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

The course team welcomes you to the Post graduate Diploma (PG dip): Specialist Community Public Health Nurse. The course is aimed at those who wish to further their knowledge within the context of Public Health Community Nursing. Students will have opportunity to undertake a variety of modules according to need and/or interest.

An overview of the course and important information is provided in this handbook. Detailed information about each module is outlined in separate module information packs (MIPs). School programme standards and protocols, study skills and student services are further explained in the School Student Handbook which you can access on Blackboard. In addition you should also refer to the Students Guide to Regulations for information about the University’s rules and regulations.

The course team wishes you well with your studies.

1.1 Rationale, aims and learning outcomes of the course

The purpose of the university is to seek to promote and maintain a rich and stimulating research, teaching and learning environment in order to provide education that encompasses the best and most relevant experience for students. This course will address those aims by providing expert tutors and encouraging research active students.

This is the first course of its kind in the world. It is accessible world-wide and is delivered totally by distance learning. This means that there is no need, at any time, to be in the UK. Many agencies and individuals are concerned with various aspects of safeguarding and protecting people. As this course incorporates modules from a variety of schools across the university, students are able to follow a path which is of personal interest to them or will be of use in their area of employment. For example, a police officer may choose to access a forensic option, whereas a health worker may opt for psychology modules. The course will be adaptable to each individual.

The course is available full time or part time over 2-5 years. Students can exit at post graduate certificate or post-graduate diploma level (see programme specification – appendix 8.1). Applicants whose first language is not English will be required to produce evidence of language proficiency in accordance with university requirements. UCLan require IELTS 6.5, or equivalent, with no individual component below 6.0.

Aims

1. To prepare and develop practitioners who are adaptable, reflexive and responsive in meeting the diversity of community public health needs.

2. To foster an increasingly critical socio-political knowledge, promote the integration of theory and practice and enable practitioners to support the scope of specialist community public health nurse (SCPHN) practice through reflective, evidence-based practice, using effective problem-solving and decision-making skills within a multidisciplinary multi-agency arena.

3. To ensure that personal, professional and educational development needs are met through the provision of a range of learning opportunities informed by scholarship, professional activity, advances in technology and research.
4. To promote independent, shared and autonomous learning in the development of a specialist community public health nurse who is fit for practice, purpose and award and who is equipped as a clinician, educator, manager and leader, to proactively meet changing public health care needs and the expectations and demands of individuals, groups and populations in a multi-cultural, multi-ethnic society.

5. To incorporate the key principles of public health practice in the context of specialist community public health nurse, grouped into 4 domains that include search for health needs; stimulation of awareness of health needs; influence on policies affecting health; facilitation of health enhancing activities.

6. To enable registration as a specialist community public health nurse (health visitor or school nurse or Sexual Health Advisor) on the third part of the Nursing and Midwifery Council register.

**Learning Outcomes**

On completing the course, you will be able to:

<table>
<thead>
<tr>
<th>A. Knowledge and Understanding</th>
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</thead>
<tbody>
<tr>
<td>A1. Critically evaluate the knowledge base that underpins and informs practice within the context of current and future specialist community public health nurse practice</td>
</tr>
<tr>
<td>A2. Synthesise and critically apply theory to practice in order to enhance professional proficiency and personal development</td>
</tr>
<tr>
<td>A3. Critically reflect upon academic, professional and personal development</td>
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<table>
<thead>
<tr>
<th>B. Subject-specific skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1. Exercise professional accountability and responsibility, utilising professional knowledge, skills and expertise within a new practice context within wider multidisciplinary and multi-agency teams</td>
</tr>
<tr>
<td>B2. Develop specialist public health nursing skills, knowledge and expertise in the defined area of practice</td>
</tr>
<tr>
<td>B3. Critically evaluate the role and mechanisms by which the specialist community public health nurse contributes to the health of the community</td>
</tr>
<tr>
<td>B4. Critically analyse the perspectives of organisational, economic, political, legal and ethical frameworks that influence public health and care provision</td>
</tr>
<tr>
<td>B5. Assess the health and health-related needs of clients, families, groups and defined population, identifying, initiating, managing and evaluating appropriate strategies for effective public health care</td>
</tr>
<tr>
<td>B6. Utilise and apply leadership skills and supervise a team to improve health and wellbeing of a defined population.</td>
</tr>
</tbody>
</table>
### C. Thinking Skills

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>C1.</td>
<td>Demonstrate a repertoire of critical thinking and problem solving skills relating to the process of initiating, developing and managing public health practice</td>
</tr>
<tr>
<td>C2.</td>
<td>Critically appraise and synthesise key research to support evidence based practice</td>
</tr>
<tr>
<td>C3.</td>
<td>Actively engage in critical reflection and develop the skills of reflective practice</td>
</tr>
<tr>
<td>C4.</td>
<td>Develop a strategy for the continuation of personal and professional learning and development.</td>
</tr>
</tbody>
</table>

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>D1.</td>
<td>Communicate and work with colleagues, service users and carers demonstrating</td>
</tr>
<tr>
<td>D2.</td>
<td>Use information technology when working to meet the needs of vulnerable people.</td>
</tr>
<tr>
<td>D3.</td>
<td>Build upon self-management, organisational and time management skills whilst keeping an effective work life balance.</td>
</tr>
<tr>
<td>D4.</td>
<td>Further develop critical problem solving skills</td>
</tr>
<tr>
<td>D5.</td>
<td>Strengthen self-awareness and self-assessment skills through critical reflection upon practice to inform professional and personal development planning.</td>
</tr>
</tbody>
</table>
1.2 Course Team

Course Leader: Judith Murphy: jmurphy2@uclan.ac.uk
Dawn Eccleston: demeccleston@uclan.ac.uk
Ruth Broadhead: rbroadhead@uclan.ac.uk
Cath Coucill: ccoucill@uclan.ac.uk
Yasmin Perry: yperry1@uclan.ac.uk
Charlotte Smith: csmith33@uclan.ac.uk
Linda Ratinck: lratinck@uclan.ac.uk

1.3 Expertise of staff

Judith Murphy is the course leader for the PG diploma specialist Community Public Health Nurse and the pathway lead for school nursing. She is a School Nurse and has an MSc in Professional Practice. She is the senior lecturer in the School of Community health and Midwifery.

