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

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

Welcome to the University of Central Lancashire and the Introduction to Personality Disorder certificate course. We are pleased that you have made the decision to study with us and we look forward to helping you throughout your programme of study.

Dear student

Welcome to the School of Nursing within the College of Health and Well-being at the University of Central Lancashire.

There are approximately 37,000 students and staff here at UCLan, so you are joining a well-established community, all of whom aim for the same thing... a great learning experience for all and, ultimately, graduate employment. Our aim is to develop practitioners who have caring and compassion as central tenets of their educational experience and, with our clinical partners, we will strive to help you develop skills in practice as well as an extensive knowledge base.

Here in the School of Nursing we are proud that 98% of our students secure graduate employment, embarking on education is a huge commitment, personally and financially; we know, we did it too! We know how daunting it can be to study at University, but we are friendly bunch who simply want you to be the best you can be, both academically and in practice.

I could use this space to tell you about our outstanding resources, our leading edge research and our dedicated team of lecturers, but those things speak for themselves and will have already influenced your choice to come to UCLan. I could tell you about the great support that we can provide and signpost you to these; I could tell you about the many opportunities that will be afforded you whilst you are here, but all that will reveal itself within the pages of this handbook, the communications you receive from your lecturers and course leaders and the partnerships that you will engage in during clinical practice. So, I would urge you to immerse yourself in your studies, make the most of all that is available, and develop an enquiring mind, a commitment to hard work and a willingness to make a difference.

However, if you feel that you are struggling, personally or academically, please let us know as soon and we will listen and do our utmost to support you and to help you make good, healthy decisions. We need you to be prepared to do your best and we will support your progression to a fulfilling and life-changing career.

I am delighted that you have chosen the University of Central Lancashire for your studies and would like to wish you every success in your journey of learning, discovery and personal development.

Dr Karen Wright

Head of School of Nursing
Welcome to the School of Health at the University of Central Lancashire. My name is Howard Shimmin and I am the course leader for the Post Graduate Certificate, Master of Science and the Post Graduate Diploma in Personality Disorder. You may be starting this course with an intention to go through to MSc, or studying the PG Cert as a stand-alone course. If you chose to go through to MSc there are two routes through the programme, a research route and a practice development route which are not described here, but can be seen on the course overview diagram at the end of the handbook.

I am really pleased that you have made the decision to study this course with us, and look forward to helping you throughout your programme of study. Module leaders will keep you focused and provide information, guidance and help during the course.

The Post graduate certificate in personality disorder is an innovative development that is firmly grounded in government policies and plans to develop expertise and leadership in the care and treatment of people with personality disorder. The course will be kept under review by the course management team to ensure that it meets the needs and demands of contemporary practice. It is a part-time course that spans three semesters (1 calendar year).

An overview of the general design, development and management of the full MSc programmes and how the PG Cert sits in the context of the programme can be found at the back of this handbook. Detailed information about each module will be provided in separate module information packs by module leaders. School course standards and protocols, study skills and student services are further explained in the School of Health Student Handbook which is available via the Virtual Learning Environment on the website, or by following this link:


The programme will be delivered at Uclan, Preston campus and the Indigo Centre, Ashworth Hospital, Maghull (i.e.: NU4309 and NU4015).

1.1 Rationale, aims and learning outcomes of the course

The aims of this programme are to provide students with a theoretical understanding of personality disorder, an overview of the context of personality disorder, its philosophical and ideological underpinnings and the place of personality disorder in mental health research and policy. Models of mental illness and personality disorder and introduction into the main areas relevant to personality disorder. It will also enable students to examine their role and their organisational setting by looking at the wider research issues. Students will enhance their knowledge of assessment of the client with personality disorder, the
management of risk and various therapeutic approaches in developing individualised programmes of care. The impact of working with this client group, the recognition of interpersonal and inter-professional issues and evidence based approaches to care will be explored.

Each module has its own learning outcomes and these must be met to pass the module. Additionally, the course has learning outcomes which are mapped against the modules in the programme specification at the end of this document.

