



**Course Handbook**  
Postgraduate Certificate Primary Care Mental Health Practice  
Graduate Certificate Promoting Psychological Wellbeing  
Advanced Certificate (Enhanced) Psychological Therapies for Common  
Mental Health Problems  
2018/19  
Liz Kell  
School of Community Health and Midwifery



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

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

## **Contents**

- 1 Welcome to the Course**
- 2 Structure of the Course**
- 3 Approaches to teaching and learning**
- 4 Student Support**
- 5 Assessment**
- 6 Classification of Awards**
- 7 Student Feedback**
- 8 Appendices**
  - 8.1 Programme Specification(s)**

## 1. **Welcome to the course**

Welcome to the University of Central Lancashire, and in particular, the School of Community Health and Midwifery.

This suite of programmes has been developed in line with the Improving Access to Psychological Therapies (IAPT) initiative, and mirrors the national curriculum for Low Intensity therapy training. Your course will prepare you for the role of Psychological Wellbeing Practitioner within an IAPT service and other primary care and wellbeing service settings, and cultivate and enhance your skills in working with people with mild/moderate depression and anxiety disorders.

This course handbook offers an overview of the awards and the modules. The description of each module is also available on the module blackboard websites.

The University Student Handbook includes further information on the wider University, and you should use both these handbooks as they contain a range of useful information and contact details that will help and support you during the course.

As your course leader, please feel free to contact me at any time if you have questions about your course. I wish you well in your studies and future career.

*Liz Kell*

## 1.1 Rationale, aims and learning outcomes of the course



The IAPT Psychological Wellbeing Practitioner (PWP) role and training was developed as part of the wider IAPT programme in response to the Layard report (2006) on the impact of Depression and Anxiety disorders on society, including the economy. The programme trains practitioners to deliver psychological interventions to those suffering with depression and anxiety disorders within a stepped care model. Step 2 (PWP) offers guided self-help within a Behaviour Change framework to patients.

Students take 3 modules: Working with Common Mental Health Problems: Assessment and Engagement, Guided Self Help for Anxiety and Depression, and Values, Diversity and Context.

Students are required to be employed, or on an honorary contract within an IAPT service, where they are currently delivering a commissioned IAPT service to the local community. The student is required, in addition to completing the modules, to complete an assessment of practice document which is overseen by a supervisor who is trained in IAPT supervision. The course team offers supervision training to supervisors each year.

The training is underpinned by a behaviour change model – COM-B (Michie et al 2011). The training includes a number of Cognitive Behavioural Therapy (CBT) based interventions, including behavioural activation, problem solving and cognitive restructuring, and other low intensity interventions including medication support, exercise, signposting to community resources and brief interventions for alcohol. As the PWP roles are expanded into areas beyond anxiety disorders and depression, and the evidence base for low intensity interventions continues to grow and develop, the range of low intensity interventions is likely to further increase.

In addition, the self-help aspect of low-intensity interventions raises challenges for effective delivery. Effective self-help puts more responsibility and demands on the patient for carrying out the treatment than e.g. therapist delivered high intensity CBT. Engaging and motivating people are accordingly central issues: COM-B (Michie et al 2011) as a model of behaviour and behaviour change is followed to address this important element of the role. This model sets out that behaviour comes about from an interaction of ‘capability’ to perform the behaviour, and ‘opportunity’ and ‘motivation’ to carry out the behaviour: new behaviour, or behaviour change requires a change in one or more of these.

## 1.2 Course Team

### Course Leader

Liz Kell – [lkell@uclan.ac.uk](mailto:lkell@uclan.ac.uk) – 012772 893724 – Brook Building BB330  
Speciality – IAPT and Primary Care

### Module Leaders

#### Module 1 – Working with Common Mental Health Problems: Engagement and Assessment

Liz Kell – [lkell@uclan.ac.uk](mailto:lkell@uclan.ac.uk) 01772 893724 – Brook Building BB330  
Speciality – IAPT and Primary Care

#### Module 2 – Guided Self Help for Depression and Anxiety

Lowri Dowthwaite – [ldowthwaite1@uclan.ac.uk](mailto:ldowthwaite1@uclan.ac.uk) 01772 893703 – Brook Building BB330  
Speciality – IAPT and Primary Care

Module 3 – Values, Diversity and Context

Lowri Dowthwaite – [Ldowthwaite1@uclan.ac.uk](mailto:Ldowthwaite1@uclan.ac.uk) 01772 893703 – Brook Building BB330  
Speciality – IAPT and Primary Care

Expert Teaching Team

Rick Fothergill – [krfothergill@uclan.ac.uk](mailto:krfothergill@uclan.ac.uk) – 01772 892736 – Brook Building BB344  
Speciality – CBT and mental health nursing

Imelda Hatton-Yeo – [ihatton-yeo@uclan.ac.uk](mailto:ihatton-yeo@uclan.ac.uk) – 01772 895535 – Brook Building BB330  
Speciality – Children and Young People IAPT Services

Robin Bailey – [Rbailey@uclan.ac.uk](mailto:Rbailey@uclan.ac.uk) – 01882 893418 – Brook Building BB325

Chris Athanasiadis – [cathanasiadis@uclan.ac.uk](mailto:cathanasiadis@uclan.ac.uk) – 01772 893776 – Harrington Building  
Ha256  
Speciality –

PWP Secondee - tbc

### 1.3 Expertise of staff

The course team comprises of qualified and experienced Psychological Wellbeing Practitioners, CBT Therapists and Mental Health Nurses with experience of working in brief therapy in primary and secondary care, and clinically based IAPT staff. Several of the team are engaged regionally and nationally within IAPT networks and all are engaged in research at postgraduate/doctoral level.

### 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 891992/891993  
email: [BrookHub@uclan.ac.uk](mailto: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 normally contact you via your UCLAN email and we try to reply to your emails within 3 working days. Announcements will also be posted on the Course and Module Blackboard sites.

