDP provides an opportunity for you to develop your capacity for learning by encouraging an ongoing cycle of:

Self-reflection on why and how you are learning

Identification of your 'next steps' through target setting and action planning

Monitoring and recording of your academic learning, personal development, your skills development and career management.

For example, you should Reflect, Action Plan and Record your Progress for each module that you take, this may include consideration of past or current clinical experience associated with the module.

The main benefits you will achieve by participating in the PDP process are that you will become more:

Self-aware, self-confident, reflective and self-directed in your learning

Able to plan and take responsibility for your own learning

Able to articulate personal goals and evaluate progress and achievement

Able to link your current learning to a wider context and to your future development.

Therefore, by actively participating in PDP you will take control of your own learning and personal development and you will find that you become increasingly able to work autonomously through the development of critical self-awareness. Another important aspect of PDP is that it integrates personal development with academic activity and helps you to become more self-aware. It also helps you recognise value and further develop core skills such as personal and interpersonal skills, problem solving and team working.

PDP is an on-going process using self-evaluation on completion of modules and each year of your course will be integral to the process. It can be argued that PDP is more valuable when used continuously throughout a course as an integral part of the learning experience, as opposed to a reporting mechanism used after the main body of learning is completed. To affect this, there are three important aspects:

Reflection – you can map out your thoughts on a course, a piece of work, or more general experiences.

Communication – you can communicate your reflections to other students, staff, tutors and lecturers.

Sharing – you can give selected other users access to your digital objects.

Learning is not as effective in isolation; there is a great deal of discussion involved in your course, and it is important that you engage fully in this, taking opportunities to explore new ideas and thinking creatively. The importance of linking together people, ideas and resources cannot be overestimated.



3.5 Preparing for your career

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

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience,

- postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using a portfolio which will provide you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

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

This is the term used to describe the lecturer who provides you with specific academic advice in relation to a named module. As such they are part of the module team and take a full role in all aspects of the module including teaching, supervising and marking academic work.

4.2 Students with disabilities

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

Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk. There is also 1 disability lead within the School who can provide further support and advice. Their contact details are below:

Colette Eaton Tel. No. 01772 895108

email: ceaton@uclan.ac.uk

4.3 Students' Union One Stop Shop

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,

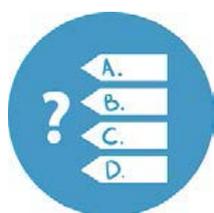
whilst you study. Not sure where to go pop into the [Opportunities Centre](#) on the ground floor of the Students' Union building and someone will point you in the right direction.

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

All modules have been written from the perspective of integrated theory and practice. This is reflected in the learning outcomes, teaching and learning strategies, and assessment processes. Each module maintains a coherent structure which links content, teaching and learning, outcomes and assessment strategies.

Assessment is inescapable in formal education and is necessary to identify your achievements and to give feedback about your progress. Part of the process requires you to develop your skills of self-assessment and it is important that you accept that responsibility. The assessments demand you focus on your own area of practice as it is from this critical reflexive approach to theory and practice, that professional practice is enhanced.

The philosophy underpinning the assessment strategy is one that supports the promotion of life-long learning. Assessment is considered a process which allows the demonstration of your achievement in theory and practice and not just an end product. In accordance with the above belief approaches to assessment are varied, innovative and designed to measure achievement of learning outcomes across the course.

You will be expected to **submit a course portfolio** which will include elements of evidence from both modules to demonstrate how you have met the course outcomes.

Please note you only need to undertake 1 mentorship module plus the Practice Teacher Preparation module.

MODULES	MODULE SIZE	SUMMATIVE ASSESSMENT	WORD COUNT
NU4096 Multi-professional support of learning and assessing in practice	20 credits	Learning Portfolio for level 6 modules. Or assignment for level 7 module	4,000 words

NU 4045 Practice Teacher Preparation	40 credits	Development of a learning plan and rationale (40 %)	2,000 words
		Critical reflection on the Practice Teacher role (60%)	3,000 words
		Action Learning Set (ALS) Documentation	Specific documentation
+			
Professional requirement only		Final Competency Statement (pass/refer statement)	Specific documentation

Theoretical Assessment

Please refer to the School of Community Health & Midwifery Student Handbook for details about the assessment process and submission of assignments. Module leaders will provide individual module assignment guidelines.

You should keep a copy of all your submitted assignment work (theory) as the originals will not be returned to you.

Where and when to submit work

All assignments must be submitted no later than 12.00 midday via Turnitin on the due date unless an extension has been agreed or an extenuating circumstances envelope submitted. Details of claiming an extension to deadline or extenuating circumstances can be found at the UCLAN student support web page:

https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

Extensions are only granted in extreme circumstances and these can only be up to 2 weeks. Any further extension requests have to be submitted via the 'extenuating circumstances' process.

5.2 Notification of assignments and examination arrangements

Arrangements for submission of coursework, doing presentations and completing other assessments will be made clear by module leaders, usually in the module handbook. Marking criteria for the School of Community Health & Midwifery can be found in the School of Community Health & Midwifery Student Handbook.

