

Faculty of Health Sciences

PROGRAMME HANDBOOK 2012-13

Foundation Degree in Professional Development in Paramedic
Science

Author: Val Nixon
Date of Issue: Sept 2012/13

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1. Welcome to the Faculty

Welcome to the Faculty of Health Sciences at Staffordshire University. The Faculty is home to three subject based Schools and four research centres based on the main Stoke-on-Trent and Stafford campuses as well as in Shrewsbury. In addition to our full time on-campus students we have many students who are studying in a variety of other flexible ways such as part time whilst in employment or undertaking Distance Learning Programmes in the UK and overseas.

We are delighted that you have chosen to study with us and as one of our students we expect you to work hard and to set high standards for yourself. To help you to succeed you will have access to our staff expertise and facilities, and also to a range of student support services to help deal with your particular needs. Academic, administrative and technical staff are available to advise, encourage and support you. Your part is to take your study seriously, to ensure that you set-aside appropriate time for your study, and to make full use of the diverse range of learning opportunities, both in class and directed study outside of classes, provided by your course.

It is important to us that you are successful. At the start of all study programmes you will receive a great deal of information. Some of that information is immediately important to start your studies and to ensure that you are in the right place at the right time. Some information you will need later in your course e.g. about assessments, changing modules, extenuating claims etc. Whilst other information is about the services the University offers generally to which you may need to make reference in the future. We suggest that you download this handbook, keep it for reference and familiarise yourself with the range of information it contains. This should be the first document of your own e-archive - get into the habit of downloading essential documents like module descriptors and module handbooks when the course starts.

My colleagues and I look forward to working with you and wish you success with your studies.

Very best wishes,

Hilary Jones

Dean

Faculty of Health Sciences

2. Welcome to the Foundation Degree in Professional Development in Paramedic Science Award

A warm welcome to the Faculty of Health Sciences at Staffordshire University, we are really delighted that you have decided to undertake your course with us, joining our vibrant learning community at Staffordshire University. We sincerely hope that you make the most of all development and learning opportunities that we offer and enjoy your journey to becoming a paramedic.

This is the handbook for your award, containing essential information about your programme of studies, and you should take the time to read it thoroughly. The handbook is also available to you as an interactive document on the Faculty of Health website and is a useful first point of reference for any query that you may have with regard to your award and the services available to support you as a Staffordshire University student

You will have enrolled onto the Foundation Degree for Professional Development in Paramedic Science. This is a new course on offer at the University and is an exciting step forward in the development of Paramedic Practitioners.

Out of Hospital Care is a complex, multi-dimensional and dynamic area of both study and practice. Out of hospital care can be studied from a number of viewpoints, including individual, community, societal and global perspectives that are diverse and at times, controversial. Paramedic practice is an expanding area of the NHS with new roles and responsibilities constantly being introduced. Understanding out of hospital care and related issues requires an appreciation of the inter-relationship of a number of theoretical perspectives including those arising from the disciplines of philosophy, social sciences, humanities and the life sciences and these are reflected in the modules you will study.

The purpose of this award is to prepare you to be eligible to apply for entry to the appropriate part of the Health Care Professions Council (HCPC) Register and also to provide you with an academic award commensurate with your learning outcomes. Your programme of studies meets the statutory requirements for paramedic education (HCPC 2012a: HCPC 2012b), and comprises of a thirty two week programme in Paramedic Practice. Successful completion of your award will allow you to be eligible to apply for professional registration with the Health Care Professions Council (HCPC) as a Registered Paramedic.

The teaching staff at Staffordshire University are enthusiastic and committed to supporting your development and the achievement of your potential. On behalf of the team working with you on your studies, we hope you enjoy your programme of studies at Staffordshire University and wish you all the very best with your learning and achievement. We look forward to working with you and supporting you to achieve your goal.

Val Nixon
Principal Lecturer – Acute & Emergency Care Subject Lead
Award Leader

3. Useful Contacts and Resources

During your programme you will have the opportunity to meet a range of staff within the university. We all work together as a team to provide the best learning experiences and opportunities for you. The following individuals are key points of contact for you. You will shortly be provided with the name and contact number of your personal tutor to add below. Module tutors contact details are provided in relevant module handbooks. Other contact details can be found in the staff directory on the University website.

3.1 Academic Contacts

Award leader: Val Nixon.
Room BL106.
01785 353766/353744
v.a.nixon@staffs.ac.uk

My current role is varied and my main role is line management responsibilities to ensure a high quality of educational delivery to all students: and to lead on acute and emergency care education.

My role as an award leader is to manage and deliver a high quality of teaching and learning experience to all students accessing this award

A full list of staff contacts can be found at

http://www.staffs.ac.uk/faculties/health/our_people/health_professions_academics.jsp

3.2 Administrative Contacts

Award/Programme Administrator(s)
Paula Hawkins,
Administration Office,
01782353766
P.Hawkins@staffs.ac.uk

Helen Sutton
Administration Office
01785 353766
h.sutton@staffs.ac.uk

Student Guidance Advisors
Andrea Alker
Administration Office
A.D.Alker@staffs.ac.uk
01785 353795

Amanda Holt
Administration Office
A.J.Holt@staffs.ac.uk
01785 353795

3.3. Useful Internet Resources

The Faculty website can be found at: <http://www.staffs.ac.uk/faculties/health/>

Here you will find details of timetables, contacts and news regarding the Faculty.

The Faculty uses Blackboard as an online learning environment, and information on modules on which you are enrolled can be accessed from this. Note: you can only get access to those modules that you are studying – if you cannot gain access to material, it may be that you are not correctly enrolled on the module – make sure you let your module tutor or award administrator know.

Blackboard can be found at: <http://blackboard.staffs.ac.uk>

The library can be accessed from:

<http://www.staffs.ac.uk/uniservices/infoservices/library/>

3.4. The Faculty Office

Faculty Reception is Clare Hannon and should be your first port of call if you have any queries or problems relating to the Faculty or if you are unsure of how to deal with other queries. The contact details of the University Services for students are listed in Section 3. The Faculty Office comprises a team of staff who are responsible for managing the wide range of activities and processes necessary to support students and academic colleagues within the Faculty. You'll get to know some of the staff quite well as it is here you'll hand in your module registration forms and assignments.

