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

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

We would like to take this opportunity to welcome you as you begin your AMHP course with us. The course team are looking forward to working with you. The core course team are Jill Hemmington (Course leader), Phil O’Hare and Simon Rogerson. Our backgrounds are in mental health work and we have extensive experience of working as ASWs or AMHPs as well as extensive teaching experience in mental health law and practice. We hope that you will actively engage with us, each other, service users, carers and agency staff during your programme of learning here. We acknowledge there may be times when you may struggle with the complexity associated with developing your professional knowledge and skills within the demands from your working lives. However we will offer you support and guidance in association with your employers to create a valuable and rewarding learning experience.

We hope you find the course stimulating and most importantly that it prepares you to demonstrate your competence in AMHP practice. Working with people is endlessly rewarding and challenging and the development of your knowledge, skills and value base for practice is essential if you are to deliver high quality services to service users and carers. Academic study and learning from practice should allow you to demonstrate your specialist competence by the end of the course. Finally, we acknowledge that you will bring a range of knowledge, experience and skills with you, which you can usefully build on through completing this course.

We wish you every success over your period of study with us. Good luck!

Jill Hemmington, Course Leader AMHP Programme

1.1 Rationale, aims and learning outcomes of the course

This course handbook will provide you with valuable information to enable you to participate in the course. It should be read in conjunction with the following documents:

- Module Handbooks
- School Assessment Handbook
- Practice Learning Handbook

Subject Benchmarking

This programme has been developed in accordance with:

- HCPC benchmarks & regulations inc. HCPC (2013) Approval criteria for approved mental health professional (AMHP) programmes
- Professional Codes of Practice and Regulations for Social Work, Nursing,
Rationale

The PG Certificate Mental Health Practice including Approved Mental Health Professional training (AMHP) has been running successfully since its first validation in 2009. During the intervening period the regulatory body changed from General Social Care Council to the Health and Care Professions Council (HCPC).

The School of Social Work, Care and Community has also validated a suite of Continuous Professional Development (CPD) awards with endorsement from the College of Social Work. This PG Certificate sits within this suite and progression for students from this course is encouraged via a range of PG Dip/MA awards.

Since the validation event in 2009 we have trained approximately 41 AMHPs and we recruit mainly from the councils of Lancashire, Wigan, Blackpool, and Sefton.

Background

The Mental Health Act 1983 (as amended in 2007) forms the statutory framework for the compulsory detainment of mentally disordered individuals in psychiatric hospitals in England and Wales. Under the 2007 amended Act the AMHP replaces the previous Approved Social Work (ASW) role and extends the ASW role to nurses, occupational therapists and psychologists in addition to social workers. The AMHP is the person authorised to act as applicant for compulsory detention in hospital (or guardianship).

Approval remains the responsibility of the Local Authority and in order to be approved the Local Authority must be satisfied that the individual professional has ‘appropriate competence’ (MHA 1983, s.114(2)).

The training regulations for AMHPs are the responsibility of the Health and Care Professions Council (HCPC). Local authorities can only approve professionals to act as AMHPs if they have successfully completed an HCPC approved training programme. All students on the course will be given a transcript as evidence of completion of the programme when they have successfully completed all the learning outcomes related specifically to the AMHP role, functions and duties as required by HCPC (2013). Such students will be eligible to be considered by local authorities for AMHP approval.
PG Cert Mental Health Practice including Approved Mental Health Professional training (AMHP)

The course targets specifically qualified and experienced practitioners who meet the professional requirements:
   a) A Social Worker registered with the HCPC;
   b) A first level Nurse, registered in Sub-Part 1 of the Nurses’ Part of the Register maintained under article 5 of the Nursing and Midwifery Order 2001, with the inclusion of an entry indicating their field of practice is mental health or learning disabilities nursing;
   c) An Occupational Therapist registered in Part 6 of the Register maintained under article 5 of the Health Professions Order 2001; or
   d) A Chartered Psychologist who is listed in the British Psychological Society’s Register of Chartered Psychologists and who holds a relevant practising certificate issued by that Society.

There is a detailed section in the AMHP Admission Handbook which covers admission criteria over and beyond the qualification requirements.

The course offers students five core modules (L7):
SW4115 Critical Reflections on Mental Health Practice
SW4116 Legal and Professional roles
SW4117 Theory and Practice of Mental Health Law (Role of the AMHP) SW4118 Diversity and Mental Health
SW4119 The Application of Models of Mental Health

There is also a Practice Learning placement in module SW4117 and further details of the arrangements for this can be found in the AMHP Practice Learning Handbook.

On successful completion, following the Assessment Board, all students will be provided with a written transcript to this effect. Students will be eligible to be considered by the Local Authority for AMHP approval.

Disclosure and Barring Service (DBS) Enhanced Disclosure

Student participation on the course will be dependent on a satisfactory DBS status, which their employer will confirm. It is the student’s responsibility to inform the course leader and their employer immediately (verbally and in writing) if their DBS status changes, or if police investigations are proceeding, at any point during the duration of the course, and a decision will be made as to whether they may remain on the programme. If they are found not to have disclosed any changes to their DBS status, they may be required to leave the programme.

The aims of the course are as follows:

• To provide students with the knowledge, understanding and skills required to meet section of the Approval Criteria for AMHP training;
• To provide a postgraduate qualification that will produce competent Approved Mental Health Professionals who will be eligible to be considered by Local Authorities for AMHP approval;
Learning Outcomes of the Course are:

A. Knowledge and Understanding

A1. Knowledge: The AMHP programme will provide opportunities for students to develop advanced knowledge to inform their decision-making; students will critically evaluate law, policy, theory and evidence-based practice in the context of the AMHP role.

A2. Risk Assessment and Management: Students will critically explore the conflicts and dilemmas in the assessment and management of risk in relation to AMHP practice.

A3. Autonomous Practice: Students will critically explore the use of independence, authority and autonomy in the AMHP role.

