PG Certificate in Specialist Practice with Adults

Academic year 2018-2019
Course Leader: Dr Clare Stone
School of Social Work, Care and Community

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

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1. **Welcome to the course**

   We would like to take this opportunity to welcome you as you begin your course with the School of Social Work, Care and Community at the University of Central Lancashire.

   The staff team are looking forward to working with you. We hope that you will actively engage with us, each other, service users, carers and agency staff during your 'learning journey'. This student handbook will provide you with valuable information to enable you to participate in the course.

   The award of **PG Cert in Specialist Practice with Adults** is a timely development in responding to government demands for raising the status and accreditation of those with responsibilities for the social care and protection of vulnerable adults. The programme encourages you to consider existing practice, consider new skills and knowledge and apply it within practice to improve service delivery.

   We hope you find the course stimulating and most importantly that it prepares you to demonstrate you are competent in your specialist area of practice. Working with people is endlessly rewarding and challenging and the development of your knowledge, skills and value base for practice is essential if you are to deliver high quality services to service users and carers. Academic study and learning from practice should allow you to demonstrate your specialist competence by the end of the course.

   As a student we recognise that you are balancing study and employment demands and you will have a personal tutor to support and keep you on track throughout the programme. You will have access to a range of learning materials and resources to extend your knowledge and we hope you find the learning experience both challenging and rewarding.

   The programme will enable you to evidence your continuing professional development requirements for professional reregistration purposes. The programme enables you to do a professional audit and consider your developmental areas: this process will be useful for planning career progression.

   Partnership with local employers:

   The School has very good links with many agencies in the north-west through organisations such as Social Work Education and Training Network (SWETN), the Local Authorities and through our extensive liaison with the voluntary and independent sector. During the current academic year, the School has met with stakeholders both formally and informally to discuss in more detail the requirements of the workforce across the region. This has informed our vision for developing a Centre for CPD with a range of awards and courses to meet the needs and expectations of employers and social workers. The Centre is founded on the School's high academic standards and strong values and ethics of social work practice. However, the message from our partnerships is that a flexible and dynamic approach is essential in meeting the needs of a broad workforce in a changing and complex environment. To this end we have developed a range of modules and awards which balance these demands alongside the rigour and quality requirements of post graduate study.

   All of the modules are structured with the busy practitioner in mind and offer blended learning approaches alongside traditional learning environments. The aim of each module is to

consolidate existing knowledge, learn new knowledge and skills, promote research mindedness and most importantly consider the impact on performance, enhancing service delivery and improving the service user experience.

Social Work Registration and CPD requirements

Social workers in England must meet the HCPC Standards for continuous professional development (CPD) in order to maintain HCPC registration. They must undertake CPD which is relevant to their role and which brings benefits to their practice and to their service users. Further information about the HCPC Standards for CPD can be found at: http://www.hpc-uk.org/registrants/cpd/

Service User and Carer Participation:

The course was designed in consultation with representatives from Comensus who are a university based service user and carer representative group who work across the boundaries of professional courses providing input and advice as well as participating in course development, design and delivery.

1.1 Rationale, aims and learning outcomes of the course

The programme will:

- Enable students to critically reflect on and review their professional development to facilitate enhanced performance and service delivery;
- Enable students to consolidate, develop and demonstrate comprehensive understanding and application of the knowledge gained in their initial training, and knowledge related to specialist practice with adults, including critical awareness of current issues and new evidence-based practice research;
- Develop and enhance students' capacity for critically evaluating and analysing key theoretical knowledge in relation to specialist practice with adults;
- Provide learning opportunities for students who are practitioners to generate new approaches to safeguarding policy and practice in work with adults;
- Provide learning opportunities for students who are practitioners to develop and to enhance decision-making skills in complex safeguarding situations involving adults;
- Enable students to demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level.