## 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.

External Examiners:

Victoria Butler (Clinical)  
CBT Therapist  
Lancashire Care Foundation Trust

Allan Brownrigg (Academic)  
Principal Lecturer  
University of Northumbria



## 2. Structure of the course

### 2.1 Overall structure

#### **Advanced Certificate Psychological Therapies for Common Mental Health Problems**

**This Programme consists of two modules:**

Working with Common Mental Health Problems: Assessment and Engagement  
Guided Self-Help for Anxiety and Depression

**It is examined at Level 6 or 7 and is 40 credits**

#### **Graduate Certificate Promoting Psychological Well-being**

**This programme consists of three modules:**

Working with Common Mental Health Problems: Assessment and Engagement  
Guided Self-Help for Anxiety and Depression

Values, Diversity and Context **is examined at level 6 and is 60 credits**

## Post Graduate Certificate Primary Care Mental Health Practice

This programme consists of three modules:

Working with Common Mental Health Problems

Guided Self-Help for Anxiety and Depression

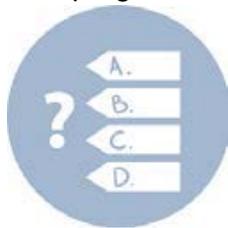
Values, Diversity and Context **is examined at level 7 and is 60 credits**

### 2.2 Modules available

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

The programme specifications are attached as appendices at the end of this document.

Undergraduate and postgraduate modules will be taught together.



### 2.3 Course requirements

The course is taught over 45 days in total for the 60 credit award. Each module has a specific set of foci and learning outcomes, the clinical competencies build on each other and the majority of the teaching activity is focused on clinical competence development through clinical simulation and skills practice. Over the 3 modules of 45 days, 25-30 days are delivered as theoretical learning and skills practice and 15-20 days as directed practice-based learning.

The training program also requires trainees to learn from observation and skills practice under supervision while working in fully functioning IAPT services. Trainees should complete **a minimum of 80 clinical contact hours** with patients (face to face or telephone) within an IAPT service (or equivalent stepped care service) as a requirement of their training and should undertake **a minimum of 40 hours of supervision** of which at least 20 hours should be case management supervision and at least 20 hours should be clinical skills supervision. **These 80 clinical hours and 40 supervision hours are in addition to the 15-20 practice-based learning days.**

### 2.3 Progression Information

Discussions about your progression through the course normally take place in February each year. It is an opportunity for the course leader to speak with your employer/placement provider and yourself to support your successful completion of the programme.

### 2.4 Study Time

#### 2.4.1 Weekly timetable

Details of the weekly timetable are available on Blackboard for students. Typically you initially attend for a 2 week block, and then 1 day a week for the first semester, then 1 day every other week during the second semester.

#### 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.

**Classroom attendance:** You are required to attend all timetabled activities e.g. lectures, small group activities, clinical skills practice etc. We won't teach you for 6 hours at a time though – we aim to keep teaching sessions to 1-2 hours in length that will be broken up into facilitated discussion and lead lectures by staff. Clinical practice sessions will be longer.

*We keep a register for each timetabled session and employers are informed of any absences*

**Directed study:** Time allocated during a university study day to do set work. This may mean using the computers at the university that are open for students or completing workbooks with colleagues or reading etc. If you keep up with the directed study this will help you towards your assignments.

**Supervised days in practice:** These are required attendance. They are allocated within a full working day (7.5 hours) and are designed to provide you with the opportunity to work more closely with your supervisor to develop a range of skills and techniques and knowledge to support your learning in practice.

**Private study:** This is what it means – time for you to do what you need to do to improve your learning, read more widely, set up meetings to find out more.... Again time is allocated within each day or week. If you choose to do other things during this private study time, then that is your choice. However, if you use your time wisely you should be able to keep your days off for personal pursuits.

**Academic Advisor sessions:** These will be scheduled by you in agreement with your Academic Advisor.

**Students must complete 80 hours of clinical practice and 40 hours of supervision during the course of the programme.**



### 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:

**Liz Kell – [lkell@uclan.ac.uk](mailto:lkell@uclan.ac.uk) 01772 893724**

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.

A Student Attendance Monitoring (SAM) system is used to log your attendance. You can check your attendance record through my UCLan. 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.

**The Course Leader will inform your employer of any absences from the programme.**

### 3. Approaches to teaching and learning

#### 3.1 Expertise of staff

The course team comprises of qualified and experienced Psychological Wellbeing Practitioners, CBT Therapists and Mental Health Nurses with experience of working in brief therapy in primary and secondary care, and clinically based IAPT staff. Several of the team are engaged regionally and nationally within IAPT networks and all are engaged in research at postgraduate/doctoral level.

#### 3.2 Learning and teaching methods

A range of learning and teaching methods are used to enable knowledge accumulation alongside specific skills development: lectures, action learning sets, modelling by programme team, clinical simulation, clinical skills practice, use of media, self-directed study, assessment of practice documents and competencies.

You can access information on Blackboard both prior to and after sessions to further support your learning.

#### 3.3 Study skills

There are a variety of services to support students and these include 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. The library is open 24 hours during term time [http://www.uclan.ac.uk/library/opening\\_times.php](http://www.uclan.ac.uk/library/opening_times.php)

##### 3.4.2 Electronic Resources

LIS provide access to a huge range of electronic resources including e-journals and databases, e-books, images and texts and all resources specific to your modules (e.g. lecture notes and power points) will be on the Blackboard site where reading lists are also available.

#### 3.5 Personal development planning

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



### 3.6 Preparing for your career

Many of the students attending this course will already be employed as a trainee Psychological Wellbeing Practitioner, however, it is still important for you to consider your ongoing career development, and particularly for people employed on fixed term contracts or who are only on placements with IAPT services. Your course has been designed with employability learning integrated into it: this is not additional to your qualification, but an important part of it which will help you to show future employers just how valuable your qualification is.

The UCLAN Careers service 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 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 careers and employability resources via the student portal.

## 4. Student Support

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



### 4.1 Academic Advisors

You will be allocated an Academic Advisor at the beginning of the programme. This is the person that you should contact if you need any advice or support, and will guide you through the programme. Please establish with your Academic Advisor the best method of communication.