All enquiries should be made via the Reception desk in the first instance. The Receptionist will assess whether they are able to help you immediately or whether you need to talk to another member of the team. Hence they may call on colleagues who can advise on queries concerning:

- Modules
- University regulations
- Your credit and progression status
- Referral opportunities
- Claims for extenuating circumstances you may have made in relation to assessment
- Information about your study here: award and module records, local and home address information, etc
- Any changes to your award or programme of study
- Registration events for level 5 / year 2 and level 6 / year 3 study

It is important that you get to know staff in the Faculty Office as they are responsible for keeping all the information on your period of study accurate and up-to-date.

In particular, make sure that you:-

- Check your e-mail account regularly for any information or queries sent to you by Faculty/School administrators or by academic staff. This means your university e-mail account – not your personal one!
- Always let the Faculty Office know of any changes in your contact details. This includes mobile numbers as well as home and term addresses and any landline telephone numbers. It really is important that we know how to get in touch with you.
- Always ensure that the Faculty Office is aware of any changes you make to your academic profile (modules/award) by completing the appropriate module amendment/award transfer forms.

Opening Times

Monday – Thursday – 8.30 to 4.30pm

Friday – 8.30 – 4.00pm

Please feel free to call into the Faculty Office between these times. All queries, no matter how small or large, are welcome as they ensure that your records are always correct – and this does prevent delays or difficulties in confirming results at the end of each Academic Year. And if you have a problem which the Faculty/School Office can't help you with, it usually knows somebody who can.

3.5. The Faculty Management Team

The Dean of Faculty

Hilary Jones,
Room BL001
01785 353686
H.M.Jones@staffs.ac.uk

In this role, the Dean has responsibility for the strategic development, operation and management of the faculty. The Dean's personal assistant is Elaine Stanway Should you need to speak with her you should normally make an appointment with *PA's*

Elaine Stanway
BL005
01785363479
E.Stanway@staffs.ac.uk

Faculty Associate Deans

THE DEAN is supported in running the Faculty by 3 Associate Deans:

Chris Raper
BL037
017853533480
C.A.Raper@staffs.ac.uk

Dawn Holding
BL028
01785353687
D.Holding@staffs.ac.uk

Nigel Thompson
BG44
01782294019
N.B.Thomas@staffs.ac.uk

4. What are the aims and outcomes of the award?

The central aim of this programme is to:

Develop the existing knowledge and skill of the qualified IHCD (or equivalent) ambulance technician to that of a paramedic who is fit for purpose, role and employment and is eligible to apply for paramedic registration with the Health and Care Professions Council

5. How is the award structured?

Your award is a minimum 1,500 hours in length and is delivered full time over 32 weeks with teaching and practice integrated throughout each term. This is structured into two blocks – each containing one alternating block of theory and one of practice. You are required to achieve a minimum of 750 (50%) theory hours and 750 (50%) placement hours. This is in excess of the University's academic standard 1 credit: 1 hour of learning, where 120 credits equate to 1,200 learning hours.

Practice learning in the Staffordshire locality is based upon the standard 4 on, 4 off shift pattern and in recognition of the repetitive nature of practice learning more hours per credit are allocated to clinical practice to meet the 1,500 required hours, than are allocated in the notional University learning hours ratio of 1cr :1 hr .

| Theory | | Practice | |
|-------------------|------------|-----------------|------------|
| Teacher contact | 226 | Placement | 702 |
| Independent study | 560 | Clinical Skills | 63 |
| Total | 786 | | 765 |

Within the 32 week programme you will be allocated 2 weeks annual leave which is taken at the end of the programme. The 32 week programme comprises a combination of directed learning (contact) time spent within the university, self-directed/independent study and time spent learning in practice. In addition, you will need to commit to additional study time to the equivalent of approximately 9 - 10 hrs each week over the 32 week programme, although the amount of independent study time may vary from this depending on your study needs. There are two assessment points during the year where you will be required to submit either theoretical or practice assessment.

Table 1 give an example award schedule. You will be given a detailed timetable indicating your confirmed university, practice and annual dates at the beginning of the programme.

Table 1. Award Schedule

| Block 1 | Block 1 | Block 2 | Block 2 |
|--|--------------------|---------------------|--------------------|
| Theory – university | Practice Placement | Theory – university | Practice Placement |
| 8 weeks (40days) including 2 day induction | 8 weeks (40 days) | 7 weeks (35 days) | 7 weeks (35 days) |

6. How will I learn on this award?

Effective methods of teaching, learning and assessment are fundamental to the success of the Award in ensuring fitness for practice. Teaching and Learning is divided equally between theoretical learning (50%) and practice learning (50%) with all strategies

- practice centred,
- aimed at integrating theory and practice,
- promoting an evidence based approach to practice
- developing your greater independence as a learner as the Award progresses.

You can expect a wide range of strategies to be utilised, reflecting your level of knowledge, the subject area, and the diversity of knowledge and experience that we all bring to the programme. We recognise and celebrate the different contributions that we can all make as this makes a stimulating learning environment for us all. We

therefore aim to offer a range of learning approaches that reflects not only the subject matter to be delivered, but also takes consideration of your individual student needs. Whatever approach is taken, your participation in these processes is crucial to its success, not just for you but for your wider student group.

A range of approaches are therefore employed to ensure that;

- students with different learning styles experience a diversity of learning methods
- students experience learning methods appropriate to the learning outcomes
- there is parity in the students' experiences of learning methods.
- students learn to maximise their own learning even when the method is not their favoured one.