1.2 Course Team

The Programme Lead for the PG Cert in Specialist Practice with Adults is Dr Clare Stone:
Senior Lecturer: ext 3939   HA314   CStone2@uclan.ac.uk

1.3 Expertise of staff

The majority of the teaching staff in the School of Social Work, Care and Community have backgrounds as professionally qualified social workers, and thus bring a range of specialist practice experience to the programme. Other staff who are frequently engaged in post-graduate teaching include social policy experts, professorial and research staff, who also have a wide range of professional qualifications and experience. They are able to bring their insights and specialist knowledge of research studies to the post-graduate learning experience. Teaching staff are also engaged in knowledge transfer activities with partner agencies such as local authority children's or adult services, which seek to improve understanding and implementation of current developments in social work practice.
Detailed summaries of the teaching and research interests of each member of staff can be found on the School of Social Work, Care and Community's homepage:
 http://www.uclan.ac.uk/schools/school_of_social_work/social_work_staff.php

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the programme. 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.
 Clare Stone will be your personal tutor unless advised otherwise

1.5 Administration details

Course Administration Service 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 891992/891993
email: BrookHub@uclan.ac.uk

1.6 Communication

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

E-mail and Blackboard are the usual means of mutual communication. As students on this course you may be working for substantial periods away from the university, communication via e-mail will be the usual method of contact. It will therefore be important to retain and contact tutors or the course team should you be having any problems associated with the course. The Administrative Hub will maintain basic contact information which must be updated when changes occur.

Good communication is a core principle of all social care practice and it is important that this underpins relationships in the School of Social Work, Care and Community between students and members of staff. The School has developed principles to guide students when communicating with staff members to achieve the most effective outcomes.

1.7 External Examiner

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

The 2 external examiners are:
1. Robert Lomax:
   The Open University (South West), 4 Portwall Lane, Bristol BS1 6ND
2. Dr. Vivienne Barnes:
   School of Social Work, Kingston University, Kingston Hill, Kingston Upon Thames, Surrey KT2 7LB

2. Structure of the course
2.1 Overall structure

This programme is offered on a full-time and part-time basis with flexibility afforded to students who wish to take a break between modules. It is possible to complete the full award within a period of one year (full-time) although some candidates may choose to study over 2 years (part-time). In order to ensure currency and validity of professional knowledge acquired during the programme, students are required to complete the course usually in a period not exceeding three years from start to completion. However, how you study on the programme may depend on your employer expectations and requirements. It is usual but not essential to begin the programme with the Professional Developmental Review or ASYE: Demonstrating Capability in Social Work Practice module in

the first year of study. We recommend you then complete the Safeguarding and Adult Protection module. The final module can be a choice of any of the list of modules below.

To achieve a PG Cert in Specialist Practice with Adults you must pass 60 credits (3 modules). Students will receive a full module handbook for each module containing suggested reading.

2.2   Modules available

<table>
<tr><td colspan="3" align="center">CORE MODULES: Two 20 credit modules

SW4700 Professional Development Review   (20 credits)
OR
SW4701 ASYE: Demonstrating Capability in Social Work Practice (20 credits)

AND

SW4702 Safeguarding and Adult Protection (20 credits)</td></tr>
</table>

PLUS ONE OPTION MODULE:

Module code	Module Title	Module Credits
SW4705	Introduction to Facilitating Learning in the Workplace	20
SW4706	Advanced Facilitation of Learning in The Workplace	20
SW4708	Substance Misuse: a Holistic Approach to problematic drug and alcohol use	
SW4710	Making Personalisation Effective in Mental Health Practice	20
SW4711	End of Life Care	
SW4712	Responding to Contemporary Issues in Social Work and Social Care	20
SW4713	Understanding Mental Health Practice	20
SW4714	Advanced Mental Health Practice	20
SW4715	Professional Practice within Learning Disabilities Services	
SW4716	Social Perspectives on Personality Disorder	20
SW4120	Best Interest Assessor	20
SW4033	Safeguarding Children and Young People	20

2.4 Progression Information

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

2.5 Study Time

2.5.1   Weekly timetable

Students can access the full university academic calendar electronically on the university website. https://www.uclan.ac.uk/students/timetable.php

However, you should note that the academic calendar relates predominantly to undergraduate courses and the postgraduate courses vary in a number of respects. For confirmation of timetable and schedules please contact the course leader.