A4. Equality and diversity: Students will critically analyse values and rights based practice in order to promote the social inclusion of individuals with mental health needs and to demonstrate sensitivity to factors such as race, gender, age, sexuality, disability, culture, religion and belief in AMHP practice.

A5. Communication: Students will critically evaluate the communication skills required to undertake the AMHP role including effective verbal and written skills.

A6. Collaborative Working: Students will develop and demonstrate skills for working in partnership with patients, their families, professionals and other workers and agencies.

A7. Assessment and Intervention: Students will critically analyse the process of assessment and intervention in the AMHP role with particular focus on the planning, negotiation and management of compulsory admission to hospital.

[Adapted from Section 2 of the HCPC Approval Criteria for AMHP programmes]

B. Subject-specific skills

B1. Critically explore legislation, related codes of practice and national and local policy and guidance applicable to the role of an AMHP.

B2. Critically evaluate the legal position and accountability of AMHPs, employers and the authority the AMHP is acting for in relation to the Mental Health Act 1983.
B3. Develop an advanced understanding of a range of models of mental health.
B4. Critically reflect on the contribution and impact of social, physical and development factors on mental health.
B5. Critically evaluate the social perspective on mental disorders and mental health needs in working with service users, their relatives, carers and other professionals.
B6. Critically appraise the implications of mental disorders for service users, their relatives, carers and other professionals.
B7. Critically reflect on the implications of a range of treatments and interventions for service users, their relatives and carers.
B8. Develop an advanced understanding of child and adult protection procedures in relation to AMHP practice.
B9. Critically explore the needs of children and young people and their families and the impact those needs have on AMHP practice.

[Section 2.1 HCPC Approval Criteria for AMHP Programmes]

C. Thinking Skills
Students on a post-graduate programme will be expected to:
C1 have a critical awareness of current problems/ new insights in their field of study/ area of professional practice;
C2 show originality in their application of knowledge;
C3 be able to deal with complex issues in a creative and systematic way; C4 tackle and solve problems in original ways;
(QAA M level descriptors)

D. Other skills relevant to employability and personal development
D1 Communicate clearly and effectively with a wide range of audiences;
D2 Develop qualities needed for employment in complex and unpredictable environments where sound judgment, personal responsibility and initiative are required;
D3 Development of and reflection on their own learning; D4 Evaluate and review their learning.

HCPC continuing registration requirements for Qualified Social Workers, Occupational Therapists and Clinical Psychologists

It is a requirement that all Social Workers, Occupational Therapists and Clinical Psychologists are registered with the Health and Care Professions Council and that they meet all the conditions therein. Failure to do so may be considered misconduct. The link provides direct access to the HCPC website and information regarding registration: http://www.hpc-uk.org/

NMC continuing registration requirements for Qualified Mental Health and Learning Disability Nurses

Undertaking the course will ensure compliance with elements of the Nursing and Midwifery Council ‘The Code: Standards of conduct, performance and ethics for nurses and midwives’ and the NMC’s Post-Registration education and practice [Prep] standards and guidance.
Involvement of service user and carer representative groups

UCLan Comensus (http://www.uclan.ac.uk/comensus/) is service user and carer led and has been developed to embed their voices within health and social care practice. They provide a central hub for co-ordination and facilitation of user and carer involvement in the University. They formed a part of the initial planning steering group when the AMHP course was first validated. Since then Comensus have been involved with the planning and delivery of the course. UCLan has a commitment to service user involvement at all levels and there are AMHP modules that are designed, developed, delivered and assessed by service users with the support of academic staff. Service users and carers who currently form part of the Course Committee have experience of mental health services and specifically the implications of assessment and intervention as part of the Mental Health Act 1983.

Discussion with key stakeholder employers

Representatives of local employers have been involved throughout the planning of the course and continue to be involved to ensure that the course is relevant and targeted at local need. There are representatives from local employers on the Course Committee.

1.2 Course Team

Course Team Contact Details:

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Email/Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jill Hemmington</td>
<td>Senior Lecturer/Course Leader</td>
<td><a href="mailto:JHemmington@uclan.ac.uk">JHemmington@uclan.ac.uk</a> 01772 895460</td>
</tr>
<tr>
<td>Phil O'Hare</td>
<td>Principal Lecturer/Module Leader</td>
<td><a href="mailto:PO-Hare@uclan.ac.uk">PO-Hare@uclan.ac.uk</a> 01772 893414</td>
</tr>
<tr>
<td>Simon Rogerson</td>
<td>Principal Lecturer/Module Leader</td>
<td><a href="mailto:SJRogerson@uclan.ac.uk">SJRogerson@uclan.ac.uk</a> 01772 895463</td>
</tr>
</tbody>
</table>

Jill Hemmington

I have been a Senior Lecturer in the School since June 2006. My areas of academic interest and research are around the role of the AMHP (in particular the independence and decision-making aspects of the role), and maintaining the social perspective in mental health work. Prior to working at UCLan I was a Deputy and Integrated Team Manager within a CMHT and a practicing ASW. I also acted as an ASW Practice placement educator for colleagues on placement. I have worked in the field of mental health since 1989 in a range of mental health settings. I also continue to undertake AMHP work as part of a Local Authority Duty AMHP rota. I have recently completed a jointly edited book relating to Approved Mental Health Practice along with Phil, below, and Sarah Matthews (Matthews, O’Hare and Hemmington, 2014).
Phil O'Hare

I have been a senior lecturer in the School since January 2003. My main area of academic interest is adult mental health care and collaborative working in health and social care. Prior to working at UCLan I was employed by Liverpool County Council between 1992 and 2003 where I was a Social Worker and ASW on a mental health team. I have worked in the field of mental health since 1985 in a range of other roles such as residential care manager and support worker. In addition to the jointly edited book with Jill I have been involved in contemporary research around the AMHP role. I am currently a Principal Lecturer with responsibility for CPD within the School.

