

Undergraduate Continuing Professional Development Scheme

Student Handbook

**For undergraduate Continuing
Professional Development students**

(Awards and individual modules)

2010/11

Life Long Learning

CONTENTS

	Welcome	5
1	Development and Organisation of the Programme	6
	What is the Faculty of Health and what programmes does it offer?	6
	How have the awards on offer been planned?	7
	Who is responsible for my award?	7
	What is the Faculty of Health Continuing Professional Development Scheme?	8
	I want to study for a degree, but I am not confident about studying at this level?	8
	Can I be given credit for previous study or experience?	8
	How much choice will I really have when selecting modules?	9
	What type of modules are there?	9
	Are there any modules with special requirements (pre-requisites) or modules I can't take together (prohibited combinations)?	10
	How many modules can I study at once?	10
	How can I get more information about the modules?	10
	How will my chosen programme be organised?	10
	How can course fees be paid?	11
	Can my fees be refunded if I cannot attend the module(s)/withdraw from the Module?	12
2	Teaching, Learning and Assessment	12
	How will I be taught and how will I learn?	12
	What are the aims and outcomes of the awards?	13
	What about practical experience?	15
	How will my programme be assessed?	16
	What is formative feedback?	16
	What is summative assessment?	16
	How will my grades be worked out?	17
3	Progression and Achievement	17
	What about progression?	17
	How does my study contribute to my personal and professional development?	18
	How does my study relate to my employment?	18
	Do I have to progress?	18
	Can I progress further from my Diploma / Degree?	18
	How do I enrol with the University?	18

Data Protection	19
How hard will it be to successfully complete a module?	20
How do I measure success?	20
How should by written work be presented?	20
When do I hand in my assignment?	21
What if I encounter practical/personal difficulties?	22
How and when will my results be issued?	22
What if I change my address?	23
What if I do not pass a module?	23
How do I resit a module or part of a module?	23
What if I need to take a break from my studies?	23
What if I am unable to commence a module(s)?	24
What if I change my mind about the modules I have selected for my degree or diploma?	24
Do I have to attend every lecture?	24
What if I don't attend or progress?	24
What is academic misconduct?	25
4 Student Support and Guidance	25
How will I decide what modules to undertake?	25
How will I be supported on my chosen course of study?	26
What academic guidance will I have?	26
What feedback on my work will I receive?	27
What if I have special needs?	27
How will my progress be monitored?	29
What about other support I may need?	29
What if I don't pass my assessment?	29
Support in clinical practice	30
5 Learning Resources and Quality Issues	30
What library and information services are available?	31
How do I contact the Library?	32
What is the access to and support with Information Technology (IT)?	32
E-mail	34
How is the quality of programmes assured?	34
How will the quality of the clinical learning environment be assured?	34
What happens to student feedback?	34
Appendix 1 Glossary of Terms	35
Appendix 2 Degree Award Structures	37
Appendix 3 Diploma Award Structures	41
Appendix 4 Module Details: Prohibited Combinations and Pre-Requisites	42

Appendix 5 Assessment Strategy	46
Appendix 6 Confidentiality and Ethical Issues in Academic and Practice Learning and Data Protection Act (1998)	48
Appendix 7 Copyright: A Students' Guide	50
Appendix 8 Assignment Title Page	53
Appendix 9 Induction Guide	54
Appendix 10 Grading criteria for award of marks Level 4 - 6	55

Welcome

Welcome to the Faculty of Health. We look forward to supporting you with your studies which will contribute to enhancing both your professional and personal development.

At Staffordshire University's Faculty of Health we want to give you a clear picture of the Lifelong learning awards that we offer in the Undergraduate CPD Scheme. This handbook provides information about these awards. Additional information about modules and awards you can study is available within The Lifelong Learning Brochure 'The Health Factor' (copy available online at www.staffs.ac.uk) and in the Lifelong Learning programme area pages of the University website(http://www.staffs.ac.uk/faculties/health/subjects_and_courses/lifelong_learning/). There will also be a module handbook available to you at the start of each module.

The awards we describe in this handbook have been developed in consultation with employers and students to ensure that they facilitate your professional development, enabling you to develop as a progressive, creative and proactive contributor to our health and social care services. As you are no doubt aware, an enduring feature of health and social care is change, we need to react and adapt rapidly to the changing demands of clients, patients, employers, professional bodies and the government. Studying modules and awards at Staffordshire University will support the development of your analytical, reflective and creative thinking, and give you the opportunity to apply your learning to your workplace, and make a real difference in enhancing and delivering high quality services and care.

Studying within a modular framework may be new to you. Reading this handbook will give you the opportunity to find out what modular study means and how it works. As you read about our awards you may think of questions that you would like answered. If you would like further clarification or information then please just ask. Use the induction guide in Appendix 9 to help you familiarise yourself further with wider University services and information to support your learning. As you read this handbook, there will be a number of terms that occur time and time again. Some of the most common terms that you will come across in this handbook can be found in the glossary of terms provided in Appendix 1.

The Faculty of Health enjoys a close working relationship with local NHS Trusts and PCT's, and direct service providers in the statutory, voluntary and independent sectors across health and social care. We are part of a friendly and lively academic community offering a stimulating and challenging learning environment. The staff at the Faculty of Health work closely together across disciplines to produce a coherent and integrated range of continuing professional education for health and social care professionals.

Again, this year, there are new modules on offer, and we consistently review and update our portfolio of modules. An up to date list of modules is available within the Lifelong Learning web-pages (http://www.staffs.ac.uk/faculties/health/subjects_and_courses/lifelong_learning/) and there is also a list of modules included as appendix 4.

Please see your Award Leader for advice about module choice and your plans to achieve your award – this is an essential step in ensuring you study the appropriate range of modules for you.

I hope you enjoy your learning experience and I wish you every success in your studies.

Dr Paula Crick
Undergraduate CPD Scheme Leader
email: P.J.Crick@staffs.ac.uk
Tel: 01785 353683

1 DEVELOPMENT AND ORGANISATION OF THE SCHEME

What is the Faculty of Health and what programmes does it offer?

The Faculty Offices can be found on two main sites:

- Blackheath Lane, Stafford. Open from 08.30 am to 5.00 pm Monday to Thursday, and until 4.30pm on Friday. Tel: 01743 261136;
- Royal Shrewsbury Hospital, Shrewsbury. Open for the same hours, Monday to Friday. Tel: 01785 353766.

We also have offices in the Brindley Building, Leek Road site, Stoke-on-Trent and The Princess Royal Hospital, Telford, Education Centre. These sites are open at varying hours. If you are studying on those sites, or wish to access advice from one of them, please telephone either the Stafford or Shrewsbury sites for information and contact details.

The Faculty of Health offers a wide range of academic and professional programmes. Sport and Exercise, and Social Work and Advice Studies modules and awards are delivered primarily at our Stoke campus.

Programmes of study for nurses, midwives, specialist community public health nurses, operating department practitioners and other health and social care professionals are offered on sites across Shropshire and Staffordshire on both University and N.H.S. premises. Many of the awards include clinical components and are recognised by various professional and regulatory bodies. Some of the awards lead to the recording or registering of a qualification with the Nursing & Midwifery Council, or the Health Professions Council, whilst others develop and enhance practice at a higher level.

Information in this handbook **applies to students enrolling for the 2010/11 academic year** following programmes of study within the Undergraduate Continuing Professional Development Scheme leading to the following awards: **BSc. (Hons) Clinical Practice, BSc. (Hons) Nursing Studies, BSc. (Hons) in Peri-Operative Care, Diploma in Nursing**. These Award structures can be found in Appendix 2 and 3.

This handbook is also available to provide information for students who are taking individual modules from within the scheme. This includes students who are taking modules as part of undergraduate **Negotiated Learning** or **Flexible learning awards**.

Awards comprise flexible pathways of study made up of individual modules. They allow students choice to plan a pathway which meets their individual needs and those of their employers, whilst meeting the University's requirements for the achievement of a named academic award. These awards are available for study on a part time or full-time basis. We also offer 'stand-alone'/individual modules, by which we mean that many of our modules can be studied separately from any award. It may be the case that you just wish to study a specific aspect of health and social care and notice a module that we offer at the Faculty of Health which suits your particular needs. Such a module can normally be undertaken as a stand-alone module providing you can meet the entry criteria. All modules and programmes/awards are listed in the Lifelong learning brochure (The Health Factor). The place and time at which any module is offered may change from academic year to academic year, so you should confirm availability by contacting the Faculty office.

Please ask at the Faculty of Health Office if you require any further information on any awards or modules. Tel: 01785 353766 or e-mail health@staffs.ac.uk.

How have the awards on offer been planned?

The awards have been planned by recognising that health and social care is dynamic and needs to respond to society's health and social care to provide services that are fit for purpose in the twenty-first century. Development of the awards takes account of the need for practitioners to keep abreast of current and future changes by increasingly taking greater responsibility for planning professional development to meet their own aspirations for career advancement and the development of their knowledge and skills, in order to provide high quality patient/client care. We believe that appropriate and relevant professional development programmes will not only increase your skills and knowledge base, but also will enable you to maximise your personal, intellectual and professional potential. Ultimately it is intended that your development will contribute to the enhancement of patient/client, family and community care.

Who is responsible for my award?

On a day-to-day basis the responsibility lies with your award leader. The Award Leaders are indicated below:

BSc. (Hons) Clinical Practice

Susan
Thornton

☎ 01743261137
Email: s.j.thornton@staffs.ac.uk

BSc. (Hons) Nursing Studies

Lorraine
Carline

☎ 01785 353766
email: c.l.carline@staffs.ac.uk

BSc.(Hons) in Peri-Operative
Care

Lorraine
Carline

☎01785 353766
Email: c.l.carline@staffs.ac.uk

Diploma in Nursing

Ruth
Todd

☎01785 353680
email: r.m.todd@staffs.ac.uk

What is the Faculty of Health's Undergraduate Continuing Professional Development (CPD) Scheme?

The Faculty of Health's Undergraduate Continuing Professional Development scheme is a study structure leading to degree/diploma awards which can include a combination of a variety of individual modules. Modules (units of study) from within the Scheme can be put together to form a diploma or degree. Because you study in modules, you can choose the pace at which you study, the mode of study and the level of award that suits you best. When you are making decisions about your choice of modules, the award leader should be consulted to provide you with information and advice as you make each decision.

The undergraduate CPD Scheme is regulated as part of the Staffordshire University Undergraduate Modular Framework. Details can be found at <http://www.staffs.ac.uk/modules>. Please note that regulations related to compensation/condonation do not apply because of the professional nature of our awards. Therefore there is neither compensation nor condonation of failed modules. In addition when determining a degree classification only modules at level 3 will be considered.

I want to study for a degree, but I am not confident about studying at this level.

In this case, the Scheme allows you to undertake a diploma level programme or study individual modules. This programme consists of a wide choice of modules at level 5 (Diploma) and level 6 (Degree), with many modules teaching students at Level 5 and 6 together. The range of modules means that there will be something that is of interest to you that will engage you. For many practitioners studying a diploma module is an attractive option, as it enables those who have not studied at diploma level recently to undertake all or part of a diploma before considering degree level study. This is an excellent way of re-introducing yourself to committed study. If you already possess a relevant diploma you may wish to undertake a stand-alone module at level 5 (diploma level) or 6 (degree level), before deciding whether to commit yourself to a degree. However, you should remember that all study at a level should be completed within a 5-year period. Anyone interested in eventually studying at degree level should discuss preparation for the award with the appropriate award leader.

Can I be given credit for previous study or experience?

Yes you can. The Faculty of Health operates an Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL) scheme. The scheme enables accreditation for previous relevant theoretical and/or clinical experience.

This means that we can consider previous formal certified learning and experiential learning, detailed in a professional portfolio of evidence, for credit towards a named award. In practice this means that credit may be given provided that you can demonstrate, with documentary evidence that the prior experience or learning being considered is of a comparable value to the module(s) content and level of the named award.

For example:

- Theoretical Learning; certificates, outline of course contents and learning outcomes, records of assessment, assignments.
- Experiential Learning - portfolio, records of objectives and outcomes, verified evidence from practice.

The modular design of these awards allows prospective students who can demonstrate meeting programme outcomes the opportunity to have this learning accredited through the AP(E)L process to a maximum of 70% of the programme credits.

If you would like more information on APL / APEL please access the APEL Handbook from the Staffordshire University website (http://www.staffs.ac.uk/images/apel_pol_student_hbook_tcm68-12705.pdf) . This helpful handbook contains the information and documentation required to make a claim. Please contact the Award Leader for help with this, prior to you making your claim.

How much choice will I really have when selecting modules?

The Faculty of Health does not operate a 'pick and mix' scheme whereby you have complete freedom of choice, but you will find each award offers a good range of modules to choose from, which allows you (with the support of your award leader) to put together an award that meets your needs. You will declare, from the outset, which named award you are enrolling for and then undertake a combination of modules that meet the requirements for that named award. This will include core modules, that are compulsory, and a choice from a range of option modules.

What types of modules are there?

Your programme of study will be built from three types of modules:

Core Module	A module which MUST be studied as part of the specific named award
Specific Option Module	A module which you SELECT from within a prescribed set for your particular named award
Option Module	A module which you can CHOOSE from a range of health care modules offered within the Undergraduate CPD Scheme.

Are there any modules with special requirements (pre-requisites) or modules can't take together (prohibited combinations)?

A **Prohibited Combination** is where you may not take a specified combination of modules within your programme of study. This will usually be because of significant overlap in content between the modules.

A **Pre-Requisite** is any other module offered by the University or Faculty, in which you must have achieved a satisfactory performance before enrolling on a particular module. In some cases a module may also have special admission requirements which detail knowledge and skills that you will need before undertaking the module. See Appendix 4 for details of which combination of modules are prohibited and which are pre-requisites.

How many modules can I study at once?

Part-time students are those who enrol onto modules with a combined credit value of up to 90 credits per year. Students following a part-time undergraduate programme with the Faculty of Health may attend for up to one full day per week and during that day, may, if you wish, study up to three different modules. This does not apply if you wish to study stand-alone modules, or wish to study one module per term. Students who are working full-time or substantial part-time, usually find that the most credits they can study in any one academic year is 60 credits.

How can I get more information about the modules?

