



Edge Hill
University

FACULTY OF HEALTH AND SOCIAL CARE
Continuing Professional Development

Postgraduate Handbook
2012-2013

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WELCOME

INTRODUCTION

The Continuing Professional Development (CPD) team would like to take this opportunity to welcome you as a student to the Faculty of Health and Social Care.

The aim of this postgraduate programme handbook is to guide and assist you throughout your studies and should be read in conjunction with the module handbook particularly if you are on a programme of study. Once you have completed registration you will be able to access a module handbook through 'Blackboard' which is a Virtual Learning Environment (VLE) designed to support your learning. The module handbook contains information relevant to the particular module you undertake, outlining the aims, learning outcomes, content, assessment and timetable details.

Additionally, the CPD website provides details on all modules and programmes, together with up to date information on fees, application process and Frequently Asked Questions. This can be accessed on <http://www.edgehill.ac.uk/health/cpd/>

Lai Chan
Associate Head
CPD Postgraduate Studies

Note:

This Handbook is prepared in advance of the semester. Every effort is made to ensure that the information in the Handbook is accurate at the time of going to press.

Section 1: WHO TO GO TO FOR HELP

Enterprise & Partnerships Team

The Enterprise & Partnerships Team are the initial key contact. They will be able to offer support by:

- Dealing with any initial enquiries regarding the application process.
- Setting up advisory meetings with pathway leaders
- Typing up student pathways and providing personal copies for each student

Tel: 01695 657249

Email: CPDEnquiries@edgehill.ac.uk

Programme Administrator

The Programme Administrator is the key contact who liaises with you and the academic staff. The Administrator will provide support in the following ways;

- Dealing with any enquiries you may have regarding your programme of study.
- Providing annual pathway status to all students undertaking diploma and degree programmes
- Updating and modifying pathway records as required, following instructions from the pathway leaders

Programme Administrator: Brad Hodge

Email: cpdpathways@edgehill.ac.uk

Email communication with Edge Hill Personnel

Personal email addresses are often seen as SPAM and re-directed to a quarantine area. To ensure that your email reaches its intended destination you are required to use your Edge Hill email account. This is the only email account the university staff will use in contacting you once you have registered.

Programme Leader

For each programme there is an identified person who co-ordinates all the modules located within it.

- MSc Advanced Practice / PGC Advanced Clinical Practice
Programme lead: Dave Owens
Email: owensd@edgehill.ac.uk
- MSc Cognitive Behavioural Psychotherapy
Programme lead: Paul Keenan
Email: keenanp@edgehill.ac.uk
- MSc Evidence Based Medicine and Practice
Programme lead: Ida Ryland
Email: rylandi@edgehill.ac.uk

- MSc Integrated Children and Young People's Practice/ PGC Child Protection and Safeguarding
Programme lead: Kathy Richardson
Email: richardk@edgehill.ac.uk
- MSc International Nursing Studies
Programme lead: Steve Jones
Email: joness@edgehill.ac.uk
- MSc International Midwifery Studies
Programme Lead: Carol Mashhadi
Email : mashhadc@edgehill.ac.uk
- MSc Leadership Development (Clinical leadership/Leadership and Management)
Programme Lead: Charlotte Moen
Email: moenc@edgehill.ac.uk
- MSc Learning Disabilities Studies
Programme Lead: Elaine Simpson
Email: simpsoe@edgehill.ac.uk
- MCh Master of Surgery/ MCh Master of Surgery Studies
Programme Lead: Carol Kelly
Email: kellyc@edgehill.ac.uk
- PGC Mental Health Law and Ethics
Programme Lead: Barry Williams
Email: williamsb@edgehill.ac.uk
- PGC Public Health
Programme Lead: Sue English
Email: englishs@edgehill.ac.uk
- PGC Strategic Development in Health and Social Care
Programme Lead: Lai Chan
Email: chanl@edgehill.ac.uk
- MA Clinical Education/ PGC Work-based Postgraduate Medical Education
Programme Lead: Cathy Sherratt
Email : sherrattc@edgehill.ac.uk
- MA Practice Education
Programme Lead: Lesley Littler
Email: Lesley.littler@edgehill.ac.uk
- PGC Teaching and Learning In Clinical Practice
Programme Lead: Jill Cochrane
Email: cochranj@edgehill.ac.uk
- MPhil/PHD Health Research
Programme Lead: Julie Proud
Email: proudj@edgehill.ac.uk

Pathways

As viewed above a variety of programmes and pathways exist at this level. The Faculty of Health and Social Care offers a dynamic portfolio with modules reflecting current health and social care provision and therefore the availability of those modules and pathways are subject to change.

Please contact the Pathway Administrator, Peter Weatherill, via email weatherp@edgehill.ac.uk for further information or to make an appointment or visit the CPD pages on the Faculty of Health and Social Care website.

Please visit the Health & Social Care CPD webpages at <http://www.edgehill.ac.uk/health/cpd/healthandsocialcare/> for more details.

Associate Head

Lai Chan is the Associate Head for the CPD Postgraduate Portfolio who can be contacted via email chanl@edgehill.ac.uk

The Associate Head is responsible for the curriculum development and operational management of the postgraduate provision and works closely with Programme and Module Leaders.

Faculty of Health and Social Care: Help Desks

Help Desks are located within the foyer of each Health and Social Care building (Ormskirk, Aintree and Manchester) – please see further details in Appendix 4.

The Help Desks act as a one-stop-shop for all administrative enquiries relating to your programme. The Customer Service Administrators will assist you in finding the right person to resolve your queries.