5.3 Referencing

The School of Community Health & Midwifery uses the American Psychological Association (APA) referencing guidelines 6th edition, which can be accessed [here](#)

5.4 Confidential material

Some assignments on the course might require you to engage with issues from your workplace. Please remember that you must respect the right to confidentiality and anonymity of patients/clients, relatives and carers, staff and organisations. You should not include such details in assignments. If you are unsure about what to do in a particular assignment, discuss this with a member of the teaching team.

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.

Students have previously fed back their wish to retain the Action Learning Sets (ALS) and opportunity for group work. The timetable has been developed with this in mind and ALS sessions are a core programme component.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities.

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

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

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.

Your Course Leader will facilitate the meetings using [guidelines](#) and provide a record of the meeting 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, personal tutoring arrangements and The Card;

Other aspects of University life relevant to student experience e.g. learning resources, IT, library;

Any other issues raised by students or staff.

We recognise that it can be difficult for part-time students to attend meetings on days when they are not scheduled to be in university. However, we would urge you to elect a class representative who can channel comments and views to the SSLC via email to the Chair, or through the Student Liaison Officer. Where actions are taken in response to comments on the course, we will feed back to course members via the course Blackboard site.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

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

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

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	University of Central Lancashire
3. University School/Centre	School of Community Health & Midwifery
4. External Accreditation	NMC
5. Title of Final Award	Post Graduate Certificate Practice Teacher
6. Modes of Attendance offered	Part time
7. UCAS Code	
8. Relevant Subject Benchmarking Group(s)	NMC Standard (2008) DH (2012) Health Visitor Teaching in Practice: A Framework Intended for Use for Commissioning, Education and Clinical Practice of Practice Teachers (PTs) Higher Education Academy (2006)
9. Other external influences	NHS KSF (2004)
10. Date of production/revision of this form	January 2014
11. Aims of the Programme	
The aims of the post graduate certificate practice teacher are to prepare and develop practitioners who will facilitate, supervise and assess students transferring knowledge and competence to a new context of practice. Critically appraise and evaluate practice teaching from operational and strategic perspectives.	

The course is designed to encompass key themes including establishing effective working relationships, creating and maintaining a learning environment, facilitating learning and assessment and evaluating learning by utilising evidence-based practice and leadership strategies within the context of contemporary practice

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

- A1. Promote, foster and evaluate personal, professional development in self and others.
- A2. Critically discuss the ethical and legal issues associated with confirming that students have met specific outcome standards
- A3. Critically analyse the evidence base that supports practice and evaluate the current state of practice to identify areas for development.
- A4. Disseminate findings from research and practice development to enhance learning experiences

Teaching and Learning Methods

Key lectures, group discussion, seminars, reflection, critical analysis, action learning sets, work based learning (protected learning time) and electronic learning resources

Assessment methods

Learning plan, reflective assignment, action learning set documentation

B. Subject-specific skills

- B1. Identify and facilitate learning opportunities that enable the synthesis of theory and practice.
- B2. Evaluate professional relationships that support practice learning.
- B3. Critically explore the mechanisms and strategies that can be used to support mentors and students in facilitating role transition.
- B4. Critically evaluate the factors that lead to, and engage in, effective assessment in the practice setting.
- B5. Actively engages in the development and maintenance of effective practice learning environments/organisations.
- B6 Critically reflect on the relationship between practice settings and higher education institutes, contributing to the development of curricula and quality assurance activities to ensure courses are fit for practice, fit for purpose and where applicable fit for award

Teaching and Learning Methods

Key lectures, group discussion, seminars, reflection, critical analysis, action learning sets, work based learning (protected learning time) and electronic learning resources

Assessment methods

Learning plan, reflective assignment, action learning set documentation, final competency statement (for those requiring Practice Teacher recognition)

C. Thinking Skills

- C1. Critically analyse strategies that support the assessment and evaluation of students, taking into consideration the requirements of academic and professional awards.
- C2. Critically evaluate the contribution of practice teachers to the development and management of curricula
- C3. Critically reflect on their personal ability to act as a leader within the clinical environment and to promote inter-professional collaboration

Teaching and Learning Methods
Key lectures, group discussion, seminars, reflection, critical analysis, action learning sets, work based learning (protected learning time) and electronic learning resources
Assessment methods
Learning plan, reflective assignment, action learning set documentation.
D. Other skills relevant to employability and personal development
D1. Interpersonal communication – giving and receiving of information, interpretation of written and verbal information, understanding of non-verbal communication D2. IT skills – utilise electronic search engines, electronic learning resources, Microsoft programmes, emails, D3. Report writing, portfolio development, presentation skills D4 Self-management – organisational skills, time management and work life balance D5 Problem solving – identification and resolution of issues, awareness of process of problem solving and use of a framework to inform decision making D6 Learning to learn – self-awareness and assessment, professional and personal development planning, transferable skills development D7 Team working – understand multi-disciplinary team working, roles and responsibilities of individuals team members and team collectively, understand collaborative / partnership working.
Teaching and Learning Methods
Key lectures, group discussion, seminars, reflection, critical analysis, action learning sets, work based learning (protected learning time) and electronic learning resources.
Assessment methods
Learning plan, reflective assignment, action learning set documentation.