Dawn Eccleston is a senior Lecturer and the pathway lead for health visiting. She has an MA in The Safeguarding and Welfare of Children. She is currently undertaking a PHD in Human Trafficking and has written papers on the subject.

Ruth Broadhead is a senior lecturer in the School of Health and has expertise in sexual health. She has a Masters Degree in Law.

Cath Coucill is a Health Visitor, she is a lecturer in the School of Community health and Midwifery. She is very experienced in parenting and the running of the Sollihull programme on the course.

Yasmin Perry is a school Nurse, and is a senior lecturer in the School of Community health and Midwifery.

Charlotte Smith is a Health Visitor, she is a lecturer in the School of Community health and Midwifery, She is the module leader for prescribing and public health and social policy.

Linda Ratinck is a school Nurse, she is a senior lecturer in the School of Community health and Midwifery.
1.4 Academic Advisor
You will be assigned an Academic Advisor who will provide additional academic support during the course. They will be the first point of call for many of the questions that you might have during the course. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

1.5 Administration details
Course Administration Service provides academic administration support for students and staff and are located in the following hub which opens 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.

Allen Building
Medicine
Dentistry
telephone: 01772 895566
e-mail: AllenHub@uclan.ac.uk

Harris Building
Lancashire Law School
Humanities and the Social Sciences
Centre for Excellence in Learning and Teaching
telephone: 01772 891996/891997
e-mail: HarrisHub@uclan.ac.uk

Foster Building
Forensic and Applied Sciences
Pharmacy and Biomedical Sciences
Psychology
Physical Sciences
telephone: 01772 891990/891991
e-mail: FosterHub@uclan.ac.uk

Computing and Technology Building
Art, Design and Fashion
Computing
Journalism, Media and Performance
Engineering
telephone: 01772 891994/891995
e-mail: CandTHub@uclan.ac.uk

Greenbank Building
Sport and Wellbeing
Management
Business
telephone: 01772 891992/891993
e-mail: GreenbankHub@uclan.ac.uk
1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread. Course announcements may also be given out through Blackboard so please log on regularly to ensure you have received any announcements.

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 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 module is Tracey Hardy, based at Huddersfield University.

2. Structure of the course

Each module that you will study has a credit rating. A standard module = 20 credits. The course is available at BSc and PG Diploma (120 credits). Modules are identified by a module number e.g. NU3201. The NU refers to the School of Health. The first number, (in this case ‘3’) indicates the academic level (BSc) and the remaining numbers are for module identification purposes only (see section 6)

2.1 Overall structure

The following diagrams demonstrate how the course may be studied either full or part time. These diagrams are an example only. Each student coming onto the course will have an individualised plan created for them, based on their interests and needs. The plans can be changed during the student’s academic journey according to the progression of the student.
Diagram 1: OVERVIEW OF FULL-TIME POST GRADUATE DIPLOMA SCPHN HEALTH VISITING PROGRAMME

**THEORY**

<table>
<thead>
<tr>
<th>SEMESTER ONE</th>
<th>SEMESTER TWO</th>
<th>SEMESTER THREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU4124 Principles of Public Health and Social Policy (20 credits)</td>
<td>Option Module (10 or 20 credits)</td>
<td>NU4240 Consolidation of Health Visiting Practice (10 credits)</td>
</tr>
<tr>
<td>NU4025 Introduction to Post Graduate Research (20 credits)</td>
<td>NU4805 Leadership in Practice (20 Credits)</td>
<td></td>
</tr>
<tr>
<td>NU4114 Healthy Child, Healthy Adult; Safeguarding Healthy Development (40 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternative Practice days – no more than 6</td>
<td>Alternative Practice days</td>
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</table>

**PUBLIC HEALTH PRACTICE**

<table>
<thead>
<tr>
<th>SEMESTER ONE</th>
<th>SEMESTER TWO</th>
<th>SEMESTER THREE</th>
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</thead>
<tbody>
<tr>
<td>Central experiences (defined area of practice)</td>
<td>Central experiences (defined area of practice)</td>
<td>Central experiences (defined area of practice)</td>
</tr>
<tr>
<td>Generic public health experiences</td>
<td>Mixed public health experiences (including SN, OH)</td>
<td></td>
</tr>
<tr>
<td>Alternative Public Health Days</td>
<td>Generic public health experiences</td>
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<td></td>
<td>Alternative Public Health Days</td>
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</table>
### Theory

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<tr>
<th>Semester One</th>
<th>Semester Two</th>
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<tbody>
<tr>
<td>NU4124 Principles of Public Health and Social Policy (20 credits)</td>
<td>Option Module (10 or 20 credits)</td>
<td>NU4243 Consolidation of School Nursing Practice (10 credits)</td>
</tr>
<tr>
<td>NU4025 Introduction to Post Graduate Research (20 credits)</td>
<td>NU4805 Leadership in Practice (20 Credits)</td>
<td></td>
</tr>
<tr>
<td>NU4114 Health Child, Healthy Adult; Safeguarding Healthy Development (40 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternative Practice days – no more than 6</td>
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### Public Health Practice

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
<th>Semester Three</th>
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</thead>
<tbody>
<tr>
<td>Central experiences (defined area of practice)</td>
<td>Central experiences (defined area of practice)</td>
<td>Central experiences (defined area of practice)</td>
</tr>
<tr>
<td><strong>Generic</strong> public health experiences <strong>Alternative</strong> Public Health Days</td>
<td><strong>Mixed</strong> public health experiences (including HV, OH) <strong>Generic</strong> public health experiences <strong>Alternative</strong> Public Health Days</td>
<td></td>
</tr>
<tr>
<td><strong>Alternative</strong> Public Health Days</td>
<td><strong>Generic</strong> public health experiences <strong>Alternative</strong> Public Health Days</td>
<td></td>
</tr>
</tbody>
</table>

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Diagram 2: OVERVIEW OF FULL-TIME POST GRADUATE DIPLOMA SCPHN SCHOOL NURSING PROGRAMME
**Diagram 3: OVERVIEW OF FULL-TIME POST GRADUATE DIPLOMA SCPHN SEXUAL HEALTH ADVISOR PROGRAMME**