You will be expected to participate in:

- Lectures
- Workshop – group tasks
 - Seminar – student presentation, discussions, role play sessions
 - Electronic Learning
 - Practice placements which include practising while being observed and receiving feedback
- Enquiry based learning including problem based learning
- Reading – both directed and self-directed
- Personal self-directed study as well as teacher directed study
- Practice simulation in a skills laboratory and community house (for communication and psychomotor skills development)

6.1 Teaching & Learning Methods

A variety of teaching and learning methods will be used throughout the Foundation Degree in Professional Development in Paramedic Science which will be primarily focused on student learning. Examples of methods which will be used are as follows:

Inter-Professional Learning

Over the last decade several reports have advocated the need to identify and maximise opportunities for students from the various health professions to learn together in a multi-professional environment (e.g. Department of Health 2000). The benefits of this approach include:

- The development of mutual understanding and respect
- Understanding of differing theoretical perspectives and conceptual models
- The reduction of misunderstanding through shared terminology
- Inter- professional awareness and empathy (Barr *et al* 2000).

The Award will enable you to develop a professional perspective in relation to self and others, who are effective communicators, able to contribute productively as part of a multi-disciplinary team and who are organisationally aware. Students will be

experiencing shared learning in clinical practice through working in teams and joint educational opportunities in practice areas. Therefore, some teaching sessions may be undertaken with students preparing for other health care professions, which afford opportunities for working together with future colleagues, drawing on their diverse backgrounds and experiences.

Problem-Based Learning/Enquiry Based Learning

Problem-based learning (PBL) is an approach whereby learning is enhanced by attaching new pieces of information on to an existing foundation of knowledge. Students work in a group and individually with a task or challenge that resembles real-life problems acting as a stimulus for learning. PBL will initially be facilitated by a tutor and then student led, leading to a final group presentation.

PBL has many advantages. For example Barrows and Tamblyn (1980), who originally developed the use of PBL in medical curricula, suggest it develops clinical reasoning, decision making, and critical thinking more efficiently than traditional methods of learning; it activates and uses prior knowledge; it promotes holistic patient care and the ability to work and communicate effectively within the care team; it integrates learning and assists in remembering; and it increases student motivation and satisfaction.

PBL will feature throughout the Paramedic Practice and Role Development' module to encourage integration of subject matter studied on different modules and application of knowledge to practice

Self-Directed Learning

The ability to organise and direct your own learning is an important skill. Skills for directing your learning are introduced early in the Award, both in welcome week and in module teaching. You will be required to develop and use these increasingly as the Award progresses. Through module teaching, learning exercises, through the support of module and personal tutor, specialist study skills facilitators and your mentors in practice you will be guided to:

- set clear realistic and achievable goals
- achieve objectives
- devise action plans
- identify the boundaries of self-directed learning
- maintain personal and professional standards
- understand the concept of evaluation
- seek and utilise feedback
- develop and maintain a student portfolio

We encourage you to develop a questioning and analytical approach, to develop your knowledge and to present an informed opinion and aim to provide a safe and supportive environment in which your contribution to learning is received positively.

Portfolio/E Portfolio

For your practice module (Paramedic Skills and Role Development) you are required to complete a portfolio as part of the summative assessment. This has been designed to record your development during your practice placements in relation to the module outcomes for each module. It will assist you to consider your own practice by using techniques to plan learning such as self-assessment, set related learning objectives and action plans as well as recording evidence of your achievement. It is also expected that you will record your reflections in and on practice within your portfolio through the use of journals or learning logs and more detailed examples of reflective writing. Records of action learning, clinical supervision and episodes of critical incident analysis may also be captured. Within your portfolio the concepts of anonymity and confidentiality must be respected at all times.

In order to facilitate the development of your portfolio, you are provided with a range of tools through an e- portfolio programme - Pebblepad. This will be used as an electronic platform in which you can build and store your portfolio. This will help you to maintain the security of your portfolio and information within it. You and your tutors will be able to view the portfolio electronically during tutorials and will be able to print off relevant information in order to provide a profile of evidence to support your practice assessment

You will be able to access this following your induction once you have been given a user name and password to access online facilities. You can choose to work on your e-portfolio as an online tool, or if you prefer, you can print the learning tools and proformas in order to use it as a paper portfolio. The e- portfolio and the concept and skills required to keep it will be introduced to you in the 'Skills for Higher Education' module. You will be expected to start using your e-portfolio tools during this initial introduction and continue throughout the course.

Learning Clinical Skills – skills laboratories

Care delivery is a practice based discipline and the acquisition of clinical skills is essential for your development as a paramedic (HCPC 2012a). You will have dedicated skills teaching sessions in small groups within dedicated skills laboratories in your programme of study as an integrated part of your care delivery modules. Learning skills in the skills laboratories provide you with the opportunity to observe and practice skills within a safe environment and help to facilitate your integration of theory with practice from the onset of the Award. This is important to help build your confidence by practicing skills under close tutorial supervision prior to using them in the clinical environment. Skills' teaching is carried by paramedic/nursing lecturers together with dedicated skills facilitators.

You will access the University campus at Stafford for delivery of the taught component, while practice of clinical skills will be through access to emergency and out of hospital placements in the Staffordshire locality. Simulated practice of clinical skills will take place in the Faculty's well equipped clinical skills laboratories the majority of the time, but some sessions may be taught at the Staffordshire Ambulance Service skills labs. Skills laboratories at the Stafford campus offer clinical

as well as a simulated home environment, while students will also have access to a community house at our Stoke campus, at which simulated scenarios can be enacted and viewed via CCTV in the resource area (quality lab).

Experiential learning is an important facet used in healthcare education so experiences in the Skills Laboratory and the community house are used to simulate “real” experiences to which you may be exposed in practical placements. Tutors will act as facilitators in enabling you to reflect on your clinical experiences in order to consolidate learning. The practice and development of clinical learning in placements, clinical skills laboratory and a simulated home environment are essential to the integration of theory and practice for your future paramedic practitioner role.

Due to the nature of your learning in the skills laboratory/community home and the simulated experience we aim to create there are specific guidelines designed to maintain this environment and protect your personal safety.

Please ensure you have read the **STUDENT CONDUCT REGULATIONS** before your first session in the skills laboratory.