You can obtain more information about the modules offered within the Faculty of Health in the following way:

- **By collecting a Lifelong Learning Brochure 'The Health Factor' from a Faculty of Health site or**
- **By accessing the online version of the brochure at** http://www.staffs.ac.uk/assets/lifelong_learning_2009_tcm44-20846.pdf. You can also pick up, where provided, individual fliers about awards or modules
- **By contacting the Faculty of Health Office** and requesting a copy of the Directory and the specific award or module information you require;
Stafford: ☎ 01785 353766
Shrewsbury; ☎ 01743 261136/7
Email: healthyoptions@staffs.ac.uk

How will my chosen programme be organised?

Individual module

If you choose to undertake single or multiple stand-alone modules that do not lead to a named award then you simply enrol for those modules via our application process. If there are no pre-requisites then you can take your selected modules in any order.

Diploma

If you wish to achieve a Diploma in Nursing you must apply for the award and attend a pathway planning meeting with the award leader, so that you can select modules from the award structure that form a suitable combination that clearly relates to your area of practice. In order to do this you will be required to study core and award specific option modules available in your award structure. When you begin studying for your diploma your award leader will discuss with you, and advise you, regarding your planned combination of modules. It is acceptable to study individual modules initially and then decide whether to study for a full diploma. However, you should remember that **all modules must be completed within a five-year period (including periods of intermission)**. In order to transfer to an award, you should apply for the appropriate award so that an interview can be arranged.

Degree

If you wish to study for a degree or any level three modules you must apply, and attend a pathway planning meeting with the award leader. Those studying for a degree are required to study particular combinations of core and option modules specific to their named award. When you begin studying for your degree your award leader will discuss with you, and advise you, regarding your planned combination of modules.

Again remember that **all credits at Level 6 counting towards your degree must be completed within a five-year period (including periods of intermission)**.

Should you find that you are nearing the end of this 5-year period and have not completed your award you must consult your Award Leader for advice.

Please also note that some modules must be completed in a time-frame designated by the NMC, for example Supplementary and independent nurse prescribing. Your module leader / module handbook will give you further information.

How can course fees be paid?

Certain local NHS Trusts and PCT's have a dedicated sum of money for continuing professional development. You should enquire of your manager if you think this may apply, as you will need to obtain Trust authorisation that they will fund your study. You should also check the back of the yellow Module Booking Form (available at the Faculty office) for further instructions.

Students who are paying their own fees may be able to make arrangements to pay by instalments. Please see the Finance section of Staffordshire University website (http://www.staffs.ac.uk/about_us/university_departments/finance/) for more information.

Your employer may arrange to pay the fee on your behalf. Some may reclaim it via regular deductions from your salary. Students should make enquiries with their employer to find out if this is an option.

Can my fees be refunded if I cannot attend the module(s)/withdraw from the module?

Students who book or enrol on a module and **notify us in writing** of their withdrawal prior to commencement will not be liable for any fees. The places of students who do not enrol on a module by a date specified by the Faculty of Health may be offered to other candidates.

2 TEACHING, LEARNING AND ASSESSMENT

How will I be taught and how will I learn?

The approach to teaching and learning is shaped by a number of factors. The teaching and learning methods used will reflect the content and learning outcomes of each module to ensure they can be met. There is commitment to utilise a good range of teaching approaches within modules and across awards to meet the differing learning styles of students. Module and award leaders are keen to incorporate varied teaching and learning strategies, this includes student-centred learning and the use of new and emerging technologies.

It is recognised that all students who enrol on our awards bring with them a wealth of talents; experience, knowledge and skills that has developed during your personal, educational, occupational and professional lives. The modules within these awards encourage the sharing of such knowledge and skills through the use of interactive teaching methods and learning styles, both within and outside of the classroom. This includes, for example, group work, reflective learning, case discussion, online discussions and activities, seminar presentations, problem-based learning, portfolio development and directed or self-directed independent learning. This emphasis on interactive strategies maximises the exchange and construction of knowledge that is applicable and relevant to contemporary health and social care, enabling you to explore issues and apply learning to your workplace.

You will have the benefit of learning facilitated by academic staff from within the Faculty of Health, lecturers who have joint appointments in practice or are seconded from practice, and guest lecturers who are specialists in their area of practice, as well as contribution from service users and carers. Close collaboration and involvement, with clinicians, specialists service users and carers ensures awards and modules reflect and address contemporary issues and changes in health and social care, assuring high levels of currency of knowledge that is necessary to meet the expectations of today's society, communities, families and individuals. Some of your modules may be taught in groups with others from a variety of professional backgrounds. This will provide an opportunity to explore and share different perspectives. We believe that by being exposed to students from other disciplines and other areas of practice, you will be able to broaden your own views.

The award will encourage you to develop as a critical reflective practitioner. We believe that students who develop as reflective practitioners, will develop the ability to be genuinely critical of their own practice, apply empirical science, be able to problem solve, make moral-ethical decisions and develop increasing self-

awareness. An important part of your experience will be the integration of theory and practice. You will be facilitated to develop this integration as you progress through the modules and complete your assessment. It is imperative that your learning at University has a meaningful impact on your professional development and practice, making a real difference to the care / service that you engage in.

Many modules are supported by a virtual learning environment called 'Blackboard'. This gives you online access to your course materials and other materials to support your learning during the module, as well as providing a discussion area for you to communicate with your tutors and fellow students. Some modules have been developed for a blended learning delivery, with a mixture of face to face and online activities. We aim to develop more blended learning modules, and some distance learning modules to offer you more flexibility around how, where and when you study.

You will be encouraged to play an active part in the organisation and evaluation of your educational experience, by participating in course evaluation and review processes. Representatives from the body of post-qualifying students will be invited to join the CPD Scheme Team; this enables issues raised by students to be considered as part of curriculum management and development.

If you are interested in becoming a student representative to represent the views of your peers at CPD Scheme meetings, please contact your Award Leader to register your interest.

Students who are returning to study after a long break are strongly advised to use the literature and study packs available in the library to refresh and update your study skills. The library has a study skills centre with staff available to support you. Study skills support, advice and resources can be accessed at: <http://www.staffs.ac.uk/uniservices/infoservices/studyskills>.

You are also welcome to seek support / advice from programme staff and library staff.

What are the aims and outcomes of the awards?

Awards of Staffordshire University are designed to meet the Further and Higher Education Qualifications Framework (QAA 2001). The University has adopted the FHEQ principles and outcomes statements and incorporated them into the table of eight Staffordshire University common learning outcome statements (Staffordshire University 2002)

Learning Outcomes

On completion of the relevant level of study, a student undertaking the **Diploma in Nursing** or the **BSc. (Hons) Nursing Studies** will be able to:

	Diploma in Nursing Award Outcomes	BSc. (Hons) Nursing Studies Award Outcomes
Knowledge and Understanding	Demonstrate knowledge and critical understanding of the key concepts and principles of their specific area of	Demonstrate a systematic understanding of key aspects of their specific area of care, including

	care and their development within nursing practice.	acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront of nursing practice
Learning	Understand the limits of their knowledge and competence in nursing practice, and how this influences analyses and interpretations based on that knowledge, in accordance with being an accountable nursing practitioner.	Demonstrate an understanding of the uncertainty, ambiguity and limits of knowledge in their specialist area of nursing practice
Enquiry	Demonstrate knowledge of the main methods of enquiry and evidence based practice used in nursing practice and demonstrate application of the key principles of Information Literacy.	Deploy accurately established techniques of analysis and enquiry and initiate and carry out evaluations into the evidence and research base of their specialist area of care. Evaluate use of Information Literacy, including the ethical use of information in the practice of nursing.
Analysis	Use a range of established techniques to initiate and undertake critical analysis of information and assessment data.	Describe and comment upon current research, or equivalent advanced scholarship in their specific area of care and critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements
Problem Solving	Evaluate critically the appropriateness of different approaches to solving problems and make professional judgements arising from assessment and analysis.	Develop appropriate questions to achieve a solution - or identify a range of solutions – to a problem and use decision-making in complex and unpredictable contexts
Communication	Communicate effectively information and arguments in a variety of forms, to colleagues, patients and carers and deploy key techniques of the discipline effectively	Confidently articulate through a range of methods; information, ideas, problems, and solutions that inform the development of their specialist area of nursing practice
Application	Apply underlying concepts and principles of nursing practice to a range of patient care situations within the specific area of care.	Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding and devise and sustain arguments, using ideas and techniques, some of which are at the forefront of leadership and practice in nursing care.
Reflection	Demonstrate qualities and transferable skills necessary for professional nursing practice, including the development of existing skills, and acquisition of further professional knowledge that will require the exercise of personal responsibility and decision-making and will enable students to assume significant responsibility within the practice environment.	Manage their own learning, exercise initiative, personal responsibility and demonstrate the learning ability, qualities and transferable skills necessary for their continuing professional development of their specialist area of nursing practice.

On completion of the relevant level of study, a student undertaking the **BSc (Hons) Clinical Practice** or the **BSc. (Hons) Peri-operative Care** will be able to:

	BSc (Hons) Clinical Practice Award Outcomes	BSc. (Hons) Peri-operative Care Award Outcomes
Knowledge and Understanding	Demonstrate a systematic understanding of key aspects of their specialist clinical pathway, including acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront of clinical practice	Demonstrate a systematic understanding of key aspects of their peri-operative practice, including acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront of clinical practice
Learning	Demonstrate an understanding of the uncertainty, ambiguity and limits of knowledge within their specialist clinical pathway.	Demonstrate an understanding of the uncertainty, ambiguity and limits of knowledge in their specialist area of peri-operative practice
Enquiry	Deploy accurately established techniques of analysis and enquiry and initiate and carry out evaluations into the evidence and research base of their specialist clinical pathway. Evaluate use of Information Literacy, including the ethical use of information in clinical practice.	Deploy accurately established techniques of analysis and enquiry and initiate and carry out evaluations into the evidence and research base of their peri-operative practice. Evaluate use of Information Literacy, including the ethical use of information in the practice of peri-operative care...
Analysis	Describe and comment upon current research, or equivalent advanced scholarship in their specialist clinical pathway and critically evaluate arguments,	Describe and comment upon current research, or equivalent advanced scholarship in their peri-operative practice and critically evaluate

	assumptions, abstract concepts and data (that may be incomplete), to make clinical judgements	arguments, assumptions, abstract concepts and data (that may be incomplete), to make clinical judgements
Problem Solving	Demonstrate competence in the assessment of physical or mental health problems, and the use of associated decision-making in complex and unpredictable clinical situations.	Develop appropriate questions to achieve a solution - or identify a range of solutions – to problems in peri-operative care and use decision-making in complex and unpredictable clinical contexts
Communication	Confidently articulate through a range of methods: information, ideas, problems and solutions that inform the development of their specialist clinical pathway.	Confidently articulate through a range of methods: information, ideas, problems and solutions that inform the development of their peri-operative practice
Application	Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding and devise and sustain arguments, using ideas and techniques, some of which are at the forefront of leadership and practice in their specialist clinical pathway.	Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding and devise and sustain arguments, using ideas and techniques, some of which are at the forefront of leadership and practice in peri-operative care.
Reflection	Manage their own learning, exercise initiative, personal responsibility and demonstrate the learning ability, qualities and transferable skills necessary for their continuing professional development of their specialist clinical pathway.	Manage their own learning, exercise initiative, personal responsibility and demonstrate the learning ability, qualities and transferable skills necessary for their continuing professional development of their peri-operative practice.

For students following the three Honours awards, a default ordinary degree: the BSc Healthcare Studies has been identified to enable achievement of a degree should the requirements of the individual Honours awards not be met. In order to be awarded the default option, achievement must meet the requirements of an ordinary degree set out in the award regulations.

What if I can't complete my award? - Intermediate awards

There may be cases where a student has to withdraw from their studies before the completion of their programme. In such cases, students can be awarded a named intermediate award where their modules map exactly on to the award structure.

Achievement	Award
60 credits of level 5 study	University Learning Award in Healthcare Studies
60 credits of level 6 study	Advanced University Diploma in Healthcare Studies

The criteria for intermediate awards are defined in the Undergraduate Modular Framework Regulations (<http://www.staffs.ac.uk/modules/>). The Intermediate award will be graded a Pass.

What about practical experience?

Practical experience/clinical placements will generally be in your own place of work. Specific practical learning experiences will be negotiated by you, with the module leader and your manager.

For some modules, a short practical placement in an alternative or different clinical environment to enhance learning experience will be recommended, or may be arranged for you. Your award leader will discuss modules with a practice element with you as you choose modules for your pathway. Your module leader will give you further information regarding clinical practice as appropriate.

For modules requiring clinical practice experience, it will be expected that you will have the support of your manager or supervisor to undertake the module/course.

Some modules or awards require you to have the support of a mentor/preceptor, usually where the practice element is summatively assessed. The selection criteria, specific roles and expectations of the mentor will be described in each appropriate module handbook. Please refer to these documents for further information.

How will my programme be assessed?

Assessment within the Scheme forms an important part of your award and is an integral part of learning (see appendix 5 for Assessment Strategy). Assessment can be 'formative' or 'summative' in nature:

What is formative feedback?: This type of feedback allows you to have your work reviewed with the module leader/teacher so that advice can be offered regarding your progress and performance in the given area of study, i.e. helps you to 'form' your work prior to submitting it for summative assessment. You may also gain feedback on your progress through group discussion, case scenarios, problem-based learning, for example.

What is summative assessment: This type of assessment is the formal testing of your achievement up to a given point and is usually at the end of the module, but for practice modules, it may be an ongoing process throughout the module.

Assessment within the Scheme has the following aims, to:

- provide you with feedback on your performance so that you can build on achievements and remedy deficiencies;
- demonstrate achievement of learning outcomes;
- consolidate learning;
- help you to apply abstract principles to practical contexts;
- provide guidance for future study choices/decisions;
- grade/classify your achievement.

A variety of forms of assessment have been included in your award to enable you to demonstrate that you have achieved the appropriate outcomes. The regulations and guidelines of Staffordshire University will be applied to the awards. Professional regulations, for example, the Health Professions Council or the Nursing & Midwifery Council, will also be applied to any award for which professional recognition is given. Details of the assessment for each module and the weighting of the different assessment components are to be found in the relevant Module Handbook which will be issued to you at the beginning of the module by the module leader/teacher. The degree awards within the scheme include a number of modules which are common and you will be required to focus the assessment on a subject relevant to your practice area.