13. Programme Structures				14. Awards and Credits
Level	Module Code	Module Title	Credit rating	
Level 7	NU4045	Practice teacher preparation	40	Post Graduate Certificate Requires 60 credits Made up of 20 credits at Level 6 or above with a minimum of 40 credits at Level 7
	NU4096	Multi-professional support of learning and assessing in practice	20	
OR	OR	OR	OR	
Level 6	NU3096/ NU3097 (e-learn)	Multi-professional support of learning and assessing in practice (Level 6)	20	

15. Personal Development Planning
Students will be encouraged to set goals and devise action plans to meet their needs in order to expand their personal and professional opportunities. Students may progress to the MSc Nursing programme following completion of the Practice Teacher programme. Students are encouraged to develop skills of reflection on their academic, personal and professional development through the collation of an evidence based portfolio. Personal Tutor support – individual appointments and via email and telephone contact.

Group support via taught University days, Action Learning Sets and discussion board one-learn.

University support through the 'i' and student services which is available to all UCLan students.

16. Admissions criteria*

(including agreed tariff for entry with advanced standing)

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

All students must meet the following criteria:

In order to study at postgraduate level applicants are expected to have a BA or BSc (Honours) degree as a minimum entry requirements or equivalent.

Evidence of contributing to the facilitation, supervision and assessment of learning

Have access to student/s who are transferring knowledge and competence to new area/s of practice

Evidence of recent relevant study.

Agreement / support in partnership with the relevant employing organisation and HEI

Specific Professional Requirements:

Be registered in the same part or sub part of the register as the students they are assessing

Developed their own knowledge skills and competence beyond registration and where appropriate gained specialist practice qualifications relevant to their field of practice, that is, registered and worked for at least 2 years and gained additional qualifications that will support students in specialist practice

Be able to support learning in an inter-professional environment

Have an identified qualified practice teacher to supervise and assess them during the course and for a period of preceptorship

Acceptance is subject to a satisfactory, up to date, DBS.

17. Key sources of information about the programme

Website

NHS Contracts Unit

Course Academic Staff

Where relevant Trust Managers

18. Curriculum Skills Map

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

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																			
				Knowledge and understanding				Subject-specific Skills						Thinking Skills			Other skills relevant to employability and personal development						
				A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	C1	C2	C3	D1	D2	D3	D4	D5	D6	D7
LEVEL 6	NU3096/ NU3097 (e-learn)	Multi-professional support of learning and assessing in practice (level 6)	Core	✓	✓	✓		✓	✓		✓	✓		✓			✓	✓	✓	✓	✓	✓	✓
	NU4045	Practice teacher preparation	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 7	NU4096	Multi-professional support of learning and assessing in practice	Core	✓	✓	✓		✓	✓		✓	✓		✓			✓	✓	✓	✓	✓	✓	✓

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

APPENDICES

Course resources

8.2 Practice Teacher Domains

8.3 Mapping to:

- a) NMC Standards to Support Learning and Assessment in Practice
- b) NHS Knowledge Skills Framework
- c) The UK Professional Standards Framework for teaching and supporting learning in HE standards

8.4 Practice Teaching Documentation

- a) Experience document record
- b) Record of progression against the domains
- c) Record of observation in practice
- d) Record of supervision

8.5 Final Competency Statement

8.6 Personal and Professional Development Curriculum Map

Appendix 8.2: Practice Teacher Domains

Effective working relationships 1

1:1 have effective professional and interprofessional working relationships to support learning for entry to the register and education at a level beyond initial registration

1:2 be able to support students moving into specific areas of practice or a level of practice beyond initial registration, identifying their individual needs in moving to a different level of practice

1:3 support mentors and other professionals in their roles to support learning across practice and academic learning environments

Facilitation 2

2:1 enable students to relate theory to practice whilst developing critically reflective skills

2:2 foster professional growth and personal development by use of effective communication and facilitation skills

2:3 facilitate and develop the ethos of interprofessional learning and working

Assessment 3

3:1 set effective professional boundaries whilst creating a dynamic, constructive teacher-student relationship

3:2 in partnership with other members of the teaching team use knowledge and experience to design and implement assessment frameworks

3:3 be able to assess practice for registration and also at a level beyond that of initial registration

3:4 provide constructive feedback to students and assist them in identifying future learning needs and actions, managing failing students so that they may either enhance their performance and capabilities for *safe and effective practice* or be able to understand their failure and the implications of this for their future

3:5 be accountable for confirming that students have met or not met NMC standards of proficiency in practice for registration at a level beyond initial registration and are capable of *safe and effective practice*

Evaluation 4

4:1 design evaluation strategies to determine the effectiveness of practice and academic experience accessed by students at both registration level and those in education at a level beyond initial registration