External Examiner

The main function of External Examiners is to ensure that the modules and the awards offered are of comparable standard with those of other universities in the United Kingdom (U.K.). External Examiners are therefore experts in particular fields of study and are drawn from other higher education institutions in the U.K. Their duties are:

- to scrutinise all examination papers to ensure quality and fairness, identifying possible areas of overlap or ambiguity
- to scrutinise a sample of assignments or examination answer scripts
- to ensure an appropriate standard of marking
- to make a report on the modules and their methods of assessment

In line with QAA requirements, the name, position and home institution of all external examiners are provided for students within the Health wiki and can be accessed using the following link:

<https://go.edgehill.ac.uk/wiki/display/health/External+Examiners+-+Student+Info>

Support Roles

There are a number of support roles for students undertaking modules and programmes in the Faculty of Health and Social Care. These are clarified within Section 6.

University Support Services

A broad range of support is offered to all students at Edge Hill University from the following central departments:

- Academic Registry
- Student Services
- Learning Services

Details of the support and resources available can be found in Appendices 1, 2 and 3 of this handbook.

Section 2: CPD COURSES AND ACADEMIC CREDITS

A single unit of study (e.g. 10, 20, 30, 40 or 60 credits) is known as a module.

The term programme or pathway is used to denote the journey you undertake towards a final award, which is a postgraduate certificate/diploma or a full masters degree. Named awards refer to particular modules undertaken to enable you to complete a programme in a specialist area for example, MSc Leadership Development, Clinical Leadership.

Academic Credit

Each module is assigned a credit rating, e.g. 10, 20, 30 credits. The number of credits gained depends upon the length of the module and the assignments undertaken. In order to obtain a Post Graduate Certificate, Post Graduate Diploma or an MSc a number of credits are required, which is summarised below.

<i>Academic Level</i>	<i>Award</i>	<i>Credits</i>
7	MSc	180
7	Postgraduate Diploma	120
7	Postgraduate Certificate (PGC)	60

Stand Alone Modules and Credit Transfer

You might be interested in only accessing one module, which is known as accessing a module on a 'stand-alone' basis. However, you may study more than one module and find that you have now accumulated a number of credits. Depending on the award you wish to take will determine if these credits can be transferred into the programme. Talking to a Programme Leader about what options are available to you will help you to see how you can most effectively use your credits towards achieving a recognised qualification. The transference of academic credits from another institution will require you to seek either AP(E)L or equivalency (see below).

Accreditation of Prior Learning

What is accreditation of prior learning and what should you do if you have already studied a subject or have learnt through practice?

Accreditation is an umbrella term used to describe formal recognition of previous learning by a particular institution. There are two categories within accreditation:

- a) Accreditation of prior certificated learning (APL - accreditation)
- b) Accreditation of prior experiential learning (AP(E)L)

APL is learning which has taken place, normally in a recognised educational institution, where a certificate has been awarded on successful completion of a formal assessment.

AP(E)L is the process by which credit can be awarded by the institution for knowledge and skills gained through informal learning i.e. learning from practice or non-assessed study at work. AP(E)L acknowledges that valuable learning occurs outside a formal educational setting and is therefore not formally assessed. Such learning can occur as part of activities and experiences in the workplace or outside work in a variety of settings such as a caring role. However, it is important to emphasise that it is not experience itself that will earn academic credit but the evidence of learning derived from experience.

The level and amount of credit approved is based on the evidence presented. In some cases modules that have not previously been given a credit rating may be considered. Certificated learning, which took place more than five years ago, should be supported by evidence of recent learning related to the module content. Accreditation of prior experiential learning is based upon an account of how experiential learning has been applied to practice.

If you wish to make a claim for credits via accreditation and equivalency, it is important to begin your claim before commencing a programme of study whenever possible.

To find out more about accreditation/equivalency or to make an appointment, please contact Jacqui Hitchen, AP(E)L co-ordinator on 01695 657 027 or via email on: hitchenj@edgehill.ac.uk

Section 3: DECIDING WHAT TO STUDY

The Faculty of Health and Social Care offers a wide range of post graduate courses that enable you to develop professionally and contribute to enhancing excellence in client care. The philosophy of the programmes is to provide practice-led education that has been developed in partnership with practitioners, managers and students in order to address relevant and focused healthcare issues. For full details of all of our courses please ask for a prospectus or access the Faculty of Health and Social Care pages on the [Edge Hill University Website](#).

You can also access information about the whole of the CPD provision through a dedicated email address: cpdenquiries@edgehill.ac.uk or telephone 01695 650718.

The pathway you choose will depend on your own requirements. You may choose to aim for a certificated award which will comprise 60 credits. You may seek a diploma which will require 120 credits. Or you may aim for a Master's award which will require 180 credits.

For further details and to arrange an appointment with a Pathway Co-ordinator please contact the Enterprise & Partnerships Team on 01695 657249.

Or email CPDEnquiries@edgehill.ac.uk

Professionally Approved Programmes

Non Medical Prescribing

Non-medical prescribing provides an exciting and challenging opportunity for Nurses, Pharmacists, Midwives, Health Visitors and relevant Allied Health Professionals to expand their roles to meet the needs of their patients. This module is designed to provide you with the knowledge and skills to prescribe safely and appropriately within your area of practice and current non-medical prescribing legislation.

Stages 2-4 Mentorship/Practice Teacher/Teacher

A range of modules are on offer to support the needs of professionals who are required to facilitate and support students in practice and/or on professionally approved programmes. These modules are designed to develop the knowledge, skills and attributes of professionals to ensure safe development of student learners in all aspects of their learning. On successful completion of any of these modules professionals are placed onto the appropriate register and are subject to regular review.

For further information on all professionally approved programmes, please contact:

CPDEnquiries@edgehill.ac.uk

Section 4: MAKING A START (REGISTRATION)

Registration - What the University Expects From You

Registering on a module/programme is vitally important. If you fail to register you will not be eligible to utilise library information resources or access Blackboard facilities.

You will be invited to attend a Registration Day and will be offered sessions on academic writing; using the VLE Blackboard and how to make the most of the various learning facilities.