Please note that during clinical skills sessions you may be requested to take on the role of clients/patients to support your learning (for example you may be asked to volunteer to have a blood pressure cuff applied to your arm). When this is the case you will be asked to provide written consent of your agreement to participate after you have received information about what is expected from you from the tutor leading the session. You can withdraw your consent at any time. Written consent will be documented as part of the risk assessment process for the session and will be stored in the cohort file. If you feel that this procedure has not been followed, you should make your concerns known to the Module or Award Leader or your mentor in clinical practice areas.

Also note that during these sessions you will be asked to participate in the role of the paramedic. Participation in this role is mandatory as it is essential in developing the skills and knowledge desirable in clinical practice.

Practice-based learning

Practice-based learning is a key feature and constitutes 50% of the programme. Integration of theory and practice is enabled by access to a wide range of clinical experience throughout the Staffordshire ambulance locality. The clinical focus of the programme is designed to enable students to meet the competency outcomes identified in the HCPC Standards of Proficiency (HPC 2012a). Thus the gaining of competence in clinical and professional skills under the supervision of an appropriately prepared paramedic mentor is central to this programme. A signed Agreement between the University and WMAS will demonstrate the on-going commitment and collaboration for the provision of appropriate placements to deliver the learning outcomes. On placement

students will be required to adhere to the HCPC Standards of conduct, performance and ethics (HPC 2012c).

Students will access the University campus at Stafford for delivery of the taught component, while practice of clinical skills will be through access to emergency and out of hospital placements in the Staffordshire locality. Simulated practice of clinical skills will take place in the Faculty's well equipped clinical skills laboratories. Skills laboratories at the Stafford campus offer clinical as well as a simulated home environment, while students will also have access to a community house at our Stoke campus, at which simulated scenarios can be enacted and viewed via CCTV in the resource area.

The practice and development of clinical learning both in placements and within clinical skills laboratories are essential to the integration of theory and practice for this paramedic practitioner role. The practice learning strategy for this Foundation Degree aims to facilitate the expansion of existing clinical skill delivery and the student's confidence in delivery, along with the application and integration of specialist knowledge and skills and the demonstration of competence in professional practice.

The Faculty has developed its principles for placement experience built on the eight general principles of the QAA Code of Practice for the assurance of academic quality and standards in higher education; Section 9 Work-based and placement learning (QAA 2007). Further and detailed practice information is contained within the Clinical Education Handbook

Transferable Skills

Throughout each module you are provided with the opportunity to develop a range of key skills that are

- specifically relevant to the Award
- transferable to other contexts within and external to out of hospital care
- recognised by a wide range of employers
- personally useful throughout life
- contribute to job satisfaction and progression.

Such skills include identification of individual learning needs, reflective practice, self-assessment and research and presentation skills.

6.2 Assessment

The assessment strategy for this award is underpinned by the need to ensure fitness for practice by meeting the specified academic and professional outcomes and competences. The purpose of this assessment strategy is to ensure that the defined outcomes of this paramedic Foundation Degree are explicitly and appropriately tested through the variety of summative assessments identified in the table on page 8. It has been designed to actively promote learning and to provide opportunity for the student to demonstrate achievement of the intended learning outcomes, for example, students will produce a range of assessment evidence to support their claim for competence, which will be verified by the clinical mentor.

The assessment strategy has been informed by the principles of equity, fairness, flexibility and the recognition of practice-based learning and is based on the University's Assessment Principles and Policy (SU 2007a). In keeping with the policy a proportion of assessment is under controlled conditions, eg the unseen examination and OSCEs. Assessment for 15 credit modules has been limited to a maximum of two pieces of summative assessment (SU 2007a). Module assessments have been designed to be appropriate and contribute towards the assessment of the award outcomes and in keeping with the Policy (SU2007a) contain methods of formative feedback and summative assessment.

The processes supporting assessment have been designed to be:

Reliable

- there are common marking criteria for all written and oral assessments.
- the University policy on second marking is adhered to
- a selection of scripts across the grade range are sent for external examiner consideration with regards to consistency and parity in internal marking and for maintenance with national standards.
- external examiners are invited to be present for summative oral presentations.

Fair

- there is equity of assessment loading between modules and in the timing of submission.
- details of assessment and submission are given to students upon start of the module and are contained in module handbooks.
- the University's policy on anonymous marking is adhered to.
- marking criteria is given to students upon enrolment on the award/module and is contained in the award and module handbooks.
- we aim to give summative and formative feedback in a timely fashion.

Assessments include

- Portfolio of evidence
- Unseen examination
- Oral presentation of clinical incident
- Essay
- Clinical Practice Assessment of Competence

7. The Staffordshire Graduate

The Staffordshire Graduate represents a set of qualities that the University passionately believes is necessary for success in the 21st century. The Staffordshire Graduate is a reflective and critical learner with a global perspective, prepared to contribute in the world of work.

The Staffordshire Graduate will:

Discipline Expertise:

- Have an understanding of the forefront of knowledge in their chosen field

Professionalism:

- Be prepared to be work-ready and employable and understand the importance of being enterprising and entrepreneurial

Global Citizenship:

- Have an understanding of global issues and of their place in a globalised economy

Communication and Teamwork:

- Be an effective communicator and presenter and able to interact appropriately with a range of colleagues
- Have developed the skills of independence of thought and (when appropriate) social interaction through teamwork

Reflective and Critical Learner:

- Have the ability to carry out inquiry-based learning and critical analysis
- Be a problem solver and creator of opportunities

Lifelong Learning:

- Be technologically, digitally and information literate
- Be able to apply Staffordshire Graduate attributes to a range of life experiences to facilitate life-long learning and life-long success.

All students will have many opportunities to develop and achieve these attributes. These will include learning opportunities within their chosen awards and co-curricular activities such as work experience, volunteering and the development of employability, enterprise and entrepreneurial skills.

Employability, Enterprise and Entrepreneurship

Being employable...

... involves the development of a set of skills, knowledge and personal attributes that makes graduates more likely to gain employment, have the capability of being effective in the workplace and be successful in their chosen occupation to the benefit of themselves, the workforce, the community and the economy.