### THEORY

<table>
<thead>
<tr>
<th>SEMESTER ONE</th>
<th>SEMESTER TWO</th>
<th>SEMESTER THREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU4114 Principles of Public Health and Social Policy (20 credits)</td>
<td>Option Module (10 or 20 credits)</td>
<td>NU4071 Consolidation of Sexual Health Advisor Practice (10 credits)</td>
</tr>
<tr>
<td>NU4025 Introduction to Post Graduate Research (20 credits)</td>
<td>NU4805 Leadership in Practice (20 Credits)</td>
<td></td>
</tr>
<tr>
<td>NU4114 Health Child, Healthy Adult; Safeguarding Healthy Development (40 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternative Practice days – no more than 6</td>
<td>Alternative Practice days</td>
<td></td>
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</tbody>
</table>

### PUBLIC HEALTH PRACTICE

<table>
<thead>
<tr>
<th>SEMESTER ONE</th>
<th>SEMESTER TWO</th>
<th>SEMESTER THREE</th>
</tr>
</thead>
</table>
| **Central** experiences (defined area of practice)  
**Generic** public health experiences  
**Alternative** Public Health Days | **Central** experiences (defined area of practice)  
**Mixed** public health experiences (including HV, SN, OH)  
**Generic** public health experiences  
**Alternative** Public Health Days | **Central** experiences (defined area of practice)  
**Mixed** public health experiences (including HV, SN, OH)  
**Generic** public health experiences  
**Alternative** Public Health Days |
2.2 Modules available
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Please be aware that some of the modules will only run if there are enough students registered on that module. The module you wish to complete may, therefore, not be available. The individual module leader will be able to advise you.

<table>
<thead>
<tr>
<th>Codes</th>
<th>Titles</th>
<th>Module Leader</th>
<th>Phone No's / email</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU4124</td>
<td>Principles of Public Health and Social Policy</td>
<td>Charlotte Smith</td>
<td>01772 893822</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GR208</td>
<td><a href="mailto:csmith33@uclan.ac.uk">csmith33@uclan.ac.uk</a></td>
</tr>
<tr>
<td>NU4114</td>
<td>Healthy Child, Healthy Adult: Safeguarding Healthy Development</td>
<td>Jude Murphy</td>
<td>01772 895198</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GR208</td>
<td><a href="mailto:Jmurphy2@uclan.ac.uk">Jmurphy2@uclan.ac.uk</a></td>
</tr>
<tr>
<td>NU4243</td>
<td>Consolidation of SN Practice</td>
<td>Cath Coucill</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>GR210</td>
<td>01772</td>
</tr>
<tr>
<td>NU4240</td>
<td>Consolidation of HV Practice</td>
<td>Cath Coucill</td>
<td>01772</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GR210</td>
<td></td>
</tr>
<tr>
<td>NU4071</td>
<td>Consolidation of Sexual Health Adviser Practice</td>
<td>Yasmin Perry</td>
<td>01772 89</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GR 208</td>
<td><a href="mailto:yperry1@uclan.ac.uk">yperry1@uclan.ac.uk</a></td>
</tr>
<tr>
<td>NU4042</td>
<td>Community Practitioner Prescribing</td>
<td>Charlotte</td>
<td>Smith</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GR208</td>
<td><a href="mailto:csmith33@uclan.ac.uk">csmith33@uclan.ac.uk</a></td>
</tr>
<tr>
<td>NU4025</td>
<td>Introduction to Post Graduate Research</td>
<td>Dr Rob Monks</td>
<td>01772 895113</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BB 440</td>
<td><a href="mailto:RMonks@uclan.ac.uk">RMonks@uclan.ac.uk</a></td>
</tr>
<tr>
<td>NU4805</td>
<td>NU4805 Leadership in Practice Skills</td>
<td>Anne Marie Alger</td>
<td>01772 893659</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BB341</td>
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</tbody>
</table>
Description of modules:

This section gives you a brief overview of the available modules.

Core Modules

NU 4124 Principles of Public Health and Social Policy

The BSc (Hons) programme begins with this module and considers the principles of public health and the social policies that influence health care within the community setting. It aims to enable and support enquiry and reflection into the complex arena of specialist community public health nursing. The module will direct you towards a study of the core concepts underpinning ideas for public health, integrating underpinning social policy. This will include theoretical perspectives, evidence for the wider determinants of health and public health goals. Within this, you will learn how to interpret data, explain evidence using theoretical models and develop plausible arguments for supporting public health goals.

NU4025 Introduction to Postgraduate Research Module

This module aims to provide an introduction to postgraduate research within health and social care and presents a broad overview of the principles of research beginning with epistemology and theoretical perspectives and moving through qualitative and quantitative research designs, analysis and synthesis.

There are three strands running through the module:

I. The research process
II. Qualitative research
III. Quantitative research

During the module, you will gain a critical understanding of the principles of research design across a broad spectrum. You will focus on the evidence relevant to one particular topic in their specialty, exploring the philosophical underpinnings of this evidence and the impact of research design on knowledge generated.

NU3114 Healthy Child, Healthy Adult: Safeguarding healthy Development

This module will build on prior knowledge, gained in semester one (Principles of Public Health and Social Policy). It will enable you to apply your public health knowledge to your specific practice situation. The module will concentrate on applying specialist knowledge and multi-agency working in public health to community practice. Students will consider a variety of core issues as well as pathway specific areas of practice. The module will develop the student’s understanding of developmental issues as well as knowledge about safeguarding children and vulnerable adults.

NU4805 Leadership in Practice

This module will challenge clinical leaders to foster a pro-active approach to health care by engaging with the processes involved in modernising health care. The module aims to promote political awareness in order that practice leaders engage in the creation of visions and implementation of processes to lead developments within dynamic health care environments. This module is common to a number of other specialist and professional practice programmes and so you will have the opportunity for shared learning with others.
**Option Modules**

* students will only complete one of these during the course.

*NU4042 Community Practitioner Prescribing V100 (Option module)*

This module prepares you to prescribe safely, appropriately and cost effectively from the Community Practitioner Formulary for Nurse Prescribers. The theory element of the module encourages you to explore the factors influencing safe prescribing practice including pharmacological evidence bases and holistic assessment strategies. You are required to apply this theory into their practice area through a minimum of three days mentored practice.

*NU4210 Safeguarding (10 credits) and NU4220 Safeguarding (20 credits) (Option Modules)*

The aim of these modules is to develop the knowledge and understanding of the practitioner in relation to the complexities of safeguarding practice across the lifespan. This will enable the student to understand the importance of collaborative working with families and partners in order to protect children and adults.