### 4.2 Students with disabilities

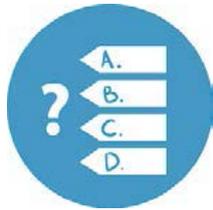
If you have a disability that may affect your studies, please either contact the Disability Advisory Service - [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk) - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory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

### 4.3 Students' Union One Stop Shop

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

## 5. Assessment

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



### 5.1 Assessment Strategy

Assessment is a process that allows the demonstration of your learning achievements and is not just an end product. Assessment strategies therefore vary across the course, some may be innovative, but all are designed to measure your achievement of learning outcomes across the course. Each module maintains a coherent structure that links content, teaching, learning, outcomes and assessment.

The assessment strategy is designed to assess skills development and competencies as well as examined academic excellence. The range of assessments reflect this and the students are asked to critically reflect on their skills development throughout the programme. The assessments undertaken within the university setting are coupled with practical assessments carried out in the clinical setting and marked by your supervisors. All elements of the assessment must be passed to successfully complete the course.

### 5.2 Notification of assignments and examination arrangements

Assignment guidance will be posted on Blackboard along with the relevant dates and times for submission. A rubric denoting the marking criteria used for academic assignments is available on Blackboard and the assessment templates for practical assessments is available under the assignments tab on the Blackboard sites.

### 5.3 Referencing

Students are expected to use the American Psychological Association (APA) referencing style. A link is available on the module Blackboard sites.

### 5.4 Confidential material

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

### 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.

A minimum APM of X9.5 will be rounded up to the next classification for all awards.



## **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.

As a course team we meet with you to evaluate the programme to find out what went well and what you feel could be improved. From these meetings, we have:

- Restructured the timetable to give you more time between formal university attendance and examinations and assessments to help you manage your increasing caseload and university commitments
- Continued with the inclusion of Action Learning Sets within the programme
- Information on assessments released earlier

### **7.1 Student Staff Liaison Committee meetings (SSLCs)**

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook. The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Your Student President will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, personal tutoring arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

## 8. Appendices

### 8.1 Programme Specification(s)

**UNIVERSITY OF CENTRAL LANCASHIRE**

#### **Programme Specification**

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

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

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	University of Central Lancashire Preston Campus
<b>3. University School/Centre</b>	School of Community Health and Midwifery
<b>4. External Accreditation</b>	Yes
<b>5. Title of Final Award</b>	Postgraduate Certificate in Primary Care Mental Health Practice
<b>6. Modes of Attendance offered</b>	Part time
<b>7. UCAS Code</b>	
<b>8. Relevant Subject Benchmarking Group(s)</b>	Psychological Therapies National Occupational Standards  National Curriculum for the Education of Psychological Wellbeing Practitioners  National Occupational Standards for Mental Health  NHS Knowledge and Skills Framework  The Ten Essential Shared Capabilities

<b>9. Other external influences</b>	<p>Improving Access to Psychological Therapies initiative</p> <p>Nice Guidelines for Anxiety and Depression</p> <p>LSE Depression Report</p> <p>No Health Without mental Health</p> <p>The NHS Five Year Forward View</p>
<b>10. Date of production/revision of this form</b>	January 2016
<b>11. Aims of the Programme</b>	
<p>The aim of the Postgraduate Certificate in Primary Care Mental Health Practice programme is to prepare and develop low intensity mental health practitioners , who can lead and develop low intensity primary mental health care practice in supporting people with common mental health problems and aid self management. The programme is designed to enable students to:</p>	
<ul style="list-style-type: none"> <li>• Implement and evaluate a range of evidence-based, low-intensity psychological treatments for people with common mental health problems in primary care settings.</li> </ul>	
<ul style="list-style-type: none"> <li>• Function independently as effective mental health practitioners in primary care settings.</li> </ul>	
<ul style="list-style-type: none"> <li>• Work in partnership with clients as unique human beings who have individualised mental health needs</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognise and respect the cultural diversities that arise in health care, challenge discriminatory practice and endeavour to give of their best without prejudice.</li> </ul>	
<ul style="list-style-type: none"> <li>• Understand the complexity of people’s health, social and occupational needs and recognise the need and have the ability to work with a range of services that can support people to recovery.</li> </ul>	

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

### A. Knowledge and Understanding

At the end of the programme of study students will be able to:

A1 Demonstrate systematic understanding of the legal, ethical and policy dimensions of modern

mental health practice policy frameworks and service management arrangements.

A2 Demonstrate synthesis in the use of forms of knowledge to create new insights and solutions

for primary care mental health practice

A3 Critically evaluate the evidence base for low-intensity, psychological and pharmacological

interventions for common mental health problems

A4 Critically review and evaluate the culture of primary care and its interactions within society

including other statutory and non-statutory health, social care and occupation/employment

agencies.

A5 Display a broad perspective on practice taking into account the importance of individual

diversity, and the influences of culture and gender on mental health and the impact that these

have on individual care and service provision.

A6 Demonstrate understanding and critical awareness of concepts of mental health and mental

illness, diagnostic category systems in mental health and a range of social, medical and

psychological explanatory models.

A7 Appraise and evaluate the range of supervision strategies commonly used in low intensity

Services

A8 Critically evaluate the impact that power issues within the therapeutic context can have on

patient care and collaborative working.

### Teaching and Learning Methods

- Lectures
- Role play
- Seminars
- Problem-based learning exercises
- Individual and group tutorials
- Action Learning Sets
- Supervised clinical practice

### Assessment methods

- Essays
- Video Role Play
- Telephone Role Play
- Seminar Presentations
- Recorded real assessment/intervention session with patient

Knowledge for practice is also continually assessed during supervised clinical practice via the 'Practice Assessment Documents' (pass/fail). Practice assessment documents are also exposed to verification processes by academic staff as well as external examiner scrutiny

### B. Subject-specific skills

At the end of the programme of study students will be able to:

- B1 Manage their own mental health care practice in accordance with ethical and legal frameworks ensuring the primacy of client interest and well-being, recognising personal limitations and case complexity in order to refer clients to others appropriate to the clients' needs.