Being Enterprising ...

...involves a set of skills and attitudes that can enable a culture of identifying opportunities, creativity, risk taking and innovation. It can involve many activities – for instance organising an event, planning an overseas trip or involvement in a social enterprise. Equally it can be about finding new solutions to old problems in your workplace, conducting a piece of research in a resourceful way, starting a new society or being involved in a community project. Employers value enterprising people!

Being Entrepreneurial...

...very often involves using enterprise skills to create new businesses and bring them to market. There is considerable support for those wishing to do so while at University. However, being entrepreneurial is not just about business skills or starting new ventures; it is a way of thinking and behaving relevant to all parts of society and the economy in terms of mindsets, behaviours, skills and capabilities to come up with new ways of doing things well and the flexibility to change career direction.

8. How do I hand in assignments?

You will always be required to hand in written assignments relating to the Faculty Office, at BHL, STOKE or RSH Campus. Instructions for the submission of practical assignments will be included in the relevant module handbooks.

It is your responsibility to ensure that you submit assignments on time and at the appropriate place.

The Faculty Office is open to take your assignments at the following times:

Monday to Friday: 8.30am – 4.00pm

ASSIGNMENTS WILL ONLY BE ACCEPTED DURING THESE HOURS.

Written assignments to be submitted to the Faculty Office should have stapled to them an *assignment receipt form*, available from the Office.

Please ensure that you fill in *all* sections, particularly the module title and tutor's name before coming into the Office to have it stamped; space is at a premium and the Office is very busy on assignment submission days, so do plan to submit your work in plenty of time.

Note that some assignments are marked anonymously, and that you are asked to fold and stick down the right hand flap of the assignment receipt form to conceal your name before handing in your work to the Faculty Office. This is an important tool in helping to safeguard the integrity of the assessment process. Anonymous marking, however, is usually confined to conventional essay type assessments, as with other kinds of assessment (for example, an artefact or presentation report or dissertation) the tutor would normally be aware of the author's identity.

If you have a problem with dyslexia, make sure that you ask for one of the yellow labels (available from your Award Leader/Personal Tutor or if at the last minute the Faculty/School Office) to attach to your work to signal to the tutor that the assignment needs to be marked on content and understanding rather than on syntactical and grammatical competence.

The form you will complete is in duplicate. It is most important that you use a biro so that both copies are marked. Having completed it go into the Office where a member of staff will date stamp and sign both copies of the form and return one copy of it to you.

KEEP THIS SAFE! IT IS A RECEIPT, WHICH YOU CAN PRODUCE TO SHOW THAT YOU HAVE SUBMITTED YOUR ASSIGNMENT.

We would normally expect you to hand in your work in person, but recognise that this may not always be possible. If you are unable to hand in your written assignments in person, you can submit them via the post, using recorded delivery. This is important as should your work not arrive, we need to be able to find out what happened to it. All work which is submitted in this way will be dated according to the postmark.

YOU SHOULD ALSO NOTE THAT NO WORK WILL BE ACCEPTED WHICH HAS BEEN SENT BY FAX OR E-MAIL.

Finally, it hardly needs to be said that it is always, of course, good practice to keep a hard or (backed up) electronic copy of any assignment you submit. Should the assignment you submitted get lost then you will have the receipt to prove that you handed it in and a copy to replace what has been lost.

9. Feedback on Your Work

Seven principles of good feedback

Good feedback should:

1. Be an interactive process involving student-tutor and student-student dialogue;
2. Facilitate the development of self assessment and reflection;
3. Clarify for students and staff, through dialogue, what good or bad performance actually is in the assignment or task;
4. Be developmental, progressive and transferable to new learning contexts;
5. Be ongoing and embedded in the learning process;
6. Motivate, build esteem and confidence to support sustainable lifelong learning;
7. Support the development of learning groups and communities.

See appendix E for more information.

The University's Academic Board has been considering the outcomes of the last National Student Survey and discussing how it can provide quicker assessment feedback to students. This guidance refers to summative (actual) rather than formative (practice) assessments. In relation to this, the following has been agreed:

Coursework and other assessments, excluding examinations

You will normally receive feedback on all your assessments, other than examinations, within 20 working days following the date of submission of your assessment or actual date of the assessment (in the case of class tests). 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 most cases, the marks for your work will be provisional and will be subject to final ratification by the appropriate Assessment Board in due course.

Formal University examinations

Feedback for examinations will always be provided and should be available as soon as possible after the relevant examination. Where appropriate, feedback on examinations at the end of the last teaching block in the final year should be provided in the form of generic, group feedback through the University VLE. At the latest, feedback should be provided at least four weeks before the next examination period.

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

10. External Examiners

As with all universities in the UK, Staffordshire employs external examiners who are specialist in the area you are studying. The majority are drawn from other universities or colleges in the country, although some will also come from industry or other relevant professions. External examiners look at the assignments that are set for you and the work you produce. They are asked to confirm that the standards are appropriate for the level at which you are studying. They attend assessment and award boards and write an annual report for the University which is used as part of the process, (which includes student representatives) of monitoring the quality and standards of your award. You are entitled to see these reports and if you wish to do so you should contact your Faculty office.

External examiner(s) who are responsible for your award are:

Name: Mathew Capsey
Position: Paramedic Senior Lecturer
Institution: Teeside University

NB:

It is not appropriate for you to make direct contact with external examiners, in particular regarding your individual performance in assessments. There are other mechanisms you can use if you are unhappy with your results or other aspects of your award, such as the appeal and complaints procedures.

External examiners have been informed that if they are contacted directly by students they should decline to comment and refer the student back to the University.