These are:

A. Knowledge and Understanding

A1. Analyse research findings behind the study of personality disorder, and utilize these in furthering clinical practice

A2. Evaluate current assessment strategies and therapeutic approaches for personality disorder and produce recommendations for practice

A3. Evaluate a range of assessment tools available for use with a person with a personality disorder

B. Subject-specific skills

B1. Utilise research based evidence to synthesise and implement effective assessment planning

B2. Analyse the concept of risk assessment and management strategies to ensure the safety of the service users and staff

B3. Explore and evaluate the therapeutic relationship to provide an analysis of the dynamics present within the helping relationship

B4. Appraise the classification systems of personality disorder and their usefulness to practice.

C. Thinking Skills

C1. Analyse personal effectiveness in promoting social inclusion of people with personality disorder

C2. Examine the ideological basis of personality disorder and place this in context of current practice.

C3. Critically appraise the concepts surrounding and supporting the principles of therapeutic relationships, peer supervision and support in working with personality disorder.

D. Other skills relevant to employability and personal development

D1. Demonstrate innovative practice and critically discuss this concept in the light of role and professional boundaries.
D2. Critically review personal attitudes, values, attitudes and beliefs regarding personality disorder in order to establish personal presence and influence whilst maintaining personal integrity

1.2 Course Team

<table>
<thead>
<tr>
<th>Tutor</th>
<th>Module leader</th>
<th>Contact details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Howard Shimmin</td>
<td>NU4015 : Assessment &amp; Therapeutic Approaches to PD</td>
<td><a href="mailto:HMShimmin@uclan.ac.uk">HMShimmin@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>&amp; NU4039: Promoting a safe organization &amp; NU4019: Managing Complex Mental Health Needs, Relationships, Teams and Environments</td>
<td>Tel: 01772 89 3630</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emma Jones</td>
<td>NU4309: Theoretical Context of Personality Disorder</td>
<td>Emma Jones <a href="mailto:EJones14@uclan.ac.uk">EJones14@uclan.ac.uk</a></td>
</tr>
<tr>
<td>Lecturer</td>
<td></td>
<td>Tel: 01772 895117</td>
</tr>
<tr>
<td>Howard Shimmin, Emma Jones</td>
<td>Case study presentation facilitator</td>
<td>As above</td>
</tr>
<tr>
<td>and occasional externals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Course Leader is responsible for the course management including the recruitment process, organising enrolment and the management of the assessment strategies in line with the school policies.

1.3 Expertise of staff

Staff profiles-
Emma Jones [http://www.uclan.ac.uk/staffProfiles/emma_jones.php](http://www.uclan.ac.uk/staffProfiles/emma_jones.php)
Howard Shimmin [http://www.uclan.ac.uk/staffProfiles/howard-m-shimmin.php](http://www.uclan.ac.uk/staffProfiles/howard-m-shimmin.php)

The course team is augmented by a number of external lecturers who are currently in practice in the field of personality disorder and who specialise in types of service and specific therapy delivery, this group varies from year to year and we have managed to acquire representatives from a wide variety of approaches to interventions with people with personality disorder.
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
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
e-mail: 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. The course team will use email and blackboard to communicate with you.

1.7 External Examiner
Currid, Thomas
Senior Lecturer/Programme Director
London South Bank University
External Examiner reports will be made available to you electronically.

2. Structure of the course
2.1 Overall structure

MSc Personality Disorder routes
<table>
<thead>
<tr>
<th>Practice development route</th>
<th>Research route</th>
<th>Exit awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU4309 (20 credits at level 7)</td>
<td>NU4015 (40 credits at level 7)</td>
<td>PGCert</td>
</tr>
<tr>
<td>Theoretical context of personality disorder</td>
<td>Assessment and therapeutic interventions</td>
<td></td>
</tr>
</tbody>
</table>

Teaching will involve a broad range of teaching methods including lectures, discussion groups, seminar presentations, case studies, micro teaching sessions by students and structured reflection. Module handbooks will include more information on this. In this year teaching is programmed for alternative Thursdays 9-4.30.

2.2 Modules available
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module. The two modules for this course are described in the appendix at the bottom of the document.