2.5.2   Expected hours of study

20 credits is a standard module size and equals 200 notional learning hours.

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per credit you need to achieve – this includes attendance at UCLan and time spent in private study. This course places greater emphasis on self-directed learning than you may have experienced at undergraduate level, we would suggest therefore that you allow yourself time to work independently to undertake sufficient reading and thinking to gain maximum benefit from the lectures and facilitated tutorials.

Contact hours vary across modules on this programme and thus an indication of the actual hours will be confirmed in each module handbook

2.5.3 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 module or programme leader

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.

Information about attendance will be shared with employers who sponsor your place on this course

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

3. Approaches to teaching and learning
3.2 Learning and teaching methods

Our objective is to create an inclusive and stimulating academic experience in which you can develop your full potential through a teaching and learning strategy that reflects and complements the learning outcomes of each module.

Given that the course is essentially directed at mature students with academic and/or professional experience, the emphasis is upon a student centred approach that encourages independent learning. Mature and/or already practising professionals have much to contribute to the learning process and will be given space and time within the timetable to reflect and informally discuss their expectations, views and experiences.

The post graduate programmes use a range of teaching & learning methods which are designed to encourage and facilitate students' ability to develop effective practitioner skills, in addition to meeting the required level of academic ability. Thus you can expect to engage with group work, presentations, and discussion in both large and smaller groups, lectures, seminars, eSkills activities, self-directed study and written work during the course of the programme.

Materials for lectures, seminars or other teaching sessions will usually be available on Blackboard, or will be sent to you prior to the event and you are encouraged to access and read this material as preparation for teaching. Academic staff and other contributors will usually provide reading lists to accompany each teaching session (in addition to the core lists provided in the module handbooks or the online reading lists). You get more from the course, and achieve higher marks, if you take the opportunity to extend your reading beyond the basic requirements.

3.2 Study skills

We recognise the course is demanding and acknowledge you need adequate support to enable you to progress successfully. Support is available from your personal tutor and from module leaders. There are a range of other University support systems, which you can access as you progress through your studies including:
WISER http://www.uclan.ac.uk/students/study/wiser/index.php

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

3.3.2 Electronic Resources

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

You are also encouraged to make use of the wealth of web-based material in your preparation for seminars and in the composition of your assignments.

Online Journals

Almost all the journals included in the module reading lists can be accessed free of charge via various databases that are available via the library's web pages. These include EBSCO and SCOPUS, both of which provide full-text access to journal articles.

Blackboard

All of your modules should be available on Blackboard, which is the platform the University uses to deliver online content to assist you with your studies. Blackboard will typically be used as a means of getting information to you, whether this be announcements, extracts from key sources, module handbooks or lecture notes. Module tutors will inform you about how they use Blackboard when they are introducing their modules.

3.4 Personal development planning

Personal Development Planning (PDP) is intended to provide a process by which students can reflect on their learning and plan for their personal and career development. The primary objective of PDP is to improve each student's capacity to understand what and how they are learning, and to review, plan and take responsibility for their own learning. The programme supports this initiative. It is expected that students at Post-graduate level will already have acquired the necessary skills to plan and take responsibility for their own learning and development and hence will require a less formalised approach to PDP than undergraduate students. It is expected as a matter of course that students will retain copies of and reflect upon their feedback from assignments as a guide to future improvement and development. In conjunction with this, the course team will provide individual advice and discuss progress and future career or further study plans with students as a fundamental part of the tutorial role, and encourage students to make use of all of the University's range of support services as and where appropriate. All students will graduate with a student transcript setting out details of their academic learning, which is generated by the university and will be provided at the end of the course.

Social Work practitioners: The programme will develop ways of enabling students to track and log their learning which can be used as evidence of their CPD record for maintaining registration with HCPC.

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.