Simon Rogerson

I have been a Senior Lecturer in the School at UCLan since 2008. My interests currently include: adult mental health policy; ‘use of self’ in mental health practice and social work education; and the personalisation agenda. After completing an MA in Social Policy at the University of York in 1994 I began working in social care in a number of different mental health roles and settings from advocacy, to residential social work to resettlement work with homeless people. After completing an MSC in Psychiatric Social Work at the University of Manchester in 1999 I worked initially as a Group Therapist then for eight years in a C.M.H.T as a Care Coordinator, ASW and finally as a Deputy Integrated Team Leader. During this period I maintained links with the University of Manchester initially as a Practice Teacher and then as a Tutor on the Post Qualifying Award in Mental Health.

Comensus

Comensus is a service user and carer led initiative based in the School of Health at UCLan. Its aim is to systematically integrate service user and carer involvement across the School. To do this a forum of service users and carers has been set up who engage with the School on a strategic level, input into the production of learning materials, get involved in teaching and engage in research. Service users and carers from the project have been integral in developing the learning materials of this course. They are part of the core academic team and as such they will participate in learning, teaching and assessment activities.

1.3 Expertise of staff

Academic Expertise on the AMHP course:
The teaching and learning on the course will draw on the expertise of a range of staff across the School. The current AMHP course leader contributes to a duty rota for AMHP practice, and is also undertaking a PhD researching AMHP practice. Other academics who teach on the course have previous experience as ASWs under the Mental Health Act 1983,
experience of working in mental health practice, extensive teaching and research experience in mental health law and practice. The course also draws on the expertise of academics from other Schools in UCLan and Universities, practitioners, service users and carers. The law element of module SW4117 is jointly taught with a barrister.

In addition to this we have specialist Centres within the School which will be part of the teaching and learning across the awards.

**Centre for Citizenship and Community**
Established within the School of Social Work, Care and Community and the RSA, with the Royal Society for Public Health and the Personal Social Services Research Unit at the London School of Economics, the Centre for Citizenship and Community provides support for policy, research, learning and local practice in community engagement and social inclusion.

**Connect Centre for International Research on New Approaches to Prevent Violence and Harm**
In the Connect Research Centre engages in research to influence change and to prevent and reduce all forms of sexual, gender based and interpersonal violence against adults, children and young people. It is called ‘Connect’ because they are making connections between:

- Responding to overlapping forms of violence and violence experienced at different stages of life, such as gendered violence to adults and violence, abuse and neglect of children
- How we understand and respond to violence across different areas of knowledge and practice, such as social work, criminal justice, health, education, the voluntary sector
- Understanding and preventing violence across different relationships, countries, settings, communities, cultural and political contexts
- Research, policy and practice

Their research is policy and practice focused and often collaborative, working with other researchers and organisations both in the UK and internationally. They also provide a specialist environment for PhD and postgraduate research training; consultancy; a forum and opportunities for cross disciplinary and international networking, debate and collective influencing through the Connect Members Network; and support activities for knowledge exchange and the use of research to influence change.

**The Centre for Children and Young People’s Participation:**
The Centre is involved in:

- Promoting and researching participation, inclusion and empowerment
- Promoting seminars, workshops, conferences, publications
- Planning a programme of research
- Building links between academics, policy makers and practitioners
- Developing international links.
UCLan Curriculum Themes: Employability and Enterprise
The programme is negotiated in conjunction with regional Local Authority employers and in consultation with Skills for Care North West to ensure regional agendas are respected and workforce issues are addressed. Employability is embedded as a fundamental component of all academic provision on this programme. Students are required to be assessed in a workplace setting and hence will have an opportunity to benefit from a range of structured and supported ‘learning in work’.

The aim of the AMHP programme is to provide the Local Authorities with suitably qualified and competent practitioners as required by the Mental Health Act 1983 (as amended 2007). The qualification sits within the School’s CPD framework and provides opportunities for students to develop career pathways and to meet the evolving needs of the workforce. The programme is planned and developed to ensure that it meets the relevant education and training needs of the workforce.

The programme will target applicants from the local area with the expectation that they will continue to work in the local area. The timetable and schedule is planned to meet the needs of the employers and local services to minimise disruption and to maximise the learning experience. The content of the programme will draw on expertise from the local workforce and practitioners will be integral to the selection, assessment and curriculum delivery as well as the quality management to the programme.

Sustainable Development
The course team are aware of ecological issues and the impact on health and wellbeing of citizens. The mental health workforce is predominantly focused on providing service and interventions for service users groups from lower socio-economic groups where health and wellbeing are an integral aspect the work.

Central to the role of the AMHP is the safety of individuals and communities. The course will be based upon the values and principles of the Mental Health Act 1983 Code of Practice (Dept of Health 2008) which include the principle of respecting diversity in communities, appropriate community support and facilitating recovery to enable people to maintain social cohesion and their inclusion within communities. We teach around subjects such as the impact of mental distress on social capital and the role of ‘Connected’ communities in sustaining healthy environments.

At a local level the use of Blackboard and e-resources are used across the staff/student group in a move towards a paperless School. We have included some modules that are e-learning based and others which have a blended approach for example e-skills, web based resources and using remote access to study at home or in the work place. Written assignments are submitted via Turnitin. Students are also encouraged to organise book sharing and car-sharing schemes. The aim is to provide an accessible course minimising the need for travel and car use.

The structure of the course enables students to undertake modules that lead to mentor status eg. In the future it is anticipated that successful students will act as practice
placement educators. This will create a sustainable cycle for the AMHP course where the practice placement educators share the underpinning philosophy of the course at UClan.

**Internationalisation**
The cultural diversity of the UK is a key dynamic in mental health practice and is central to many key policy documents across the health and social care sector. Students are assessed throughout the course in terms of their values and ethics and are required to demonstrate a commitment to anti-oppressive and anti-discriminatory practice and understanding the context of diversity. Students are expected to access research and literature that represent international perspectives to enrich their knowledge.

The School of Social Work, Care and Community is a proactive member of the Erasmus+ exchange programmes and enjoys a high profile within the network meetings. Within the School there are exchange students and visitors from European partner institutions. Some staff are involved in teaching and research across international boundaries and this regularly influences some of the teaching and content on the programmes across the School.