4:2 collaborate with other members of the teaching team to judge and develop learning, assessment and support appropriate to practice and levels of education

4:3 collect evidence on the quality of education in practice, and determine how well NMC requirements for standards of proficiency are being achieved

Learning Environment 5

5:1 enable students to access opportunities to learn and work within interprofessional teams

5:2 initiate the creation of optimum learning environments for students at registration level and for those in education at a level beyond initial registration

5:3 work closely with others involved in education, in practice and academic settings, to adapt to change and inform curriculum development

Context of practice 6

6:1 recognise the unique needs of practice and contribute to development of an environment that supports achievement of NMC standards of proficiency

6:2 set and maintain professional boundaries, whilst at the same time recognising the contribution of the wider interprofessional team and the context of care delivery

6:3 support students in exploring new ways of working and the impact this may have on established professional roles

Evidenced based practice 7

7:1 identify areas for research and practice development based on interpretation of existing evidence

7:2 use local and national health frameworks to review and identify developmental needs

7:3 advance their own knowledge and practice in order to develop new practitioners, at both registration levels and education at a level beyond initial registration, to be able to meet changes in practice roles and care delivery

7:4 disseminate findings from research and practice development to enhance practice and the quality of learning experiences

Leadership 8

8:1 provide practice leadership and expertise in application of knowledge and skills based on evidence

8:2 demonstrate the ability to lead education in practice, working across practice and academic settings

8:3 manage competing demands of practice and education related to supporting different practice levels of students

8.4 lead and contribute to the evaluation of effectiveness of learning and assessment in practice

Reference: NMC (2008) *Standards to Support Learning and Assessment in Practice: NMC standards for mentors, practice teachers and teachers*. London, NMC.

Appendix 8.3 a: Mapping of NMC Standards to Support learning and assessment in practice: Stage 3: Practice Teacher Programme to modules.

Domain		Module/s
Establishing effective working relationships	Have effective professional and interprofessional relationships to support learning for entry to the register and at a level beyond initial registration Support students moving into specific areas of practice or moving to a different level of practice Support mentors and other professionals in their roles across academic and practice environments	NU 4045 Mentorship module level 6 or 7
Facilitation of learning	Relate theory to practice, developing critically reflective skills Use effective communication and facilitation skills to foster professional and personal development Facilitate and develop an interprofessional learning and working ethos	NU 4045 Mentorship module level 6 or 7
Assessment and accountability	Set effective boundaries within a dynamic and constructive teacher-student relationship Design and implement assessment frameworks in partnership with the teaching team Assess practice for registration and at a level beyond registration Provide constructive feedback and identify learning needs and actions. Manage failing students. Exercise accountability for students' standards of proficiency in practice, at and at a level beyond registration	NU 4045 Mentorship module level 6 or 7
Evaluation of learning	Design evaluation strategies for practice and academic experience at and at a level beyond registration Collaborate in judging, developing and supporting learning and assessment in practice education Collect evidence on the quality of practice education.	NU 4045 Mentorship module level 6 or 7
Creating an environment for learning	Enable students to access interprofessional learning and working opportunities Create optimum learning environments at and at a level beyond registration Work in partnership to respond to change and inform curriculum development.	NU 4045 Mentorship module level 6 or 7
Context of practice	Contribute to the achievement of NMC proficiency standards within the practice environment. Set and maintain professional boundaries, recognizing the context of care and the contribution of the interprofessional team. Support students to explore new ways of working and the impact of this on professional roles	NU 4045 Mentorship module level 6 or 7
Evidence based practice	Identify areas for research and practice development, utilising local and national frameworks and evidence to identify development needs. Advance own knowledge and practice to develop new practitioners in meeting changes in practice roles and care delivery, at and at a level beyond registration Disseminate research and practice development findings to enhance practice and learning.	NU 4045 Mentorship module level 6 or 7
Leadership	Provide leadership and expertise in the application of knowledge and skills based on evidence. Demonstrate the ability to lead practice education, working across academic and practice settings. Manage competing demands of practice and education in supporting students. Lead and contribute to the evaluation of effectiveness of learning and assessment in practice	NU 4045 Mentorship module level 6 or 7

Appendix 8.3 b) Mapping of 'The NHS Knowledge and Skills Framework': Practice Teacher Knowledge and Skills:

Module NU 4045 Core Dimensions

Dimensions		Levels			
		1	2	3	4
1	Communication	Communicate with a limited range of people on day-to-day matters	Communicate with a range of people on a range of matters	Develop & maintain communication with people about difficult matters &/or in difficult situations	Develop & maintain communication with people on complex matters, issues & ideas &/or in complex situations
2	Personal & people development	Contribute to own personal development	Develop own skills & knowledge & provide information to others to help their development	Develop oneself & contribute to the development of others	Develop oneself & others in areas of practice
3	Health, safety & security	Assist in maintaining own & others' health, safety & security	Monitor & maintain health, safety & security of self & others	Promote, monitor & maintain best practice in health, safety & security	Maintain & develop an environment & culture that improves health, safety & security
4	Service improvement	Make changes in own practice & offer suggestions for improving services	Contribute to the improvement of services	Appraise, interpret & apply suggestions, recommendations & directives to improve services	Work in partnership with others to develop, take forward & evaluate direction, policies & strategies
5	Quality	Maintain the quality of own work	Maintain quality in own work & encourage others to do so	Contribute to improving quality	Develop a culture that improves quality
6	Equality & diversity	Act in ways that support equality & value diversity	Support equality & value diversity	Promote equality & value diversity	Develop a culture that promotes equality & values diversity