Student Number

When you register you will be allocated a Student Number, which you retain for your studies at the University. This number will operate as your Edge Hill email account username.

Your student number will also serve as your login ID when accessing the Go Portal and Blackboard area. Please always use your number as a reference in any correspondence.

Student Identification (Library Card)

When you register at the University Library you will be provided with your library card. This will carry your photograph and act as a combined identity and library card. The card should be kept with you at all times when you are in the University and will be required if you wish to borrow any books or are sitting an examination. If you have an examination for your module it is essential to bring this card with you.

If you are undertaking a module on-line, access to the online library resources will be allocated to you once you have registered.

Fees, Funding and Finance

Funding, or partial funding, may be available for a number of modules. One such source of funding is the Post Qualification Learning (PQL).

Full details of all fees and financial information are provided on our website:

<http://www.edgehill.ac.uk/health/cpd/cpdfees-and-finance/>

Payment of Fees

For self or employer-funded modules (ie, not within PQL), module fees must be paid for before completion of the module. Where the module fee is outstanding this may lead to your assignment results not being ratified at an Assessment Board.

If you have any queries regarding funding, please visit:

<http://www.edgehill.ac.uk/health/cpd/cpdfees-and-finance/>

Or contact the Faculty Finance Office, James Hagan haganj@edgehill.ac.uk, Telephone: 01695 650716.

ATTENDANCE AND ABSENCE

Sickness

If your doctor has signed you off from work, it may still be possible for you to attend the University; however a doctor's letter confirming your fitness may be required. This includes students commencing maternity leave.

Reporting Absence

Any absences from timetabled sessions should be reported to the appropriate Module Leader, by email where possible.

Absence from examinations and presentations through illness

Where a module has an examination/presentation, participation is compulsory and you should not be absent without good cause. Medical certificates for absence must be sent to the module leader.

If you miss an examination/presentation due to health problems, you will be required to apply for Extenuating Mitigating Circumstances (EMC), see Section 7.

Holidays

As all modules and programmes are offered within a flexible portfolio approach, holidays can often be accommodated through the intercalation process (pausing and returning to your studies at a later date). However, any consideration of holidays which have been planned and impact the assessment period of a module or programme, must be advised and agreed prior to registering.

Attendance Registers

An attendance register for each module will be kept by the module leader(s). You must sign the register on all study days. If your employer or another organisation funds the module then information regarding your attendance will be made available to them. You need to be aware that your signature on the registration form demonstrates that you have agreed to this process. If you are accessing a module which has flexible attendance, and if it is funded by the Strategic Health Authority under the Post Qualification Learning (PQL) contract, information about your on line activity may also be reported.

Please be reassured that use of the information provided will be according to the provisions of the Data Protection Act (1998) and the University's policy regarding the security of information.

Section 5: PROGRAMME DETAILS

The curricula for programmes and modules have been designed to ensure specific aims and outcomes are met in order to achieve academic credit and awards.

Learning Outcomes

All programmes and modules have a set of learning outcomes. Learning outcomes are an indication of the learning that you be expected to achieve following successful completion of the module and/ or programmes. Each module will identify their own specific learning outcomes, which contribute to the overall programme learning outcomes. Success in your assignments will demonstrate that you have achieved the learning outcomes.

Assessment Methods

Assessment is individualised to each module, and a variety of strategies are employed, for example: examinations, essays, critical incident analysis, classroom presentations/ seminars, portfolios of evidence and/ or objective structured clinical examinations (OSCE). The module specific handbook will have more detailed information regarding the relevant assessment strategy.

Further Module and Programme Information

For students undertaking a module, further details are contained within each Module Handbook.

For students undertaking a programme, further details can be found in programme specifications which are available on the Edge Hill University website:

<http://www.edgehill.ac.uk/foi/progspecs/Faculty%20of%20Health%20and%20Social%20Care>

Alternatively, you may contact the Programme Leader as detailed in Section 1.

Learning Opportunities

The flexible portfolio offers a range of learning experiences to meet the needs of the student. The three main learning approaches are:

Face to Face Delivery:

This is a classroom based learning experience. This is a familiar learning experience for students and affords the Module Leader the opportunity to determine the aims, set the pace of learning and gradually develop the depth of learning as the module progresses. Learning materials relating to the session are posted onto blackboard as a repository for students.

Blended Delivery:

This approach uses a combination of classroom and online based learning. The Module Leader provides a number of key sessions within the classroom setting and the remainder of sessions online with key learning activities to engage the learner in and build up their

familiarity with the virtual learning environment. This approach develops confidence for those new to learning in an online environment.

On-line Delivery:

A small number of modules are delivered fully online. Each session is known as a unit of learning and offers a range of teaching and learning experiences supported by a set of tasks/learning activities students are required to complete before they progress to the next unit of learning. The learning experience is developmental and therefore units of learning may be time released to ensure the entire learning experience is facilitated. Regular weekly communication is maintained by module leaders, however students are encouraged to communicate with each other and a number of communication links have been incorporated into every online module for this purpose.

A range of learning approaches are used to facilitate the flexible delivery and these include:

- Lectures, workshops, seminars, tutorials, videos.
- Group work, work based and negotiated learning.
- Problem based and virtual learning environment based learning
- Individual academic support to develop specific research interests or negotiated learning.

This flexible range of learning approaches supports:

- Individuals with differing learning styles.
- Ensures a regular review of teaching/learning experiences to maintain a contemporary learning experience, promotes the exchange of ideas, and encourages the spread of good practice.
- Meets the specific requirements of students working within 24 hour/7 day a week service and a variety of health backgrounds.