**1.4 Academic Advisor**

Should you need any practical advice in relation to the programme for example around absence or extensions, your first point of contact will be Jill Hemmington (Course Leader). However, you will also be allocated an Academic advisor from one of the core course team members, i.e. Jill, Phil or Simon, and they can play a key role in supporting and guiding you through your training. They will provide you with tutorial support, either individually or in a group. They will also support you during your placement in meeting the Learner Outcomes for your course. It is important that you keep the course team informed of any circumstances that might impact on your ability to submit work within deadline and make any extension requests promptly.

**1.5 Administration details**

Campus Admin Services provides academic administration support for students and staff and are located at Brook Building on the 2nd floor, room no. BB204 and is 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. Course specific information is also available via school blackboard sites.

The hub telephone number is 01772 891993

The hub email contact is BrookHub@uclan.ac.uk

**1.6 Communication**

E-mail and e-learn (Blackboard) are the usual means of mutual communication. Participating in this course will mean working for substantial periods away from the University and communication via email will be the usual method of contact. It will therefore be important to contact tutors on the course team should you be having any problems associated with the course. Your contact details will be held electronically and you are asked to update these should they change.
All teaching and learning materials will be available electronically via Blackboard. Often, paper copies of materials will be provided but this may not always be the case. Course tutors and Students meet regularly for face-to-face communication, but tutors are also happy to respond to any email communication. We usually aim to do this within 1-2 days’ receipt of email communication.

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

The External Examiner for the PG Cert. Mental Health Practice (including AMHP training) is Rob Goemans. Rob is based at the University of Lincoln. He is a registered Social Worker with research and publishing experience in Mental Health.

2. Structure of the course
2.1 Overall structure

<table>
<thead>
<tr>
<th>Year One – PG. Cert/AMHP</th>
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<tbody>
<tr>
<td>Dates</td>
</tr>
<tr>
<td>Sept – Oct 2016</td>
</tr>
<tr>
<td>Nov – Dec 2016</td>
</tr>
<tr>
<td>Jan – March 2017</td>
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<tr>
<td>April – May 2017</td>
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<tr>
<td>May – June 2017</td>
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Modules are currently taught in the order above. Students are required to attend and complete all modules with a pass mark of 50% for each academic element. More in-depth module information is provided in the Module Handbooks and the Module Descriptors. Study is part-time via attendance at University on the days required by the timetable.

2.3 Course requirements

As a student undertaking this course, you are bound by the Code of Conduct as specified by the HCPC and subject to the UCLan procedure for the consideration of Fitness to Practise.

2.4 Progression Information

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you. The course will normally be completed within one academic year (i.e. September to August). As well as the qualification that allows you to be approved as an AMHP, it is possible to build on the academic credits you gain here and continue with further CPD study. The AMHP modules sit within the School of Social Work, Care and Community’s Centre for CPD and all students will be offered opportunities to study further modules to work towards achieving PG Dip/MA level awards. In the event of students leaving the course before completing all modules successfully there is no exit award, however, each module passed has 20 (L7) credits which can be used in part to achieve alternative PG Certificate level awards.

2.5 Study Time

Weekly timetable
You will be given individual teaching timetables at the start of the module within the Module Handbooks. Teaching days are 9.30 until 4pm, with 4pm until 5pm designated for Directed Study. All formal teaching takes place on a Monday.

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. There is one study day for each 10 credit module (please see timetable for dates). The following is a breakdown of the hours expected for each module.

Direct Mental Health Practice [Placement (block) or Practice (non-block) time]:

These can be taken as a 55 day block release from the workplace, or undertaken via part-time release arrangements; subject to joint and signed agreement with placement provider, employer and University that learning opportunities are appropriate and sufficient (HCPC, 2013):

- 40 days placement or practice time (280 hours)
- 5 days observational visit (35 hours)
- shadowing days (70 hours). These can be started before placement/practice time for example on an AMHP ’back-up’ rota
• Supervision to be evidenced whilst on placement and logged in portfolio to a minimum equivalent of 1 hour per 5 days placement/practice time
• Total placement hours: 385

2.5.3 Attendance Requirements

Attendance is both a University and a mandatory professional body requirement. The learning element in the University based modules are condensed to enable you to be absent from work for these defined sessions in agreement with your employer. It will not therefore be possible to miss your classes and just complete assessments and still pass the module.

Students should report non-attendance to the hub email – BrookHubAttendance@uclan.ac.uk or by telephoning the hub on 01772 891993.

Unauthorised absence is not acceptable and may attract academic penalties and/or other penalties. Students who do not respond to communications concerning 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.

There is an expectation of full attendance at both the University based taught element of the programme and at your placements. However, it is recognised that situations may arise where you are unable to attend, e.g. sickness, where your employer requires you to fulfil work related duties, i.e. court attendance.

The procedures for requesting a leave of absence on the basis of sickness are;

1) During the taught programme, inform Module Leader directly (Jill, Phil or Simon) by email or leave a message with the Administrative Hub (01772 893452). You may also need to inform your employer of the reasons for absence, likely length of time you will be absent and in the instance of a longer term absence medical certificates need to be provided.

2) During placement or practice time, your practice placement educator, the School (01772 893452; socialwork@uclan.ac.uk) and your employer must be informed, of the reasons for absence, likely length of time you will be absent and in the instance of a longer term absence medical certificates need to be provided.

Any failure to inform your employer may be treated as a Fitness to Practice issue.

During teaching at the University, you will be asked to sign an attendance sheet at the start of the morning and afternoon sessions, and you will be given a Statement of Attendance to be placed in the Portfolio. Any absences from University or placement will automatically be shared with your employer.

If you miss any of the taught programme you must demonstrate how you have adequately covered the missed elements and learning outcomes for the topics covered during your absence. Much of the course material will be accessible via eLearn, however, guest speakers may bring their own hard copies of materials. You may need to seek support and guidance to assist you in demonstrating how you have covered the relevant material. There
is a pro-forma which is included in the portfolio and this identifies an action plan to catch up any missed work.