2.3 Course requirements
The post graduate certificate requires completion of both modules.

2.3 Progression Information
Discussions about your progression through the course normally take place in July each year. You may exit with a Post Graduate Certificate or progress to a Diploma or MSc. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.4 Study Time
2.4.1 Weekly timetable
Please refer to the module timetable on Blackboard and also the online timetable for room bookings, accessible via Blackboard. Teaching will involve a broad range of teaching methods including lectures, discussion groups, seminar presentations, case studies, micro
teaching sessions by students and structured reflection. The module handbook includes more information on this. https://apps13.uclan.ac.uk/weeklyTimetable/

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. So, a 20 credit module suggests 200 hours study.

2.4.3 Attendance Requirements
You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to the Course Leader, Howard Shimmin.

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. If you are being sponsored by your employer to attend the course then they will be informed of your absence.

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.

SAM is however not applicable during semester 2 and 3 when the course is taught at Mersey Care facilities and a register will be taken during this period.

Some students have responsibilities under the Visas and Immigration (UKVI) Points Based System (PBS) - you MUST attend your course of study regularly; under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

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

Teaching strategies will include a combination of lectures, directed reading, group work, discussions, guided reflection and critical incident analysis. The sharing of experience and independent learning will be encouraged. The lectures and directed
reading will provide you with a framework and stimulus for other forms of learning. Group work, discussion, and guided reflection will encourage you to reflect on practice and identify how theory, research, standards and guidelines can be used to support your practice and the planning and organisation of care provision and services. The use of narratives and scenarios will also enable you to explore your own value systems and will lead to an evaluation of the use of a variety of interpersonal and communication models. You will at times be encouraged to discuss relevant issues from your presentations with peers, users and the course team. This will help you reflect upon and evaluate your ongoing performance.

3.2 Study skills
The School of Health generally attracts students who wish to study part-time. Also, students may not wish to study a subject through to final award of a Masters degree. Bearing this is mind, the School offers Post Graduate Certificate awards, through Post Graduate Diploma awards, until the student completes the Masters award. The University regulations are that an award of a Masters degree is made up of nine (standard / 20 credit) modules. Of these nine modules a maximum of one module may be at level 6 and a minimum of eight modules at level 7. The PGCert Personality Disorder includes one level 7 standard (20 credit) module and a double (40 credit) level 7 modules.

Within the higher education context the following level descriptors provide a broad outline of general learning outcomes. At a specific level students should be able to demonstrate that they can:

Level 7. (Higher Education) (Masters)
Display mastery of a complex and specialised area of knowledge and a critical awareness of issues at the forefront of the area of study; employ advanced subject specific and cognitive skills to enable decision-making in complex and unpredictable situations, the generation of new ideas and support the achievement of desired outcomes.

You will note that the course also shares a some modules with other programmes, for example: NU4001:Evidence, Effectiveness and Evaluation. It is imperative that you consider your own course’s leaning outcomes when approaching modules that are shared with other courses.

Overall, students enrolling initially on a post graduate certificate will take the equivalent of 3 standard modules (60 credits). If you chose to continue in your studies then the next step may be a Postgraduate Diploma which requires the equivalent of 6 standard modules (120 credits) or the MSc which requires the equivalent of nine standard modules (180 credits).

If you choose to continue your studies you may choose the MSc in Personality Disorder (research) or the MSc in Personality Disorder (practice development). You will be invited to a progression meeting at the end of the PGCert where this will be discussed with you. There is a diagram that illustrates the routes through the chosen pathways (see page 42).
The pass mark at this level is **50%**

Students should engage with their Academic Advisor to discuss any developmental needs that they may with regard to study skills. The Academic Advisor will be able to help them and also direct them to university services such as Wiser [http://www.uclan.ac.uk/students/study/wiser/index.php](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.

#### 3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. “Discovery” is an easy access, easy use tool to navigate the databases.

[http://www.uclan.ac.uk/students/library/discovery_resource.php](http://www.uclan.ac.uk/students/library/discovery_resource.php)

In addition there will be a range of resources made available on Blackboard for each module being undertaken in addition to electronic links to literature and policy resources.

### 3.4 Personal development planning

Your University experience is not only about achieving your chosen award, it is also about developing as a person and realising your potential. We want you to gain the skills and attitudes that will help you to achieve your goals and aspirations. We hope that during the course you will identify within yourself the attributes that you have to make you successful in your current career and also recognise any areas that you feel need further development that we can help you explore.

For example this would include choices that you may make as regards progression to the MSc and subsequent career opportunities, such as the research and practice development routes, which could positively impact on future career.