Careers http://www.uclan.ac.uk/students/careers/index.php
offers a range of support for you including:-
- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

4. Student Support

There are different forms of support available to you. Module tutors will provide you with academic support and guidance, as part of their teaching role and a member of staff will be appointed to act as your personal tutor for the duration of your course. Your personal tutor will provide you with a personal point of individual engagement. S/he provide individual support in relation to your programme of study, academic performance and progression, assist you in becoming familiar with University Services when appropriate, and act as a point of contact when your course has finished. The best way to contact staff members is by making an appointment by email or telephone.

4.1 Academic Advisors

At the beginning of the course you need to introduce yourself to your academic advisor, initially via email. Should any issues arise which impinge on your studies, your academic advisor is your first point of contact and will be able to offer you guidance and support

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Service - https://www.uclan.ac.uk/students/health/disability_services.php - 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.

4.3 Students' Union One Stop Shop

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

As one of the thousands of students who are not studying on the main UCLan campus in Preston, the Students Union is still your union, please check http://www.uclansu.co.uk/ for full details on what we may be running in your partner institution.

5. Assessment
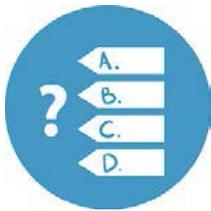
5.1 Assessment Strategy

The key purpose of assessment is to provide you with the opportunity to demonstrate that you have met the learning outcomes for the course and achieved the standard required for the post-graduate award. Assessment is underpinned by the University Academic Regulations (see particularly section G, H and I) which can be accessed via the following link:

https://www.uclan.ac.uk/students/research/files/Academic_Regulations.pdf

A summary of the School's Assessment Strategy can be found in the School of Social Work, Care and Community's Assessment Handbook, a copy of which will be available on Blackboard. Please note that the academic regulations require that the pass mark for assessed work on post-graduate programmes is 50%. The Post-Graduate Assessment Criteria used by the school can be found in the assessment handbook and also at Appendix 8.2 of this course handbook.

5.2 Notification of assignments and examination arrangements

Requirements for individual assessments will be published in module handbooks and these should be read in conjunction with the Assessment Handbook Please be advised that assignments should be submitted at the specified time and failure to adhere to this will result in the work being marked as late in accordance with the Academic regulation.

5.3 Referencing

The School of Social Work, Care and Community uses the Harvard referencing systems. It is crucial that you reference the source of all the material you use in your essay. For guidance on this, see the School of Social Work, Care and Community's Assessment Handbook.

5.4 Confidential material

Students are reminded of the need to ensure that confidentiality is maintained in their written and verbal assessments. Guidance is given in the Assessment Handbook.

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.

In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

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

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

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees 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.

Module Evaluation Questionnaires (MEQs) are an important way to provide feedback and the course team make changes as a result of your comments so please do take time to reflect on and tell us about your learning experience.

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

8. Appendices

8.1 Programme Specification(s)

> 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	Preston Campus
3.	University School/Centre	Social Work, Care and Community
4.	External Accreditation	The College of Social Work
5.	Title of Final Award	Post Graduate Certificate in Specialist Practice with Adults
6.	Modes of Attendance offered	FULL and PART-TIME
7.	UCAS Code	N/A
8.	Relevant Subject Benchmarking Group(s)	N/A
9.	Other external influences	HCPC Standards of conduct, performance and ethics; HCPC Standards of Proficiencies; The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (QAA, 2008); The College of Social Work: Professional Capabilities Framework (2012); Knowledge and Skills Framework (DoH, 2004); GSCC Code of Practice for Social Care Workers; National Occupational Standards for adult social care (Skills for Care)
10.	Date of production/revision of this form	March 2013
11.	**Aims of the Programme:**	

The programme will:

- Enable students to critically reflect on and review their professional development to facilitate enhanced performance and service delivery;
- Enable students to consolidate, develop and demonstrate comprehensive understanding and application of the knowledge gained in their initial training, and knowledge related to specialist practice with adults, including critical awareness of current issues and new evidence-based practice research;
- Develop and enhance students' capacity for critically evaluating and analysing key theoretical knowledge in relation to specialist practice with adults;
- Provide learning opportunities for students who are practitioners to generate new approaches to safeguarding policy and practice in work with adults;
- Provide learning opportunities for students who are practitioners to develop and to enhance decision-making skills in complex safeguarding situations involving adults;
- Enable students to demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level;

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

On successful completion of the programme students will be able to:

A1. Demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them

A2. Critically evaluate the application of appropriate legal and policy frameworks and guidance that inform and mandate specialist practice with adults;

A3. Critically reflect on the impact of psychological, socio-economic, environmental and physiological factors on people's lives, taking into account age and development, and how this informs specialist practice with adults;

A4. Demonstrate a critical knowledge of harm and abuse and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to specialist practice with adults.