Section 6: PERSONAL DEVELOPMENT PLANNING (PDP)

Edge Hill University regards Personal Planning Development, the continuing process of review, reflection and action-planning as an integral part of each learner's development. The primary objective for PDP is to improve the capacity of individual learners to understand what and how they are learning, and to review, plan and take responsibility for their learning, helping them:

- Become more effective, independent and confident self-directed learners
- Understand how they are learning and relate their learning to a wider context
- Improve their general skills for study and career management
- Articulate personal goals and evaluate progress towards their achievement and encourage a positive attitude to learning throughout life.

With appropriate support, students will be able to:

- Create records containing information on the qualities and skills they can evidence and use for purposes such as applying for a job or a further course of study
- Reflect upon, review, act upon and where appropriate record, their personal and academic development and related action plans

Each programme will tailor its PDP provision to the individual requirements of students.

Section 7: ASSESSMENT, ACADEMIC RULES AND REGULATIONS

If you have registered for a programme, to qualify for the award of you must pass all modules throughout each level of study, meeting the minimum acceptable criteria to progress to subsequent modules.

The assessment details for each module can be found in each individual Module Handbook. This will include the assessment tasks, guidance on how to approach the tasks, assessment submission dates and comprehensive marking and grading criteria.

You should be aware that your work will be subject to internal and external moderation, where appropriate. This is to guarantee internal consistency in marking and to make sure that the standards of our programmes equate to those in other institutions.

Academic Registry – Online Resources and Information

Guidance for all academic regulations and assessment processes is available within the Academic Registry online resource 'Your Programme: Assessment and Results'. This can be accessed by the following link:

<https://go.edgehill.ac.uk/wiki/display/academicregistry/Assessments+and+Results>

This Student Handbook will introduce you to these regulations, however, you are advised to access the Academic Registry website for more detailed information.

Assessment Submission Deadlines

All students must submit their assessment tasks by the submission or presentation date and attend examinations on the dates notified, normally within their Module Handbooks.

Although submission dates are set by the module leader, it is your responsibility to ensure that you are aware of when, where and in what format you are expected to submit. Failure to submit by the agreed deadline, without an approved extension, will result in a mark of zero.

If you are referred or deferred in your academic assessments during the year you will be expected to resubmit at a specified point - your specific resubmission date will be advised to you by the Assessment Team (Administration).

Academic Presentation Requirements – Submitted Assessments

To ensure that all students receive equal treatment the following procedures have been adopted in order to standardise the preparation, assessment and external moderation of course work:

- All assignments must be electronically generated within the CPD assignment template (this incorporates a check list, cover sheet and feedback pages).
- Assignments must be presented as double-spaced with left and right-sided margins and with the page number at the base of each page, with a suggested size 12 font.

On-line Submission

Step by step online submission guidance is provided in module handbooks and short videos provide students with visual explanations and are available in the module Blackboard area. Students should store assignment files on their home drive and ensure an additional back up of the file is kept as computer failure is not accepted as grounds for an extension.

Reassessment

All students have a single right of reassessment (referral) in any failed academic module. Thereafter any offer of further reassessment is discretionary and rests with the judgement of an Assessment Board, which are held in March and July. Assessment Boards can exercise discretion in the light of each student's overall profile and evidence of engagement with studies during this year.

It is extremely important that students are aware of the following:

- Should you be unsuccessful in any of your academic modules during this year, you will be entitled to one automatic opportunity to undertake a reassessment during the specified reassessment period.
- If you are unsuccessful with your reassessment, the University has the discretion to consider offering you one further, **and final**, attempt at the module.
- If you are offered a second reassessment and do not pass at that stage, the University holds no further discretion and you will be failed/withdrawn from your module/programme.
- Reassessment marks are capped at the element level. The best mark that can be awarded for a reassessed element is 40%.

The nature and timing of reassessment is at the discretion of Scheme Progression & Award Boards and will be communicated to students via the explanation letter that accompanies results.

Deadline Extensions

Should you experience difficulties that may adversely affect your ability to submit, it is your responsibility to contact the Module Leader as soon as possible in order to discuss your position. All students should attempt to submit their work in a timely manner, however, in some cases it may be possible to grant an extension for special circumstances. A maximum period of **two weeks** can be requested and appropriate evidence must be provided.

If an extension is granted it is on the basis that no additional academic supervision is required, the period of extended time is simply to complete the assessment strategy and submit.

In cases where an extension is not possible or further academic support is required, students should consult the University's guidance for the notification of Exceptional Mitigating Circumstances.

Further information relating to extensions, can be found on Academic Registry online student information area:

<https://go.edgehill.ac.uk/wiki/display/academicregistry/Extensions>

Exceptional Mitigating Circumstances (EMC)

Application for an EMC may be made where there are serious mitigating circumstances which you could not have been expected to know about or plan for in advance. In general, this will relate to illness, bereavement or sudden changes in personal circumstances, over which you have no control. Students need to have a strong justification for being in this position and provide appropriate supporting evidence.

Further information relating to EMCs, including deadlines, forms and FAQs, can be found on Academic Registry online student information area:

<https://go.edgehill.ac.uk/wiki/display/academicregistry/Deferring+Assessment+%28EMC%29>

Intercalation (pausing and returning to your studies at a later date)

You may request an intercalation. This allows you to postpone your study on the module to a later date. Normally, intercalation cannot occur if you have completed 75% of the duration of the module. This is calculated from registration to the submission date. Please discuss any requests for intercalation with the module or programme leader.

Academic Malpractice

Academic malpractice, such as cheating, plagiarism and collusion, are taken very seriously by the Faculty and the institutional and procedures are in place to deal with such occurrences.

Malpractice is defined as an attempt to gain an advantage over other students by the use of unfair and unacceptable methods.

- Cheating - is an infringement of the rules governing conduct in examinations or other time-constrained assessment.
- Plagiarism - is where a student attempts to pass off work as their own, which is not their own.
- Collusion - is where a student knowingly collaborates with another student to submit a piece of work.