If you miss any of the placement days or practice time these must be made up to ensure that you meet the requirement of learning throughout the course.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

Many teaching sessions are delivered by specialists in the area. The student group is relatively small and lends itself well to interactive methods of teaching. Our objective is to create an inclusive and stimulating academic experience in which you can develop your full potential through a teaching and learning strategy that reflects and complements the learning outcomes of each module.

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

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

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

3.2 Study skills

You will be given support from the course team, and we will give you an opportunity to submit drafts of your assignments for us to read and give you feedback before your final submission. We also offer support around referencing and sourcing material and the 4pm to 5pm timeslot can be used for any further support should you need it.

We recognise the course is demanding and acknowledge you need adequate support to enable you to progress successfully. Support is available from your academic advisor and from module leaders. There are a range of other University support systems, which you can access as you progress through your studies (e.g. library based services or WISER project in the School of Languages). Please make yourself familiar with these and access them as/when you need to.

WISER https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=331
3.3 Learning resources

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

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

Online Journals

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

Blackboard

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

3.4 Personal development planning

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

4. Student Support
We recognise the course is demanding and acknowledge you need adequate support to enable you to progress successfully. All lecturers based at the University have email
addresses and direct lines with a voicemail facility, which you should familiarise yourself with. Lecturers also have a tray in the social work administration office where students can leave written messages. Your academic advisor will provide tutorial support. This tutor will also visit you in your work context and provide a link between your specialist practice learning and academic learning. Should any issues arise which impinge on your studies, your academic advisor is your first point of contact and will be able to offer you guidance and support.

Module leaders can provide information links to particular modules – for example, they will offer assignment preparation as part of module delivery. Should you have general queries or issues you want to raise with the course team you can do so through your student representative or directly to the course leaders. Once each semester formal feedback sessions will be organised at which students are invited to provide feedback about the course. The Social Work Office is open during office hours and the course administrator or other staff in the office can answer general queries or signpost you to other Schools or University services that you may be trying to access.

4.1 Academic Advisors
At the beginning of the course you need to introduce yourself to your tutor, initially via email. Your tutor will try to see you during induction week or at least within the first two weeks on commencing the course. Should any issues arise which impinge on your studies, your academic advisor is your first point of contact and will be able to offer you guidance and support.

You are strongly advised to seek the support of your academic advisor if you are experiencing difficulties and need to apply for Extenuating circumstances. Please read the Assessment Handbook which details the grounds for applying for extension and extenuating circumstances.

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

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

The named lead for students with disabilities within the School of Social Work, Care and Community is Ruth Parkes. She can be contacted for further advice/support on: Ext:5407 E-mail RParkes@uclan.ac.uk
4.3 Students’ Union One Stop Shop

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.

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.

The key purpose of assessment is to provide you with the opportunity to demonstrate that you have met the learning outcomes for the course and achieved the standard required for the Award. The programme combines assessment in your practice with academic assessment in university. You need to pass all elements.

5.1 Assessment Strategy

All assessment details are given to you in the individual Module Handbooks. Your work is assessed via essay, case study, critical incident analysis, skills based presentation and exam. Work associated with practice will be compiled within a portfolio. Portfolios are verified by your Practice Placement Educator, Line Manager and your tutor. Academic pieces of work are assessed under normal academic criterion.

- All assessments are designed to allow students the opportunity to meet the validated learning outcomes for the module;
- There are no optional modules – hence all students will meet all the criteria set out in section 2 of the mapping document (HCPC: approval criteria for AMHP programmes);
- The maximum number of attempts at any assignment within one year is two – the original attempt and one resit;
- Condonement and compensation are not permitted on the AMHP programme;
- The maximum length of time in which a student can complete the programme is three years;
- Where students fail a placement module, the University will consult the agency and consider whether a repeat opportunity is appropriate. If there are fitness to practise concerns, however, the student will be processed via Agency procedures.

All assessments are internally and externally agreed and moderated. All assignments are first marked and then a sample is second marked by another member of staff. The sample includes all assignments that have been awarded a distinction mark or a fail by the first marker. Once module assessments have been first and second marked within the School, a
sample of approximately 10% of work is sent to external examiners including all work that is marked as a fail (less than 50%). All pieces of work are given detailed feedback that in the event of the work failing will offer advice as to how to pass the resubmitted work.

A summary of the School’s Assessment Strategy can be found in the School’s Assessment Handbook, a copy of which will be available on Blackboard. Please note that the academic regulations require that the pass mark for assessed work on postgraduate programmes is 50%. The Postgraduate Assessment Criteria used by the school can be found in the assessment handbook and also at Appendix 8.1 of this course handbook.

**Notification of assignments and examination arrangements**

Requirements for individual assessments will be published in module handbooks that are issued at the start of the semester. These should be read in conjunction with the Assessment Handbook that will be issued to you at Induction. Please be advised that assignments should be submitted at the specified time in module handbooks. Failure to adhere to this will result in the work being marked as late in accordance with the Academic regulation.

**Dealing with difficulties in meeting assessment deadlines**

Assignments must be submitted no later than the 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 to the Course Leader: JHemmington@uclan.ac.uk or 01772 895460

**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 (Academic Regulations).

You should complete and submit an extension request form, with any supporting evidence, by email, to your dedicated School email address. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.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).

**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 both with regard to
your course and your personal wellbeing through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies.

Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (see Academic Regulations).

Further information is available on the Student Portal at: [https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php](https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php)

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. All evidence that is 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 is available at: [https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances_submission.php](https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances_submission.php)

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).

**Late submissions**

If you submit work late and unauthorised, 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.
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.

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 will be made available within 15 days of publication of results. Feedback may be oral, written, posted on a website or other.

What happens if you fail a piece of work?

The decision to offer reassessment lies with the Course/School Assessment Board taking account of the recommendations from Module Boards and the student’s overall profile. For modules which are assessed at the end of the first semester, the decision to offer reassessment lies with the Module Board. (Further details in the Academic Regulations and the Assessment Handbook: G11).