[Knowledge Domain in PCF Framework]

Teaching and Learning Methods

- Keynote lectures, seminars, tutorials, material for self-directed learning, e-learning, workshops will form part of university based learning provision;
- Students will be required to link formal learning to their practice and demonstrate their competence and capacity in this specialist area;
- In both settings students will be encouraged to build on existing skills/develop new skills to consolidate their learning across the academic and practice fields;
- Skills, values and knowledge will be developed through group discussions, groups tutorials, presentations and practice learning opportunities
- The overarching teaching and learning strategy will enable students to develop cognitive skills which are appropriate to independent learning and postgraduate study.

Assessment methods

- A range of assessment methods will include essays, presentations, case studies, practice observation, reflective writing, practice portfolios, and personal development files.
- Assessment in practice will be by portfolio, reflective accounts and practice focus academic study.

• Line manager and university tutors, will be involved in the assessment processes.

B. Subject-specific skills

On successful completion of the programme students in the context of specialist practice with adults will be able to:

B1. Demonstrate professional commitment by taking responsibility for their conduct, practice and learning;

B2. Critically reflect on the key themes of oppression and marginalisation and are able to challenge appropriately in their practice;

B3. Critically understand the fundamental principles of human rights and equality;

B4. Critically analyse psychological, social, cultural, spiritual and physical influences on adults, families and carers;

B5. Use their professional judgement to employ a range of interventions: promoting independence, providing support and protection, taking preventative action and ensuring safety whilst balancing rights and risks;

B6. Collaborate, inform and be informed by their work with others, inter-professionally and with communities.

B7. Demonstrate a critical understanding of law and policy in specialist practice with adults;
 [derived from PCF domains]

B8. Engage in ethical decision-making and understand the value base of their profession;
[HCPC Standards of conduct, performance and ethics or GSCC Code of Practice for Social Care Workers]

B9. Meet the requirements of the professional standards and competency framework at the required level of their practice;

Teaching and Learning Methods

- Keynote lectures, seminars, tutorials, material for self-directed learning, e-learning, workshops will form part of university based learning provision;
- students will be required to link formal learning to their practice and demonstrate their competence and capacity in this specialist area;
- In both settings students will be encouraged to build on existing skills/develop new skills to consolidate their learning across the academic and practice fields;
- Skills, values and knowledge will be developed through group discussions, groups tutorials, presentations and practice learning opportunities
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Assessment methods

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- Assessment in practice will be by portfolio, reflective accounts and practice focus academic study.
- Line manager and university tutors, will be involved in the assessment processes.

C. Thinking Skills

On successful completion of the programme students will be able to:

C1 demonstrate a critical awareness of current problems/ new insights in their field of study/ area of professional practice;

C2 show originality in their application of knowledge;

C3 demonstrate a comprehensive and critical understanding of the research process as it applies to their own (and others) work;

C4 understand how boundaries of knowledge are advanced through research;

[*FHEQ Descriptor for a Higher Education qualification at level 7: Master's degree*]

Teaching and Learning Methods
• Students will develop cognitive skills through seminar discussions, feedback from staff and student peers and in meeting the challenges of producing assignments.
• Keynote lectures, seminars, tutorials, material for self-directed learning, e-learning, workshops will form part of university based learning provision;
• Students will be required to link formal learning to their practice and demonstrate their competence and capacity in this specialist area;
• In both settings students will be encouraged to build on existing skills/develop new skills to consolidate their learning across the academic and practice fields;
• Skills, values and knowledge will be developed through group discussions, groups tutorials, presentations and practice learning opportunities

Assessment methods
• A range of assessment methods will include essays, presentations, case studies, practice observation, reflective writing, practice portfolios, and personal development files.
• Assessment in practice will be by portfolio, reflective accounts and practice focus academic study.
• Line manager and university tutors, will be involved in the assessment processes.