How will my grades be worked out?

The grading criteria to be used at levels 4, 5 and 6 are included as Appendix 10. Grade point 4 will be the maximum awarded for a successful repeated attempt. Grade point 0 will be given if work is not submitted.

Please note that students are expected to keep to the word / time limit specified for the written work / oral examination or presentation. Students who exceed the specified wordage will lose 10% of their grade. Students who exceed the time specified for a presentation / practical exam by 10% will be stopped.

3 PROGRESSION AND ACHIEVEMENT

What about progression?

Modules and awards are designed to provide you with academic and professional progression from level 4 to level 5, to level 6 and on to post-graduate study (level 7). All first level (certificate level) qualified health and social care practitioners may enter level 5 (diploma level) modules and awards as they have theoretical and practical competence. At level 5, a greater knowledge base is developed with a good grasp of theoretical and practical principles and concepts that can be applied to your own area of practice. Understanding and analysis of different aspects of an issue are also achieved. At level 6 you will achieve a greater breadth and depth of knowledge. Critical analysis of aspects of a complex issue is well established and skills in evaluation and synthesis will be developing. Specialist theoretical and practical knowledge will be developed and applied to your own area of practice.

How does my study contribute to my personal and professional development?

All registered health care professionals will be required to demonstrate continuing professional development in order to re-register. Nurses, midwives and specialist community public health nurses must meet the statutory requirements of the Post-Registration Education and Practice (PREP) standards set by the Nursing and Midwifery Council (NMC 2008) every three years in order to maintain their registration and ability to practice. Operating Department Practitioners and Allied Health Professionals are required to demonstrate the CPD standards identified by the Health Professions Council (and for ODPs, the Association of Operating Department Practitioners) and will be informed by the NHS Knowledge and Skills Framework (DOH 2004). The vehicle through which the meeting of the practice and education standards is evidenced is the Personal Professional Portfolio (PPP). This requirement mirrors the process of personal development planning (PDP) which is a structured and supported process undertaken by an individual to reflect upon their own learning performance and/or achievement and to plan for their personal, educational and career development.

The continuing professional development awards/modules within the Faculty promote portfolio development and PDP in the following ways: pathway planning;

reflective practice; development of learning/ professional action plans and formative and summative assessments.

How does my study relate to my employment?

Many awards in health and social care have been designed for individuals who are employed in a professional health or social care capacity, and have been developed in collaboration with health and social care employers and commissioners. As such, either whole awards or individual modules will contribute towards continuing professional development.

Do I have to progress?

We recognise lateral as well as vertical progression, fully appreciating that many students entering our Scheme will not wish to progress through to level 6 degree study and beyond. In this case it is appropriate for a student to consider lateral progression. This means studying at the same level across an ever-widening range of subject matter. Remember there is no limit to the amount of study undertaken at a particular level, you do not have to progress vertically to a higher academic level. Many modules can be undertaken as part of your own professional development and professional re-registration requirements. Your employer may, however, not wish to support your study if you do not progress at a higher academic level.

Can I progress further from my Diploma / Degree?

Upon progression from their named award, a wide range of undergraduate and postgraduate programmes are available for students to continue their professional development. The lifelong learning brochure (The Health Factor) offers details of our undergraduate and post-graduate courses.

How do I enrol with the University?

Each academic year, you are required to enrol with the University. You must re-enrol every year of your study, even if you are not starting a new module. The University uses an on-line process via the University portal (MyPortal) for all new and returning undergraduate students. It is extremely important that you enrol as soon as possible after you are booked on to a module / award as a delay in enrolling may result in you not being able to access University facilities.

Prior to enrolment it is advisable to book a place on the modules you wish to undertake in the following year to ensure a place is available for you. To do so you should:

1. Arrange an appointment to see your Award Leader to plan your modules for the next academic year. Remember to consult the Lifelong Learning Brochure before the appointment.
2. Complete the Module Booking form and return it to the Faculty of Health Office. This form includes information on fee payment. If you are not being funded by a local NHS trust / PCT and your employer is paying your fees, you

will need a letter signed by your employer agreeing to sponsor you, along with details of where the invoice should be sent. Failure to do so will mean that the invoice will be sent to you. If your employer will be paying fees, it must be agreed and signed by your employer as indicated in the instructions on the yellow module booking form. If you are self-funding you will need to sign the appropriate section of the enrolment form.

3. The Faculty of Health Office will confirm your booking for the modules you have requested, in writing, and will send you information about the process of e-enrolment.
4. You must enrol online via My Portal. In order to access the process please log on to <http://myportal.staffs.ac.uk> .

Data Protection

Throughout your time at the University, we will gather data about you, from your initial application to us, through to your graduation and beyond. When you enrol, you will be asked to sign a consent form for the release of data under the Data Protection Act 1998. This is to allow us to disclose information to prospective employers or other universities. This consent will remain in perpetuity unless, at any time, you tell us that you wish to withdraw your permission.

We have a responsibility under the Act to ensure that your data is kept safe and secure and is as up-to-date as possible. We will rely on you to tell us when certain data changes, e.g. work address, home address, name, etc.

The data we gather will be used in accordance with our registration under the Data Protection Act 1998. We have a statutory and legal requirement to supply some of the data to third parties, such as the Higher Education Funding Council for England, the Higher Education Statistics Agency, Social Security, your Local Education Authority (to allow us to claim tuition fees, for instance), the Student Loans Company and the Police (in connection with potential criminal offences). Under our registration we are also able to pass your data to other named categories of third parties, such as the Students' Union (to enable you to have membership), your term-time Local Education Authority or Borough Council (to enable you to claim exemption from Council Tax), our Alumni Office and Professional Bodies. This list is not exhaustive. Sometimes, particularly as you get to the end of your studies, prospective employers or other universities could contact us to verify details about you, such as your assessment results and degree classification, your attendance record or to ask for a reference. We will only provide this information if you have explicitly agreed for us to do so (see paragraph 1 above). If you have not given your consent to disclosure, we will require you to contact us directly to give permission to release the information, or require that the third party sends us a statement from you agreeing to the disclosure. Obviously this can be very time-consuming and could jeopardise your chance of a job.

If, at any time, you wish to object to the accessing, processing or disclosure of your personal data, you can do so in writing to:

Bernard Shaw
University Data Protection Officer, Staffordshire University,
College Road, Stoke-on-Trent, Staffordshire ST4 2DE

How hard will it be to successfully complete a module?

There is no straightforward answer to this question and it would be highly unusual for you to pass any module without putting in a considerable amount of study. The 150 hours study associated with each 15 credits really is the **minimum** requirement. Each module has its own inbuilt programme of assessment. A typical module assessment might include a seminar presentation or an academic essay. Details of the assessment for each module are contained in the Module Handbook. Many modules in this Scheme also use clinical settings for teaching and assessment, either in your own place of work or an alternative placement to broaden your experience.

How do I measure success?

Criteria for successful achievement of modules at level 4, 5 and 6 will be based on your satisfactory attendance and on the results of theoretical and/or practical assessment. We hope that you will also measure success by the learning you achieve to enhance your practice. Reflection on enhanced knowledge and skills and their impact on patient/client care will provide further evidence.

How should my written work be presented?

Written work must be typed/word processed in 12pt Arial font, and must be **1.5 or double line spaced**. The Harvard System of referencing should be used. A Study Skills Handbook is available via My Portal and in Blackboard in electronic format. In exceptional circumstances a hard copy can be supplied by your module / award leader.

Should you require further guidance about the presentation of your work, ask your module leader/teacher. Remember to stay within the word limit and adhere to the written guidelines you will be given for each module. Refer to the marking criteria for the level and type of summative assessed work you are presenting.

Assignments must be submitted in a soft, clear-fronted, A4 plastic file with punched holes (**unless advised otherwise**) together with an assignment marking/feedback form and your student number and module clearly written on the front page (please refer to Appendix 8 for the template for the front sheet of your assignment). **Do not place individual pages in clear plastic sleeves within the file.** Ensure that any additional leaflets, samples etc are adequately attached – ideally, these additional pieces of information should be referenced and **not** included. Folders that do not meet this requirement will not be accepted. If you are in any doubt please check at reception. The only exception to this will be ring-bound/spiral bound dissertations and portfolios or assignments where presentation is particularly stated.

Written work for modules within the Scheme often include case study materials and are likely to be clearly linked to practice. When preparing written work you should remember that patient, colleague and institutional **confidentiality must be maintained** at all times and the AODP (2004) and NMC (2008) Code of Professional Conduct: standards for conduct adhered to. A pseudonym may be used or some other means to preserve service user anonymity. Similarly anonymity of colleagues, managers, employers, etc must be ensured. Please check that any material you include in an appendix is also anonymised. **Ensure you read Appendix 7 for the Statement on Confidentiality and Ethical Issues and note that a breach of confidentiality will result in a fail grade.**

All written work is marked anonymously. In order for us to achieve this, please **do not** put your name anywhere on your submitted work, but replace this with your student number. **Please use a footer with the page number and your student number on each sheet.** Please be sure to proof read your work thoroughly prior to submission and that the correct and complete piece of work is submitted.

When do I hand in my assignments?

The date for submission of assignments will be available from the module leader at the beginning of each module. One copy of your assignment must be submitted. It is your responsibility to ensure that all assignment work is submitted by the time and date specified, and to ensure that any necessary documentation related to it, is completed. You may hand your assignment in, in person, at the Faculty of Health reception, on the site nearest to your workplace or residence (please check there will be a member of the administrative staff available to receive it, especially at the Princess Royal Hospital, Telford) and a receipt will be issued. Teaching staff will not normally accept delivery of assignments. It is preferable to deliver the work by hand and **you are required to keep a copy of all work submitted**, in case of appeal. Proof of posting will not be accepted as evidence of receipt of the work. If you are undertaking a distance learning module, then arrangements to receive assignments via digital dropbox in Blackboard or email will be specially organised.

When you submit work please ensure you have your student number and module code to hand.

Failure to submit a piece of work on the due date and time will result in the recording of a late or failed attempt unless extenuating circumstances apply.

It is important that you submit your assessment at first attempt ON TIME or you will fail your module / award. If you think you will have difficulty submitting your assessment on time you must speak to your module tutor as a matter of urgency. You will not have the right to a second attempt if you have not made a first attempt (unless you have extenuating circumstances that are upheld).

What if I encounter practical/personal difficulties?

If you know that you will be late with your work, or unable to submit it at all due to difficult circumstances, then you must complete an “Extenuating Circumstances” form available from the Faculty of Health offices or on the Staffordshire University website (http://www.staffs.ac.uk/assets/extenuating_circumstances_form_tcm44-25749.pdf). The completed form must be forwarded to the Faculty of Health Administrator (Sue Reade at the Shrewsbury campus) along with supporting evidence, for example, a medical certificate if there is a medical problem causing the delay. As most part-time students have demanding full-time posts, “pressure of work” will not be considered to be an extenuating circumstance. As stated above you **MUST** make a first attempt at your assessment unless extenuating circumstances apply.

You will find guidance on completion of the claim attached to the form. Submission to the Faculty of Health’s Extenuating Circumstances Panel must be within 10 working days from the assessment submission date. It is the student’s responsibility to ensure the correct completion of the form and to provide appropriate supporting evidence. If you experience difficulty in completing the form or with the process, please ask for advice in the Faculty Office, from the Module Leader/Tutor or from the Students’ Union Advice Centre.

How and when will my results be issued?

The University’s Academic Board has been considering the outcomes of the last National Student Survey and discussing how it can provide quicker feedback to students. It has agreed that, from September 2010, you will receive feedback on your coursework and class test summative assessments normally within 20 working days (this was previously 25 days) following the coursework submission date or date of the class test. For some assessments the feedback period will be less than 20 working days. However, it may be the case that the 20 day rule for some assessments cannot be met for justified reasons (for example, modules on which a large number of students are enrolled). However, it is anticipated that this will apply to only a small number of modules on your award and, in those cases, the feedback return period will not exceed 25 days. The anticipated feedback return times for all assessments will be published in your Module handbooks.

In order to ensure that feedback is provided within 20 days, in some cases, the marks for your work will be provisional and will be subject to final ratification by the appropriate Assessment Board in due course.

The University hopes that you will also play your part by ensuring that you collect feedback from your module tutor as soon as it is available.

It is important that you check the Faculty of Health or your module leader/teacher, for information on how your results will be provided.

Unratified results (the grade given by your tutors but not yet confirmed by an award board) may be issued to you by your tutor. Results ratified by the Award board (or confirmed results) are usually posted out to students within six weeks of submission. and will have been ratified at the Award Board.

What if I change my address?

IMPORTANT: If you change your address, **you** are responsible for ensuring the correct documentation is completed (please collect the form from Faculty of Health offices). Failure to do so will result in you not receiving your results and feedback.

What if I do not pass a module?

If you fail a module, then you normally have the right to be reassessed in a failed module on one more occasion i.e. first attempt plus one further/second attempt. Students who fail a summative assessment at the second attempt may be permitted a third attempt at the discretion of the assessment board on one further occasion. It is the decision of the Award/Progress Board to permit this further attempt.

The University Undergraduate Modular Framework Regulations, available on-line at <http://www.staffs.ac.uk/modules/> apply to module failure except that, compensation, condonation and aegrotat awards do not apply to students undertaking modules/awards within the Faculty of Health Scheme for Continuing Professional Development. This is due to the professional requirement to achieve a satisfactory standard in all aspects of the module/award.

How do I resit a module or part of a module?

Re-assessment dates are normally 6 months from the date of referral, although you may submit earlier if you wish – you must notify the Faculty Office of your decision to submit at the earlier date. Details of dates for re-submission of your assessment will be issued with your results.

What if I need to take a break from my studies?

There may be reasons why you need to take a break from your studies. In the event that you wish to withdraw from a module, it is very important that you notify the Module Leader in writing. Failure to do so may result in you being recorded as having failed the module(s). If you are studying for a diploma or degree you should also notify your Award Leader.