NHS KNOWLEDGE & SKILLS FRAMEWORK: Health & Wellbeing

Dimensions		Levels			
		1	2	3	4
HWB1	Promotion of health & wellbeing & prevention of adverse effects on health & wellbeing	Contribute to promoting health & wellbeing & preventing adverse effects on health & wellbeing	Plan, develop & implement approaches to promote health & wellbeing & prevent adverse effects on health & wellbeing	Plan, develop & implement programmes to promote health & wellbeing & prevent adverse effects on health & wellbeing	Promote health & wellbeing & prevent adverse effects on health & wellbeing through contributing to the development, implementation & evaluation of related policies
HWB2	Assessment & care planning to meet health & wellbeing needs	Assist in the assessment of people's health & wellbeing needs	Contribute to assessing health & wellbeing needs & planning how to meet those needs	Assess health & wellbeing needs & develop, monitor & review care plans to meet specific needs	Assess complex health & wellbeing needs & develop, monitor & review care plans to meet those needs
HWB3	Protection of health & wellbeing	Recognize & report situations where there might be a need for protection	Contribute to protecting people at risk	Implement aspects of a protection plan & review its effectiveness	Develop & lead on the implementation of an overall protection plan
HWB4	Enablement to address health & wellbeing needs	Help people meet daily health & wellbeing needs	Enable people to meet ongoing health & wellbeing needs	Enable people to address specific needs in relation to health & wellbeing	Empower people to realize & maintain their potential in relation to health & wellbeing
HWB5	Provision of care to meet health & wellbeing needs	Undertake care activities to meet individuals' health & wellbeing needs	Undertake care activities to meet the health & wellbeing needs of individuals with a greater degree of dependency	Plan, deliver & evaluate care to meet people's health & wellbeing needs	Plan, deliver & evaluate care to address people's complex health & wellbeing needs
HWB6	Assessment & treatment planning	Undertake tasks related to the assessment of	Contribute to the assessment of	Assess physiological &	Assess physiological &

		physiological & psychological functioning	physiological & psychological functioning	Psychological functioning & develop, monitor & review related treatment plans	Psychological functioning when there are complex &/or undifferentiated abnormalities, diseases & disorders & develop, monitor & review related treatment plans
HWB7	Interventions & treatments	Assist in providing interventions &/or treatments	Contribute to planning, delivering & monitoring interventions &/or treatments	Plan, deliver & evaluate interventions &/or treatments	Plan, deliver & evaluate interventions &/or treatments when there are complex issues &/or serious illness
HWB8	Biomedical investigation & intervention	Undertake tasks to support biomedical investigations &/or interventions	Undertake & report on routine biomedical investigations &/or interventions	Plan, undertake, evaluate & report biomedical investigations &/or interventions	Plan, undertake, evaluate & report complex/unusual biomedical investigations &/or interventions
HWB9	Equipment & devices to meet health & wellbeing needs	Assist in the production &/or adaptation of equipment & devices	Produce &/or adapt equipment & devices to set requirements	Design, produce & adapt equipment & devices	Design, produce & adapt complex/unusual equipment & devices
HWB10	Products to meet health & wellbeing needs	Prepare simple products & ingredients	Prepare & supply routine products	Prepare & supply specialized products	Support, monitor & control the supply of products

NHS KNOWLEDGE & SKILLS FRAMEWORK: General

Dimensions		Levels			
		1	2	3	4
G1	Learning & development	Assist with learning & development activities	Enable people to learn & develop	Plan, deliver & review interventions to enable people to learn & develop	Design, plan, implement & evaluate learning & development programmes
G2	Development & innovation	Appraise concepts, models, methods, practices, products an equipment developed by others	Contribute to developing testing & reviewing new concepts, models, methods, practices, products& equipment	Test & review new concepts, models, methods, practices, products & equipment	Develop new & innovative concepts, models, methods, practices, products & equipment
G3	Procurement & commissioning	Monitor, order & check supplies of goods &/or services	Assist in commissioning, procuring & monitoring goods &/or services	Commission & procure products, equipment, services, systems & facilities	Develop, review & improve commissioning & procurement systems
G4	Financial management	Monitor expenditure	Coordinate & monitor the use of financial resources	Coordinate, monitor & review the use of financial resources	Plan, implement, monitor & review the acquisition, allocation & management of financial resources
G5	Services & project management	Assist with the organisation of services &/or projects	Organize specific aspects of services &/or projects	Priorities & manage the ongoing work of services &/or projects	Plan, coordinate & monitor the delivery of services &/or projects
G6	People management	Supervise people's work	Plan, allocate & supervise the work of a team	Coordinate & delegate work & review people's performance	Plan, develop, monitor & review the recruitment, deployment & management of people
G7	Capacity & capability	Sustain capacity & capability	Facilitate the development of capacity & capability	Contribute to developing & sustaining capacity & capability	Work in partnership with others to develop & sustain capacity & capability
G8	Public relations & marketing	Assist with public relations & marketing activities	Undertake public relations & marketing activities	Market & promote a service/organisation	Plan, develop, monitor & review public relations & marketing for a service/organisation