A case of academic malpractice or other dishonest practice, such as forging signatures, will be dealt with severely according to the university's regulations, which may include:

- Reducing the mark of a specific element of assessment
- Deeming you to have failed the assessment
- Deeming you to have failed the programme
- Deeming you to have failed the programme and bar you from further study at the institution.

Further information and the academic regulations relating to academic malpractice, can be found on Academic Registry online student information area:

<https://go.edgehill.ac.uk/wiki/display/academicregistry/Academic+Malpractice>

Academic Malpractice and the Professional Registrant

Students should be aware that as a registrant of a professional body, any proven academic malpractice issues, such as plagiarism or any other type of malpractice as outlined in the university's regulations and procedures in respect of academic malpractice, may be reported to that (professional) body and or the commissioning agent/employer.

In addition, the university reserves the right to deny subsequent re attempts in accordance with the university's regulations and procedures in respect of academic malpractice.

Poor Practice (as identified in student work)

Please be aware that assignments or examination answers which contain evidence of unsafe, harmful or discriminatory practice may be awarded a fail mark.

Confidentiality

There should be no reference within your assessed work to any name or identifying information relating to patients/clients or any staff member of any organisation. Inclusion of such information will result in a failed submission. Where it is *relevant* to state name of any organisation then the information should be supported by reference to published documents that are available to the general public and form approved official documentation relating the operation and provision of that organisation.

It would be considered relevant to include the name of an organisation when:

- Discussing/debating/analysing published data relating to the performance of that organisation.
- Discussing/debating/analysing published and approved policy and strategy of that organisation.
- Discussing/debating/analysing published research/evaluations/audit/opinion, which relates to and names that organisation.

Consent

You are also reminded that it is a legal and professional requirement that where specific personal and/or organisational details are explicitly identified, for example use of photographs, the individual's valid consent is obtained and that furthermore, the consent is clearly documented and acknowledge at the commencement of the piece of academic work.

You are therefore strongly advised to seek tutorial guidance when contemplating the inclusion of aspects of consent within an academic piece of work.

Fitness for Practice

A number of modules lead directly to a professional qualification, which gives the right to practice, students must not engage in any behaviour which renders them unfit to be admitted to that area of the professional register.

Where a student's behaviour is considered to be extreme or a serious risk, then the student may be referred directly to a Fitness for Practice Panel.

Further information regarding the Fitness for Practice regulations can be found on Academic Registry online student information area:

<https://go.edgehill.ac.uk/wiki/display/academicregistry/Fitness+for+Practice>

Academic Appeals

All students have the right to submit an academic appeal against the outcomes of Assessment Boards, Malpractice or Fitness for Practice Panels.

However, students may only appeal on the grounds of;

- Material computational or administrative error
- Irregularity in conduct of an assessment board in contravention of the relevant regulations or structures
- Exceptional mitigating circumstances, details which were, for good reason, not previously available to the appropriate Assessment Boards.

Further information regarding the academic appeals process can be found on Academic Registry online student information area:

<https://go.edgehill.ac.uk/wiki/display/academicregistry/Academic+Appeals>

Section 8: PRACTICE LEARNING

Assessment in Practice

Some modules include an assessment of your clinical competence. This may be undertaken by a practical examination (OSCE), by use of a Clinical Assessment Document or verification of practice. The assessment tool may require you to be assessed in the clinical area and your mentor will usually assess your competence. The mentor will have undergone relevant preparation for this role. The completion of practice assessment documents is integral to successful completion of the module and will be assessed on a pass/ fail basis.

In some modules clinical placements are required, it is essential you complete these within the time given period.

Where a module is assessed in practice you must achieve the required criteria for practice achievement in order to pass the module. Opportunities will be made available to enable you to meet with your practice mentor in order to reflect upon achievement and identify development needs. This occurs at the midpoint of the practice period. Where there is a potential problem, which indicates that you may not achieve the required level against a practice skill statement, a developmental learning plan will be drawn up between yourself, the practice-based mentor and the module leader to facilitate further support. External Examiners will have access to both practice documentation and portfolios.

Mentors in Practice

Mentors in Practice provide a crucial role for your development whilst undertaking the study of a module with a practice assessment.

The role of the Mentor in practice is to:

- Facilitate learning within the practice setting
- Supervise, support and offer guidance
- Provide opportunity for reflection on practice
- Undertake formative and summative assessment

For effective assessment to be undertaken the Mentor in practice should:

- Undertake an initial meeting at the start of the module
- Meet with you half way through the placement to provide a formative assessment
- Provide time for a final meeting towards the end of the placement for summative assessment. At this meeting, documentary feedback should be provided and there should be an opportunity to discuss your development and achievements

Mentors are individuals who are qualified in the area of the module being studied or have relevant expertise. They will, in addition, normally hold a Mentor qualification or equivalent and be registered as a Stage 2, 3 or 4 Mentor/Practice Teacher or Teacher on the local register. Please contact your module leader to discuss any issues in relation to appropriately qualified and updated mentors who can assess your practice. For example, the Faculty recognises that whilst Mentors have a wealth of experience and knowledge, additional support and preparation may be required to facilitate students in practice.

Specific mentor requirement in certain programmes and modules:

Mentor for HEA 4025 Clinical Assessment and Diagnostics

The mentor must be a Doctor or health professional who themselves has master level qualification in clinical assessment and diagnosis. They must be willing and available to work alongside the student in the clinical arena, with real patients, supervising and assessing the student's clinical activities as required by the Practice Assessment Document (PAD).

The agreed mentor must complete a form that contains their contact details, qualification and length of experience in specialism by week 6. It is the responsibilities of the student to bring this form back to the module leader.