11. Personal Development Planning and Personal Tutoring

The Programme Leader will allocate a named Personal Tutor to all pre-qualifying health professions students in the Faculty of Health Sciences. A Personal Tutor is responsible for the provision of guidance and support on theoretical and clinical progress. The role includes:-

- Identifying your learning needs
- Facilitating the setting and review of your objectives
- Monitor your progress on the Award in relation to theory and practice
- Monitoring and review any issues that arise in relation to progression through the award
- Monitoring your placement experience
- Maintaining accurate records for you
- Monitor any sickness/absence in line with the Attendance Policy
- Provide you with contact details and availability
- Provide pastoral support and where appropriate direct you to other agencies
- Monitoring any professional behaviour/conduct that may arise
- Conduct Exit Interviews
- Provide appropriate academic references on completion of your course

For further information on personal tutoring please access

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

12. Accreditation of Prior Learning

The Accreditation of Prior Learning is the term used when a student uses his or her previous experiences to gain admission to a programme of study; admission to a module; admission at an intermediate stage in a programme (advanced standing); or to gain exemption from part of a programme of study. These previous experiences may be work-based learning, general learning experiences (experiential) or certificated qualifications.

You should normally apply for exemptions or admission with advanced standing through the AP(E)L scheme when you apply for a place on the award, or immediately upon

registration for your modules. You will not be allowed to apply for AP(E)L in a module once you have submitted any assessment for that module. If you apply for exemptions or admission with advanced standing through the AP(E)L scheme you may be required to undergo some assessment to determine the relevance of your experiences/qualifications.

The APL and AP(E)L forms can be obtained from the Faculty Office. The APL and AP(E)L Board meets in early October. It is chaired by one of the Faculty's Programme Area Managers and its purpose is to consider all the APL and AP(E)L applications received from students and uphold or reject these applications dependant on the evidence provided.

13. Award Regulations

This award is regulated by the Undergraduate Modular Framework

These can be accessed at:

<http://www.staffs.ac.uk/current/regulations/academic/index.php>

Module Failure - what happens if I fail a module?

If you have failed to satisfy the assessment criteria of the module, you will be awarded a **fail grade** (Grade Points 3, 2, 1 or 0). If you have failed to submit any assessment for the module, you will be given a **Grade Point N** (Fail due to non-submission) for the element(s) of that module and you will only be allowed a further attempt at that element(s) of the module at the discretion of the appropriate Board.

If I fail a module, can I resit it?

- (i) **If you made an attempt at your assessments at the first attempt:**
You will only be guaranteed an opportunity to attempt referrals **once IF, and only if**, you have made an attempt at the assessment(s) on the first occasion unless a claim for Extenuating Circumstances has been successful.
- (ii) **If you did not make an attempt at your assessments at the first attempt:**

If you do not submit work or attend assessments at the first attempt, that guarantee of a referral is lost and the appropriate Board will decide whether or not to allow you a referral. In making its decision, the Board may take account of your engagement with that module.

If the Board does allow you a referral(s) and you do not take the referral(s) at the time notified to you by your Faculty/School, no further referral opportunity will be given to and you may fail the award.

When can I take my resit(s)?

In all cases, if you are allowed a referral(s), the referral(s) must be taken at the next resit opportunity. For most students, this will be in August 2013 but will depend on the nature of the award and the timing of your assessments.

It is your responsibility to make sure that you know when you are required to resit.

15. Placements

The member of academic staff responsible for placements on your award is:

Val Nixon
01785353744
v.a.nixon@staffs.ac.uk

Placements are learning environments where you can apply, with appropriate support and supervision, the skills and knowledge you have gained in University. We also recognise and value the skills and knowledge that you will gain from practice when you are working with a registered practitioner. In order to gain the most from your placement area certain standards are expected from you and your placement area. More information is provided in the Placement Handbook

Placements are allocated to meet the educational and statutory needs of your programme of study. Should any student need to change placements they must write to the appropriate Val Nixon (placement lead) providing their rationale in the first instance. This written request must be sent as soon as possible and a **minimum of 4 weeks before** the placement is due to start.

16. Professional Body Recognition (if applicable)

A Staffordshire University Foundation Degree in Professional Development in Paramedic Science will be awarded on the completion of the 120 credit approved programme. The award will be graded a Pass, Merit or Distinction where these criteria are met. This will allow you to be eligible to apply for HCPC registration as a paramedic.

The HCPC maintains the professional register. This body is responsible for the protection of the public and maintaining a register of qualified paramedics. To be eligible to apply for HCPC registration as a Paramedic a number of specific requirements are made. These include:

- Successful completion of the appropriate academic award – Foundation Degree in Professional Development in Paramedic Science.
- Achievement of the professional requirements for the award
- Meet all attendance requirements for the award

- Demonstrate a satisfactory standard of conduct, performance and ethics to enable HCPC registration (HCPC 2012).
- Notification of good character from the Head of Department from Staffordshire University.

When you have achieved all the above criteria the University will notify the HCPC of your successful completion. You will need to apply to the HCPC for registration and pay the required fee. Further information about this process will be available from the Award Leader towards the completion of your award.

17. Academic Misconduct and Plagiarism

The University and Faculty take the issues of academic dishonesty, plagiarism or cheating very seriously. If you are caught breaking the University's rules, you can expect to be punished – this might mean failing an assignment, failing a module or even failing your award and being asked to leave the University.

It is vitally important that you understand the rules regarding plagiarism. These can be found at:

http://www.staffs.ac.uk/assets/academic_misconduct_tcm44-26770.pdf

There are several resources available to help you in writing and preparing assignments so that you do not break the rules. You might want to look at the following resources.

<http://www.staffs.ac.uk/uniservices/infoservices/studyskills/>

If in doubt, make sure you ask your tutor before you submit work, or arrange to see someone in the Study Skills Centre (located in the library).

18. Student Guide

This Award Handbook is supported by information on the Faculty induction website and other resources provided by Central Services.