- B2 Practise in a non-discriminatory manner, respecting the variety of beliefs and cultural practices of individuals and groups.
- B3 Effectively participate in inter-professional approaches to care that respect and utilise the contributions of the wider health and social care team.
- B4 Through a patient centred assessment process effectively gather and utilise information on  
employment needs, well-being and social inclusion
- B5 Develop individualised, therapeutic alliances with patients that enable them (and where appropriate their carers) to be purposefully involved in a partnership of care.
- B6 Utilise core skills in low intensity mental health practice to undertake and record systematic,  
accurate and holistic assessments of the health needs of individual patients,  
using  
appropriate psychometric instruments and formulate care plans based on best available  
evidence
- B7 Based on the assessed needs of patients and within a case management framework,  
implement and support a range of low intensity psychological/pharmacological interventions  
based on a self-management model of mental health care including managing end of contact  
.
- B8 Utilise managerial and clinical supervision to ensure clinical care is optimum and tailored to  
patient, family and community needs; and that learning needs are identified and acted upon  
to ensure personal development.
- B9 Produce an accurate risk assessment and collaboratively create and manage risk in line with  
local policies and procedures
- B10 Demonstrate mastery in delivering low intensity interventions using a range of communication

methods

### Teaching and Learning Methods

- Role-play
- Problem-Based-Learning
- Clinical skills practise
- Action Learning Sets
- Clinical skills are also developed through supervised clinical practice.

### Assessment methods

- Essays
- Role Plays
- Seminar Presentations
- Clinical Practice document
- Recorded real assessment/intervention session with patient
- 

### C. Thinking Skills

At the end of the programme of study students will be able to:

C1 critically reflect on and evaluate their own academic and professional progression

C2 extract, evaluate and synthesise information from primary and secondary sources

C3 critically appraise issues relating to primary care mental health practice

C4 synthesise knowledge/information in order to improve the health and wellbeing of clients

C5 critically evaluate contemporary evidence for their practice under-pinning professional approaches

to care

### Teaching and Learning Methods

Thinking skills are developed through seminars, group work, clinical supervision and the student's practice.

### Assessment methods

Essays

- Role Plays
- Seminar Presentations

- Recorded real assessment/intervention session with patient
- Clinical Practice document

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

- D1 Communicate effectively (verbal, non-verbal, written) in a variety of settings with a range of individuals.
- D2 Effectively utilise information technology / health informatics.
- D3 Demonstrate research and enquiry skills by accessing and analysing literature in order to inform and develop practice.
- D4 Work co-operatively and effectively with others as a member of a team.
- D5 Reflect on their own academic and clinical performance and utilises strategies to improve these.
- D6 Use logical and systematic approaches to problem-solving and decision-making

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

- Seminars
- Group-work
- Problem-Based-Learning
- Supervised clinical practice
- Presentations

#### **Assessment methods**

- Essays
- Role Plays
- Seminar Presentations
- Recorded real assessment/intervention session with patient
- Clinical Practice document

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 7	NU4280	Working with Common Mental Health Problems: Engagement & Assessment	20	<b>Postgraduate Certificate in Primary Care Mental Health Practice</b>  Requires 60 credits at Level 6 or above with a minimum of 40 credits at Level 7
Level 7	NU4018	Enhanced Guided Self Help for Anxiety and Depression	20	
Level 7	NU4281	Values, Diversity and Context	20	
<b>15. Personal Development Planning</b>				
<p>Personal Development Planning (PDP) is a core learning process for education, work-based learning and Continual Professional Development (CPD). Skills in PDP include self-reflection, recording target setting, action planning and monitoring. These are all skills which are key components of employability. Your engagement with PDP on this programme will add value to your learning by enabling you to reflect on your academic and practical experiences and demonstrate and articulate resulting competencies. Your personal tutor will support you in this process.</p> <p>As part of this course you will be involved in regular supervision both in university and in clinical practice.</p>				
<b>16. Admissions criteria</b>				
<ul style="list-style-type: none"> <li>• Evidence of recent Level 6 study in a relevant subject (i.e. health related or social science) from an approved institution of higher education. If you do not meet these criteria or you think you may have evidence of Accredited Prior Learning (APL) or you can apply via portfolio. You are advised to contact the course leader for advice re the portfolio and visit the following website for further information.</li> <li>• <a href="http://www.uclan.ac.uk/information/services/sss/accreditation/index.php">http://www.uclan.ac.uk/information/services/sss/accreditation/index.php</a></li> <li>• Be working in a primary care health or social care setting and have access to a caseload</li> </ul>				

- Have the written support of your employer to attend the programme and to complete the necessary requirements for both the theoretical and practical elements of the qualification

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

- Fact sheets
- Open days
- UCLan prospectus
- [http://www.uclan.ac.uk/information/courses/pgcert\\_primary\\_care\\_mental\\_health\\_practice.php](http://www.uclan.ac.uk/information/courses/pgcert_primary_care_mental_health_practice.php)

## 18. Curriculum Skills Map

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes							
				Knowledge and Understanding							
				A1	A2	A3	A4	A5	A6	A7	A8
LEVEL 7	NU4280	Working with Common Mental Health Problems: Engagement & Assessment	Comp			LO2 LO5	LO1		LO8	LO3	
	NU4018	Enhanced Guided Self Help for Anxiety and Depression	Comp			LO1		LO7	LO3		
	NU4281	Values, Diversity and Context	Comp	LO1			LO7	LO3 LO4			LO4

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes								
				Subject-specific skills								
				B1	B2	B3	B4	B5	B6	B7	B8	B9
<b>LEVEL 7</b>	NU4280	Working with Common Mental Health Problems: Engagement & Assessment	Comp		LO2		LO8		LO9			
	NU4018	Enhanced Guided Self Help for Anxiety and Depression	Comp					LO4 LO6				
	NU4281	Values, Diversity and Context	Comp		LO3 LO4		LO5	LO5			LO6	Lo6

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes				
				Thinking skills				

				C1	C2	C3	C4	C5
<b>LEVEL 7</b>	NU4280	Working with Common Mental Health Problems: Engagement & Assessment	Comp	LO1	LO2	LO5	LO4	LO5
	NU4018	Enhanced Guided Self Help for Anxiety and Depression	Comp	LO1	LO2	LO3	LO1	LO2
	NU4281	Values, Diversity and Context	Comp	LO1	LO1	LO1	LO3	LO4