**NU4256 Practice and Professional Development**

This module will enable students to develop practice, underpinned with theoretical evidence, in order to enhance professional development.

**MW4063 First Issuing of Hormonal Contraception in Practice**

This module is 20 credits and is available to Sexual Health Advisor students within a bespoke programme.

**Pathway Specific Modules**

A pathway specific module is a module which is necessary for students to study in order to gain a specific pathway registration. Whilst each module has aspects specific to the students pathway there are common elements in the modules to enhance shared learning.

i) Health visiting pathway only

**NU4240 Consolidation of Health Visiting Practice**

This module aims to enable you to continue to develop practice-related skills and consolidate your practice-based knowledge. Module content will be delivered through group tutorials, action learning sets and workbook-based learning. Topic areas will be explored in relation to current relevant theory and best practice guidance and will be focused around the 4 domains of public health proficiency: search for health needs, stimulation of awareness of health needs, influencing policies affecting health and the facilitation of health enhancing activities. Topic areas will incorporate core principles around cultural ethical and legal issues, quality management and equality and diversity issues and will consolidate knowledge of issues explored within the Context of Practice (HV) The module is student-centred and practice-led.
You will be self-directed in your learning and group and individual tutorials will focus on personal and professional development and portfolio development.

ii) School nursing pathway only

NU4243 Consolidation of School Nursing Practice
This module aims to enable you to continue to develop practice-related skills and consolidate your practice-based knowledge. Module content will be delivered through group tutorials, action learning sets and workbook-based learning. Topic areas will be explored in relation to current relevant theory and best practice guidance and will be focused around the 4 domains of public health proficiency: search for health needs, stimulation of awareness of health needs, influencing policies affecting health and the facilitation of health enhancing activities. Topic areas will incorporate core principles around cultural ethical and legal issues, quality management and equality and diversity issues and will consolidate knowledge of issues explored within the Context of Practice (SN) Module. The module is student-centred and practice-led. You will be self-directed in your learning and group and individual tutorials will focus on personal and professional development and portfolio development.

ii) Sexual health adviser pathway only

NU4243 Consolidation of Sexual Health Advisor Practice
This module aims to enable you to continue to develop practice-related skills and consolidate your practice-based knowledge. Module content will be delivered through group tutorials, action learning sets and workbook-based learning. Topic areas will be explored in relation to current relevant theory and best practice guidance and will be focused around the 4 domains of public health proficiency: search for health needs, stimulation of awareness of health needs, influencing policies affecting health and the facilitation of health enhancing activities. Topic areas will incorporate core principles around cultural ethical and legal issues, quality management and equality and diversity issues and will consolidate knowledge of issues explored within the Context of Practice (SHA) Module. The module is student-centred and practice-led. You will be self-directed in your learning and group and individual tutorials will focus on personal and professional development and portfolio development.

2.3 Course requirements
You must have access to a computer and be able to study at Masters degree level – evidence of previous study will be required.
2.3 Progression Information
Discussions about your progression through the course will take place regularly throughout the year. It is an opportunity for you to make plans for your next module and future study.

2.4 Study Time
2.4.1 Weekly timetable
The timetable for each module can be found on the relevant blackboard site. The course run-through can be found on the generic course site.

2.4.2 Expected hours of study
20 credits is a standard module size and equals 200 notional learning hours. Each module leader will advise you of the requirements for their individual module. In addition, you will need to undertake your own self-directed learning and reading to support knowledge acquisition.

2.4.3 Attendance Requirements

Attendance is required to be 100% and is rigorously monitored. You are expected to attend all the scheduled university sessions as well as the practice experiences in order that you are fully prepared to undertake the role of a specialist community public health nurse. Should your attendance fall below 100%, this would trigger tripartite discussions between your Academic advisor, Practice Teacher and yourself, and may result in the involvement of your seconding / sponsoring Trust manager. The honours degree award along with the professional registration qualification with the NMC will only be available to those whose attendance, progress and professional conduct has been satisfactory throughout the programme.

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to the course leader: Julie Cummings and your pathway leader. You will also need to inform the module leader if you are going to be missing any timetabled sessions.

As you are funded by the Trust, it is a requirement that the Divisional Lead notifies the Trust manager of any student absence. The NMC require that you undertake 112.5 hours of theory and 112.5 days of practice. Therefore, if you miss any theory or practice sessions, you will be required to provide evidence that you have made the hours up. Templates can be found in the appendices for you to keep a record of the hours you have done. These templates will then be used as evidence in your portfolio. Your practice teacher and the course leader are required to verify your hours at the end of the course before you can be registered with the NMC.

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

Student attendance at university is monitored by SAM (swipe i.d.card). Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be
dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

3. Approaches to teaching and learning

3.1 Expertise of staff
The course team are all qualified in the field in which they teach and hold relevant NMC registration. Each member of the team has their own specialty and you will benefit from their expertise. Staff are involved with publishing their work and publications will be highlighted to you throughout the course. All the team have further degrees or are working towards them. The course leader is a fellow of the higher education Academy.

A major strength of the BSc (Hons) Specialist Community Public Health Nurse programme is the expertise of staff to facilitate shared learning across a range of community disciplines. This facilitates the discussion of common issues and concerns, enabling examples of good practice to be shared. Opportunities are also available for inter-professional education and practice, for example with allied health professionals during two of the course modules.

3.2 Learning and teaching methods
The course is designed for practitioners who have post registration practice experience who bring a variety of professional and life experiences. The emphasis of the teaching and learning strategy will be student-centred and aimed at utilising and maximising your own experiences to assist the learning process. This diversity of experience enables the use of a variety of approaches to teaching and learning particularly the use of problem-based learning, experiential learning, web-based learning, seminars, debate and other informal, interactive methods. Guest speakers will also be invited to contribute to some of the modules in order to ensure both employer involvement and the involvement of practitioners currently operating within the practice environment. These approaches are further enhanced by the commitment to shared learning.

The emphasis within the course will be upon the creation of an adult learning environment with a student-centred approach as the team feels this is essential to facilitate your development as an independent learner. You have, as mature practising professionals, much to contribute to the learning process. It is believed that an interactive and creative experience, facilitated through team teaching will enable you to be innovative with your own strategies to identify independent perspectives and develop conceptual understanding of practice with a critical perspective. You will be given time within the course to reflect and informally discuss your expectations, views and experiences.