Your award leader will discuss with you the length of break from your studies and, if necessary, arrange for you to intermit (take a break) from the award until you are ready to return to study. Your award leader will advise you on the length of your intermission to ensure you can complete your studies within the time frame of your award.

What if I am unable to commence a module(s)?

You must inform the Continuing Professional Development Team in writing if you wish to cancel a place you have on a module. If you fail to attend the module without notice you (or whoever pays your fees) may be liable to pay module fees.

What if I change my mind about the modules I have selected for my degree/diploma?

If you change your mind about modules selected it is important that you contact your Award Leader to replan your programme and complete the necessary forms available from the Faculty of Health Office.

Do I have to attend every lecture?

Attendance for all **formal teaching** is compulsory. On some occasions, owing to illness or other commitments, your absence may be unavoidable. All tutors recognise this and on such occasions you should have a word with the tutor concerned, rather than to assume that no-one has noticed. If you cannot contact your tutor, you should leave a message with reception.

If you are late arriving for a lecture session please enter quietly. Should you be unable to switch off your pager, bleep or mobile 'phone because you are on call, please sit where you can exit easily and inform the lecturer before the session starts.

What if I don't attend or progress?

The University regulations state that after four consecutive unauthorised absences from a module, the module leader may withdraw you, in the absence of a valid reason.

The University reserves the right to intermit or withdraw your registration if your continued absence (unless authorised) in the view of the Faculty, threatens your ability to progress / complete your award satisfactorily and/or meet the learning outcomes of the module(s) you are registered on.

Further, if you are absent due to illness and are registered on an award based in the Faculty of Health, you may be referred to the Fitness to Practice Committee for consideration of your continued suitability to study on the award for which you are registered.

If a student withdraws or is withdrawn from a module because of non attendance, s/he will be considered to have failed that attempt and therefore "lose a life" for that module if s/he enrolls on it again in the following year.

Further details regarding attendance can be found in the Undergraduate Regulations: <http://www.staffs.ac.uk/current/regulations/index.php>.

What is Academic Misconduct?

Cheating may be defined as any attempt by a candidate to complete an examination or assessment by unfair means. Plagiarism may be defined as a candidate submitting the work of others as his/her own for the purpose of satisfying formal requirements. You should be very careful only to submit your own work and to recognise any sources that you use in the course of your research including electronic sources, eg Internet. You should note that when you sign your assignment marking/feedback sheet, you are stating that the work is your own.

Where plagiarism/cheating is suspected Staffordshire University regulations and procedures will be followed. Plagiarism or cheating, referred to as academic misconduct, is regarded very seriously. Plagiarism cases will be dealt with by the Student conduct committee and in cases where it is found to have occurred the Assessment Board will determine the course of action to be taken. This may include deeming you to have failed the module/group of assessments of which it forms a part and to determine the condition, if any, upon which you may be admitted for reassessment. Academic misconduct may have implications for your professional registration. Access further information on the Staffordshire University website (www.staffs.ac.uk) on this subject.

Reproducing handouts given in class as an assignment or for any other presentation on a course or in your workplace, without permission or acknowledgement is also unacceptable.

During the course of your studies, you may sometimes want to copy material, e.g. journal articles, web pages, maps etc. You need to be aware that this material will almost certainly be protected by copyright, which limits the amount you can copy. Please read the students guide to copyright included as Appendix 6 to clarify these limits.

4 STUDENT SUPPORT AND GUIDANCE

How will I decide what modules to undertake?

When you begin studying for a diploma or degree, the award leader will discuss your chosen award and your individual learning needs with you. Advice can then be given on the combination of modules that best meet the requirements of the award and your learning needs.

How will I be supported on my chosen course of study?

The university is committed to providing effective academic guidance and tutorial support. Please find below, details of the minimum provision that you can expect to receive. You are strongly advised to access tutorial support, although it is acknowledged that there may be times when you may choose not to do so. It is also important that you read this section in conjunction with the University pages on Student Support on the University website

(http://www.staffs.ac.uk/about_us/university_departments/student_office/)

which includes the Student Charter.

Your module leader will provide all academic support related to study within your module. Your award leader, as listed above, will be your personal tutor who will support you over the course of your study across the award.

You should contact your award leader whenever you need general help or advice, or when requested to do so. If, in the absence of your award leader, you require urgent help or advice, please contact your module leader, or one of the other lecturers. Contact your award leader for dates, times and venues for personal tutor meetings and surgeries, and to book individual appointments with your award leader.

To fulfil your role in the personal tutoring process you are expected to:

- respect appointments and planned meetings;
- participate actively;
- respond to communications from your personal tutor;
- understand that the role and time of your personal tutor has its boundaries and that s/he will need to make a judgement about the reasonable use of his/her time for any single individual;
- keep your personal tutor fully informed regarding personal information relevant to your award;
- notify your personal tutor as soon as is practically possible if you are unable to attend;

What academic guidance will I have?

Academic guidance is usually provided by the module tutor/leader.

The purpose of academic guidance is to facilitate the development of your academic skills. This guidance will be restricted to the completion of the module assessment only. Your module leader will assist you in accessing information and/or support regarding issues around study skills, referencing techniques, writing skills, etc.

During the writing of assessed work you may receive:

- A group launch, usually at the commencement of the module – this will take the form of a timetabled, classroom session, when information regarding the assessment method, marking criteria and general guidance will be given. This will enable the assessment method to be explored and provide the opportunity for discussion and clarification
- A further tutorial, either individually or as a group, to review and discuss progress made on the assessment.
- You will be expected to have prepared some work, for example, a plan or portion of text not exceeding 40% of the required wordage. Please note that this tutorial may be conducted in a variety of ways, for example, face-to-face, via email or post, or over the telephone.

As these meetings are developmental in nature, **completed work will not be reviewed and no prediction of grade will be given. In addition, tutorials will not normally be undertaken during the week prior to submission.**

Time will be allocated for the above meetings and you will be notified accordingly. Please note that ad hoc meetings cannot be expected. If you experience any personal difficulties which could result in you not being able to submit your summative work on its due date, please refer to the information earlier in this Student Handbook. Extenuating Circumstances forms are available from the Faculty of Health offices; a sample is on the University website.

Written feedback on the formative advice offered at these tutorials will be given on the Faculty of Health's 'Student Guidance and Support/Contact Record' form. You

will be given a copy of the completed form and a copy will be kept in the Faculty of Health, in your student file. Teaching Staff have a supply of these forms, however, if you wish you can obtain these forms from the Faculty of Health office on each site to take to tutorials with you.

What feedback on my work will I receive?

Feedback will be given on formative and summative work where appropriate and will be based on the following principles:

- Feedback may be verbal or written (which includes e-mail);
- Individual, written comments will be given by the marker;
- The feedback will be constructive and sufficiently detailed to enable you to build on your achievements and learn from any mistakes/weak areas;
- Copies of your written feedback will be kept in your personal file.

What if I have special needs?

If you encounter any difficulties of a nature not previously identified or notified to the University, or if you feel that you require further assistance, please seek advice from either your personal tutor or student support services.

If you are experiencing difficulties and may require additional support, you are advised to contact: **Caroline Loven on tel: (Staffordshire) 01785 353681 or (Shropshire) 01743 261136.**

Additional Information: Disability Services

Located within Student Support is Disability Services, where a range of services available for advice, information and support continues to develop. We encourage students to contact us as soon as possible, as early discussion of your support needs is essential.

Within available resources we might be able to provide;

- Academic and domestic support workers;
- Help with the application for the Disabled Students' Allowances (DSA) or other sources of funding for support;
- Specialist staff on each main campus for advice, information and support
- Help with arranging additional examination arrangements;
- Assessment of academic support needs and enabling technology solutions in the Staffordshire Regional ACCESS Centre;
- Diagnostic testing for dyslexia;
- One to one dyslexia tuition;

- Specialist communication support for deaf and hard of hearing students;
- Liaison with teaching and other staff to help you co-ordinate your support arrangements;
- Help with access to suitable residential accommodation;
- Bookable vehicle with wheelchair access;

We are open from 9am to 5pm Monday to Thursday and 4.30 on Friday. You will find us in Room C306, 3rd Floor, Beacon Building on the Stafford campus and in the Student Support Building in Winton Square, Station Road in Stoke (opposite the railway station, to the right of the North Stafford Hotel). Alternatively you can pick up one of our leaflets in the Information Centres, the Students' Union and Libraries or visit our web site:

http://www.staffs.ac.uk/courses_and_study/disabled_students/disability_support/.

To make an appointment to see a member of the Disability Services team call 01782 294977 (Stoke campus) or 01785 353302 (Stafford campus). Shropshire students should call the Stafford number to make an appointment.

Please note there may be a waiting list for some of our services.

If you have a disability or specific learning difficulty (dyslexia) you may be eligible to apply for extra funding in the form of the DSA. These allowances are intended to cover any extra costs or expenses you have while you are studying that arise because of your disability. They are not intended to pay for disability related costs that you would have whether you were a student or not. Full details are available from your LEA or Department for Education and Skills (DFES).

Students with a disability/special needs are managed in accordance with the Disability Discrimination Acts (DDA) 1995 and 2005 and are well supported by a member of academic staff who has the expertise to provide assessment and one to one support in order to address specific educational requirements.

Please note that all personal data is confidential and no information will be disclosed without the written consent of the individual concerned. If your disability/special needs are likely to impinge on your academic or clinical performance you are strongly advised to inform the appropriate lecturers and/or mentors. If the university consider that in certain circumstances your safety or that of others could be at risk without this information, it may prevent you from being able to fulfil all the academic and professional requirements of the Award.

How will my progress be monitored?

In order to monitor your progress on the award, you will have a minimum of **one progress meeting** per academic year with your award leader. This may include discussion of your progress and future professional development. If you are unclear as to whom to contact for your progress meeting, please contact your award leader. A record of this meeting will be kept in your personal file.

If you are undertaking an individual module, your module tutor will be pleased to help you with any queries. For dissertation supervision, specific guidelines will be issued when you undertake the dissertation module.

What about other support I may need?

Your award leader / module leader will endeavour to help you during times of personal distress, particularly if it is related in any way to your award. However, it is important to note that the University provides a wide range of welfare services, which you are invited to access. Details are given in the Student services handbook (you will be given a hard copy of this, but it can also be found at:

<http://www.staffs.ac.uk/a2z4u/> .

What if I don't pass my assessment?

In the event of you being referred in an assessment of theory or practice, the Faculty of Health will notify you by letter, requesting you to contact your module tutor. It is important that you arrange a prompt meeting with your module tutor so that you can discuss and plan the following:

- Possible cause of failure
- Discuss any extenuating circumstances
- Put together a learning contract
- Plan remedial work / develop an action plan;
- Confirm date of resit / resubmission
- Discuss implications of referral
- Ascertain details of the appeals procedure if appropriate
- Look at support required (including opportunities for supervised practice if referred on a practice component)

You will be given individual advice and support by your module tutor aimed at enabling you to develop the required academic / practice level. However, you will be expected to fulfil any tasks as agreed, and provide evidence of work for discussion at the meeting(s).

Support in clinical practice

Some modules will involve a clinical practice element. Award / module descriptions within the Lifelong Learning brochure make clear any requirement to be working in a particular clinical / practice environment, and will state any practice assessment(s) that you will be required to complete as part of the module assessment. In some cases you may be asked to identify a mentor / practice teacher prior to commencement of a module. If you have any issues or concerns regarding clinical practice aspects of your award or a module please discuss with your award leader and /or the module leader.

When you commence a module with a practice element your award leader will make clear what is required of you, and will tell you what kind of support / mentoring you will require. If you have any difficulties securing a mentor in clinical practice, or

getting the support you require you must let your module leader know at the earliest opportunity.

Whilst in clinical practice you are expected to adhere to The NMC Code ([The Code NMC, 2008](#)).

If you are concerned that you may not meet the practice requirements of your module, or may not receive adequate support or supervision in practice, please ensure that you speak with your module leader as soon as any potential issue occurs. If you are referred on a practice assessment you will have the opportunity to undertake this a second time (as would be the case with any other assessment – described above).

If you have any concerns about practice within the clinical area you are working in, please discuss with your mentor and your module leader who will ensure that any issues raised are dealt with appropriately. Most clinical areas also have a Clinical Placement Facilitator who may be helpful.

If there are any issues raised regarding the fitness of your practice or your conduct, this will be discussed with you, and may be referred to the Faculty Fitness to Practise board. Your award leader can direct you to the Regulations governing the conduct of students on health and social care professional awards.

5 LEARNING RESOURCES AND QUALITY ISSUES

What library and information services are available?

During your course you will have access to the Staffordshire University Library and Information Resources. In terms of the Faculty of Health we can offer a collection of approximately 30,000 books, videos, and study packs and a range of nearly 300 journals in nursing, midwifery, medicine, psychology, sociology, sports health, NHS Management and other health related topics. In addition to these specific health related resources you will have access to the wider University Library system, including specialised CD ROM databases and Online and Internet resources. Material from national libraries can be accessed through the inter-library loans system. Many text books are available to read electronically.

We recognise that if you have had a break from studying for a while, then it will take time to learn how to use the library. Library staff do not expect you to work it out for yourself. Every subject taught within the university has a subject team associated with it. This subject team will offer you professional advice and support. The subject teams offer a range of services, including:

- an introduction to the library and a set of user guides which will remind you of things covered in the introduction. Library publications on a whole range of subjects, including how to access and select CD ROM databases, and how to use the electronic catalogue;
- specialist skills workshops showing techniques of literature searching using electronic media;
- an Enquiry Service;

- specialist help. The subject librarians are there to help you, please do not hesitate to ask.

How do I contact the Library?