Faculty webpages http://www.staffs.ac.uk/faculties/health/student_information/

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

MyPortal <http://myportal.staffs.ac.uk>

If you are still unable to locate the information you need, please ask at Reception 01785353766

Appendix A - Glossary of Terms

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|----------------------------------|--|
| Module | <p>A unit of study with a defined learning outcomes, curriculum and assessment.</p> <p>The module definition is to found in the module specification for the module.</p> <p>Each module has a number of Credits, associated with it. A single module is worth 15 Credits and notionally requires 150 hours of learning activity to complete. This learning activity being divided between time for class contact hours with staff, independent study and assessment. The number of allocated learning hours rises in proportion to the number of Credits attributed to a module at the rate of 10 hour per credit. All modules are multiples of the basic unit of 15 Credits. So for example, a double module will be worth 30 Credits and will have a learning time of 300 hours.</p> |
| Core module | <p>This is a module that you must take and pass to qualify for a given award title or range of titles.</p> |
| Award Option | <p>This is a module chosen from a list of Award Option modules. Award Option modules are studied in conjunction with the core modules and from the prescribed set of modules for a particular named award</p> |
| Co-requisites | <p>Co-requisites are those modules that you must take as a package. All the Level 4 core modules can be considered to be co-requisites. We have defined co-requisites to make sure that there is sufficient shape and coherence in your programme of study to make it a rewarding and interesting experience. A co-Ferequisite is therefore a module which must be studied in addition to and normally at the same time as a particular module.</p> |
| Pre-requisites | <p>A pre-requisite is defined as a specific requirement that you must meet before you can take a module. In a similar way as entry to an Award was dependent on your achieving A-Level or BTEC passes for example, or having other prior knowledge, for some modules you will have to be 'qualified' to take them. This will normally mean studying for a module at an earlier level in the Award.</p> <p>Pre-requisites are specified to make sure that you have the knowledge and skills you will need to be successful in your chosen modules. Please refer to the Undergraduate Modular Framework Regulations for a more detailed description of this term in particular the distinction between the terms pre-requisites' and 'Special Admissions Requirements'.</p> |
| Disqualified Combinations | <p>Although rare, disqualified combinations are those modules which you cannot study together. This is normally because the content of the modules overlaps in some way, such that by taking both you would not cover the equivalent of two-modules learning.</p> |
| Grade Point | <p>On completion of the assessment of a module, you will be assigned a grade for that module in the range 0 to 15. In considering your performance at the end of a Level, grades will be averaged to produce grade point average for the Level (weighted by the size of the module). Grade points run from 0 to 15, with 0-3 being fail grades for undergraduate module, and 0-6 being fail grades for postgraduate modules.</p> |
| Level | <p>This indicates the academic level at which study is to be undertaken – Certificate level (module level 4 year 1), Intermediate level (module level 5 year 2) and Honours level (module level 6 year 3). Normally it</p> |

| | |
|-----------------------|---|
| | corresponds to one year of study for full-time students. However, students may take modules from different levels at the same time, provided that they meet the requirements for their award. |
| Teaching block | A period of study into which the year is divided, that may include induction learning, assessment and academic counseling. There are currently two teaching blocks in each academic year. |

Appendix B - Learning Outcomes of the Award

At the end of your studies you should be able to:

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|---|
| Knowledge & Understanding Demonstrate knowledge and critical understanding of the well-established concepts and principles of out of hospital care and their development within paramedic practice |
| Learning Understand the limits of their knowledge and competence in paramedic practice, and how this influences analyses and interpretations based on that knowledge, in accordance with the HPC Code of Conduct, Performance and Ethics |
| Enquiry Demonstrate knowledge of the main methods of enquiry and evidence based practice in paramedic science and demonstrate application of the key principles of information literacy. |
| Analysis Use a range of research, reasoning and problem-solving skills to initiate and undertake critical analysis of information and assessment data. |
| Problem Solving Evaluate critically the appropriateness of different approaches to solving problems and make professional judgements arising from assessment and analysis |
| Communication Communicate effectively information and arguments in a variety of forms, to colleagues, patients and carers, and deploy key techniques of the discipline effectively |
| Application Apply underlying concepts and principles of paramedic practice in a wide variety of practice environments, emergency and out of hospital situations for clients across the age continuum. |
| Reflection Demonstrate qualities and transferable skills necessary for professional paramedic practice, including the development of existing skills, and acquisition of professional competencies that will require the exercise of personal responsibility and decision-making and will enable students to assume significant responsibility within the practice environment. |
| Subject Specific Outcome Demonstrate competence in meeting the HCPC Standards of Proficiency for Paramedic practice |

Appendix C - Curriculum Maps

Programme Title: Foundation Degree in Professional Development in Paramedic Science

| | | | |
|--|---|---|---------------|
| L E V E L 5 | Term 1 | Term 2 | Term 3 |
| | Skills for Higher Education | Pharmacology and therapeutic interventions for out of hospital care | |
| | Pathophysiology in Paramedic Practice | Professional issues and EBP | |
| | Paramedic practice and role development | | |

On completion of 120 Level 5 Credits students will be awarded the Foundation Degree in Professional Development in Paramedic Science and will be eligible for registration with the HPC. Students may progress to the BSc (Hons) Paramedic Science award.

Intermediate awards

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

| Achievement | Award | Status |
|-----------------------------|--|---|
| 60 credits of level 5 study | University Learning Award in Out of Hospital Care | Not eligible for HPC Paramedic registration |
| 30 credits of level 5 study | Certificate in Continuous Professional Development in Out of Hospital Care | Not eligible for HPC Paramedic registration |

The criteria for intermediate awards are defined in the Undergraduate Modular Framework Regulations. Intermediate award will be graded a Pass. Students cannot collect any more than one award. Students awarded an Aegrotat Award will not be eligible to apply for HPC Paramedic registration

Table mapping the Staffordshire University Undergraduate level outcomes against the modules within the award

| Staffordshire University Learning Outcomes | Skills for Higher Education | Patho - physiology in Paramedic Practice | Professional issues and EBP | Pharmacology and therapeutic interventions for out of hospital care | Paramedic practice and role development |
|--|-----------------------------|--|-----------------------------|---|---|
| <i>Knowledge and Understanding</i> | √ | √ | √ | √ | √ |
| <i>Learning</i> | √ | √ | | √ | √ |
| <i>Enquiry</i> | | | √ | | √ |
| <i>Analysis</i> | | √ | √ | √ | √ |
| <i>Problem solving</i> | √ | | √ | √ | √ |
| <i>Communication</i> | | | √ | √ | √ |
| <i>Application</i> | √ | √ | √ | √ | √ |
| <i>Reflection</i> | √ | √ | | | √ |
| <i>Subject Specific</i> | | √ | √ | √ | √ |