Throughout the course you will maintain a learning journal which will be used to document individual practice learning experiences and inform dialogue between you and your practice teacher. Within your learning journal you are encouraged to include a variety of evidence to demonstrate your achievement of competence.

Coherence and progression throughout the programme is ensured through the sequencing of modules and is supported by the collation of a Course Portfolio. A partnership approach to learning will include tripartite discussion between you, your practice teacher and an identified educationalist. One of the major benefits of working within a tripartite system is the
development of a practitioner who is seen as fit for purpose, practice and award. This is achieved through ongoing dialogue.

3.3 Study skills
There are a variety of services to support students and these include WISER http://www.uclan.ac.uk/students/study/wiser/index.php

3.4 Learning resources

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

Library facilities are available to you at the Main Library in Preston and in the Practice Site Libraries at the following Acute Trust Hospitals: Blackpool, Burnley, Blackburn, Ormskirk and Wigan. These provide a range of dedicated books, journals, audio and video cassettes, CD-Rom databases, online and Internet resources. These are supported by inter-library loan services, making use of local and national networks e.g. British Lending Library, University Library facilities and Post Graduate Medical Libraries.

3.4.2 Electronic Resources
LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. Relevant material will also be available on Blackboard sites and in your practice areas. The Specialist Community Public Health Nurse Course has a Course Blackboard site with general course information and a discussion board for you to share ideas and information. All modules within the course also have information available on their Blackboard page. (The module leader will discuss this with you on the first day). Normally this will include timetables, reading material, links to useful web sites and lesson plans. Whenever possible, lesson plans are posted prior to the session to enable you to access the relevant material in advance and relevant seminar papers are also added. Please note, however, that lessons may not be available prior to the lecture if a lecturer has put information on that they do not want you to have before the session.

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

Personal and Professional Development Planning

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

- self-reflection on why and how you are learning
- identification of your ‘next steps’ through target setting and action planning
- monitoring and recording of your academic learning, personal development, your skills development and career management.

For example, you should Reflect, Action Plan and Record your Progress for each module that you take, this may include consideration of practice experience and skills associated with the module. You may also be achieving skills or may have gained awards outside of university which should also be recorded.

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

- self-aware, self-confident, reflective and self-directed in your learning
- able to plan and take responsibility for your own learning
- able to articulate personal goals and evaluate progress and achievement
- able to link your current learning to a wider context and to your future development

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

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

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

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

4. Student Support

There are a range of University support systems for students: find out more at: https://www.uclan.ac.uk/students/study/partnership/help.php

4.1 Academic Advisors

This is the term used to describe the lecturer who supports you throughout the whole of the course and provides general academic advice, monitors your attendance, and offers general and personal support.

Module Advisor

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

Practice Teacher

This is the term used for the practice practitioner who provides you with support in practice placements. Your designated practice teacher will also assess you with regards to your progression and achievement of the NMC (2004) ‘standards of proficiency’.

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.

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

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

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

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the Advice and Representation Centre are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

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

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

5.1 Assessment Strategy
Part of the process requires that you develop skills of self-assessment and it is important that you accept this responsibility. The assessments demand that you focus on your own area of practice as it is through this critical reflexive approach to theory and practice that professional practice is enhanced. The philosophy underpinning the assessment strategy is one that supports the promotion of life-long learning. Assessment is considered to be a process that allows the demonstration of your achievement in both theory and practice and is not just an end product. In accordance with these beliefs, approaches to assessment are varied,
innovative and designed to measure achievement of learning outcomes across the course. Each module maintains a coherent structure which links content, teaching and learning, outcomes and assessment strategies.

### 5.2 Practice Assessment

Central to the assessment strategy is the recognition that practice supervision and the application of principles studied during university time are an essential component of your development and learning on this course. This requires completion of the Practice Assessment Document that demonstrates your achievement of the NMC standards of proficiency for specialist community public health nurses (NMC 2004). Your progress towards achievement of these NMC standards will be formatively assessed in both semesters one and two, whereas in the third semester you will be summatively assessed. Learning contracts will be developed in partnership with you, your practice teacher and an identified educationalist to support your achievement of the NMC standards in addition to individually identified learning outcomes.

The practice assessment process is a vehicle by which you can learn and continue to develop. In addition to assessing function, practice assessment is also seen as a diagnostic, nurturing, problem solving and target setting process. To facilitate learning in practice a named practice teacher will link with you with the aim of promoting reflective practice through practice experience and dialogue. Your practice teacher will be an appropriately qualified and experienced practitioner who will be familiar with the aims and structure of the course. He or she will have documented and recognised skills in the facilitation of learning within the practice environment and will be a qualified practice teacher.

Reflection on practice is an important element of learning. You will be required to reframe personal perspectives, view situations in new ways and consider others’ points of view. You will also maintain a learning journal, which will help to promote ongoing self-reflection and will be used to generate evidence of reflection on practice to include in your Course Portfolio. In your learning journal you should experiment with a variety of reflective models and utilise a range of evidence to demonstrate your achievement of competence. This evidence may be in the form of testimonials, key reading, critical incident analyses, peer reviews or trust study day documentation, or any other format that demonstrates key learning and how this has informed your practice i.e. this evidence must demonstrate meaningful integration of relevant theory and knowledge into your professional practice.

More information on how to write a reflective learning journal can be found in the School of Health Student Handbook.

**The Practice Assessment Process**

The assessment process consists of a number of stages which requires ongoing dialogue between you, your practice teacher and an identified educationalist:

At the beginning of your practice you must formulate a learning contract with your practice teacher, which you both feel will enable you to meet the NMC standards of proficiency.
Practice proficiency is assessed by your practice teacher through observation of practice and examination of written work from your learning journal. You will need to arrange weekly meetings in order to discuss your practice and reflect on ways of working. Together these will help your practice teacher to assess the knowledge base that informs your actions in practice.

At the mid point of each semester of the programme your learning contract will be reviewed and modified in response to your progress. At the end of semester one you and your practice teacher are required to formatively assess your progress towards the achievement of the standards of proficiency. You will have discussed your progress at regular intervals with your practice teacher. You and your practice teacher must sign your Practice Assessment Document at the end of this semester to verify that your progress has been formatively assessed.