Clinical Supervisor (Cognitive Behavioural Therapy programmes)

The role of the clinical supervisor is to monitor the safe/ethical practice of the student at their clinical setting. This will involve problem solving and case management advice and support. The programme team would expect the clinical supervisor to be accredited with the BABCP. This means they will have experience in CBT practice or to have broad experience in psychotherapy, for example, a clinical psychologist. Supervision of practice work will be undertaken on a regular basis by the learners' own clinical supervisor. Throughout the module, learners will be encouraged to share, interact, compare and reflect on the theoretical evidence relating to cognitive-behavioural therapy and their own area of practice.

Medical Clinical Supervisor for MCh Students

Each student will have a named clinical supervisor during their placement, placements through normal arrangements in the NHS. In their job they will be subject to the rules of NHS employment.

This role is undertaken by a senior doctor, (usually a consultant) who is responsible for ensuring that appropriate clinical supervision of the student's day-to-day clinical performance occurs at all times, with regular feedback.

All clinical supervisors should:

- be fully trained in the specific area of clinical care.
- offer a level of supervision necessary to the competences and experience of the student and tailored for their individual needs.
- ensure that no student is required to assume responsibility for or perform clinical, operative or other techniques in which they have insufficient experience and expertise.
- ensure that students only perform tasks without direct supervision when the supervisor is satisfied that they are competent so to do; both student and supervisor should at all times be aware of their direct responsibilities for the safety of patients in their care.
- consider whether it is appropriate (particularly out of hours) to delegate the role of clinical supervisor to another senior member of the healthcare team. In these circumstances the individual must be clearly identified to both parties and understand the role of the clinical supervisor. The named clinical supervisor remains responsible and accountable overall for the care of the patient and the student.
- be appropriately trained to teach, provide feedback and undertake competence assessment to trainees in the specialty.
- be trained in equality and diversity and human rights best practice.

Section 9: STUDENT SUPPORT IN THE FACULTY

Module Leader

The Module Leader has the responsibility for the “day to day” running of the module and will provide you with the assessment guidelines, offer you tutorial support and is your first point of contact should you experience personal or professional difficulties. The assistance that the module leader may offer you will be detailed throughout this handbook.

Academic Supervision and Personal Tutor Support

Module leaders are happy to offer academic guidance, support and advice regarding module content and assignment preparation. They can be contacted via email or you can make an appointment to meet in person. All postgraduate modules timetable tutorial sessions to promote this opportunity.

A two tier system is provided for personal tutor support:

Level 1 : The personal tutor role is incorporated into the duty of the Programme Leader. Their role is to support your progression while you study for your programme award. This support includes academic and pastoral advice, career guidance and a line of communication regarding any changes to the programme curricula and Institutional policy.

Level 2: The personal tutor role is also fulfilled by the Module Leader who provides short term support for both academic and pastoral needs. Please be aware that a communication between the two roles will occur if your support needs extend past the Module Leader's remit.

Academic Supervision and Personal Tutor Support for International Students

Edge Hill has a dedicated International Tutor, based within the Centre for International Education, to support international students' academic abilities. For further information please contact the Centre for International Education: International@edgehill.ac.uk

An orientation programme will be facilitated by the Centre for International Education to all campus based international students. This will provide you with practical advice on how to adjust to the cultural and social changes that you may encounter in the United Kingdom and signpost you to the various support services available on campus

Academic and personal tutor support for international students will be shared between the Programme and Module leads and the International Office for Education.

Pastoral support for international students is primarily provided by staff within the Faculty of Health and Social Care. However all international students on campus can seek advice from the international student support team at the Centre for International Education.

On-line Support

All online teaching materials are delivered via Blackboard. Therefore it is important that you check that your username and password are in working order as soon as you have registered. The Blackboard area will also provide you with information required for your

module/programme for example, learning resources, module and programme leader contact details and Assignment Handler software to support and submit your academic work.

If you are experiencing problems with accessing Blackboard please change your password in the first instance as this may resolve your issue. If further assistance is required, contact IT Services:

Email: ITServiceDesk@edgehill.ac.uk

Tel: 01695 650444 or ext : 7444

Once registered with the university, there are extensive and comprehensive online guides and FAQs on the Blackboard home page, which can be accessed on <https://go.edgehill.ac.uk/vle>

University Support Services

A broad range of support is offered to all students at Edge Hill University from central departments and details of the resources available can be found in Appendices 1, 2 and 3 of this handbook.

Change of Address or Name and Change of Circumstances

It is your responsibility to provide us with up to date information regarding your contact details. Of you change your name, address, contact details or employment, please advise the university using the online process, which can be accessed here:

<https://go.edgehill.ac.uk/wiki/display/academicregistry/Changing+your+personal+details>

Section 10 – THE STUDENT VOICE

Student Representatives

The role of the student representative is greatly valued by the University. The student representative voices students' views and suggestions regarding your learning experience and are invited to attend meetings in the Faculty. Becoming a student representative is an ideal opportunity to develop your professional profile.. The Faculty recognises that you are busy in practice and therefore a payment for attendance at all meetings is available. The student representative can also provide feedback to you on any issues raised.

Please inform your module or programme leader if you are interested in becoming a student representative.

Staff Student Consultative Forum (SSCF)

Every semester students from core modules are invited to discuss the postgraduate portfolio and programmes within it at a Staff Student Consultative forum. This process enables consultation between staff and students on matters relating to the modules and programmes. Any necessary action arising from the feedback and consultation is channelled through the appropriate structures and feedback is provided to all students in Blackboard.

Module and Programme Evaluations

Student evaluation is key to constantly improving and enhancing our modules and enhancing our Postgraduate CPD provision. The input received from this process is valued and may result in modifications to teaching and learning, assessment and delivery of sessions.

Students are invited to evaluate each module and on a yearly basis, their programme. The module evaluations are undertaken at a $\frac{3}{4}$ point through the module, which enables the Module Leader to provide feedback to the students at the end of the module.