Level	Module Code	Module Title	Core (C), Compulsory	Programme Learning Outcomes
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			(COMP) or Option (O)	Other skills relevant to employability and personal development					
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				D1	D2	D3	D4	D5	D6
LEVEL 7	NU4280	Working with Common Mental Health Problems: Engagement & Assessment	Comp	LO7	LO11 LO12	LO1 LO5		LO2	
	NU4018	Enhanced Guided Self Help for Anxiety and Depression	Comp	LO6 LO7	LO3	LO1 LO2 LO3		LO4	LO1 LO2
	NU4281	Values, Diversity and Context	Comp	LO7		LO1 LO2 LO3 LO4 LO5 LO6	LO5	LO7	

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies,

**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***

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	University of Central Lancashire Preston Campus
<b>3. University School/Centre</b>	School of Community Health and Midwifery Faculty of Health and Wellbeing
<b>4. External Accreditation</b>	Yes
<b>5. Title of Final Award</b>	Graduate Certificate Promoting Psychological Well-being
<b>6. Modes of Attendance offered</b>	Part time

<b>7. UCAS Code</b>	
<b>8. Relevant Subject Benchmarking Group(s)</b>	<p>Psychological Therapies National Occupational Standards</p> <p>National Curriculum for the Education of Psychological Wellbeing Practitioners</p> <p>National Occupational Standards for Mental Health</p> <p>NHS Knowledge and Skills Framework</p> <p>The Ten Essential Shared Capabilities</p>
<b>9. Other external influences</b>	<p>Improving Access to Psychological Therapies initiative</p> <p>Nice Guidelines for Anxiety and Depression</p> <p>LSE Depression Report</p> <p>No Health Without mental Health</p> <p>The NHS Five Year Forward View</p>
<b>10. Date of production/revision of this form</b>	January 2016
<b>11. Aims of the Programme</b>	
<p>The aim of the Graduate Certificate Promoting Psychological Well-being programme is to prepare and develop low intensity mental health practitioners, who can lead and develop low intensity primary mental health care practice in supporting people with common mental health problems and aid self management. The programme is designed to enable students to:</p>	
<ul style="list-style-type: none"> <li>• Implement and evaluate a range of evidence-based, low-intensity psychological treatments for people with common mental health problems in primary care settings.</li> </ul>	

- Function independently as effective mental health practitioners in primary care settings.
- Work in partnership with clients as unique human beings who have individualised mental health needs
- Recognise and respect the cultural diversities that arise in health care, challenge discriminatory practice and endeavour to give of their best without prejudice.
- Understand the complexity of people's health, social and occupational needs and recognise the need and have the ability to work with a range of services that can support people to recovery.

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

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

At the end of the programme of study students will be able to:

A1 Demonstrate systematic understanding of the legal, ethical and policy dimensions of modern

mental health practice policy frameworks and service management arrangements.

A2 Demonstrate synthesis in the use of forms of knowledge to create new insights and solutions

for primary care mental health practice

A3 Critically evaluate the evidence base for low-intensity, psychological and pharmacological

interventions for common mental health problems

A4 Critically review and evaluate the culture of primary care and its interactions within society

including other statutory and non-statutory health, social care and occupation/employment agencies.

A5 Display a broad perspective on practice taking into account the importance of individual

diversity, and the influences of culture and gender on mental health and the impact that these

have on individual care and service provision.

A6 Demonstrate understanding and critical awareness of concepts of mental health and mental

illness, diagnostic category systems in mental health and a range of social, medical and psychological explanatory models.

A7 Appraise and evaluate the range of supervision strategies commonly used in low intensity

Services

A8 Critically evaluate the impact that power issues within the therapeutic context can have on

patient care and collaborative working.

### **Teaching and Learning Methods**

- Lectures
- Role play
- Seminars
- Problem-based learning exercises
- Individual and group tutorials
- Action Learning Sets
- Supervised clinical practice

### **Assessment methods**

- Essays
- Video Role Play
- Telephone Role Play
- Seminar Presentations
- Recorded real assessment/intervention session with patient

Knowledge for practice is also continually assessed during supervised clinical practice via the 'Practice Assessment Documents' (pass/fail). Practice assessment documents are also exposed to verification processes by academic staff as well as external examiner scrutiny

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

At the end of the programme of study students will be able to:

- B1 Manage their own mental health care practice in accordance with ethical and legal frameworks ensuring the primacy of client interest and well-being, recognising personal limitations and case complexity in order to refer clients to others appropriate to the clients' needs.
- B2 Practise in a non-discriminatory manner, respecting the variety of beliefs and cultural practices of individuals and groups.
- B3 Effectively participate in inter-professional approaches to care that respect and utilise the contributions of the wider health and social care team.
- B4 Through a patient centred assessment process effectively gather a and utilise information on employment needs, well-being and social inclusion
- B5 Develop individualised, therapeutic alliances with patients that enable them (and where appropriate their carers) to be purposefully involved in a partnership of care.
- B6 Utilise core skills in low intensity mental health practice to undertake and record systematic, accurate and holistic assessments of the health needs of individual patients, using appropriate psychometric instruments and formulate care plans based on best available evidence
- B7 Based on the assessed needs of patients and within a case management framework, implement and support a range of low intensity psychological/pharmacological interventions based on a self-management model of mental health care including managing end of contact
- B8 Utilise managerial and clinical supervision to ensure clinical care is optimum and tailored to patient, family and community needs; and that learning needs are identified and acted upon

to ensure personal development.

B9 Produce an accurate risk assessment and collaboratively create and manage risk in line with

local policies and procedures

B10 Demonstrate mastery in delivering low intensity interventions using a range of communication

methods

### Teaching and Learning Methods

- Role-play
- Problem-Based-Learning
- Clinical skills practise
- Action Learning Sets
- Clinical skills are also developed through supervised clinical practice.