The Nelson Library is based at the Stafford, Beaconside Campus and is signposted from the main entrance to the site. The Thompson Library is based at Stoke behind the Cadman Building on College Road. The Faculty of Health collection is located on both the Shropshire and Staffordshire sites:

Site	Librarian	Address and Telephone Number
STAFFORD	Pam Dunning Kay Coverdale	Nelson Library, Staffordshire University, Beaconside, Stafford, ST18 0DP Tel: 01785 353606
TELFORD	Louise Stevens	Library, Education Centre, Princess Royal Hospital, NHS Trust, Apley Castle, Telford, TF1 6TF. Tel: 01952 641222, x 4440
SHREWSBURY	Shirley Kennedy	Shrewsbury Health Library, The Learning Centre, Royal Shrewsbury Hospital, Mytton Oak Road, Shrewsbury, SY3 8XQ Tel: 01743 492512 or 261440
*OSWESTRY	Siobahn Price	Francis Costello Library, Robert Jones & Agnes Hunt Orthopaedic & District Hospital NHS Trust, Oswestry, Shropshire, SY10 7AG Tel: 01691 404681 or 404388
STOKE	Pam Dunning Kay Coverdale	Nelson Library, Staffordshire University, Beaconside, Stafford, ST18 0DP Tel: 01785 353606

* Specialist collection of Orthopaedic books

What is the access to and support with Information Technology (IT)?

The University IT Services manages the computer network and facilitates the effective use of computers by Faculty of Health students and staff in the university.

The **Student Guide to Information Services** is a comprehensive guide to all IT student facilities and can be found here:

http://www.staffs.ac.uk/images/student_handbook_tcm68-13792.pdf. It is also available from all Help Desks, Advisory Desks and Information Points

Main advice centres:

The Octagon (01785) 353339, Beaconside, Stafford . K016 - Student IT Help Desk, Concourse area.

Brindley IT Centre (01782) 294135 , Brindley Building, Leek Road, Stoke-on-Trent

Cadman IT Centre (01782) 294508, Cadman Building, College Road, Stoke.

Lichfield Centre (01543) 301109, The Friary, Lichfield.

Faculty of Health IT facilities:

Blackheath Lane (01785) 353761, Stafford — advice available in the Nelson library.

Shrewsbury (01743) 232687 , Royal Shrewsbury Hospital – IT Drop in room , Shrewsbury Health Library, located in the Learning Centre. IT support – see counter staff in library..

IT Services support a wide range of computing facilities across the university, including:

- Over 2000 distributed desktop computers: Windows PCs and Apple Macintosh;
- Open access student computer laboratories equipped with a range of standard and subject specific software;
- A campus network connecting all computers and giving access to the Internet;
- World Wide Web;
- A network of Digital Alpha, NT and VAX multi-access and client/server computers;
- Laser and inkjet printers;
- Electronic mail account for each student;
- Friendly advice and assistance to users near their workplace; programming; operations; equipment purchase, installation, maintenance and repair; communications and networking;
- Systems analysis and design.
- Training on use of IT equipment, media and software. Three free Basic IT Skills courses are offered to all new students:
 - Introductory IT skills and word processing;
 - Introduction to email;
 - Introduction to the Internet.

Enrol at your local Advisory Desk.

Sales

IT Services Help Desks sell a range of computer-related items to students on a non-profit basis.

Printing

Black and white printing is available in all labs with high quality colour printing available from selected Help Desks.

Software and documentation

For a full list of student open access areas and the software available in each lab, obtain the following documents from your local Help Desk:

L026 Software at Stafford and L027 Software at Stoke. A wide range of user documentation is available from IT Services, see USER 136 Printed list.

Help and advice

IT Services staff provide advice and assistance on most aspects of computing. If you have a problem using any of the personal computers, or printers, contact your local Help Desk or Advisory Desk.

Faculty of Health Web Page

The Faculty of Health Web page can be accessed at:

<http://www.staffs.ac.uk/faculties/health>

Email

Every enrolled student has access to an individual email account. It is very important that you access this e-mail account regularly as it will be the prime method of communication from the University, Faculty and your tutors. Academic regulations state that you **MUST** check your e-mail at least once a month when on a placement. Your e-mail address is made up of your student user name (two letters and 6 numbers) followed by.....@student.staffs.ac.uk. For example:

Ab123456@student.staffs.ac.uk. Your log on password is your 6 figure date of birth, e.g. If date of birth is 25th September 1980, your password is 250980.

Information about your e-mail account is in the IT services student handbook, or available at any help desk. Sessions on using email and computers can be booked at induction, or further information can be obtained at the Faculty of Health offices.

How is the quality of programmes assured?

The University and the Faculty of Health have quality frameworks and processes based on initial validations, annual and periodical reviews. In addition to evaluation and feedback from students the Faculty of Health also receives input from employers, clinicians and managers as well as from its External Examiners. ODP, Health Visiting and Nursing and Midwifery in the Faculty of Health in its Major Review in December 2005, received a score in the "Excellent" category.

How will the quality of the clinical learning environment be assured?

All the clinical areas in which you may gain any practical experience required by your course are audited for their educational suitability on an annual basis. Most areas in local NHS Trusts also have a clinical placement facilitator and some have a link tutor. Many local NHS Trusts also have a senior member of education or clinical

staff designated as the person to liaise between the Faculty of Health and the NHS Trust. If you do not know who this is, please ask your personal tutor.

What happens to student feedback?

Students are given the opportunity to provide written feedback on each module as it finishes and Module Leaders also invite verbal feedback via a SWOT analysis. Constructive feedback with practical suggestions for improvement and recognition of positive aspects is most helpful. Module Leaders summarise the evaluations for their annual reports along with any action required/taken in response to feedback. These annual reports then inform the overall annual reports for awards and the programme.

APPENDIX 1

GLOSSARY OF TERMS

Assessor (Defined as Mentor Advisory Standards)

An appropriately qualified and experienced first level nurse/midwife/specialist community public health nurse or ODP, who has undertaken preparation to develop skills in facilitating student learning, supervising practice and assessing the student's level of attainment related to the stated outcomes of the programme.

AODP

The Association of Operating Department Practitioners has represented and overseen the development of Operating Department Practitioners as the thirteenth health care profession (AODP 2004; DOH 2004), acting as the professional registration body until legislation transferred that to the Health Professions Council (HPC). It now acts as the professional and curriculum advisory body, particularly for pre-registration/qualifying courses. It is working with the HPC in the development of criteria for Continuing Professional Development.

Continuing Professional Development (CPD)

The Government has charged the professional statutory bodies with ensuring and maintaining professional standards of practice within the health service. These standards are set out by the statutory bodies as competences that must be met for initial registration and the requirement of evidence of Continuing Professional Development at re-registration.

Health Professions Council (HPC)

The Health Professions Council is currently the statutory body for all health care professions other than Medicine and Nursing. It is responsible for standards of practice and administers the Health Professions Registers. It is currently developing its policies on continuing professional development and the criteria for re-registration with the individual professional representative bodies.

Level

Academic level 4 is certificate level study. Level 5 is diploma level study and level 6 is degree level study. There is progression in terms of what is expected of a student as levels progress from 4 through to 6. The grading criteria at Appendix 10 give a good indication of what a student should achieve at each level.

Module

A module is a self-contained unit of study. These modules are assembled to construct a programme of study leading to a named award.

Named Award

A named award is a validated award identified by a specific set of modules and learning outcomes.

The Nursing & Midwifery Council (NMC)

The Nursing and Midwifery Council took on the responsibilities of the UKCC in 2002, established by an Act of Parliament to regulate the nursing, midwifery and health visiting professions, to protect the public and to establish and improve standards of education and training and professional conduct.

Professional Development Plan (PDP)

A personal professional development plan which has been negotiated and agreed with the learner's clinical manager. It should identify the professional development goals for the current year and indicate how these are to be achieved.

Programme of Study

A programme of study is your overall choice of modules leading to a named award.

Scheme

A term used to describe a structure of awards providing a flexible system for the organisation and delivery of continuing professional education.

Supervision

The professional support of a student by appropriately qualified staff to facilitate their developing competence in the practice of nursing, midwifery or health visiting or health and social care.

Terms

The teaching year is divided into three terms. Each term is normally 12 weeks of teaching, usually commencing in September, January and May of each academic year.

APPENDIX 2 DEGREE AWARD STRUCTURES

BSc (Hons) Nursing Studies from September 2009

<p>Core: 30 credits :</p> <p>Appraising the clinical evidence base for practice development OR Enquiry methods to develop evidence-based practice 15 credits</p> <p>Leadership 15 credits</p>	<p>Specific Option - 90 credits</p> <p>Specific options may be chosen from the Undergraduate Lifelong Learning Directory (The Health Factor). These must be approved by the Award Leader as appropriate for your pathway.</p>
---	--

BSc (Hons) in Peri-Operative Care From September 2009

<p>Core: 60 credits :</p> <p>Appraising the clinical evidence base for practice development OR Enquiry methods to develop evidence-based practice 15 credits</p> <p>Enhancing perioperative care 30 credits</p> <p>Leadership 15 credits</p>	<p>Option Credits – 60 credits</p> <p>Option modules may be chosen from the Undergraduate Lifelong Learning Directory (The Health factor) and in conjunction with your award leader.</p>
--	---

Structure of the BSc. (Hons) Clinical Practice:

This degree offers eight pathways which comprise of Core modules (45 credits), a general option module (15 credits) and pathway specific modules (60 credits). Pathways are Primary care; Adult/acute care; Care of Children; Mental Health; care of the older person; Palliative care; Emergency care and Critical care.

Core: 45 CreditsAppraising the clinical Evidence Base for Practice Development **15 credits**Principles of Physical Assessment **15 credits** or Mental Health Assessment of Clients **15 credits**Leadership **15 credits****General Options: 15 credits per pathway from a list of general options****Pathway Specific Options – 60 credits per pathway from the following**

Primary Care	Adult/Acute	Children's	Mental Health
Independent and Supplementary Prescribing (30)	Independent and Supplementary Prescribing (30)	Independent and Supplementary Prescribing (30)	Independent and Supplementary Prescribing (30)
Care and Management of People with Diabetes Mellitus(15)	Management of the Acutely Ill Adult (30)	Orthopaedic Nursing (45)	Foundation Skills for CBT(15)
Introduction to Long term Condition Management (15)	Infection prevention and control (15)	Child and Adolescent Development (15)	Living with people affected by dementia (15)
The Care and Management of Respiratory Disorders (COPD) (15)	Orthopaedic Nursing (45)	Care and Management of People with Diabetes Mellitus (15)	Neuropharmacology (15)
Principles and practice of Palliative care (15)	Introduction to Long term Condition Management (15)	Management of Pain(15)	Medication Management (15)
Health promotion project planning (15)	Nursing Practice in the Care of a Person With Spinal Injuries (30)	Management of Pain(15)	Physical Health problems in Mental Health (15)
Contraception and Sexual Health (15)	Management of Pain (15)	Triage and Management of Patients with Minor Injuries (30)	Clinical Supervision (15)
Managing Heart Failure (15)	Contraception and Sexual Health (15)	Working together to safeguard and protect children (15)	Experiencing Mental Distress (15)
Sexual Health Advising (30)	Managing Heart Failure (15)		Child and Adolescent Mental Health Services (15)
	Assessment of the Acutely Ill Adult (30)		Behavioural Family Therapy (15)
	Care and Management of People with Diabetes Mellitus (15)		Alcohol Use, Screening Assessment and Referral (15)
			Values and Psychosocial Interventions (15)

Older Person	Palliative Care	Emergency Care	Critical Care
Independent and Supplementary Prescribing (30)	Independent and Supplementary Prescribing (30)	Triage & Management of Patients with Minor Illness/Injury (30)	Independent and Supplementary Prescribing (30)
Assessment of the Older Person in Health and Social Care (15)	Management of the Acutely Ill Adult (30)	Independent and Supplementary Prescribing (30)	Professional Nursing Practice in the Care of a Person With Spinal Injuries (30)
Enhancing Care in Care Home Settings (15)	Assessment of the Acutely Ill Adult (30)	Assessment of the Acutely Ill Adult (30)	Intensive Care Practice (30)
Care and Management of People with Diabetes Mellitus (15)	Principles and Practice of Palliative Care (15)	Management of the Acutely Ill Adult (15)	Assessment of the Acutely Ill Adult (30)
Stoke Rehabilitation: Care and Management (30)	Management of Pain (15)	Introduction for healthcare professionals to the care of children and young people (45)	Management of the Acutely Ill Adult (15)
Principles and practice of Palliative care (15)	Loss, Grief and Bereavement (15)	Mental Health Assessment of Clients (15)	Mental Health Assessment of Clients (15) Management of Pain (15)
The Care and Management of Respiratory Disorders (15)	Management of People with Mild & Uncomplicated Oedema & Malignancy (15)		Coping with Violence and Aggression (15)
Tissue Viability (15)		Management of Pain (15)	Work based learning for CPD (15)
Working with People Affected by Dementia (15)		Work based learning – Providing the evidence (15)	Infection Control (15)
Prevention and Management of Cardiovascular Disease (15)			
Introduction to Long-term Condition Management (15)			

BSc (Hons) Clinical Practice General Options - 15 credits per pathway from the following:

Assessment of the Older Person in Health and Social Care (15)
Child & Adolescent Development (15)
Working together to protect and safeguard children (15)
Care and Management of People with Diabetes (15)
Contraception and sexual health – application (30)
Contraception and sexual health – care (30)
Foundation Skills for Cognitive Behavioural Therapy (15)
Health promotion project planning (15)
Leg Ulcer Management (15)
Infection prevention and control (15)
Introduction to Long term Condition Management (15)
Management of the Acutely Ill Adult (15)
Management of Pain (15)
Managing Heart Failure (15)
Medication Management in a Mental Health Setting (15)
Mental Health Assessment of Clients (15)
Mentorship in health care settings (15)
Neuropharmacology (15)
Orthopaedic nursing (45)
Principles of Physical Assessment (15)
Prevention and Management of Cardiovascular Disease (15)
Planning and Managing Change (15)
Record Keeping and Accountability in Professional Practice (15)
Tissue Viability (15)
Values and Psychosocial Interventions (15)
Working with People Affected by Dementia (15)

(Modules on offer are subject to change. Modules are developed and withdrawn to ensure that our provision remains relevant to contemporary practice.)

APPENDIX 3

DIPLOMA AWARD STRUCTURE

Diploma in Nursing From Sept 2009

<p>Core: 30 credits:</p> <p>An Introduction to Evaluating the Evidence 15 credits</p> <p>Record-keeping and accountability in professional practice 15 credits</p>	<p>Specific Option modules - 90 credits</p> <p>Specific options may be chosen from the Undergraduate Lifelong Learning Directory. These must be approved by the Award Leader as appropriate for your pathway.</p>
--	--

APPENDIX 4

MODULE DETAILS: PROHIBITED COMBINATION AND PRE-REQUISITES

Module Details – prohibited combinations + pre-requisites:

The following modules are the Core or Award Specific Option modules for the Diploma in Nursing, the BSc. (Hons) Clinical Practice BSc. (Hons) Nursing Studies and the BSc. (Hons) Peri-Operative Practice. Prohibited combination modules mean that you cannot undertake the modules detailed below, because of significant overlap in content between the modules. A pre-requisite module is one that must be undertaken before undertaking another that further develops the knowledge and skills.