NHS KNOWLEDGE & SKILLS FRAMEWORK: Estates & Facilities

Dimensions		Levels			
		1	2	3	4
EF1	Systems, vehicles & equipment	Carry out routine maintenance of simple equipment, vehicle & system components	Contribute to the monitoring & maintenance of systems, vehicles & equipment	Monitor, maintain & contribute to the development of systems, vehicles & equipment	Review, develop & improve systems, vehicles & equipment
EF2	Environments & buildings	Assist with the maintenance & monitoring of environments, buildings, items	Monitor & maintain environments, buildings &/or items	Monitor, maintain & improve environments, buildings &/or items	Plan, design & develop environments, buildings &/or items
EF3	Transport & logistics	Transport people &/or items	Monitor & maintain the flow of people &/or items	Plan, monitor & control the flow of people &/or items	Plan, develop & evaluate the flow of people &/or items

NHS KNOWLEDGE & SKILLS FRAMEWORK: Information & Knowledge

Dimensions		Levels			
		1	2	3	4
IK1	Information processing	Input, store & provide data & information	Modify, structure, maintain & present data & information	Monitor the processing of data & information	Develop & modify data & information management models & processes
IK2	Information collection & analysis	Collect, collate & report routine & simple data & information	Gather, analyse & report a limited range of data & information	Gather, analyse, interpret & present extensive &/or complex data & information	Plan, develop & evaluate methods & processes for gathering, analysing, interpreting & presenting data & information
IK3	Knowledge & information resources	Access, appraise & apply knowledge & information	Maintain knowledge & information resources & help others to access & use them	Organize knowledge & information resources & provide information to meet needs	Develop the acquisition, organisation, provision & use of knowledge & information

Reference: Department of Health (2004) *The NHS Knowledge and Skills Framework (NHS KSF) and the Development Review Process*. London. Department of Health.

Appendix 8.3c): The UK Professional Standards Framework for teaching and supporting learning in higher education: Practice Teacher Programme

Standard Descriptor 1	Demonstrates an understanding of the student learning experience through engagement with at least 2 of the 6 areas of activity, appropriate core knowledge and professional values; the ability to engage in practices related to those areas of activity; the ability to incorporate research, scholarship and/or professional practice into these activities.	
Areas of Activity 1-5	Design and planning of learning activities and / or programmes of study Teaching and / or supporting learners Assessing and giving feedback to learners Developing effective environments and student support and guidance Integration of scholarship, research and professional activities with teaching and supporting learning	NU 4045 Learning Outcomes 1,2,3,4,5
Core Knowledge: Knowledge and understanding of: 1-3, 5	The subject material Appropriate methods for teaching and learning in the subject area and at the level of the academic programme How students learn, both generally and in the subject 5. Methods for evaluating the effectiveness of teaching	NU 4045 Learning Outcomes 1,2,3,4,5
Professional Values 1-5	Respect for individual learners Commitment to incorporating the process and outcomes of relevant research, scholarship and / or professional practice Commitment to development of learning communities Commitment to encouraging participation on higher education, acknowledging diversity and promoting equality of opportunity Commitment to continuing professional development and evaluation of practice	NU 405 Learning Outcomes 1,2,4 This programme builds upon and develops existing knowledge and experience to enable practitioners to develop an optimum learning environment. The teaching and learning strategy promotes critical reflection through a range of approaches, including peer support, action learning and sharing of good practice.

N.B. Mapping of the UK National Professional Standards Framework for teaching and supporting learning in higher education within the Mentorship Module/s can be found within the Mentorship Course Handbook/s

Appendix 8.4 (a): Practice Teaching Experience Documentation

Student name:

Student ID:

Page Number:

PLACEMENT	DATE(S) ATTENDED	TOTAL HOURS /DAYS	NATURE OF EXPERIENCE and core competency addressed	Qualified Practice Teacher Signature
Sub-total				

Appendix 8.4 (b) Practice Teacher record of progression against domains of practice

Name: Student ID: Page Number.....

	Domain	Initiated (Date and sign)	Progressing (Date and sign)	Competent (Date and sign)	Evidence to support decision
1	Effective working relationships				
1.1	Have effective professional and inter professional working relationships to support learning for entry to the register and education at a level beyond initial registration				
1.2	Be able to support students moving into specific areas of practice or a level of practice beyond initial registration, identifying their individual needs in moving to a different level of practice				
1.3	Support mentors and other professionals in their roles to support learning across practice and academic learning environments				
2.	Facilitation of learning				
2.1	Enable students to relate theory to practice whilst developing critically reflective skills				
2.2	Foster professional growth and personal development by use of effective communication and facilitation skills				
2.3	Facilitate and develop the ethos of inter professional learning and working				

Appendix 8.4 (b) Practice Teacher record of progression against domains of practice

Name: Student ID: Page Number.....