The programme evaluation form is circulated to students at the end of each academic year with their July Assessment Board results. A summary to provide feedback to students is displayed within Blackboard.

Students' Union

The SU is run by students for students through the sabbatical officers that are elected and through the student trustees who sit on our Board. These students, together with some external trustees ultimately make the decisions and decide the direction of the SU. Every student is entitled to become a member of the Students' Union although membership is optional.

Each year, the SU run a Student Satisfaction Survey, which students are encouraged to take part in. This is another avenue for sharing and making your views count.

The SU aims for all members to have the best experience possible whilst learning, socialising and participating in university life. For further details please refer to the Edge Hill web site at <http://www.edgehillsu.org.uk/>



APPENDICES

APPENDIX 1 - LEARNING SERVICES

All new students will have been provided with a booklet, 'Your Guide to Learning Services', which details the services and facilities available to support you with your learning resources at **Ormskirk**, **Aintree** and **Manchester** campuses, including:

- University Libraries
- Resources
- Learning Edge
- Academic Skills

Additionally, an extensive and comprehensive online service is available to you on the website:

<http://www.edgehill.ac.uk/lis/>

This facility will also provide you with up to date guidance intended to help you get started finding and using the information you need to study successfully at Edge Hill University, including opening hours and Frequently Asked Questions.

APPENDIX 2 - STUDENT SERVICES

Edge Hill University's Student Services team provide comprehensive advice and support and can help you with almost anything to do with general student living.

An extensive and comprehensive online service is available to you on the website:

<http://www.edgehill.ac.uk/studentservices/>

Most services are accessed via the dedicated on-campus Student Information Centre, including:

- Accommodation support and advice
- Careers Centre
- Care leavers
- Multi-faith Chaplaincy
- Childcare support
- Counselling
- Finance and welfare advice
- Disability/dyslexia support

A dedicated Health and Well-being Centre is available at Milton House on Ruff Lane, with doctors surgeries held 3 times a week.

Student Services aim is to ensure that everyone in the Edge Hill community can make the most of the opportunities for study and learning and that all our students feel valued as individuals.

Student Information Desk

The Student Information Desk is your "One-Stop-Shop" for most enquiries relating to life at Edge Hill University.

Help available from the Student Information Desk includes:

- Appointments with the Finance & Welfare Officers.
- Room locations and timetables (if you're struggling to find where or when your next lecture is taking place).
- Term and exam dates.
- Help and advice with any complaints or problems.
- Assistance completing any forms.

The Student Information Desk is open 8:30am-7:30pm Monday to Thursday and 8:30am-5:00pm Friday during term time and 8:30am-5:00pm Monday to Friday during vacation periods.

You can contact the Student Information Desk on 01695 584554 or just call in and someone will point you in the right direction.

Student Regulations and Handbook

This online resource is also located within the Student Services website:

<http://www.edgehill.ac.uk/studentservices/>

This includes information relating to:

- Useful contacts
- Support for resident students
- Financial help
- Health, safety and security
- Equality and diversity policy statement
- Student regulations
- Student code of behaviour
- Disciplinary procedures
- Student charter
- Complaints procedure
- Facilities available on campus
- Facilities specific to the Faculty of Health and Social Care
- University shops and maps

APPENDIX 3 - ACADEMIC REGISTRY

Academic Registry, based in the Student Information Centre, is responsible for a wide range of administrative functions in relation to students and their programmes, including: enrolment, specification of programme, tuition fees, timetabling, room booking, assessment and the conferment of the final award.

An extensive and comprehensive online service is available to you on the website:

<http://www.edgehill.ac.uk/registry/>

Links to specific student guidance relating to academic regulations and processes has been highlighted throughout your Handbook. The home page for 'Your Programme' area, can be found at:

<https://go.edgehill.ac.uk/wiki/display/academicregistry/Home>

APPENDIX 4 - STUDENT FACILITIES

University Campuses

There are three main campus sites: **Ormskirk**, **Aintree** and **Manchester**

Location information for Ormskirk Campus, including maps and transport arrangements can be found on the university's website:

<http://www.edgehill.ac.uk/about/campus>

Additional information relating to all three campuses can be found on the Faculty's website:

<http://www.edgehill.ac.uk/health/about/facilities/>

Car Parking

<i>Aintree Campus</i>	A Pay & Display system is in operation on the site. Wheel clamping is in operation within the University Hospital grounds for illegally parking vehicles.
<i>Ormskirk Campus</i>	A Parking Permit system is in place and students must apply for a permit during the Registration Days. A temporary permit is available to park on campus on Registration Day and this should be printed out and inserted in your vehicle. Further information can be found on: http://www.edgehill.ac.uk/health/cpd/enrol/
<i>Manchester Campus</i>	No car parking facilities are available for students at the Armstrong House, Manchester premises.

Help Desks

<i>Aintree Campus</i>	Normally, open between 8.30am – 4.30pm. (Reduced opening times during July and August) Located with the Edge Hill University building on Aintree University Hospitals site. Tel: 0151 529 6241
<i>Ormskirk Campus</i>	Open between 8.00am – 6.00pm (Monday to Thursday) Open between 8.00am – 5.00pm (Friday) Located within the Faculty of Health and Social Care building. Tel: 01695 657050
<i>Manchester Campus</i>	Open between 8.45am – 4.30pm (Monday to Thursday) Open between 8.45am – 4.15pm (Friday) Located within the Edge Hill University building at Armstrong House, Manchester Tel: 01695 650797

Smoking

<i>Aintree Campus</i>	There is a no smoking policy in operation in accordance with government legislation for hospital sites.
<i>Ormskirk Campus</i>	There is no smoking within campus buildings and students are required to observe the no smoking exclusion zones immediately adjacent to buildings where these are indicated.
<i>Manchester Campus</i>	There is no smoking within campus buildings.