Appeals against assessment board decisions

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

1. that an Assessment Board has given insufficient weight to extenuating circumstances;

2. that the student’s academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;

3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;

4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.
5.3 Referencing
Candidates are expected to use the Harvard style of referencing – please see Assessment Handbook for further information.

5.4 Confidential material
There will be occasions where you will access confidential information and submit work based on this. You are therefore reminded of your professional, ethical and legal responsibilities to respect confidentiality and asked to maintain the anonymity of individuals and organisations within their assignments. You will be asked to submit a signed confidentiality statement at the front of your portfolio.

5.5 Cheating, plagiarism, collusion or re-presentation
Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the ‘official’ Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University’s requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

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

7. Student Feedback
7.1 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.

Several changes have been made to the AMHP programme in response to candidates’ feedback. For example we have changed or sourced speakers according to feedback, and we have changed the sequence of the delivery of modules to fit around the placement experience.

The Students’ Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).
The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

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

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 and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

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

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

Student Voice

Student Staff Liaison Committee meetings (SSLC)

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).
The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

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

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

Module Evaluation Questionnaires

Module evaluation questionnaires provide one of the most important means for you to express your opinion about your teaching and learning experience. They capture feedback on your experience within each module and inform staff about where improvements could be made. Your module leaders will ensure that you receive the forms for completion, please complete and return these to ensure your voice is heard - all responses are anonymous. You are likely to see the module team responses to previous student feedback in your module handbooks. Many of the activities you are engaged in (e.g. electing student representatives and completing module evaluations) are important because they provide information about how we deliver the programme and hopefully help us all reflect together on how we ensure that it is of good quality.

To summarise quality is monitored through the following processes:

- Involvement of student representatives on the Partnership Committee, Course Committee and Programme Management Committee
- Module evaluations
- Completion of course leaders report
- External examiners reports
- University and/or external quality reviews
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

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>University of Central Lancashire – Preston Main Campus</td>
</tr>
<tr>
<td>3. University School/Centre</td>
<td>School of Social Work, Care and Community</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td>Health and Care Professions Council (HCPC)</td>
</tr>
<tr>
<td>5. Title of Final Award</td>
<td>PG Cert Mental Health Practice including Approved Mental Health Professional training (AMHP)</td>
</tr>
<tr>
<td>6. Modes of Attendance offered</td>
<td>Part time, day release, with block and blended learning opportunities and placement</td>
</tr>
<tr>
<td>7. UCAS Code</td>
<td></td>
</tr>
<tr>
<td>10. Date of production/revision of this form</td>
<td>July 2015</td>
</tr>
</tbody>
</table>
## 11. Aims of the Programme

- To provide students with the knowledge, understanding and skills required to meet section 2 of the Approval Criteria for AMHP training;

- To provide a postgraduate qualification that will produce competent Approved Mental Health Professionals who will be eligible to be considered by Local Authorities for AMHP approval;

- To enable students to critically analyse and reflect on their practice within academic and practice environments;

- To develop a systematic understanding of, and expertise within, the role of the AMHP;

- To develop the skills and qualities of students that are necessary to work as autonomous, competent practitioners and develop critical practice that respects diversity and challenges inequality;

- To provide students with a critical awareness of the evidence base for practice and to apply this in their role as AMHPs;

- To develop critical decision making skills that are consistent with the requirements and duties of an AMHP;

- To develop student’s ability to work collaboratively and creatively with service users, carers, health and social care workers, social workers, health professionals and workers in other agencies;

- To develop critical skills to be able to plan interventions that are sensitive and appropriate to diverse needs;

- To provide opportunities for students to critically reflect on practice that is person-centred, ethical and founded on the underpinning values and principles of the AMHP role.

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

### A. Knowledge and Understanding

#### A1. Knowledge
The AMHP programme will provide opportunities for students to develop advanced knowledge to inform their decision-making; students will critically evaluate law, policy, theory and evidence-based practice in the context of the AMHP role.

#### A2. Risk Assessment and Management
Students will critically explore the conflicts and dilemmas in the assessment and management of risk in relation to AMHP practice.

#### A3. Autonomous Practice
Students will critically explore the use of independence, authority and autonomy in the AMHP role.

#### A4. Equality and diversity
Students will critically analyse values and rights based practice in order to promote the social inclusion of individuals with mental health needs and to demonstrate sensitivity to factors such as race, gender, age, sexuality, disability, culture, religion and belief in AMHP practice.

#### A5. Communication
Students will critically evaluate the communication skills required to undertake the AMHP role including effective verbal and written skills.
### A6. Collaborative Working
Students will develop and demonstrate skills for working in partnership with patients, their families, professionals and other workers and agencies.

### A7. Assessment and Intervention
Students will critically analyse the process of assessment and intervention in the AMHP role with particular focus on the planning, negotiation and management of compulsory admission to hospital.  
[Adapted from Section 2 of the HCPC Approval Criteria for AMHP programmes]

### Teaching and Learning Methods
- Lectures, seminars, e-learning, material for self-directed learning;
- Workshops will focus on practice issues/dilemmas and will form part of the teaching and learning process;
- Practice learning opportunities will be provided in a work setting.
- In both settings students will be encouraged to build on existing skills/develop new skills to consolidate their learning across the academic and practice fields;
- Skills, values and knowledge will be developed through group discussions, workshops and practice learning opportunities.

### Assessment methods
- A range of assessment methods will include essays, exam, skills based presentations, case studies, reflective accounts and practice focused academic study;
- Assessment in practice will be by portfolio. The portfolio must include an evaluation of the student’s own abilities and evidence of the required learning outcomes as defined by Section 2 of the Approval Criteria for AMHP programmes. The student must provide evidence of active involvement in the assessment, planning, negotiation and management of compulsory admission to hospital under the Mental Health Act 1983. The portfolio must be signed off by a practice placement educator indicating competence against the required learning outcomes.

### B. Subject-specific skills

**B1.** Critically explore legislation, related codes of practice and national and local policy and guidance applicable to the role of an AMHP.