At the end of semester two you and your practice teacher are required to formatively assess your progress towards the achievement of the standards of proficiency. You will have discussed your progress at regular intervals with your practice teacher. You and your practice teacher must sign your Practice Assessment Document at the end of this semester to verify that your progress has been formatively assessed.

At the end of semester three you and your practice teacher are required to summatively assess your achievement of \textbf{ALL} the standards of proficiency for SCPHN (HV or SN or SHA). You must both sign your Practice Assessment Document to verify that this has been completed.

At the end of the programme The ‘Final Completion of Practice Statement’ will be signed by your practice teacher and must be included in your Course Portfolio.

At the end of each semester you are expected to submit your Practice Assessment Document to the pathway leader who will review your progress and sign the appropriate documentation. The standards that are not being progressed must be clearly identified and an action plan detailing how a particular standard will be advanced during the next semester. During each semester the original Practice Assessment Document must be submitted in its booklet format unchanged, as this is a University of Central Lancashire copyright document.

\section*{5.3 Course Portfolio}

You are required to generate and complete a professional portfolio (assessed as part of the final consolidation of practice module), which will contain all the evidence you are presenting to meet the required professional NMC standards for practice as well as the course outcomes. This Course Portfolio must contain the following:

- Contents page (see page 2 of the portfolio guidance pack for recommended ‘list of contents’)
- Summary Sheet with all Modules undertaken and marks awarded
- Feedback sheets for all modules
- Reflective Synopsis of learning experiences and evaluation – \textit{to demonstrate journey of professional development to meet NMC standards}
- Extracts from your learning journal / reflections on practice linked to the NMC domains of practice
• Evidence of practice hours undertaken (Appendix 2a)
• Client and Carer Feedback Sheets (Appendix 2b)
• Evidence of inter-professional and inter-agency learning in practice (Appendix 2c)
• Evidence of alternative public health experience (Appendix 2d)
• Evidence of how you have made up any practice and theory time missed (appendices 2e & 2f)
• Practice Assessment Document (the PAD)
• Final Completion of Practice statement

Your supporting evidence must be explicitly relevant and mapped to the specific standards of proficiency you have achieved, with appropriate supporting explanation and underpinning theory.

Portfolio Format and Presentation

You may choose any plain colour A4 Lever Arch File for your Course Portfolio. This will need to be clearly marked on the front with your name, UCLan registration number, degree, the course you are studying and the academic year of entry to the course.

5.4 Notification of assignments and examination arrangements
The assessment dates are on the course run-through and in each module handbook. Students will also have guidance within the module sessions and on Blackboard. Each module leader will give students instructions on when and how to submit assignments or attend for exams.

5.5 Referencing
Please use the APA referencing guide located within the assessment section of Blackboard.

5.6 Confidential material
You must ensure that confidentiality is maintained by not identifying specific areas or locations and ensuring that no personal information about patients / clients is included in your assignments. Breaches of confidentiality are unacceptable and will potentially have implications for your progression on the Course.

When you are engaged in courses that involve documenting research and producing written work, you may be using very sensitive information. As a result you are required to always respect confidentiality, and to maintain the anonymity of individuals and organisations. There are both ethical and legal reasons for maintaining anonymity and confidentiality.

The policy of maintaining anonymity and confidentiality applies to you whether you are an undergraduate or post graduate student.

Remember anonymity and confidentiality is not the same thing! The British Medical Association (BMA) defines the two as:

“Confidentiality: The principle of keeping secure and secret from others, information given by or about an individual in the course of a professional relationship.”
“Anonymised” information: Information which does not, directly or indirectly identify the person to whom it relates (BMA 2005)

Exceptions

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

Signatures of staff or practice teachers on official documents;

Names of persons in acknowledgements who have supported the work, such as acknowledgements in dissertations;

Naming individuals or organisations where the information is already in the public domain, providing this material is accurate;

Instances where you have written permission from an individual or organisation. It may be possible for you to obtain consent to use information for academic purposes. Clearly state that this is the case at the beginning of your work. Written consent forms will be retained with the academic work. If you intend to publish your work, you may need to seek further guidance from an appropriate Ethics Committee.

You may have access to sensitive information about an organisation through your personal contact or employment which is quite separate from their university course. In this case you will be expected to adhere to any contractual or other agreements you have made with the organisation concerned regarding disclosure.

The course team may have agreed that it is an essential part of an assignment that information is provided about a place or group. Consent from that place or group must be obtained, the assessment guidelines will clarify how this can be achieved.

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

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

If there is a breach of Anonymity and or Confidentiality you will receive feedback from the module leader/marker and support to prevent errors in your future work.

Actions taken following a breach in anonymity and or confidentiality will depend on a number of issues and will be determined within School/course teams.

Issues which will be of importance may include:

Professional standing of course

Level of study of student and or stage of course

Extent and nature of the breach
Under these circumstances it may be that Schools will impose a penalty. Your module leader/academic advisor will work with you and the course leader to review the specific situation and involve the Head of School/named deputy in the decision making process.

<table>
<thead>
<tr>
<th>Do’s</th>
<th>Don’ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do respect the right to privacy of an individual and/or organisation;</td>
<td>Don’t name an individual or organisation; (unless it is already in the public domain)</td>
</tr>
<tr>
<td>Do change all names to fictitious ones;</td>
<td>Don’t include identifiable stationery in your work, such as letter heads, Lab forms or X-rays;</td>
</tr>
<tr>
<td>Do provide a statement with your assignment that all information has been anonymised;</td>
<td>Don’t give information away that could identify an individual or organisation; (unless it is already in the public domain)</td>
</tr>
<tr>
<td>Do reference work accurately if information is already in the public domain;</td>
<td>Don’t include photographs that can identify a person or place;</td>
</tr>
<tr>
<td>Do support your discussions with reference to published work.</td>
<td>Don’t make unsupported accusations;</td>
</tr>
<tr>
<td>Do seek guidance and advice where you are unsure.</td>
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</tr>
</tbody>
</table>

Subjective or judgmental opinions about an employer or placement provider (even when not identifiable) are not normally acceptable. This may mean that your opinion may not be able to be kept confidential under the Freedom of Information Act and will lead to further discussion (see fig 1)

NB: Please note that by seeking guidance from your personal tutor/module advisor, you have the opportunity to ensure the work is not in breach of the guidance.