Canteen/Catering

<i>Aintree Campus</i>	<p>Snack bar situated behind the Faculty of Health and Social Care Monday – Friday, currently open 8.30 – 14.00</p> <p>Additionally, there is a dining room, cafes and shops open for extended periods within the Aintree University Hospitals main buildings on this site.</p>
<i>Ormskirk Campus</i>	<p>There are a variety of facilities located on campus, particularly within the university's Hub, opening times vary and are subject to change.</p> <p>The catering outlet in the Faculty of Health and Social Care building is: <i>Cafe Rewind</i> - situated on the Lower Ground floor and is normally open 8.00 am - 2.00 pm Monday – Friday. Please be aware that during the summer facilities at the Ormskirk campus may have restricted/limited opening hours.</p> <p>For those students attending the evening, there are vending machines within the Health and Social Care building, or facilities in the university's Hub are available.</p>
<i>Manchester Campus</i>	<p>Armstrong House is ideally located within the busy Manchester City Centre, with convenient access to cafes and shops.</p> <p>There are vending machines within the Edge Hill University premises.</p>

APPENDIX 5 - GLOSSARY OF TERMS

Academic Credits: These are academic 'points'. Each module is designed to achieve a set number of points which if used as part of a programme will lead to the achievement of an award.

APL: An abbreviation for Accreditation of Prior Learning which means that you've undertaken previous certificated study within another Higher Education Institution and you would like it to be taken into account when planning your pathway.

AP(E)L: This is an abbreviation which stands for the Accreditation of Prior Experiential Learning; this means that credit is awarded for learning gained through experience.

Assessment Board: This is of a group of people who meet, (at established times during the academic year) to officially confirm your marks/results.

Associate Student Status: Providing you are self funding, you may undertake a module without completing the assessment. However you will not gain academic credit for the module.

Blended learning: Refers to a combination of teaching strategies for example; a combination of on-line and face to face/classroom teaching

Breach of Confidentiality: This occurs when you have either accidentally or intentionally included personal details and /or details regarding Institutions which clearly identifies them, without their explicit consent.

Collaboration: This is again where you've worked with someone but this time, and this is the key, you've clearly identified the shared partnership working.

Collusion: Collusion occurs when you have knowingly conspired with another/others to submit work that you present as your own.

Confidentiality: The term arises from the Latin: Con meaning completeness and Fidere to trust. This is a statutory obligation upon everyone that certain information in respect to individuals, institutions and organisations are not revealed to the public or anyone without prior permission from the relevant individual/institutions/organisation.

Credit Transfer: This just means you can move or 'transfer' any credits that you have gained from Edge Hill as part of a Credit Recognition Agreement into a pathway.

Deferred: This term is also used in regards to assessments, it relates to you having sought and been granted extra time for your assignment submission.

Evaluation: The value of something, i.e. your module/pathway. This is a vital source of information for the Faculty's quality assurance strategy.

Exceptional Mitigating Circumstances: These are events which may have had an impact upon your ability to study

External Examiners: These are experts in their particular fields of study who are drawn from other higher education institutions in the UK. Their function is to ensure that you and your assignment(s) are justly treated and to review the assessment processes.

Failed Module: This means that the Assessment Board has made the decision that you have exhausted all opportunities for assessment/re-assessment and you have failed without any further right of re-submission/re-sit.

Intercalation of Studies: This just means you are taking a break from your studies but you will be rejoining later.

Learning Outcomes: These are what you will be able to achieve (knowledge or skills) once you've successfully completed your module/pathway/ programme.

Mentors/Practice Teachers/Teachers: Qualified colleagues in your practice area who act as 'critical friends', offering practice-related advice and who also assesses your practice skills.

Module: A single unit of study.

Named Awards: This refers to the programme for example; MSc Advanced Practice.

OSCE: An abbreviation for Observed Structure Clinical Exam (Practice).

Pathway: The journey you undertake, as agreed during the meeting with a Pathway Leader, within a programme, towards your final named award. Pathways can be either generic i.e. involving a variety of modules which are non-specific or specialist which involves studying modules related to a particular specialism, for example, mental health.

Pathway Leaders: These are specific members of the academic staff who you can speak to regarding individual modules, pathways and programmes of study. They are here to help you throughout your time with us.

Plagiarism: This occurs when you have copied someone else's work and submitted it as your own original effort without acknowledging the source of your information.

PQL: Stands for Post Qualification Learning; this is a framework which is designed to change the focus of post qualification learning from uni-professional academic programmes to multi-professional ones which contain skills and competency assessments linked to your individual role. The Strategic Health Authority, under this framework, funds various modules based upon Trust requirements.

Practice Based Descriptors: These are terms used to describe a variety of qualities and skills you will be expected to achieve by the end of your chosen module.

Programme: A programme is composed of one or more independently developed modules which, when combined, results in an award such as a Post Graduate Certificate/Diploma or a Masters. However, you must be registered on a pathway before a postgraduate certificate/diploma or Masters can be awarded.

Provisional Marks: These are temporary marks including the marker's feedback, which are sent to you once your assignment has been marked so that you can determine your progress

QAA: Stands for Quality Assurance Agency, they are an independent body whose responsibility is to ensure universities and colleges of higher education continue to provide a quality service for students.

Referred: To be referred means that you have been unsuccessful in meeting the learning outcomes of the module. You have the automatic right to a further opportunity at re-assessment if it is your first attempt.

Student Representatives: A volunteer who acts as a spokesperson for the group at University meetings/Boards. Your 'voice' in other words.

Virtual Learning Environment (VLE) A collection of integrated tools enabling the management of on-line learning, providing a delivery mechanism, student tracking, assessment and access to resources. These integrated tools may be one product (e.g. Blackboard) or an integrated set of individual tools.

Withdrawal: In this instance, you have decided not to continue with your module/pathway/programme.