**B2.** Critically evaluate the legal position and accountability of AMHPs, employers and the authority the AMHP is acting for in relation to the Mental Health Act 1983.

**B3.** Develop an advanced understanding of a range of models of mental health.

**B4.** Critically reflect on the contribution and impact of social, physical and development factors on mental health.

**B5.** Critically evaluate the social perspective on mental disorders and mental health needs in working with service users, their relatives, carers and other professionals.

**B6.** Critically appraise the implications of mental disorders for service users, their relatives, carers and other professionals.

**B7.** Critically reflect on the implications of a range of treatments and interventions for service users, their relatives and carers.

**B8.** Develop an advanced understanding of child and adult protection procedures in relation to AMHP practice.

**B9.** Critically explore the needs of children and young people and their families and the impact those needs have on AMHP practice.

[Section 2.1 HCPC Approval Criteria for AMHP Programmes]
Teaching and Learning Methods

- Lectures, seminars, e-learning, material for self-directed learning;
- Workshops will focus on practice issues/dilemmas and will form part of the teaching and learning process;
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C. Thinking Skills

Students on a post-graduate programme will be expected to:
C1 have a critical awareness of current problems/new insights in their field of study/area of professional practice;
C2 show originality in their application of knowledge;
C3 be able to deal with complex issues in a creative and systematic way;
C4 tackle and solve problems in original ways;
(QAA M level descriptors)

Teaching and Learning Methods

- Lectures, seminars, e-learning, material for self-directed learning;
- Workshops will focus on practice issues/dilemmas and will form part of the teaching and learning process;
- Practice learning opportunities will be provided in a work setting.
- In both settings students will be encouraged to build on existing skills/develop new skills to consolidate their learning across the academic and practice fields;
- Skills, values and knowledge will be developed through group discussions, workshops and practice learning opportunities.

Assessment methods

- A range of assessment methods will include essays, exam, skills based presentations, case studies, reflective accounts and practice focused academic study;
- Assessment in practice will be by portfolio. The portfolio must include an evaluation of the student's own abilities and evidence of the required learning outcomes as defined by Section 2 of the Approval Criteria for AMHP programmes. The student must provide evidence of active involvement in the assessment, planning, negotiation and management of compulsory admission to hospital under the Mental Health Act 1983. The portfolio must be signed off by a practice placement educator indicating competence against the required learning outcomes.

D. Other skills relevant to employability and personal development

Students on a post-graduate programme will be expected to:
D1 Develop and practice advanced communication skills, clearly and effectively with a wide range of audiences;
D2 Develop competence and skills to make sound judgements in complex and unpredictable environments;
D3 Critically reflect on their own learning needs;
D4 Critically evaluate and review their learning in the context of the best evidence available.
Teaching and Learning Methods

- Lectures, seminars, e-learning, material for self-directed learning;
- Workshops will focus on practice issues/dilemmas and will form part of the teaching and learning process;
- Practice learning opportunities will be provided in a work setting.
- In both settings students will be encouraged to build on existing skills/develop new skills to consolidate their learning across the academic and practice fields;
- Skills, values and knowledge will be developed through group discussions, workshops and practice learning opportunities;
- PDP focussed tutorials.

Assessment methods

- A range of assessment methods will include essays, exam, skills based presentations, case studies, reflective accounts and practice focused academic study;
- Assessment in practice will be by portfolio. The portfolio must include an evaluation of the student’s own abilities and evidence of the required learning outcomes as defined by Section 2 of the Approval Criteria for AMHP programmes. The student must provide evidence of active involvement in the assessment, planning, negotiation and management of compulsory admission to hospital under the Mental Health Act 1983. The portfolio must be signed off by a practice placement educator indicating competence against the required learning outcomes;
- PDP files.

13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
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<tr>
<td>Level 7</td>
<td>SW4115</td>
<td>Critical Reflections on Mental health Practice</td>
<td>10</td>
</tr>
<tr>
<td>Level 7</td>
<td>SW4116</td>
<td>Legal and Professional roles</td>
<td>10</td>
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<tr>
<td>Level 7</td>
<td>SW4117</td>
<td>Theory and Practice of Mental Health Law (Role of the AMHP)</td>
<td>20</td>
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<tr>
<td>Level 7</td>
<td>SW4118</td>
<td>Diversity and Mental Health</td>
<td>10</td>
</tr>
<tr>
<td>Level 7</td>
<td>SW4119</td>
<td>The Application of Models of Mental Health</td>
<td>10</td>
</tr>
</tbody>
</table>

14. Awards and Credits*

Target Award: Post Graduate Certificate in Mental Health Practice

Students are required to successfully complete all modules.
Post graduate Cert requires 60 credits level 7.

15. Personal Development Planning

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

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

The programme is open to any applicants meeting the entry requirements for the course including practitioners working outside of the Local Authority. However, all applicants must meet the entry requirements and have the formal agreement and support of their employer prior to their being accepted onto the programme. In addition to this all decisions regarding course entry will be made collectively by the University and the relevant Local Authority in conjunction with employers.

### a. Professional Qualification Requirements:

To be accepted onto an AMHP programme, applicants must hold one of the following qualifications:\(^1\):

- a) Social Worker registered with the Health and Care Professions Council;
- b) First level Nurse, registered in Sub-Part 1 of the Nurses’ Part of the Register maintained under article 5 of the Nursing and Midwifery Order 2001, with the inclusion of an entry indicating their field of practice is mental health or learning disabilities nursing;
- c) Occupational Therapist registered in Part 6 of the Register maintained under article 5 of the Health Professions Order 2001; or
- d) Chartered Psychologist who is listed in the British Psychological Society’s Register of Chartered Psychologists and who holds a relevant practising certificate issued by that Society

### b. Professional Registration Requirements:

#### HCPC continuing registration requirements for Qualified Social Workers, Occupational Therapists and Clinical Psychologists

It is a requirement that all Social Workers, Occupational Therapists and Clinical Psychologists are registered with the Health and Care Professions Council and that they meet all the conditions therein. Failure to do so may be considered misconduct. The link provides direct access to the HCPC website and information regarding registration: [http://www.hpc-uk.org/](http://www.hpc-uk.org/)

#### NMC continuing registration requirements for Qualified Mental Health and Learning Disability Nurses

Undertaking the course will ensure compliance with elements of the Nursing and Midwifery Council ‘The Code: Standards of conduct, performance and ethics for nurses and midwives’ and the NMC’s Post-Registration education and practice [Prep] standards and guidance.