Diploma - Level 2 modules:

Module Code	Module Title	Prohibited Combination	Pre-requisite
HEN62027-2	Record keeping and accountability in professional practice (15 credits)	HEN63048-3	
HEN62039-2	Assessment of the Older Person in Health & Social Care (15 credits)	HEN63056-3	
HEN62050-2	Assessment of the acutely ill adult (15 credits)	HEN63060-3	
HEN62038-2	Basic counselling in caring relationships (15 credits)	HEN61010-1 HEN63090-3	
HEN62040-2	An Introduction Evaluating Evidence for Practice (15 credits)		
HEN62011-2	Foundation Skills for Cognitive Behavioural Therapy (15 credits)	HEN61014-1 HEN63053-3	
HEN62041-2	Introduction to Practice Nursing (15 credits)	HEN62060-2	
HEN62042-2	Supervisory Skills for the Clinical Supervisors (15 credits)	HEN63065-3	
HEN62044-2	Care and Management of People with Diabetes Mellitus (15 credits)	HEN63069-3	
HEN62045-2	The Management of People with Mild Uncomplicated Oedema & Oedema Associated with Advanced Malignancy (45 credits)	HEN63075-3	
HEN62046-2	Coping With Aggression and Violence (15 credits)	HEN63066-3	
HEN62047-2	Managing Heart Failure (15 credits)	HEN63058-3	
HEN62013-2	The Care and Management of Respiratory Disorders (COPD) (15 credits)	HEN63022-3	
HEN62049-2	Working with People Affected by Dementia (15 credits)	HEN63088-3	
HEN62050-2	Assessment of the Acutely Ill Adult (30 credits)	HEN63060-3	
HEN62051-2	Work Based Learning for Continuing Professional Development (15 credits)	HEN63070-3	
HEN62024-2	Sexual Health – Theory (15 credits)	HEN63031-3	
HEN62025-2	Contraception and Sexual Health Care –Preparation for Practice (45 credits)	HEN63032-3	HEN62024-2

HEN63032-3	Developments in Infection Control (15 credits)	HEN63077-3	
HEN62014-2	Return to Practice (15 credits)		
HEN62057-2	Examination of The Neonate (30 credits)		
HEN62058-2	Professional Nursing Practice in the Acute Care of a Person with Spinal Injuries (30 credits)	HEN63068-3	
HEN62059-2	Orthopaedic Nursing (45 credits)	HEN63067-3	
HEN62060-2	Introduction to Practice Nursing – Open Learning (15 credits)	HEN62041-2	
HEN62061-2	Stroke Rehabilitation: Care and Management (30 credits)	HEN61037-1 HEN63076-3	
HEN62062-2	Sexual Health Advising – Widening the Remit (15 credits)	HEN63074-3	
HEN62063-2	Work-Based Learning: Providing the Evidence (15 credits)	HEN63079-3 HEN61018-1	
HEN62064-2	The Role of the Mentor within Healthcare Settings (15 credits)	HEN63051-3	
HEN62004-2	Behavioural family therapy (15 credits)	HEN61006-1 HEN63016-3	
HEN62010-2	Experiencing mental distress (15 credits)	HEN61013-1 HEN63020-3	
HEN62006-2	Exploring values (15 credits)	HEN61007-1 HEN63017-3	
HEN62007-2	Physical health in mental health care (15 credits)	HEN61008-1 HEN63018-3	
HEN62009-2	Medication management (15 credits)	HEN63093-3	
HEN62005-2	Mental Health assessment (15 credits)	HEN63072-3 SHM58042-M	
HEN62002-2	Principles and practice of palliative care (15 credits)	HEN63014-3	
HEN62012-2	Values and psychosocial interventions (15 credits)	HEN61016-1 HEN63021-3	

Degree – Level 3 modules:

Module Code	Module Title	Prohibited Combination	Pre-requisite
HEN63049-3	Appraising the clinical Evidence Base for Practice Development (15 credits)	HEN63080-3	
HEN63050-3	Enquiry methods to develop evidence-based practice (15 credits)	HEN63080-3	
HEN63048-3	Record Keeping and Accountability in Professional Practice (15 credits)	HEN62027-2	
HEN63051-3	Mentorship in Health Care Settings (15 credits)	HEN62064-2	
HEN63052-3	Independent and Supplementary Nurse Prescribing (30 credits)	HEN63083-3	
HEN63053-3	Foundation Skills for Cognitive Behavioural Therapy (15 credits)	HEN61014-1 HEN62011-2	
HEN63054-3	Principles of Physical Assessment (15 credits)	SHM58039-M	
HEN63055-3	Planning and Managing Change (15 credits)		
HEN63056-3	Assessment of the Older Person in Health and Social Care (15 credits)	HEN62039-2	

HEN63057-3	Tissue Viability (15 credits)		
HEN63064-3	Leg Ulcer Management (15 credits)		
HEN63014-3	Principles and practice of palliative care (15 credits)	HEN62002-2	
HEN63058-3	Managing Heart Failure (15 credits)	HEN62047-2	
HEN63059-3	Management of the Acutely Ill Adult (15 credits)		
HEN63060-3	Assessment of the Acutely Ill Adult (30 credits)	HEN62050-2	
HEN63061-3	Management of Pain (15 credits)		
HEN63062-3	Child and Adolescent Development (15 credits)		
HEN63063-3	Triage and Management of Patients with Minor Illness/Injury (30 Credits)		
HEN63073-3	Challenging Practice Through Reflective and Evidence Review (30 credits)	SHN56050-3	
HEN63065-3	Clinical Supervision (15 credits)	HEN62042-2	
HEN63066-3	Dealing with Aggression and Violence (15 credits)	HEN62046-2	
HEN63067-3	Orthopaedic Nursing (45 credits)	HEN62059-2	
HEN63068-3	Professional Nursing Practice in the Acute Care of a Person with Spinal Injuries (30 credits)	HEN62058-2	
HEN63069-3	Care and Management of People with Diabetes Mellitus (15 credits)	HEN62044-2	
HEN63070-3	Work Based Learning for Continuing Professional Development (15 credits)	HEN62051-2	
HEN63072-3	Mental Health Assessment of Clients (15 credits)	HEN62005-2	
HEN63015-3	Neuropharmacology (15 credits)		
HEN63022-3	The Care and Management of Respiratory Disorders (COPD) (15 credits)	HEN62013-2	
HEN63074-3	Sexual Health Advising – Widening the Remit (30 credits)	HEN62062-2	
HEN63075-3	The Management of People with Mild & Uncomplicated Oedema & Oedema Associated with Advanced Malignancy (45 credits)	HEN62045-2	
HEN63076-3	Stroke Rehabilitation: care and management (30 credits)	HEN61037-1 HEN62061-2	
HEN63077-3	Infection Prevention and Control (15 credits)	HEN62055-2	
HEN63078-3	The Principles of Assessment & Management of Patients with Minor Injuries (15 credits)		
HEN63079-3	Work-Based learning: providing the evidence (15 credits)	HEN62063-2	
HEN63081-3	Enhancing Peri-operative Care (30 credits)		
HEN63083-3	Independent and Supplementary Prescribing (3 months) (30 credits)	HEN63052-3	
HEN63085-3	Contraception and Sexual Health Care (30 credits)		
HEN63086-3	Contraception and Sexual Health – Application to Practice (30 credits)		
HEN63088-3	Working with People Affected with Dementia (15 credits)	HEN62049-2	
HEN63090-3	Counselling skills for healthcare professionals (15 credits)	HEN61010-1 HEN62038-2	
HEN63091-3	Introduction to Long Term Conditions (15 credits)		
HEN63093-3	Medication Management (15 credits)	HEN62009-2	
HEN63003-3	Leadership (15 credits)		
HEN63006-3	Enabling Learning in Nursing Practice (15 credits)	HEM58151-M	
HEN63045-3	Grief, loss and bereavement		
HEN63034-3	Alcohol use screening and assessment and referral		

HEN63016-3	Behavioural family therapy (15 credits)	HEN61006-1 HEN62004-2	
HEN63004-3	Community practitioner nurse prescribing (V100)		
HEN63028-3	Community practitioner nurse prescribing (V150)		
HEN63037-3	Enhancing care in care home settings		
HEN63020-3	Experiencing mental distress	HEN61013-1 HEN62010-2	
HEN63017-3	Exploring values	HEN61007-1 HEN62006-2	
HEN63018-3	Physical health in mental health care	HEN61008-1 HEN62007-2	
HEN63021-3	Values and psychosocial interventions	HEN61016-1 HEN62012-2	
HEN63023-3	Intensive care practice		
HEN63030-3	Care and management of people with human immunodeficiency virus (HIV)		
HEN63033-3	Introduction for health care professionals to care of children and young people	SHN56063-3	
HEN63035-3	Working with support networks of problem drinkers		
HEN63047-3	Health promotion project planning	HEN56125-3	

APPENDIX 5

ASSESSMENT STRATEGY

Assessment Strategy

The overall aim of assessment in relation to the Continuing Professional Development (Undergraduate) Scheme is to enable students to attain a high standard of scholarship commensurate with University standards that contributes to professional development and enhancement of health and social care.

Key Principles of Assessment for this Programme:

A range of assessment methods will be utilised to offer variety and interest to students, maximise potential for success and reflect the scheme's commitment to innovative and inclusive assessment. A variety of assessment methods will enable students to demonstrate their strengths and personal, intellectual and professional development as they progress through their award.

In addition, assessments are clearly linked to the award the individual student is undertaking, and offers the opportunity to apply theory learnt to their own area of practice. This element of application, reflection and focus of learning on the student's own practice area offers differentiation that distinguishes awards within the scheme.

Forms of Assessment:

Summative assessment will enable students to formally demonstrate that they have achieved the module learning outcomes, both theoretical and practical where appropriate. Assessment strategies include:

- Portfolio of evidence
- Viva Voce examinations
- Reflective essays, case studies, audit and critique of findings
- Negotiating for resources through a bid proposal
- Written assignments/essays/reports
- Practice assessments in relation to professional outcomes/competencies, such as OSCE's (Objective structured clinical examinations), and demonstration of achievement of skills and clinical competence / proficiency
- Classroom presentations to peers/ seminars
- Case study presentations in the clinical setting
- Poster presentations
- Written examinations and Multiple choice questions

The assessment strategy for each module ensures that the learning outcomes for that module can be met. At the same time, an overview of awards ensures a variety of strategies can be accessed to enable achievement and of the outcomes of their award, regardless of the range of modules they select to undertake.

Formative and Summative Feedback:

Methods selected for the assessment of theory and practice for individual modules will be supported by developmental/formative tasks that will elicit timely tutor feedback aimed to support learning. Presentation of draft work at tutorials will enable students to gain formative feedback on academic skills and advice as to whether they are addressing the learning outcomes. All modules incorporate formative work or tasks, for example, seminar presentations, critical incident reflections or discussions.

Assessment Process:

Assessment is student centred, relates to practice, provides transferable skills and encourages the development of reflective, innovative practitioners. At the beginning of the module students are provided with clear assessment guidance, both written and via tutorials, they are provided with grading criteria used for assessment (both theoretical and, if appropriate, practical) and a date for submission. In modules where assessment of practice is required, the practice outcomes / competencies are clearly stated. Guidance and support is provided to the student and assessor (as discussed above) to facilitate the successful achievement of the assessment. Students are provided with specific support for any additional assessed learning needs. They are given guidance on what to do if they have extenuating circumstances and what to do if they are referred on, or fail, an assessment.

Marking Process:

All assessments are underpinned by the principles of equity and fairness that is assured and monitored through a system of internal and external scrutiny that complies with the University's Undergraduate Modular Framework Regulations.

The overall workload and schedule of assessments for students is considered within Award/Scheme development. Weighting of assessments is guided by the Faculty Assessment weighting Guidelines.

All assignments are marked by the Module Leader/Teacher, with a range of assignments second marked. Both markers meet to agree marks and internal moderation is instituted if both markers cannot agree. A range of assignments are sent to the appropriate External Examiner, for further scrutiny of the marking process.

External Examiners are involved in scrutinizing a range of assessments across the marking grades, to ensure equity and fairness and comparability between other Higher Education Institutions, offering similar awards.

External Examiners also meet with the Teaching (and marking) team and students, in order to gain an informed picture of the assessment process. They also attend the Assessment and Progress/Award Boards.

APPENDIX 6

CONFIDENTIALITY AND ETHICAL ISSUES in ACADEMIC AND PRACTICE LEARNING and DATA PROTECTION ACT (1998)

Staffordshire University

Faculty of Health

Confidentiality and Ethical Issues in Academic and Practice Learning

It is expected that students will draw upon their clinical experiences whilst participating in academic and practice learning discussions; practice based assessments and formative and summative academic assignment work. This enables clear links to be made between theory and practice.

Direction and guidance on the confidentiality and appropriate use of data in National Health (NHS) settings including rationale for access to patient data; is offered by the Caldicott Committee (1997), the Data Protection Act (1998), the Nursing and Midwifery Council (2008), the Health Professions Council (2005) and other professional bodies. Students must be aware of their responsibility and demonstrate their ability to hold in confidence any personal information that becomes known during any aspect of a course of study within the Faculty of Health. This right to confidentiality extends to clients, peers, colleagues and employers. Where any personal information is disclosed for professional, academic or other purposes the anonymity of the individual client; peer, colleague or employing organization should be ensured. This may be achieved through the use of pseudonyms or codes.

Students must be aware that their clinical practice should ensure the highest standards of ethical practice. Essentially this means not involving patients or clients in anyway other than to provide their identified health care needs. Any data or records submitted as part of academic work or utilized during written, electronic or verbal discussions or presentations in health care learning environments and/or classroom settings must ensure anonymity.