Should you need to reference your trust or employers policies, protocols or guidance documentation please refer to page 69 of the referencing guide found on blackboard. You are also reminded to look at your own professional governing bodies guidance on protecting confidentiality.

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

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

7. Student Feedback
You can play an important part in the process of improving the quality of this course through the feedback you give. You will be invited to give feedback midway and at the end of the course which staff can use to help improve the course for the future.

7.1 Student Staff Liaison Committee meetings (SSLCs)
Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.
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
6. **Modes of Attendance offered**  
Part time & full time

7. **UCAS Code**

8. **Relevant Subject Benchmarking Group(s)**  

9. **Other external influences**  
Health Education North West

10. **Date of production/revision of this form**  
Periodic Review 22nd January 2014  
Revised January 2017

11. **Aims of the Programme**

- To promote the evolution of a specialist community public health nurse (SCPHN) who is adaptable, reflexive and responsive in meeting the diversity of community public health needs and promotes the highest standards of public health.

- To promote the development of a specialist community public health nurse (SCPHN) who is socio-politically aware, has the values, attitudes, skills, knowledge, professional confidence and personal motivation commensurate with specialist community public health practice.

- To support specialist community public health nurse practitioners to critically reflect and synthesise evidence-based outcomes to support effective problem-solving and decision-making skills within a multidisciplinary arena.

- To ensure that personal, professional and educational development needs are met through the provision of a range of learning opportunities informed by scholarship, professional activity, advances in technology and research.

- To promote independent, shared and autonomous learning in the development of a specialist community public health nurse who is fit for practice, purpose and award in order to meet the changing public health and safeguarding needs of a diverse population.

- To incorporate the key principles of public health practice in the context of specialist community public health nursing, grouped into the four domains:- search for health needs; stimulation of awareness of health needs; influence on policies affecting health; facilitation of health enhancing activities.

- To enable registration as a specialist community public health nurse (health visitor, school nurse or sexual health adviser) on the third part of the Nursing and Midwifery Council register.

12. **Learning Outcomes, Teaching, Learning and Assessment Methods**
### A. Knowledge and Understanding

| A1. | Critically evaluate the knowledge base that underpins and informs practice within the context of current and future specialist community public health nurse practice. |
| A2. | Synthesise and critically apply theory to practice in order to enhance professional proficiency and personal development. |
| A3. | Critically reflect upon academic, professional and personal development. |
| A4. | Critically appraise and apply safeguarding policy, procedure and practice. |

#### Teaching and Learning Methods

Key lectures, case study presentations, seminars, peer group learning, workshops, critical incident analysis, web based learning, directed reading, action learning sets, work based learning, tutorials.

#### Assessment methods

Written assignments, presentations, OSCEs, portfolio, VIVAs, assessment of practice, examinations

### B. Subject-specific skills

| B1. | Exercise professional accountability and responsibility, utilising professional knowledge, skills and expertise in practice within a multidisciplinary context. |
| B2. | Develop specialist public health nursing skills, knowledge and expertise in the defined area of practice. |
| B3. | Critically evaluate the role and mechanisms by which the specialist community public health nurse contributes to the health of the community. |
| B4. | Critically analyse the perspectives of organisational, economic, political, legal and ethical frameworks that influence public health and care provision. |
| B5. | Assess the health and health-related needs of clients, families, groups and defined population, identifying, initiating, managing and evaluating appropriate strategies for effective public health care. |
| B6. | Utilise and apply theories of leadership and supervise a team to improve health and wellbeing of a defined population. |
| B7. | Demonstrate competence in recognising and responding to the safeguarding needs of vulnerable clients. |

#### Teaching and Learning Methods
| C1. Demonstrate skills in critical analysis, synthesis and problem solving in order to initiate, develop and manage public health and safeguarding practice. |
| C2. Critically appraise and synthesise key research and challenge the evidence base of practice. |
| C3. Actively engage in critical reflection and further develop the skills of reflective practice. |
| C4. Develop a strategic approach to the continuation of personal and professional learning and development. |

| D1. Communicate and work with colleagues, service users and carers demonstrating interpersonal sensitivity when imparting knowledge and information. |
| D2. Use information technology when working to meet the needs of patient/clients. |
| D3. Further develop skills in report writing, portfolio development and presentation skills (verbal and written). |
| D4. Build upon self-management, organisational and time management skills whilst keeping an effective work life balance. |
| D5. Further develop critical problem solving and numeracy skills to inform leadership and decision making. |
D6. Strengthen self-awareness and self-assessment skills through critical reflection upon practice to inform professional and personal development planning.

D7. Work as part of a team to gain a greater understanding of collaborative / partnership working.

Teaching and Learning Methods

Key lectures, seminars, action learning sets, peer group learning, critical incident analysis, web based learning, work based learning, directed reading, portfolio development.

Assessment methods

Written assignments, presentations, OSCEs, portfolio, VIVAs, assessment of practice, examinations

13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7</td>
<td>NU4124</td>
<td>Principles of Public Health and Social Policy</td>
<td>20</td>
</tr>
<tr>
<td>Level 7</td>
<td>NU4114</td>
<td>Healthy Child; Healthy Adult: Safeguarding Healthy Development</td>
<td>40</td>
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<tr>
<td>Level 7</td>
<td>NU4025</td>
<td>Introduction to Post Graduate Research</td>
<td>20</td>
</tr>
<tr>
<td>Level 7</td>
<td>NU4805</td>
<td>Leadership in Practice</td>
<td>20</td>
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</tbody>
</table>

14. Awards and Credits*

Post Graduate Diploma
Requires 120 credits at Level 7
<table>
<thead>
<tr>
<th>Code</th>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU4240</td>
<td>Consolidation of Health Visiting Practice</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>ABOVE + SCHOOL NURSING PATHWAY ONLY</strong></td>
<td></td>
</tr>
<tr>
<td>NU4243</td>
<td>Consolidation of School Nursing Practice</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>ABOVE + SEXUAL HEALTH ADVISER PATHWAY</strong></td>
<td></td>
</tr>
<tr>
<td>NU4071</td>
<td>Consolidation of Sexual Health Adviser Practice</td>
<td>10</td>
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<tr>
<td></td>
<td><strong>Option Modules</strong></td>
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<tr>
<td>Level 7</td>
<td>NU4042</td>
<td>Community Practitioner Prescribing</td>
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<tr>
<td></td>
<td>NU4210</td>
<td>Safeguarding</td>
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<tr>
<td></td>
<td>MW4063</td>
<td>First Issuing of Hormonal Contraception in Practice</td>
</tr>
<tr>
<td></td>
<td>NU4256</td>
<td>Practice and Professional Development</td>
</tr>
</tbody>
</table>
15. Personal Development Planning

According to QAA (2009), Personal Development Planning (PDP) is:

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

QAA (2009) state that “the ultimate responsibility for deriving benefit from PDP should rest with each student”.