#### Fees for professional registration

As professional registration is an ongoing employment requirement, arrangements will be in place in relation to payment of fees to the relevant professional body. Applicants are advised to speak with their employers directly in relation to payment of fees for professional registration.

#### Other Fees

Students may incur other expenses during the course of their studies such as placement travel, car mileage, parking and DBS. All applicants are advised to speak to their employer about arrangements for reimbursement of these costs.

### c. Additional Entry Requirements:

- Where the individual is nominated by the Local Authority they will take into consideration the length of post qualifying experience and suitability for the programme using their own applications process.
- All applicants will provide the University with a detailed written application where they will evidence their relevant experience, professional competence, capacity, written language skills and ability to undertake and complete an AMHP training programme and study at postgraduate level.

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\(^1\) The Mental Health (Approved Mental Health Professionals) (Approval) (England) Regulations 2008, Statutory Instruments No. 1206 Mental Health, England
• The applicant might not be employed by the Local Authority (i.e. they may be employed by the local Healthcare Trust) but must still meet course requirements, particularly in relation to Practice Placement.
• Applicants will normally hold an honours degree and where this is not the case they will provide the University with written evidence of ability to study at post-graduate level.
• Applicants are required to have Disclosure and Barring Service (DBS) Enhanced Clearance and the Supplementary Application Form (Appendix 2) requires a signature to confirm this is in place. As this will be an existing condition of employment, applicants are advised to speak with their employers directly in relation to payment of fees and any reimbursement arrangements for this.
• The applicant will usually have employment with an agency with the ability to provide or arrange a suitable practice placement.
• Where the applicant is not employed with an agency that is able to provide or arrange a suitable practice placement, the applicant is required to seek a suitable placement arrangement and a suitably qualified and experienced Practice placement educator. Potential applicants in this position are advised to seek advice from the either the programme team or their Local Authority and are reminded that successful completion of the programme leads to eligibility to be Approved, and it is the Local Authority who ultimately Approves.

Exclusions
Applicants who are employed outside the boundaries of England and Wales are excluded from applying for the AMHP programme. This is in keeping with the jurisdiction of Mental Health Act 1983 as amended by the MHA 2007).

17. Key sources of information about the programme

• PG Cert Mental Health practice pro forma
• UCLAN post graduate course prospectus
• School website
• Admissions handbook
• Publicity information
### 18. Curriculum Skills Map

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Knowledge and understanding</th>
<th>Programme Learning Outcomes</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>A1</td>
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<td>7</td>
<td>SW4115</td>
<td>Critical Reflections on Mental Health Practice</td>
<td>C</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>SW4116</td>
<td>Legal and Professional Roles</td>
<td>C</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>SW4117</td>
<td>Theory and Practice of Mental Health Law (Role of the AMHP)</td>
<td>C</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td></td>
<td>SW4118</td>
<td>Diversity and Mental Health</td>
<td>C</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>SW4119</td>
<td>The Application of Models of Mental Health</td>
<td>C</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks
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.
UCLan Mission statement
We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

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

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

Supporting Diversity at UCLan
UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination on various grounds including race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to
- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan Equality and Diversity Policy for further information.
1. Welcome and Introduction to the University
The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. Part one of this Handbook provides you with generic University level information and the Course Handbook provides specific information about your programme of study.

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

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

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

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

Students with continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance. You may appeal this decision by following the Complaints Procedure.

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

1.5 Data Protection
All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These purposes are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University’s policy on the use and disclosure of
2. Learning resources

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

You can find the link to the Library Opening Hours here: http://www.uclan.ac.uk/students/study/library/opening_hours.php

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

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

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

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

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

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

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

Our drop-in service is available from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. We offer CV and cover letter checks, careers information and can tell you about our full range of services. For more information come along and visit the team (in Foster building
near the main entrance) or access our careers and employability resources via the Student Portal

It's your future: take charge of it!

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

4. Student support, guidance and conduct

4.1 Student Support

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

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

4.2 Students with disabilities

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

4.3 Assessment arrangements for students with a disability

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

4.4 Health and Safety

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

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

4.5 Conduct

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

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

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

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

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

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

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

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

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

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

7. Assessment

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

7.1 Dealing with difficulties in meeting assessment deadlines

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

7.2 Extensions

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

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

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

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

7.3 Extenuating circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready
to support you, with both your course and your personal wellbeing, through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

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

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

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

7.4 Late submissions
If you submit work late without authorisation, a universal penalty will be applied in relation to your work:
- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.
You may apply to appeal this decision in accordance with the University’s Academic Regulations.

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

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

For distance learning courses:
You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Generic feedback may be oral, written, posted on a website or other.
7.6 Unfair Means to Enhance Performance

The University regards any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained as a serious academic and/or disciplinary offence. Such offences can include, without limitation, cheating, plagiarism, collusion and re-presentation (‘unfair means’). You are required to sign a declaration indicating that individual work submitted for assessment is your own and will be able to view your Originality Report following e-submission of assessed work.

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

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

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

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

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

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

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

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

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.
7.7 Appeals against assessment board decisions
If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations: Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

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

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

8. Student voice
You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

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

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

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

8.1 Course Representatives and School Presidents
A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students’ union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.
The role of a course representative is extremely beneficial to both students on your course and the University. It enables students to have ownership of their student experience, to voice their opinions and to share positive practice with the course team, primarily at the Student Staff Liaison Committee Meetings (see below).

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

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

8.2 Student Staff Liaison Committee Meetings (SSLC)

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

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

8.3 Complaints

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

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