	Domain	Initiated (Date and sign)	Progressing (Date and sign)	Competent (Date and sign)	Evidence to support decision
3.	Assessment and accountability				
3.1	Set effective professional boundaries whilst creating a dynamic, constructive teacher-student relationship				
3.2	In partnership with other members of the teaching team use knowledge and experience to design and implement assessment frameworks				
3.3	Be able to assess practice for registration and also at a level beyond that of initial registration				
3.4	Provide constructive feedback to students and assist them in identifying future learning needs and actions, managing failing students so that they may either enhance their performance and capabilities for <i>safe and effective practice</i> or be able to understand their failure and the implications of this for their future				
3.5	Be accountable for confirming that students have met or not met the NMC standards of proficiency in practice for registration, and at a level beyond initial registration, and are capable of <i>safe and effective practice</i>				

Appendix 8.4 (b) Practice Teacher record of progression against domains of practice

Name: Student ID: Page Number.....

	Domain	Initiated (Date and sign)	Progressing (Date and sign)	Competent (Date and sign)	Evidence to support decision
4.	Evaluation of learning				
4.1	Design evaluation strategies to determine the effectiveness of practice and academic experience accessed by students at both registration level and those in education at a level beyond initial registration				
4.2	Collaborate with other members of the teaching team to judge and develop learning, assessment and support appropriate to practice and levels of education				
4.3	Collect evidence on the quality of education in practice, and determine how well NMC requirements for standards of proficiency are being achieved				
5.	Learning Environment				
5.1	Enable students to access opportunities to learn and work within inter professional teams				
5.2	Initiate the creation of optimum learning environments for students at registration level and for those in education at a level beyond initial registration				
5.3	Work closely with others involved in education, in practice and academic settings, to adapt to change and inform curriculum development				

Appendix 8.4 (b) Practice Teacher record of progression against domains of practice

Name: Student ID: Page Number.....

	Domain	Initiated (Date and sign)	Progressing (Date and sign)	Competent (Date and sign)	Evidence to support decision
6.	Context of Practice				
6.1	Recognise the unique needs of practice and contribute to development of an environment that supports achievement of NMC standards of proficiency				
6.2	Set and maintain professional boundaries, whilst at the same time recognising the contribution of the wider inter professional team and the context of care delivery				
6.3	Support students in exploring new ways of working and the impact this may have on established professional roles				
7.	Evidence based practice				
7.1	Identify areas for research and practice development based on interpretation of existing evidence				
7.2	Use local and national health frameworks to review and identify developmental needs				
7.3	Advance their own knowledge and practice in order to develop new practitioners, at both registration level and at a level beyond initial registration, to be able to meet changes in practice roles and care delivery				
7.4	Disseminate findings from research and practice development to enhance practice and the quality of learning experiences				

Appendix 8.4 (b) Practice Teacher record of progression against domains of practice

Name: Student ID: Page Number.....

	Domain	Initiated (Date and sign)	Progressing (Date and sign)	Competent (Date and sign)	Evidence to support decision
8.	Leadership				
8.1	Provide practice leadership and expertise in application of knowledge and skills based on evidence				
8.2	Demonstrate the ability to lead education in practice, working across practice and academic settings				
8.3	Manage competing demands of practice and education related to supporting different practice levels of students				
8.4	Lead and contribute to evaluation of the effectiveness of learning and assessment in practice				

COMMENTS ON PROGRESSION (To include summary of evidence mapped against practice teacher domains)

Student Practice Teacher comments

Specialist Practitioner Student comments (where applicable)

Qualified Practice teacher Signature

Date

Specialist Practitioner Student Signature

Date

Appendix 8.4 (d): Student Practice Teacher Record of Supervision

Session Summary

Supervisor / Qualified Practice Teacher	
Student Practice Teacher	
Topics of Discussion Background of Current Student (initial) / Student Progress	
Identified Events Relating to current Practice Teacher Role	
Identified Events Relating to self as Practice Teacher	
Learning Needs / Agreed Action Plan (include related Domain)	
Next Session Date:	
Qualified Practice Teacher Signature	Date
Student Practice Teacher Signature	Date

Appendix 8.5: Final Competency Statement:

At the end of the Post Graduate Certificate Practice Teacher Course the student will have demonstrated achievement of the Course Learning Outcomes:

- A1. Promote, foster and evaluate personal, professional development in self and others.
- A2. Critically discuss the ethical and legal issues associated with confirming that students have met specific outcome standards
- A3. Critically analyse the evidence base that supports practice and evaluate the current state of practice to identify areas for development.
- A4. Disseminate findings from research and practice development to enhance learning experiences