### Assessment methods

- Essays
- Role Plays
- Seminar Presentations
- Clinical Practice document
- Recorded real assessment/intervention session with patient
- 

### C. Thinking Skills

At the end of the programme of study students will be able to:

C1 critically reflect on and evaluate their own academic and professional progression

C2 extract, evaluate and synthesise information from primary and secondary sources

C3 critically appraise issues relating to primary care mental health practice

C4 synthesise knowledge/information in order to improve the health and well being of clients

C5 critically evaluate contemporary evidence for their practice under-pinning professional approaches

to care

### Teaching and Learning Methods

Thinking skills are developed through seminars, group work, clinical supervision and the student's practice.

#### **Assessment methods**

Essays

- Role Plays
- Seminar Presentations
- Recorded real assessment/intervention session with patient
- Clinical Practice document

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

- D1 Communicate effectively (verbal, non-verbal, written) in a variety of settings with a range of individuals.
- D2 Effectively utilise information technology / health informatics.
- D3 Demonstrate research and enquiry skills by accessing and analysing literature in order to inform and develop practice.
- D4 Work co-operatively and effectively with others as a member of a team.
- D5 Reflect on their own academic and clinical performance and utilises strategies to improve these.
- D6 Use logical and systematic approaches to problem-solving and decision-making

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

- Seminars
- Group-work
- Problem-Based-Learning
- Supervised clinical practice
- Presentations

#### **Assessment methods**

- Essays
- Role Plays
- Seminar Presentations
- Recorded real assessment/intervention session with patient
- Clinical Practice document

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6	NU3280	Working with Common Mental health problems: Engagement and Assessment	20	<b>Graduate Certificate Promoting Psychological Well-being Requires 60 credits at Level 5 or above with a minimum of 40 credits at Level 6</b>
Level 6	NU3118	Guided Self Help for Anxiety and Depression	20	
Level 6	NU3056	Values, Diversity and Context	20	
<b>15. Personal Development Planning</b>				
<p>Personal Development Planning (PDP) is a core learning process for education, work-based learning and Continual Professional Development (CPD). Skills in PDP include self-reflection, recording target setting, action planning and monitoring. These are all skills which are key components of employability. Your engagement with PDP on this programme will add value to your learning by enabling you to reflect on your academic and practical experiences and demonstrate and articulate resulting competencies. Your personal tutor will support you in this process.</p> <p>As part of this course you will be involved in regular supervision both in university and in clinical practice.</p>				
<b>16. Admissions criteria</b>				
<ul style="list-style-type: none"> <li>• Evidence of recent Level 5 study in a relevant subject (i.e. health related or social science) from an approved institution of higher education. If you do not meet these criteria or you think you may have evidence of Accredited Prior Learning (APL) or you can apply via portfolio. You are advised to contact the course leader for advice re the portfolio and visit the following website for further information.</li> <li>• <a href="http://www.uclan.ac.uk/information/services/sss/accreditation/index.php">http://www.uclan.ac.uk/information/services/sss/accreditation/index.php</a></li> <li>• Be working in a primary care health or social care setting and have access to a caseload</li> <li>• Have the written support of your employer to attend the programme and to complete the necessary requirements for both the theoretical and practical elements of the qualification</li> </ul>				

<b>17. Key sources of information about the programme</b>
<ul style="list-style-type: none"><li>• Fact sheets</li><li>• Open days</li><li>• UCLan prospectus</li><li>• <a href="http://www.uclan.ac.uk/information/courses/pgcert_primary_care_mental_health_practice.php">http://www.uclan.ac.uk/information/courses/pgcert_primary_care_mental_health_practice.php</a></li></ul>

## 18. Curriculum Skills Map

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes							
				Knowledge and Understanding							
				A1	A2	A3	A4	A5	A6	A7	A8
LEVEL 6	NU3280	Working with Common Mental Health Problems: Engagement & Assessment	Comp			LO2 LO5	LO1		LO8	LO3	
	NU3118	Enhanced Guided Self Help for Anxiety and Depression	Comp			LO1		LO7	LO3		
	NU3056	Values, Diversity and Context	Comp	LO1			LO7	LO3 LO4			LO4

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes									
				Subject-specific skills									
				B1	B2	B3	B4	B5	B6	B7	B8	B9	B10
LEVEL 6	NU3280	Working with Common Mental Health Problems: Engagement & Assessment	Comp		LO2		LO8		LO9				
	NU3118	Enhanced Guided Self Help for Anxiety and Depression	Comp					LO4 LO6					LO7
	NU3056	Values, Diversity and Context	Comp		LO3 LO4						LO6		Lo6

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes				
				Thinking skills				
				C1	C2	C3	C4	C5
LEVEL 6	NU3280	Working with Common Mental Health Problems: Engagement & Assessment	Comp	LO1	LO1 LO2	LO1 LO5	LO4 LO5	LO1
	NU3118	Enhanced Guided Self Help for Anxiety and Depression	Comp	LO1	LO1 LO2	LO1 LO3	LO1 LO2 LO3	LO1 LO2 LO3
	NU3056	Values, Diversity and Context	Comp	LO1	LO1	LO1	LO3 LO4	LO5

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes	
				Other skills relevant to employability and personal development	

				D1	D2	D3	D4	D5	D6	
<b>LEVEL 6</b>	NU3280	Working with Common Mental Health Problems: Engagement & Assessment	Comp	LO7	LO11 LO12	LO1 LO5			LO2	
	NU3118	Enhanced Guided Self Help for Anxiety and Depression	Comp	LO6 LO7		LO1 LO2 LO3		LO4	LO1 LO2	
	NU3056	Values, Diversity and Context	Comp	LO7		LO1 LO2 LO3 LO4 LO5 LO6	LO5		LO7	

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

**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***

<b>13. Awarding Institution / Body</b>	University of Central Lancashire
<b>14. Teaching Institution and Location of Delivery</b>	University of Central Lancashire Preston Campus
<b>15. University School/Centre</b>	Faculty of Health and Wellbeing School of Health and Midwifery
<b>16. External Accreditation</b>	Yes
<b>17. Title of Final Award</b>	Advanced Certificate Psychological Therapies for Common Mental Health Problems
<b>18. Modes of Attendance offered</b>	Part time