### 3.5 Preparing for your career

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

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

You will be able to record your journey using Pebblepad, the university’s e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It’s your future: take charge of it!

**Careers** offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

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

**4. Student Support**

During the course you have a Academic Advisor. The role of the Academic Advisor is to support you through the course by offering academic advice and pastoral support. Opportunities for individual tutorials will be available throughout the course.

**4.1 Academic Advisors**

You will be assigned a academic adviser who will be identified to you at the beginning of your course (Howard and Emma). The transition into university study may present challenges that you might find difficult to manage. Along with this life’s problems may occur which may affect your academic ability whilst on your chosen course.

If you are experiencing any of these or have other concerns then your academic adviser should be the first point of contact for you and they can help you on a wide range of academic, personal, administrative and practical issues. Your academic adviser may not have all the answers but should be able to re-direct you appropriately to where you can get help and advice. You are expected to meet your academic adviser at least once each
semester and to keep her/him informed of any difficulties you may be having in achieving the learning outcomes of the course. It is important that you keep the appointments made with your academic adviser.

Dissertation Supervisor
This is the term used to describe the lecturer who provides you with support for your dissertation.

Mentor
This is a person, chosen by yourself, who supports your learning from within your practice area. It may be the person you chose for clinical supervision or somebody with a particular interest or expertise in the area of individuals with personality disorder, (also see from your place of employment below).

4.2 Students with disabilities
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

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.

If you are 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
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.

All three modules (1 standard, 1 double module) of the PG Cert in personality disorder (NU4309 & NU4015) are summatively assessed. The assessments will be varied and will include written essays, reports and case studies. The link to learning outcomes for the modules are given in the programme specification (appendix 1 below) and are in the respective module handbooks.
5.2 Notification of assignments and examination arrangements

Some of the modules have more than one assessment. You will note that, in each module descriptor which will be given to you on commencement of the course, all assessed elements must achieve a pass grade for the module to be successfully completed. For theoretical assignments the pass grade is 50%. It is very important that you review the guidelines for assessment in the School handbook and understand your responsibilities in the assessment process.

You will receive an induction at the start of each module which will include detail about the assignments to be completed; initial guidance; and submission deadlines. These details will also be contained within your Module Handbook and Module Timetable. You will receive more detailed guidance on the requirements of the assessment in a scheduled session during the Module Timetable.

At the start of each module you will receive an assessment document that will provide details of the assessments. You will find that the submission dates for assessments may be staggered. You should take careful note of when you are expected to submit work.

All pieces of assessed work should:

• Have a frontispiece, correctly filled in
• Identify the number of words used for theoretical assignments
• Be submitted by the identified date and time
• Electronically submitted assignments should be identified thus: Name: Module number: date. E.g NU4015JohnSmith10thApril2016.

Each semester you will be given Submission dates for each module for submission of work. Please take immediate note of this and plan your work accordingly. We take into account all the modules that you are undertaking in any one academic year and arrange hand in dates to help you stagger your work. We do not expect you to have one submission date for all your work as past experience has shown us that this is a cause of stress for students.

5.3 Referencing

You will be expected to utilise the A.P.A. System. Details of this system can be found in the School of Health student handbook and blackboard in an electronic guide in the respective module handbook and on Blackboard
5.4 Confidential material

Anonymity refers to anonymised information “which does not, directly or indirectly identify the person (and/or organisation) to whom it relates” (Adapted from BMA 2005).

Confidentiality is the principle of keeping secure and secret from others, information given by or about an individual (and/or organisation) in the course of a professional relationship” (Adapted from BMA 2005).

There are both ethical and legal reasons for maintaining anonymity and confidentiality. The policy of maintaining anonymity and confidentiality applies to all students whether an undergraduate or post graduate student.

Exceptions
There may well be cases where exceptions to maintaining anonymity and confidentiality occur. These can include:

Naming individuals or organisations where the information is already in the public domain, providing this material is accurate;
Instances where you have written permission from an individual or organisation. It may be possible for you to obtain consent to use information for academic purposes. Clearly state that this is the case at the beginning of your work. Written consent forms will be retained with the academic work. If you intend to publish your work, you may need to seek further guidance from an appropriate Ethics Committee.
You may have access to sensitive information about an organisation through your personal contact or employment, which is quite separate from your university course. In this case, you will be expected to adhere to any contractual or other agreements you have made with the organisation concerned regarding disclosure.