Students are reminded that activities that involve conducting research, necessitate approval by the Faculty Research Committee. Research and activities that may be construed as research that involve NHS patients, data relating to patients and the use of NHS resources including staff require approval by the NHS Trust through the Local Research Ethics Committee.

The Faculty of Health has a responsibility to ensure that the demands of the Nursing and Midwifery Council (2008), Caldicott Committee (1997), the Data Protection Act (1998) and other professional guidelines are met. Therefore work that does not observe the requirement to maintain confidentiality, anonymity and obtain ethical approval where necessary will not be supported. If work that is submitted that does not meet these criteria the markers will be unable to continue to scrutinize it and a mark of F1 – 1% will be awarded.

Students who wish to raise concerns about ethical issues and confidentiality in practice learning environments are advised to refer to the following document in the Student Handbook: Protocol for dealing with Complaints by Student Nurses or Midwives about Standards of Care and Professional Misconduct on Clinical Placements used by the University.

Data Protection Act (1998)

Students are reminded that they have a responsibility and liability if they process personal data. Therefore all students must abide by the eight principles of the Data Protection Act (1998), and ensure that all personal data, whether it be paper or computerised material is used only for the purposes for which it was collated, kept in a confidential manner and disclosed only to those who have a right to access such information.

Please note that there are additional demands for students using personal data for research purposes. These will need to be adhered to when writing research proposals.

Reference sources

Data Protection Act 1998: Guide for Staff

URL: <http://www.informationcommissioner.gov.uk>

Leigh-Politt, P. & Mullock, J. (2001) The Point of Law Data Protection Act Explained London. The Stationery Office.

APPENDIX 7

COPYRIGHT: A STUDENTS' GUIDE



Copyright: a students' guide

During the course of your studies, you may sometimes want to copy material, e.g. journal articles, web pages, maps etc. You need to be aware that this material will almost certainly be protected by copyright, which will limit the amount you can copy. This leaflet aims to give guidance on how to deal with a variety of different types of material.

Making a single photocopy for private study or research

- **A single** extract or several extracts from a book as long as the total copied is not more than 5% of the whole work, OR
 - **one** chapter from a book, OR
 - **one** article from a journal or newspaper issue, OR
 - **one** paper from a set of conference proceedings, OR
 - **one** single case from a volume of law reports, OR
 - Poems, short stories and other short literary works may be copied so long as they are not more than ten pages long.
-
- You may photocopy up to 10% of a British Standard.
 - You may select an area of a map not greater than A4 in size and copy it up to four times.
 - You may normally photocopy the whole of items borrowed from the Information Services Offprints Collection. You should, however, note that some items carry a copyright warning notice alerting you to the existence of a second or subsequent item taken from the same source. In these circumstances, you may copy only one such item: the choice is yours!
 - **CAUTION:** *Course Packs should not be photocopied as this would be a breach of the University's copyright licence.*

Scanning

Copying material in this way is not permitted by the law or by any licence. You would need permission from the copyright owner before doing this.

The web

- Unless otherwise stated, **ALL** material on the internet is protected by copyright.
- If you wish to copy material from the web, i.e. to print or download it, you should check to see whether the page indicates what you can and cannot do, for example a licence screen to a specific web based product may state limits.
- If no guidance is provided, then you may make **ONE** copy (on disk or on paper) of the material you need for your own private study or research. The usual limits as to how much you may copy apply (see above).
- If you are creating your own web page then make sure you start from scratch. Taking and adapting someone else's web pages is a clear breach of copyright law. When you add hypertext links to your page, check that you always link to the front or home page of the web site so that any advertising or sponsorship is not bypassed.
- You might want to protect your own work on the web - you can attempt to do this by adding a simple copyright statement, e.g. Copyright [your name] 2009. If the material is really important to you, it might be wiser not to put it on the web.

CD ROMs and other material on disk

- Most of these products are covered by licence agreements which may set copying limits. Sometimes these are shown on screen, but not always. In practice, it will usually be all right to download or print the results of a search. Contact the Information Services if you need any further guidance.

Slides and photographs

- The University has a licence which covers the production of slides, e.g. from books. You should contact the staff of the Slide Library for advice on how to do this.
- You may make a **SINGLE** copy of a photograph for use in your work (but see Dissertations, theses etc. below).
- If you wish to take your own photographs of an artist's works, you should check with the gallery to see whether this is permitted. Sometimes, you may have to contact the artist directly for permission.

OHPs for presentations

- You may make OHP transparencies for assessed presentations. It is advisable to acknowledge the source on the transparency.

Dissertations, theses and other coursework

- The law allows you to include photocopied material in your assessed work, even if you need to provide more than one copy of your work for your tutors. You should, however, always include appropriate acknowledgement.

- If you are a postgraduate student contemplating publication of your work, you should note that the legal permission to copy for assessed work does not extend to this and so you should obtain permission from the copyright owner before you publish.

If you need further advice or guidance, please contact the Information Services Help Desk.

Appendix 8: Assignment Cover Page

Student No:

Module Code: HEN ...

Module Title:

Module Leader:

Module Tutor:

Year: 2010 - 2011

Term:

Word Count:

All in font size 18

Appendix 9: Induction Guide

If you are studying with us at Staffordshire University for the first time or are returning after a break from study, you may want to use this online induction guide to learn about some of the services on offer to you to enable and enhance your study.

ONLINE INDUCTION ACTIVITY	✓	FURTHER INFORMATION AVAILABLE
<p>Access MyPortal from the “drop down” quick links box on Staffordshire University’s home page at www.staffs.ac.uk to access Award Handbook Read Award Handbook</p>		<p>Make a note of anything you do not understand as you read your handbook. Contact your award leader or personal tutor for further clarification. If you are unclear about your award pathway, or whether you are on the right award, please contact your award leader as soon as possible.</p>
<p>Find out the library and information services available by accessing Staffordshire University’s InfoZone on : http://www.staffs.ac.uk/uniservices/infozones/infozone</p> <p>InfoZone provides the information you require to enable you to use the University’s information services including both the library and information technology</p>		<p>If you would like more information or have a query about library/information services you can</p> <ol style="list-style-type: none"> 1. Email : libraryhelpdesk@staffs.ac.uk 2. Ring 01785 353236 (Nelson Library – Stafford Campus) 01743 261061 (Shrewsbury Campus library)
<p>Through MyPortal click on “study skills” to find out about why study skills are important and to learn about the wide study skills information and support available to you either on line or in person as a Staffordshire University student.</p>		<p>If you would like to find out more about support available for developing your study skills, you can email: studyskills@staffs.ac.uk or visit one of the study skills centres at either the Nelson or Thompson libraries</p>
<p>Visit the student guidance website to learn about support available to you throughout your course.</p>		<p>If you have a particular concern or query please contact one of the Faculty’s Student Guidance Advisors: Andrea Alker andrea.alker@staffs.ac.uk Amanda Holt amanda.holt@staffs.ac.uk 01785 353795</p>

Appendix 10 Grading Criteria

Grading Criteria for the Award of Marks Level Four (4)

GRADE	CRITERIA – WRITTEN ASSIGNMENTS AND EXAMINATIONS
<p>A</p> <p>15</p> <p>14</p> <p>13</p>	<p>The work exceeds the requirements of the assessment Clear organisation and structure showing innovation and creativity in approach. Very good understanding of the subject area demonstrated. Accurately interprets information identifying strengths and weaknesses showing the ability to compare and contrast ideas using literature. Some attempt at debate and developing argument with some evidence of analysis. Shows some application of theory to practice (where applicable). Evidence of wide and appropriate reading which is correctly referenced. Selects main points from material and identifies relationships between ideas, theories or arguments.</p>
<p>B</p> <p>12</p> <p>11</p> <p>10</p>	<p>The work fulfils and goes beyond the requirements of the assessment Clear organisation and structure in approach with clear focus throughout. Good understanding of the subject area demonstrated. Identifies some strengths and weaknesses of the information and there is some attempt to compare and contrast ideas using literature. Some attempt at debate and argument. Shows some application of theory to practice (where applicable). Use of a good range of current, relevant, supportive literature which is generally correctly referenced. Selects main points from material and identifies relationships between ideas, theories or arguments.</p>
<p>C</p> <p>9</p> <p>8</p> <p>7</p>	<p>The work fulfils the requirements of the assessment brief Satisfactory organisation and structure of the work which is sufficiently focussed. Satisfactory number of key issues identified. Satisfactory knowledge and understanding of the subject area demonstrated. Mainly descriptive approach with some evidence of discussion. Limited application of theory to practice (where applicable). Evidence of some appropriate reading. Referencing developing but some errors evident. Selects main points from material and identifies some relationship between ideas, theories or arguments.</p>
<p>D</p> <p>6</p> <p>5</p> <p>4</p>	<p>The work just meets the basic requirements of the assessment Organisation and structure of the work needs some attention to detail. Some knowledge and understanding of key issues demonstrated. Selects some appropriate key issues from the literature. The work is largely descriptive, superficial in some places with simple explanations given, however there is evidence of understanding. An attempt to relate theory to practice is evident (where applicable). Evidence of some appropriate reading although range is limited. Some attempt to reference but errors evident.</p>
<p>E</p> <p>3</p> <p>2</p>	<p>The work meets some, but not all requirements of the assessment The organisation and structure of the work is generally poor. The work is largely disorganised and hard to follow. The knowledge presented is superficial with limited evidence of understanding. There is lack of identification of strengths and weaknesses of related material. There is little or no attempt to apply theory to practice (where applicable). There is little evidence of appropriate reading with many referencing errors.</p>

GRADE	CRITERIA – WRITTEN ASSIGNMENTS AND EXAMINATIONS
F 1	<p>The work fails to meet the requirements of the assessment</p> <p>The knowledge presented is very poor with little or no understanding demonstrated.</p> <p>There is an insufficient focus on the assessment requirements.</p> <p>No attempt to relate theory to practice where applicable (where applicable).</p> <p>There are many inaccuracies presented in the work.</p> <p>The work is disorganised and hard to follow.</p> <p>There are very few or no supporting references in the piece of work.</p> <p>The requirement for confidentiality, anonymity or ethical approval has not been met.</p> <p>There is inaccurate, unsafe or grossly prejudicial material included.</p>
U 0	Non-submission

Please note that students should produce work within the word limit. A student who submits work that exceeds the specified word limit by 10% or more will automatically be penalised by a reduction of 1 grade point for the assessment involved.

The table below identifies the indicative classification for each grade.

Grade		Indicative Classification
A	15	First Class
	14	
	13	
B	12	Second Class (upper)
	11	
	10	
C	9	Second Class (lower)
	8	
	7	
D	6	Third Class
	5	
	4	
E	3	Borderline Fail
	2	
F	1	Outright Fail

Grading Criteria for the Award of Marks Level Four (4)

GRADE	<i>CRITERIA – ORAL / VIVA VOCE EXAMINATIONS AND ORAL PRESENTATIONS</i>
A 15 14 13	<p>The work exceeds the requirements of the assessment brief and: Demonstrates creativity and originality. The presentation is well organised, clear and logical. Demonstrates good communications and technical presentation skills. Shows an ability to obtain, apply, evaluate and debate the strengths and weaknesses of relevant research-based or other authoritative information or, where appropriate, information relating to personal conduct or practice. Demonstrates critical thinking, problem-solving and debating skills. Demonstrates critical self-awareness. Demonstrates a consistent integration between theory and practice / placement.</p>
B 12 11 10	<p>The work exceeds the requirements of the assessment brief and: Demonstrates some creativity and originality. The presentation is clear and logical. Demonstrates communications and technical presentation skills. Shows an ability to obtain, apply and evaluate relevant research-based or other authoritative information or, where appropriate, information relating to personal conduct or practice. Demonstrates analytical, problem-solving and debating skills. Demonstrates some critical self-awareness. Demonstrates a mainly consistent integration between theory and practice / placement.</p>
C 9 8 7	<p>The work meets the requirements of the assessment brief and: The presentation is clear although not always logical (or vice versa). Demonstrates some communications and technical presentation skills. Shows an ability to obtain and apply relevant research-based or other authoritative information or, where appropriate, information relating to personal conduct or practice. Demonstrates some analytical, problem-solving and debating skills. Demonstrates self-awareness. Demonstrates an acceptable level of integration between theory and practice / placement.</p>
D 6 5 4	<p>The work meets the requirements of the assessment brief and: The presentation lacks substance. Communications and technical presentation skills are adequate. Shows an ability to obtain and describe relevant research-based or other authoritative information or, where appropriate, information relating to personal conduct or practice. Shows some evidence of problem-solving skills. There is some evidence of self-awareness. Demonstrates a superficial integration between theory and practice / placement.</p>
E 3 2	<p>The work meets some but not all of the requirements of the assessment and: The presentation is confused and illogical. Communications and technical presentation skills are poor. The research-based, other authoritative information or information relating to personal conduct or practice presented is inadequate and outdated. Information presented is often anecdotal in nature. The presentation is largely descriptive. Demonstrates a poor level of self-awareness. Demonstrates an inability to integrate theory and practice / placement.</p>

GRADE	CRITERIA – ORAL / VIVA VOCE EXAMINATIONS AND ORAL PRESENTATIONS
F 1	<p>The work does not meet the requirements of the assessment brief and: The presentation is disorganised, illogical and incoherent. Communications and technical skills are deficient. The information presented is largely anecdotal and there is an absence of any research-based or other authoritative evidence or, where appropriate, information relating to personal conduct or practice. The presentation is wholly descriptive. Self-awareness is not demonstrated. There is little or no evidence of attempts to integrate theory and practice / placement. The requirement for confidentiality/anonymity has not been met.</p>
U 0	Non-attendance at the scheduled time of the oral examination or presentation.

Please note that students are expected to keep to the time limit specified for the oral examination or presentation. Students who exceed the specified time by 10% will be stopped.

The table below identifies the indicative classification for each grade.