<b>19. UCAS Code</b>	
<b>20. Relevant Subject Benchmarking Group(s)</b>	<p>Psychological Therapies National Occupational Standards</p> <p>National Curriculum for the Education of Psychological wellbeing Practitioners</p> <p>National Occupational Standards for Mental Health</p> <p>NHS Knowledge and Skills Framework</p> <p>The Ten Essential Shared Capabilities</p>
<b>21. Other external influences</b>	<p>Improving Access to Psychological Therapies initiative</p> <p>Nice Guidelines for Anxiety and Depression</p> <p>LSE Depression Report</p> <p>No Health Without Mental Health</p> <p>Talking Therapies: A Four Year Plan</p> <p>The NHS Fiver Year Forward View</p>
<b>22. Date of production/revision of this form</b>	January 2016
<b>23. Aims of the Programme</b>	
<p>The aim of the Advanced certificate Psychological Therapies for Common Mental Health Problems programme is to prepare and develop low intensity mental health practitioners, who can lead and develop low intensity primary mental health care practice in supporting people with common mental health problems and aid self management. The programme is designed to enable students to:</p>	
<ul style="list-style-type: none"> <li>• Implement and evaluate a range of evidence-based, low-intensity psychological treatments for people with common mental health problems in primary care settings.</li> </ul>	

<ul style="list-style-type: none"><li>• Function independently as effective mental health practitioners in primary care settings.</li></ul>
<ul style="list-style-type: none"><li>• Work in partnership with clients as unique human beings who have individualised mental health needs</li></ul>
<ul style="list-style-type: none"><li>• Recognise and respect the cultural diversities that arise in health care, challenge discriminatory practice and endeavour to give of their best without prejudice.</li></ul>
<ul style="list-style-type: none"><li>• Understand the complexity of people's health, social and occupational needs and recognise the need and have the ability to work with a range of services that can support people to recovery.</li></ul>

## 24. Learning Outcomes, Teaching, Learning and Assessment Methods

### A. Knowledge and Understanding

At the end of the programme of study students will be able to:

A1 Demonstrate synthesis in the use of forms of knowledge to create new insights and solutions

for primary care mental health practice

A2 Critically evaluate the evidence base for low-intensity, psychological and pharmacological

interventions for common mental health problems

A3 Display a broad perspective on practice taking into account the importance of individual

diversity, and the influences of culture and gender on mental health and the impact that these

have on individual care and service provision.

A4 Demonstrate understanding and critical awareness of concepts of mental health and mental

illness, diagnostic category systems in mental health and a range of social, medical and

psychological explanatory models.

### Teaching and Learning Methods

- Lectures
- Role play
- Seminars

- Problem-based learning exercises
- Individual and group tutorials
- Action Learning Sets
- Supervised clinical practice

### **Assessment methods**

- Essays
- Video Role Play
- Telephone Role Play
- Seminar Presentations

Recorded real assessment/intervention session with patient

Knowledge for practice is also continually assessed during supervised clinical practice via the 'Practice Assessment Documents' (pass/fail). Practice assessment documents are also exposed to verification processes by academic staff as well as external examiner scrutiny

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

At the end of the programme of study students will be able to:

- B1 Manage their own mental health care practice in accordance with ethical and legal frameworks ensuring the primacy of client interest and well-being, recognising personal limitations and case complexity in order to refer clients to others appropriate to the clients' needs.
- B2 Practise in a non-discriminatory manner, respecting the variety of beliefs and cultural practices of individuals and groups.
- B3 Effectively participate in inter-professional approaches to care that respect and utilise the contributions of the wider health and social care team.
- B4 Through a patient centred assessment process effectively gather a and utilise information on employment needs, well-being and social inclusion

B5 Develop individualised, therapeutic alliances with patients that enable them (and where appropriate their carers) to be purposefully involved in a partnership of care.

B6 Utilise core skills in low intensity mental health practice to undertake and record systematic, accurate and holistic assessments of the health needs of individual patients, using appropriate psychometric instruments and formulate care plans based on best available evidence

B7 Based on the assessed needs of patients and within a case management framework, implement and support a range of low intensity psychological/pharmacological interventions based on a self-management model of mental health care including managing end of contact

B8 Produce an accurate risk assessment and collaboratively create and manage risk in line with local policies and procedures

B9 Demonstrate mastery in delivering low intensity interventions using a range of communication methods

### **Teaching and Learning Methods**

- Role-play
- Problem-Based-Learning
- Clinical skills practise
- Action Learning Sets
- Clinical skills are also developed through supervised clinical practice.

**Assessment methods**

- Essays
- Role Plays
- Seminar Presentations
- Recorded real assessment/intervention session with patient  
Clinical Practice document

**C. Thinking Skills**

At the end of the programme of study students will be able to:

C1 Critically reflect on and evaluate their own academic and professional progression

C2 Extract, evaluate and synthesise information from primary and secondary sources

C3 Critically appraise issues relating to primary care mental health practice

C4 Synthesise knowledge/information in order to improve the health and well being of clients

C5 Critically evaluate contemporary evidence for their practice under-pinning professional approaches

to care

**Teaching and Learning Methods**

Thinking skills are developed through seminars, group work, clinical supervision and the student's practice.