If you do need to refer to an organisation in your work, you can maintain anonymity by the following method:

In the text: “this action was in accordance with the NHS Trust’s (name withheld) infection control policy”
In reference list: NHS Trust (name withheld) 2004 infection control policy.

References / Sources

If there is a breach of Anonymity and or Confidentiality, you will receive feedback from the module leader/marker and support to prevent errors in your future work
Actions taken following a breach in anonymity and or confidentiality will depend on a number of issues and will be determined within departments/course teams.
Issues which will be of importance may include:

- Professional standing of course
- Level of study of student and or stage of course
- Extent and nature of the breach.

Under these circumstances, it may be that the department will impose a penalty. Your module leader will work with you and the course leader to review the specific situation and involve the Head of Department/named deputy in the decision making process. Please refer to the School of Health Student 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. We systematically incorporate student feedback into this course via course meetings with student representatives, online feedback and end of module feedback sessions which we use to shape future course delivery, some recent examples of this include the emphasis now placed on student case presentations and the inclusion of more practice based workshop sessions both rated highly by students from feedback sessions.

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.
UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

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

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

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>Ashworth Hospital</td>
</tr>
<tr>
<td>3. University School/Centre</td>
<td>School of Nursing</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td>None</td>
</tr>
<tr>
<td>5. Title of Final Award</td>
<td>Postgraduate Certificate in Personality Disorder</td>
</tr>
<tr>
<td>6. Modes of Attendance offered</td>
<td>Part-time</td>
</tr>
<tr>
<td>7. UCAS Code</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| 8. Relevant Subject Benchmarking Group(s) | Personality Disorder  
www.personalitydisorder.org.uk  
No longer a Diagnosis of Exclusion and Breaking the Cycle of Rejection (NIMHE/DH 2003)  
PD Capability Framework (NIMHE/DH 2003)  
Recognising Complexity (DH 2009)  
NICE guidelines BPD, ASPD (2009) |
| 9. Other external influences | No Health Without Mental Health (2011)  
Ten Essential Shared Capabilities for Mental Health (Department of Health) (2004)  
High Quality Care for All (the Darzi Report)(2008)  
Francis (2013)  
Closing the Gap (2014) |
| 10. Date of production/revision of this form | January 2014 |
11. Aims of the Programme

The aim of this programme is to provide students with a theoretical understanding of personality disorder and its philosophical and ideological underpinnings. Students will be facilitated to broaden and deepen their approaches to therapeutic assessment and interventions in the context of mental health research and policy.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

<table>
<thead>
<tr>
<th>A. Knowledge and Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Analyse research findings behind the study of personality disorder, and utilize these in furthering clinical practice</td>
</tr>
<tr>
<td>A2. Evaluate current assessment strategies and therapeutic approaches for personality disorder and produce recommendations for practice</td>
</tr>
<tr>
<td>A3. Evaluate a range of assessment tools available for use with a person with a personality disorder</td>
</tr>
</tbody>
</table>

**Teaching and Learning Methods**
Small interactive group discussions facilitated by the lecturer and/or service user/practitioner. Students will be required to participate in a formal debate during the course. Case presentations, (case analysis), use of video and electronic resources including E-learn for support. Facilitated wider reading and deeper analysis of subject matter.

**Assessment methods**
Essay, report and case study.

<table>
<thead>
<tr>
<th>B. Subject-specific skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1. Utilise research based evidence to synthesise and implement effective assessment planning</td>
</tr>
<tr>
<td>B2. Analyse the concept of risk assessment and management strategies to ensure the safety of the service users and staff</td>
</tr>
<tr>
<td>B3. Explore and evaluate the therapeutic relationship to provide an analysis of the dynamics present within the helping relationship</td>
</tr>
<tr>
<td>B4. Appraise the classification systems of personality disorder and their usefulness to practice.</td>
</tr>
</tbody>
</table>

**Teaching and Learning Methods**
Student supervision/tutorial to support individual approaches and needs. Practice and service user representatives assist in the delivery of the modules.