Grade		Indicative Classification
A	15	First Class
	14	
	13	
B	12	Second Class (upper)
	11	
	10	
C	9	Second Class (lower)
	8	
	7	
D	6	Third Class
	5	
	4	
E	3	Borderline Fail
	2	
F	1	Outright Fail

Grading Criteria for the Award of Marks Level Five (5)

GRADE	CRITERIA – WRITTEN ASSIGNMENTS AND EXAMINATIONS
15 A 14 13	<p>The work exceeds the requirements of the assessment Clear and logical organisation and structure demonstrating innovation and creativity. Excellent knowledge and understanding with accurate inclusion of most recent evidence based information.</p> <p>Clear application and integration of relevant theory and practice (where applicable). Evidence of breadth and depth of knowledge demonstrating problem-solving, debate and argument with critical analysis of material. Excellent use of a wide range of current, relevant supportive literature correctly referenced. Explores relationships between ideas, theories or arguments. Evidence of critical evaluation of own work and that of others.</p>
12 B 11 10	<p>The work fulfils and goes beyond the requirements of the assessment Clear organisation and structure which is well planned and organised. Most key issues are clearly identified with evidence of critical thinking, problem-solving and analysis of literature.</p> <p>Evidence of good knowledge and understanding of the information presented. Evidence of wide and appropriate reading which is referenced correctly. Good evidence of the application of theory to practice (where applicable). Identifies relationships between ideas, theories or arguments.</p>
9 C 8 7	<p>The work fulfils the requirements of the assessment brief A logical and well planned piece of work with clear organisation and structure. Evidence of satisfactory level of knowledge and understanding. Some key issues are identified with some evidence of critical thinking, problem-solving and interpretation of literature.</p> <p>Evidence of application of theory to practice (where applicable). Sufficient use of research and relevant literature, generally correctly referenced. Selects main points from material, identifying relationships between ideas, theories or arguments.</p>
6 D 5 4	<p>The work just meets the basic requirements of the assessment Presents a fairly logical and structured piece of work with sufficient focus. Level of knowledge and understanding acceptable. Demonstrates some application of theory with practice (where applicable) although depth and detail are lacking.</p> <p>Mainly descriptive approach with some evidence of discussion and interpretation of issues. Some evidence of research or literature review with some errors in referencing. Relationships between ideas, theories or arguments outlined.</p>
3 E 2	<p>The work meets some, but not all requirements of the assessment Essay planning, organisation and structure are generally poor, with little or no evidence of critical thinking and interpretation of information. Lack of knowledge and understanding of the subject in some areas. Little or poor evidence of appropriate reading and study. Current, relevant supportive literature is inadequate, with referencing errors. Weak attempt to identify relationships between ideas, theories or arguments.</p>

GRADE	CRITERIA – WRITTEN ASSIGNMENTS AND EXAMINATIONS
F 1	<p>The work fails to meet the requirements of the assessment</p> <p>Very poorly planned and organised piece of work with insufficient focus on the requirements of the assessment.</p> <p>A limited number of key issues are identified and there is little evidence of discussion or attempt to interpret or draw conclusions from literature.</p> <p>Lack of knowledge and understanding of the subject.</p> <p>Minimal reference to practice (where applicable).</p> <p>Little evidence of appropriate reading with many errors in referencing.</p> <p>Poor or no attempt to identify relationships between ideas, theories or arguments.</p> <p>The requirement for confidentiality, anonymity or ethical approval has not been met. There is inaccurate, unsafe or grossly prejudicial material included.</p>
U 0	Non-submission

Please note that students should produce work within the word limit. A student who submits work that exceeds the specified word limit by 10% or more will automatically be penalised by a reduction of 1 grade point for the assessment involved.

The table below identifies the indicative classification for each grade.

Grade		Indicative Classification
A	15 14 13	First Class
B	12 11 10	Second Class (upper)
C	9 8 7	Second Class (lower)
D	6 5 4	Third Class
E	3 2	Borderline Fail
F	1	Outright Fail

Grading Criteria for the Award of Marks Level Five (5)

GRADE	CRITERIA – ORAL / VIVA VOCE EXAMINATIONS AND ORAL PRESENTATIONS
A 15 14 13	<p>The work exceeds the requirements of the assessment brief and: Demonstrates creativity and originality. The presentation is very well organised, clear and logical. Demonstrates a high level of communications and technical presentation skills. Shows an ability to obtain, apply, evaluate and debate the strengths and weaknesses of relevant research-based or other authoritative information or, where appropriate, information relating to personal conduct or practice. Demonstrates critical thinking, problem-solving and excellent debating skills. Demonstrates a high level of critical self-awareness. Demonstrates a consistent integration between theory and practice / placement.</p>
B 12 11 10	<p>The work exceeds the requirements of the assessment brief and: Demonstrates some creativity and originality. The presentation is well organised, clear and logical. Demonstrates good communications and technical presentation skills. Shows an ability to obtain, apply, evaluate and debate the strengths and weaknesses of relevant research-based or other authoritative information or, where appropriate, information relating to personal conduct or practice. Demonstrates critical thinking, problem-solving and good debating skills. Demonstrates critical self-awareness. Demonstrates a mainly consistent integration between theory and practice / placement.</p>
C 9 8 7	<p>The work meets the requirements of the assessment brief and: The presentation is clear although not always logical (or vice versa). Demonstrates communications and technical presentation skills. Shows an ability to obtain, apply and evaluate relevant research-based or other authoritative information or, where appropriate, information relating to personal conduct or practice. Demonstrates critical thinking, problem-solving and debating skills. Demonstrates self-awareness. Demonstrates an acceptable level of integration between theory and practice / placement.</p>
D 6 5 4	<p>The work meets the requirements of the assessment brief and: The presentation lacks substance. Communications and technical presentation skills are adequate. Shows an ability to obtain and apply relevant research-based or other authoritative information or, where appropriate, information relating to personal conduct or practice. Shows some evidence of problem-solving skills. There is some evidence of self-awareness. Demonstrates a superficial integration between theory and practice / placement.</p>
E 3 2	<p>The work meets some but not all of the requirements of the assessment and: The presentation is confused and illogical. Communications and technical presentation skills are poor. The research-based, other authoritative information or information relating to personal conduct or practice presented is inadequate and outdated. Information presented is often anecdotal in nature. The presentation is largely descriptive and lacks analysis. Demonstrates a poor level of self-awareness. Demonstrates an inability to integrate theory and practice / placement.</p>

GRADE	CRITERIA – ORAL / VIVA VOCE EXAMINATIONS AND ORAL PRESENTATIONS
F 1	<p>The work does not meet the requirements of the assessment brief and: The presentation is disorganised, illogical and incoherent. Communications and technical skills are deficient. The information presented is largely anecdotal and there is an absence of any research-based or other authoritative evidence or, where appropriate, information relating to personal conduct or practice. The presentation is wholly descriptive and lacks analysis. Self-awareness is not demonstrated. There is little or no evidence of attempts to integrate theory and practice / placement. The requirement for confidentiality/anonymity has not been met.</p>
U 0	Non-attendance at the scheduled time of the oral examination or presentation.

Please note that students are expected to keep to the time limit specified for the oral examination or presentation. Students who exceed the specified time by 10% will be stopped.

The table below identifies the indicative classification for each grade.

Grade		Indicative Classification
A	15	First Class
	14	
	13	
B	12	Second Class (upper)
	11	
	10	
C	9	Second Class (lower)
	8	
	7	
D	6	Third Class
	5	
	4	
E	3	Borderline Fail
	2	
F	1	Outright Fail

Grading Criteria for the Award of Marks Level Six (6)

GRADE	CRITERIA – WRITTEN ASSIGNMENTS AND EXAMINATIONS
A 15 14 13	<p>The work exceeds the requirements of the assessment A very well-planned and organised piece of work demonstrating innovation and creativity. Response to the brief is critically evaluated throughout with accurate inclusion of most recent evidence based information.</p> <p>Clear application and integration of relevant theory and practice (where applicable). Evidence of extensive breadth and depth of knowledge demonstrating debate, problem-solving and argument with critical evaluation of material.</p> <p>Excellent use of a wide range of current, relevant supportive literature correctly referenced. Well developed relationships between ideas, theories or arguments.</p> <p>Evidence of critical evaluation of own work and that of others.</p>
B 12 11 10	<p>The work fulfils and goes beyond the requirements of the assessment Well organised and structured piece of work which is well planned. Main areas of evidence are critically evaluated with evidence of critical thinking, problem-solving and analysis of the information.</p> <p>There is breadth and depth of information presented. A wide range of appropriate reading is evident which is referenced correctly. There is cogent argument throughout the work.</p> <p>Evidence of the integration of theory to practice (where applicable).</p>
C 9 8 7	<p>The work fulfils the requirements of the assessment brief A logical and well planned piece of work with an organised structure. Includes essential information which is accurately presented. Some key issues are identified with some evidence of critical thinking, problem-solving and some critical evaluation of the information.</p> <p>Some evidence of the integration of theory to practice (where applicable). Good use of a range of current, relevant supportive literature appropriately referenced.</p>
D 6 5 4	<p>The work just meets the basic requirements of the assessment Evidence of a fairly logical and adequately structured piece of work with sufficient focus on the assessment requirements. Demonstrates some critical evaluation however depth and detail are lacking. Evidence of some discussion and interpretation of issues.</p> <p>Limited evidence of the integration of theory with practice (where applicable). Some evidence of appropriate reading, and research or literature review.</p> <p>Some errors in referencing.</p>
E 3 2	<p>The work meets some, but not all requirements of the assessment Essay lacks planning, organisation and structure with little or no evidence of critical evaluation or discussion. Lack of adequate knowledge and understanding.</p> <p>Work is descriptive. Limited application to practice (where applicable). Inadequate evidence of appropriate reading.</p> <p>Lack of current, relevant supportive literature which is incorrectly referenced.</p>
F 1	<p>The work fails to meet the requirements of the assessment Very poorly planned, disorganised piece of work with insufficient focus. Work is descriptive in nature, lacks application of theory to practice (where applicable). Inadequate knowledge and understanding of the subject.</p> <p>Fails to apply or draw conclusions from literature. Little evidence of appropriate reading and study; referencing errors.</p> <p>The requirement for confidentiality, anonymity or ethical approval has not been met. There is inaccurate, unsafe or grossly prejudicial material included.</p>
U 0	Non-submission

Please note that students should produce work within the word limit. A student who submits work that exceeds the specified word limit by 10% or more will automatically be penalised by a reduction of 1 grade point for the assessment involved.

The table below identifies the indicative classification for each grade.

Grade		Indicative Classification
A	15 14 13	First Class
B	12 11 10	Second Class (upper)
C	9 8 7	Second Class (lower)
D	6 5 4	Third Class
E	3 2	Borderline Fail
F	1	Outright Fail

Grading Criteria for the Award of Marks Level Six (6)

GRADE	CRITERIA – ORAL / VIVA VOCE EXAMINATIONS AND ORAL PRESENTATIONS
A 15 14 13	The work exceeds the requirements of the assessment brief and: Demonstrates a high level of creativity and originality. The presentation is very well organised, clear and logical. Demonstrates excellent communications and technical presentation skills. Shows an ability to obtain, apply, evaluate, debate and contest the strengths and weaknesses of relevant research-based or other authoritative information or, where appropriate, information relating to personal conduct or practice. Suggests future research questions that need to be addressed and approaches that may be taken to investigate the subject area further. Demonstrates critical thinking, problem-solving and excellent debating skills. Demonstrates breadth and depth of investigation into the subject area. Demonstrates a high level of critical self-awareness. Demonstrates a thorough integration between theory and practice/placement.
B 12 11 10	The work exceeds the requirements of the assessment brief and: Demonstrates creativity and originality. The presentation is well organised, clear and logical. Demonstrates a high level of communications and technical presentation skills. Shows an ability to obtain, apply, evaluate and debate the strengths and weaknesses of relevant research-based or other authoritative information or, where appropriate, information relating to personal conduct or practice. Suggests future research questions that need to be addressed. Demonstrates critical thinking, problem-solving and good debating skills. Demonstrates breadth and depth of investigation into the subject area. Demonstrates critical self-awareness. Demonstrates a consistent integration between theory and practice/placement.
C 9 8 7	The work meets the requirements of the assessment brief and: Demonstrates some creativity and originality. The presentation is clear and logical. Demonstrates good communications and technical presentation skills. Shows an ability to obtain, apply, evaluate and debate the strengths and weaknesses of relevant research-based or other authoritative information or, where appropriate, information relating to personal conduct or practice. Demonstrates critical thinking, problem-solving, debating and analytical skills. Demonstrates self-awareness. Demonstrates a mainly consistent integration between theory and practice/placement.
D 6 5 4	The work meets the requirements of the assessment brief and: The presentation is clear although not always logical (or vice versa). Demonstrates communications and technical presentation skills. Shows an ability to obtain, apply and evaluate relevant research-based or other authoritative information or, where appropriate, information relating to personal conduct or practice. Demonstrates some critical thinking, problem-solving and analytical skills. There is some evidence of self-awareness. Demonstrates an acceptable level of integration between theory and practice/placement.

GRADE		CRITERIA – ORAL / VIVA VOCE EXAMINATIONS AND ORAL PRESENTATIONS
E	3	<p>The work meets some but not all of the requirements of the assessment brief and: The presentation lacks substance. Communications and technical presentation skills are poor. The research-based, other authoritative information or information relating to personal conduct or practice presented is inadequate and outdated. Information presented is often anecdotal in nature. The presentation is largely descriptive and lacks evaluation and analysis. Demonstrates a poor level of self-awareness. Demonstrates a superficial integration between theory and practice/placement.</p>
	2	
F	1	<p>The work does not meet the requirements of the assessment brief and: The presentation is disorganised, illogical and incoherent. Communications and technical skills are deficient. The information presented is largely anecdotal and there is an absence of any research-based or other authoritative evidence. The presentation is wholly descriptive and lacks evaluation and analysis. Self-awareness is not demonstrated. There is little or no evidence of attempts to integrate theory and practice/placement. The requirement for confidentiality/anonymity has not been met.</p>
		<p>U 0</p> <p>Non-attendance at the scheduled time of the oral examination or presentation</p>

Please note that students are expected to keep to the time limit specified for the oral examination or presentation. Students who exceed the specified time by 10% will be stopped.

The table below identifies the indicative classification for each grade.

Grade		Indicative Classification
A	15	First Class
	14	
	13	
B	12	Second Class (upper)
	11	
	10	
C	9	Second Class (lower)
	8	
	7	
D	6	Third Class
	5	
	4	
E	3	Borderline Fail
	2	
F	1	Outright Fail