**Assessment methods**

- Essays
- Role Plays
- Seminar Presentations
- Exam
- Clinical Practice document

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

- D1 Communicate effectively (verbal, non-verbal, written) in a variety of settings with a range of individuals.
- D2 Effectively utilise information technology / health informatics.
- D3 Demonstrate research and enquiry skills by accessing and analysing literature in order to inform and develop practice.
- D4 Work co-operatively and effectively with others as a member of a team.
- D5 Reflect on their own academic and clinical performance and utilises strategies to improve these.
- D6 Use logical and systematic approaches to problem-solving and decision-making

**Teaching and Learning Methods**

- Seminars
- Group-work
- Problem-Based-Learning
- Supervised clinical practice
- Presentations

**Assessment methods**

- Essays
- Role Plays
- Seminar Presentations
- Recorded real assessment/intervention with patient Clinical Practice document

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6/7	NU3280/4280	Working with Common Mental Health Problems: Engagement & Assessment	20	
Level 6/7	NU3118/4018	Enhanced Guided Self Help for Anxiety and Depression	20	
<b>15. Personal Development Planning</b>				
<p>Personal Development Planning (PDP) is a core learning process for education, work-based learning and Continual Professional Development (CPD). Skills in PDP include self-reflection, recording target setting, action planning and monitoring. These are all skills which are key components of employability. Your engagement with PDP on this programme will add value to your learning by enabling you to reflect on your academic and practical experiences and demonstrate and articulate resulting competencies. Your personal tutor will support you in this process. As part of this course you will be involved in regular supervision both in university and in clinical practice.</p>				
<b>16. Admissions criteria</b>				
<ul style="list-style-type: none"> <li>• Evidence of recent Level 5 study in a relevant subject (i.e. health related or social science) from an approved institution of higher education. If you do not meet these criteria or you think you may have evidence of Accredited Prior Learning (APL) or you can apply via portfolio. You are advised to contact the course leader for advice re the portfolio and visit the following website for further information.</li> <li>• <a href="http://www.uclan.ac.uk/information/services/sss/accreditation/index.php">http://www.uclan.ac.uk/information/services/sss/accreditation/index.php</a></li> <li>• Be working in a primary care health or social care setting and have access to a caseload</li> <li>• Have the written support of your employer to attend the programme and to complete the necessary requirements for both the theoretical and practical elements of the qualification</li> </ul>				
<b>17. Key sources of information about the programme</b>				

<ul style="list-style-type: none"><li>• Fact sheets</li></ul>
<ul style="list-style-type: none"><li>• Open days</li></ul>
<ul style="list-style-type: none"><li>• UCLan prospectus</li></ul>

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	A1	A2	A3	A4
LEVEL 6/7	NU3280/4280	Working with Common Mental Health Problems: Engagement & Assessment	Comp	LO2 LO6		LO6	LO1 LO3
	NU3118/4018	Enhanced Guided Self Help for Anxiety and Depression	Comp	LO1 LO2 LO3	LO1 LO2		LO1 LO2

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	B1	B2	B3	B4	B5	B6	B7	B8	B9
LEVEL 6/7	NU3280/4280	Working with Common Mental Health Problems: Engagement & Assessment	Comp	LO4 LO9				LO2 LO7	LO2 LO10 LO11 LO12	LO2 LO7 LO10	LO4 LO9	
	NU3118/4018	Enhanced Guided Self Help for Anxiety and Depression	Comp	LO3	LO3 LO8	LO3 LO8	LO8	LO4 LO5 LO6	LO5 LO6	LO4 LO5	LO3	LO6 LO7

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes				
				Thinking skills				
				C1	C2	C3	C4	C5
LEVEL 6/7	NU3280 /4280	Working with Common Mental Health Problems: Engagement & Assessment	Comp	LO2	LO1 LO5	LO1 LO5	LO4 LO5	LO1 LO5
	NU3118 /4018	Guided Self Help for Anxiety and Depression	Comp		LO1 LO2 LO3	LO1 LO3	LO1 LO2 LO3	LO1 LO2 LO3

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes					
				Other skills relevant to employability and personal development					

				D1	D2	D3	D4	D5	D6
LEVEL 6/7	NU3280 /4280	Working with Common Mental Health Problems: Engagement & Assessment	Comp	LO7 LO8 LO10	LO11 LO12	LO1 LO5		LO2	

NU3118 /4018	Enhanced Guided Self Help for Anxiety and Depression	Comp					LO4	LO1
			LO6		LO1			LO2
			LO7	LO3	LO2	LO3	LO3	LO8

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

## University Student Handbook for Taught Courses



**2018/19**

Please read this Handbook in conjunction with your Course Handbook.

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

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

### **UCLan Mission statement**

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

### **UCLan Values**

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

### **Student Charter**

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

### **Supporting Diversity at UCLan**

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

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

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

## **Contents page**

- 1. Welcome and Introduction to the University**
- 2. Learning Resources**
- 3. Preparing for your career**
- 4. Student support**
- 5. Students' Union**
- 6. Rationale, aims and learning outcomes of the course**
- 7. Assessment**
- 8. Student Voice**

## 1. Welcome and Introduction to the University

The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. This Handbook provides you with generic University level information and the Course Handbook provides specific information about your programme of study.

### 1.1 Communication

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

### 1.2 External Examiner

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

### 1.3 Expected hours of study

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

### 1.4 Attendance Requirements

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

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

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

## 1.5 Data Protection

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

## 2. Learning resources



### 2.1 Learning Information Services (LIS)

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

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

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

### 2.2 Electronic Resources

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

## 3. Preparing for your career

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

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

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

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

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

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

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

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

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



##### 4.1 Student Support

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

The <i> is your first point of call for all enquiries, help and advice. We provide guidance to all UCLan students whatever the query may be. We 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 (1<sup>st</sup> 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](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](https://www.uclan.ac.uk/students/health/disability_services.php)

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

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



#### **4.4 Health and Safety**

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

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

#### **4.5 Conduct**

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

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



## 5. Students' Union

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

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

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

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

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

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

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

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

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



## 7. Assessment

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

### 7.1 Dealing with difficulties in meeting assessment deadlines

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

### 7.2 Extensions

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

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

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

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



### 7.3 Extenuating circumstances

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

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

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

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

[Further information about the submission process](#)

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



#### 7.4 Late submissions

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

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

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

#### 7.5 Feedback Following Assessments

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

For courses (except distance learning):

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

For distance learning courses:

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

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



### 7.6 Unfair Means to Enhance Performance

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

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

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

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

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

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

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

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

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

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

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

### 7.7 Appeals against assessment board decisions

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

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

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



## 8. Student voice

You can play an important part in the process of improving the quality of 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](mailto:coursereps@uclan.ac.uk).

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



### **8.2 Student Staff Liaison Committee Meetings (SSLC)**

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

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

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

### **8.3 Complaints**

The University recognises that there may be occasions when you have cause for complaint about the service you have received. When this happens, the University's 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.