**Assessment methods**
Essay, report and case study.

<table>
<thead>
<tr>
<th>C. Thinking Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1. Analyse personal effectiveness in promoting social inclusion of people with personality disorder</td>
</tr>
<tr>
<td>C2. Examine the ideological basis of personality disorder and place this in context of current practice.</td>
</tr>
<tr>
<td>C3. Critically appraise the concepts surrounding and supporting the principles of therapeutic relationships, peer supervision and support in working with personality disorder.</td>
</tr>
</tbody>
</table>

**Teaching and Learning Methods**
Students will participate in formal reflection and self development through structured workshops. Students will participate in facilitated self awareness groups. Students will be required to participate in a formal debate during the course.
Assessment methods
Essay, report and case study.

D. Other skills relevant to employability and personal development
D1. Demonstrate innovative practice and critically discuss this concept in the light of role and professional boundaries.
D2. Critically review personal attitudes, values, attitudes and beliefs regarding personality disorder in order to establish personal presence and influence whilst maintaining personal integrity.

Teaching and Learning Methods
Student supervision/ tutorial to support individual approaches and needs
Assessment methods
Essay, report and case study

13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7</td>
<td>NU4015</td>
<td>Assessment &amp; Therapeutic Approaches to personality Disorder</td>
<td>40</td>
</tr>
<tr>
<td>Level 7</td>
<td>NU4309</td>
<td>Classification and Theory of Personality Disorder</td>
<td>20</td>
</tr>
</tbody>
</table>

14. Awards and Credits*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
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<td>Classification and Theory of Personality Disorder</td>
<td>20</td>
</tr>
</tbody>
</table>

15. Personal Development Planning

According to QAA (2004), Personal Development Planning (PDP) is:
- A structured process that is integral to higher level learning
- Concerned with learning in an holistic sense (academic and non-academic)
- Something done with guidance and support
- A process that involves reflection, creation of personal records, planning and monitoring progress towards achievement of personal objectives
- Intended to improve the capacity of the individual to communicate their learning to others who are interested in it (academic staff/ employers)

This is a multi-agency course that pre-dominantly attracts students from health and social care and criminal justice agencies who bring with them models of support and supervision in their workplace. All students are appraised annually within their employment. In order to enhance individual personal development planning students will be encouraged to develop their learning contract with their chosen mentor identifying areas for development during and after the course. During the course students will be supported in this process through negotiated discussions, tutorials, interactions and assessments. This will help them to explore and record their progress and to set goals and devise action plans to meet their needs thus extending their personal and professional development.

16. Admissions criteria
Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have
Informal enquiries are welcomed. Students should have a first degree (2:2 class or above) or equivalent, in a relevant subject (i.e. health related, pure science or social science) from an approved institution of higher education. If you do not meet these criteria you are advised to contact the course leader for advice. Transfer of credits in accordance with University regulations may be possible.

- Students normally have at least two years post qualifying clinical experience in practice OR proof of equivalent experience in practice
- Be working in, or able to access a practice environment that will enable them to meet and achieve the course learning outcomes.
- Have identified a work based mentor, who will support and guide your development throughout the course.
- Be able to provide two references (one practice/work and one academic).
- Be able to satisfy the Course Leader that you are competent to pursue the programme.
- All students will be interviewed. The purpose of this discussion is first to ensure that you understand the nature of the programme and its demands and to pathway plan your modular route leading to the identified award and exit point. Identification of financial support will be noted.

Your application will be considered on its merits and in the light of the nature and scope of the programme. If you do not meet the above criteria you may still be considered for admission to the programme; you will be required to provide evidence of suitable experience and supportive qualifications.

17. Key sources of information about the programme

- Fact sheet University of Central Lancashire website
- CPD prospectus
### 18. Curriculum Skills Map

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Knowledge and understanding</th>
<th>Programme Learning Outcomes</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7</td>
<td>NU4015</td>
<td>Assessment &amp; Therapeutic Approaches for personality Disorder</td>
<td>Compulsory</td>
<td>A1</td>
<td>A2</td>
<td>A3</td>
</tr>
<tr>
<td>Level 7</td>
<td>NU4309</td>
<td>Classification and Theory of Personality Disorder</td>
<td>Compulsory</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
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.
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.