The overall aim of PDP is to improve your capacity to understand what and how you are learning, and to review, plan and take responsibility for your own learning. The following opportunities for PDP are integrated within this course.

- You are encouraged to develop skills of reflection on your academic, personal and professional development through the collation of an evidence based portfolio.
- You will set a learning contract with your practice teacher in order to achieve standards of proficiency (NMC 2004) within the practice assessment document. This process will enable you to set goals, implement your action plan and monitor and review your progress towards agreed goals.
- You will further develop your IT and searching skills by utilising the interactive e-learning resource.
- You are advised to discuss with your personal tutor, either via individual appointments, email or telephone, your PDP.
- Group support is encouraged via taught University days and discussion board on E-Learn.

Reference

http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/PDPguide.pdf

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study.
These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University’s website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

<table>
<thead>
<tr>
<th>All applicants must have:</th>
</tr>
</thead>
<tbody>
<tr>
<td>* An effective current registration on either part one or two of the NMC register.</td>
</tr>
<tr>
<td>* In order to study at postgraduate level applicants are expected to have an Honours degree as a minimum entry requirements or equivalent, 120 credits must be at Level 6 in a relevant Nursing Practice or Social Sciences related subject. A maximum of one third of the programme can be Accredited Prior (Experiential) Learning (AP(E))L. Please discuss this with the course leader.</td>
</tr>
<tr>
<td>* Identified a qualified Practice Teacher who is registered in the relevant discipline</td>
</tr>
<tr>
<td>* Acceptance is subject to a satisfactory, up to date, DBS.</td>
</tr>
</tbody>
</table>
17. Key sources of information about the programme

- NHS Contract Unit
- University Website
- Course team
<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C) or Option (O)</th>
<th>Programme Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU4124</td>
<td>Principles of Public Health and Social Policy</td>
<td>Core</td>
<td>Knowledge and understanding</td>
</tr>
<tr>
<td>NU4114</td>
<td>Healthy Child; Healthy Adult: Safeguarding Healthy Development</td>
<td>Core</td>
<td>Subject-specific Skills</td>
</tr>
<tr>
<td>NU4025</td>
<td>Introduction to Post Graduate Research</td>
<td>Core</td>
<td>Thinking Skills</td>
</tr>
<tr>
<td>NU4805</td>
<td>Leadership in Practice</td>
<td>Core</td>
<td>Other skills relevant to employability and personal development</td>
</tr>
<tr>
<td>NU4240</td>
<td>Consolidation of Health Visiting Practice</td>
<td>Core (HV)</td>
<td></td>
</tr>
<tr>
<td>NU4243</td>
<td>Consolidation of School Nursing Practice</td>
<td>Core (SN)</td>
<td></td>
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<tr>
<td>Module Code</td>
<td>Module Title</td>
<td>Code (SHA)</td>
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<tr>
<td>NU4071</td>
<td>Consolidation of Sexual Health Adviser Practice</td>
<td>Core</td>
<td></td>
</tr>
<tr>
<td>NU4042</td>
<td>Community Practitioner Prescribing Option</td>
<td>Core</td>
<td></td>
</tr>
<tr>
<td>NU4210</td>
<td>Safeguarding</td>
<td>Core</td>
<td></td>
</tr>
<tr>
<td>MW4063</td>
<td>First Issuing of Hormonal Contraception in Practice</td>
<td>Core</td>
<td></td>
</tr>
<tr>
<td>NU4256</td>
<td>Practice and Professional Development</td>
<td>Core</td>
<td></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.

This Handbook is produced centrally and locked for editing. Partner institutions only are given permission to contextualise the Handbook.
**UCLan Mission statement**
We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

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

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

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

Please review the UCLan [Equality and Diversity Policy](#) for further information.
1. Welcome and Introduction to the University
2. Learning Resources
3. Preparing for your career
4. Student support
5. Students' Union
6. Rationale, aims and learning outcomes of the course
7. Assessment
8. Student Voice
1. Welcome and Introduction to the University
The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. This Handbook provides you with generic University level information and the Course Handbook provides specific information about your programme of study.

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

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

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

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

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

You must swipe in using your student card. Each time you are asked to enter your details on the Student Attendance Monitoring system (SAM) you must remember that the University has a responsibility to keep information up to date. You must only enter your own details on the system as to enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries, such as scanning but not attending, can be disciplined under the Regulations for the Conduct of Students.
1.5 Data Protection
All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These purposes are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University’s policy on the use and disclosure of personal information, please see the University’s Data Protection Policy and Privacy Notice or contact the Information Governance Officer, Office of the University Secretary and Legal Officer, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk.

2. Learning resources

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

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

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

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

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

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

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

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

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

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

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

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

4. Student support, guidance and conduct

4.1 Student Support

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

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

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

and much more.

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

If you are struggling financially or have financial concerns which may prevent you from continuing on your course, you are advised to seek advice from the University’s Finance Support Team, based in the <i>, or in the Advice and Representation Centre at the Students’ Union.
If you are finding the course challenging or cannot complete independent study and assessments on time you should consult your Academic Advisor.

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

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

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

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

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

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

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

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

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

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

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

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

6. Rationale, aims and learning outcomes of the course

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

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

7. Assessment

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

7.1 Dealing with difficulties in meeting assessment deadlines

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

7.2 Extensions

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

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

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

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

7.3 Extenuating circumstances

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

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

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

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

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

• If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.

• Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.

• Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

You may apply to appeal this decision in accordance with the University’s Academic Regulations.

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

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

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

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

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

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

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

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

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

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

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

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

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

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

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

8. Student voice

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

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

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

8.1 Course Representatives and School Presidents

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

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

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

8.2 Student Staff Liaison Committee Meetings (SSLC)

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

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

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

University's Student Complaints Procedure

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