- B1. Identify and facilitate learning opportunities that enable the synthesis of theory and practice.
- B2. Evaluate professional relationships that support practice learning.
- B3. Critically explore the mechanisms and strategies that can be used to support mentors and students in facilitating role transition.
- B4. Critically evaluate the factors that lead to effective assessment in the clinical setting.
- B5. Actively engages in the development and maintenance of effective clinical learning environments/organisations.
- B6. Critically reflect on the relationship between practice settings and higher education Institutes, contributing to the development of curricula and quality assurance activities to ensure courses are fit for practice, fit for purpose and fit for award

- C1. Critically analyse strategies that support the assessment and evaluation of students, taking into consideration the requirements of academic and professional awards.
- C2. Critically evaluate the contribution of practice teachers to the development and management of curricula
- C3. Critically reflect on their personal ability to act as a leader within the clinical environment and to promote inter-professional collaboration

- D1. Interpersonal communication – giving and receiving of information, interpretation of written and verbal information, understanding of non-verbal communication
- D2. IT skills – utilise electronic search engines, web CT, Microsoft programmes, emails,
- D3. Report writing, portfolio development, presentation skills
- D4. Self-management – organisational skills, time management and work life balance
- D5. Problem solving – identification and resolution of issues, awareness of process of problem solving and use of a framework to inform decision making
- D6. Learning to learn – self-awareness and assessment, professional and personal development planning, transferable skills development
- D7. Team working – understand multi-disciplinary team working, roles and responsibilities of individuals team members and team collectively, understand collaborative / partnership working

Qualified Practice Teacher Name and contact details:

.....

Signature Date

Student Practice Teacher Name:

Signature Date

Appendix 8.6: Personal and Professional Development Curriculum Map: Practice Teacher Programme

Course Organisation	Module	Teaching & Learning	Assessment
Professional Standards and Subject Benchmarks: NMC; HEA; KSF			
LLRS student support and study skills information	Mentorship module (L6 or 7) NU4045	Introduction to Programme and Module/s	
E-learn materials	Mentorship module (L6 or 7) NU4045	Introduction to skills for learning, LLRS, e-learn discussions	
Reflective Practice	Mentorship module (L6 or 7) NU4045	Discussion and reflection on practice; models for structured reflection	Portfolio of Learning
Portfolio Development	Mentorship module (L6 or 7) NU4045	Reflection and analysis of practice, leadership skills, personal and professional development	Integrated theory-practice assessments
Learning Plans	Mentorship module (L6 or 7) NU4045	Negotiation of Learning Contracts and learning plans	Independent study Directed study Learning Contract/s within Portfolio
Action Learning Sets	NU 4045	Shared learning across disciplines and areas of practice	Documentation within Portfolio
Personal Tutor Support	Mentorship module (L6 or 7) NU4045	Identifying learning needs	Learning Contract
Integrated theory and practice	Mentorship module (L6 or 7) NU4045	Reflection and analysis of practice, leadership skills, personal and professional development	Evidence within Portfolio
Peer support	Mentorship module (L6 or 7) NU4045	Shared learning across disciplines and areas of practice	Formative learning
Module tutorials (group and individual)	Mentorship module (L6 or 7) NU4045	Identifying learning needs	Formative learning

NOTES

University Student Handbook for Taught Courses



2018/19

Please read this Handbook in conjunction with your Course Handbook.

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

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

UCLan Mission statement

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

UCLan Values

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

Student Charter

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

Supporting Diversity at UCLan

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

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

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

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. This Handbook provides you with generic University level information and the Course Handbook provides specific information about your programme of study.

1.1 Communication

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

1.2 External Examiner

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

1.3 Expected hours of study

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

1.4 Attendance Requirements

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

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

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

1.5 Data Protection

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

2. Learning resources



2.1 Learning Information Services (LIS)

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

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

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

2.2 Electronic Resources

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

3. Preparing for your career

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

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

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

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

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

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

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

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

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

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

4. Student support, guidance and conduct



4.1 Student Support

"Got a Problem to Sort? Come to us for Support".

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

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

and much more.

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

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

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

4.2 Students with disabilities

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

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

4.3 Assessment arrangements for students with a disability

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



4.4 Health and Safety

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

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

4.5 Conduct

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

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



5. Students' Union

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

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

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

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

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

6. Rationale, aims and learning outcomes of the course

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

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

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



7. Assessment

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

7.1 Dealing with difficulties in meeting assessment deadlines

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

7.2 Extensions

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

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

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

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



7.3 Extenuating circumstances

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

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

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

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

[Further information about the submission process](#)

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



7.4 Late submissions

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

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

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

7.5 Feedback Following Assessments

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

For courses (except distance learning):

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

For distance learning courses:

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

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



7.6 Unfair Means to Enhance Performance

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

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

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

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

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

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

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

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

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

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

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

7.7 Appeals against assessment board decisions

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

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

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



8. Student voice

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

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

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

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

8.1 Course Representatives and School Presidents

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

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

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

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



8.2 Student Staff Liaison Committee Meetings (SSLC)

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

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

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

8.3 Complaints

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

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