D. Other skills relevant to employability and personal development
On successful completion of the programme students will be able to: **D1** demonstrate independent study skills required for continuing professional development and lifelong learning;   **D2** demonstrate qualities needed for employment in complex and unpredictable environments where sound judgment, personal responsibility / reliability and initiative are required;   **D3** critically reflect on their own learning.

Teaching and Learning Methods
Learning opportunities throughout the course will include lectures, seminar discussions and workshops. The Postgraduate Certificate will recruit students working in a range of disciplines which relate to adult care, and thus each student cohort provides opportunities for multi-disciplinary sharing and learning and each student cohort is encouraged to see itself as a de facto action learning set, providing opportunities for networking and for developing a wide range of transferable skills which are directly relevant to personal development and to employability.

Assessment methods
• A range of assessment methods will include essays, presentations, case studies, practice observation, reflective writing, practice portfolios, and personal development files.
• Assessment in practice will be by portfolio, reflective accounts and practice focus academic study.
• Line manager and university tutors, will be involved in the assessment processes.

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 7		**Either**: Professional Development Review	20	**PG Cert Specialist Practice with Adults**
	SW4700			
		Or:		
	SW4701	ASYE; Demonstrating Capability in Social Work Practice	20	Requires 60 credits at level 6 or above with a minimum of 40 at Level 7.
		Plus:		
	SW4702	Safeguarding and Adult Protection	20	
		Plus one module from:		
	SW4705	Introduction to Facilitating Learning in the Workplace	20	
	SW4706	Advanced Facilitation of Learning in the Workplace	20	
	SW4708	Substance Misuse: a holistic approach to problematic drug and alcohol use	20	
	SW4710	Making Personalisation Effective in Mental Health Practice	20	
	SW4711	End of Life Care	20	
	SW4712	Responding to Contemporary Issues in Social Work and Social Care	20	
	SW4713	Understanding Mental Health Practice	20	
	SW4714	Advanced Mental Health Practice	20	
	SW4715	Professional Practice within Learning Disabilities Services	20	
	SW4716	Social Perspectives on Personality Disorder	20	
	SW4120	Best Interest Assessor	20	
	SW4033	Safeguarding Children and Young People	20	

15. Personal Development Planning

Personal Development Planning (PDP) is intended to provide a process by which students can reflect on their learning and plan for their personal and career development. The primary objective of PDP is to improve each student's capacity to understand what and how they are learning, and to review, plan and take responsibility for their own learning. The programme supports this initiative. It is expected that students at Master's level will

already have acquired the necessary skills to plan and take responsibility for their own learning and development. It is expected as a matter of course that students will retain copies of and reflect upon their feedback from assignments as a guide to future improvement and development. In conjunction with this, the course team will provide individual advice and discuss progress and future career or further study plans with students as a fundamental part of the tutorial role, and encourage students to make use of all of the University's range of support services as and where appropriate. All students will graduate with a student transcript setting out details of their academic learning, which is generated by the university and will be provided at the end of the course.

Students who are registered social workers will be supported to engage with this process from the start of their course and will track and log their learning in relation to the outcomes for qualified social workers of the Professional Capabilities Framework and to encourage a lifelong learning approach throughout their career.

16. Admissions criteria
- There is a standard benchmark of a first degree at 2.2 or above in a relevant subject, but non-standard entrants with suitable extensive work experience with adults and evidence of recent study will be considered;   - International applications must have an IELTS score of a minimum of 7.0;   - Applicants will normally be practitioners in an area of adult care;

17. Key sources of information about the programme
Handbooks
UCLAN webpages
School of Social Work, Care and Community website

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

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.

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- 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 Student*s. 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 though 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.

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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.