Appendix D – The Staffordshire Graduate

| AWARD TITLE: | | Foundation Degree in Professional Development in Paramedic Science | |
|---|---|---|--|
| Characteristic | | Award Module(s) including level and number of credits | Method of Assessment |
| Work-ready and employable | The award leads to eligibility to register as a Paramedic with the Health Professions Council | | |
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| | | | |
| Understanding of enterprise and entrepreneurship | Skills for Higher Education 15 credits-Level 4 | | Portfolio |
| | Professional Issues and Evidence Based Practice 15 credits - Level 5 | | Oral Presentation |
| | Pharmacology and Therapeutic Interventions for Out of Hospital Care 15 credits - Level 5 | | Written Assignment |
| | Paramedic Practice & Role Development 60 credits - Level 5 | | Written Portfolio including 2 reflective case studies Clinical Practice Assessment Document |
| Understanding of global issues and their place in the global economy | Professional Issues and Evidence Based Practice 15 credits - Level 5 | | Oral Presentation |
| | Pharmacology and Therapeutic Interventions for Out of Hospital Care 15 credits - Level 5 | | Written Assignment |
| | Paramedic Practice & Role Development 60 credits - Level 5 | | Written Portfolio including 2 reflective case studies Clinical Practice Assessment Document |
| | | | |

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|--|--|---|
| | | |
| Communication skills | Skills for Higher Education 15 credits-Level 4 | Portfolio |
| | Professional Issues and Evidence Based Practice 15 credits - Level 5 | Oral Presentation |
| | Pharmacology and Therapeutic Interventions for Out of Hospital Care 15 credits - Level 5 | Written Assignment |
| | Paramedic Practice & Role Development 60 credits - Level 5 | Written Portfolio including 2 reflective case studies Clinical Practice Assessment Document |
| Presentation skills | Skills for Higher Education 15 credits-Level 4 | Portfolio |
| | Professional Issues and Evidence Based Practice 15 credits - Level 5 | Oral Presentation |
| | Pharmacology and Therapeutic Interventions for Out of Hospital Care 15 credits - Level 5 | Written Assignment |
| | Paramedic Practice & Role Development 60 credits - Level 5 | Written Portfolio including 2 reflective case studies Clinical Practice Assessment Document |
| The ability to interact confidently with colleagues | Skills for Higher Education 15 credits-Level 4 | Portfolio |
| | Professional Issues and Evidence Based Practice 15 credits - Level 5 | Oral Presentation |
| | Pharmacology and Therapeutic Interventions for Out of Hospital Care 15 credits - Level 5 | Written Assignment |
| | Paramedic Practice & Role Development 60 credits - Level 5 | Written Portfolio including 2 reflective case studies |

| | | |
|--|---|--|
| | | Clinical Practice Assessment Document |
| Independence of thought | Skills for Higher Education 15 credits-Level 4 | Portfolio |
| | Professional Issues and Evidence Based Practice 15 credits - Level 5 | Oral Presentation |
| | Pathophysiology for Paramedics 15 credits- Level 5 | Written Examination |
| | Pharmacology and Therapeutic Interventions for Out of Hospital Care 15 credits - Level 5 | Written Assignment |
| | Paramedic Practice & Role Development 60 credits - Level 5 | Written Portfolio including 2 reflective case studies Clinical Practice Assessment Document |
| Skills of teamworking | Skills for Higher Education 15 credits-Level 4 | Portfolio |
| | Professional Issues and Evidence Based Practice 15 credits - Level 5 | Oral Presentation |
| | Pathophysiology for Paramedics 15 credits- Level 5 | Written Examination |
| | Pharmacology and Therapeutic Interventions for Out of Hospital Care 15 credits - Level 5 | Written Assignment |
| | Paramedic Practice & Role Development 60 credits - Level 5 | Written Portfolio including 2 reflective case studies Clinical Practice Assessment Document |
| Ability to carry out inquiry-based learning and critical analysis | Skills for Higher Education 15 credits-Level 4 | Portfolio |
| | Professional Issues and Evidence Based | Oral Presentation |

| | | |
|--|---|--|
| | Practice 15 credits - Level 5 | |
| | Pathophysiology for Paramedics 15 credits- Level 5 | Written Examination |
| | Pharmacology and Therapeutic Interventions for Out of Hospital Care 15 credits - Level 5 | Written Assignment |
| | Paramedic Practice & Role Development 60 credits - Level 5 | Written Portfolio including 2 reflective case studies Clinical Practice Assessment Document |
| Skills of problem solving and creation of opportunities | Skills for Higher Education 15 credits-Level 4 | Portfolio |
| | Professional Issues and Evidence Based Practice 15 credits - Level 5 | Oral Presentation |
| | Pathophysiology for Paramedics 15 credits- Level 5 | Written Examination |
| | Pharmacology and Therapeutic Interventions for Out of Hospital Care 15 credits - Level 5 | Written Assignment |
| | Paramedic Practice & Role Development 60 credits - Level 5 | Written Portfolio including 2 reflective case studies Clinical Practice Assessment Document |
| Technologically, digitally and information literate | Skills for Higher Education 15 credits-Level 4 | Portfolio |
| | Professional Issues and Evidence Based Practice 15 credits - Level 5 | Oral Presentation |
| | Pathophysiology for Paramedics 15 credits- Level 5 | Written Examination |

| | | |
|--|--|--|
| | Pharmacology and Therapeutic Interventions for Out of Hospital Care 15 credits - Level 5 | Written Assignment |
| | Paramedic Practice & Role Development 60 credits - Level 5 | Written Portfolio including 2 reflective case studies Clinical Practice Assessment Document |
| Able to apply Staffordshire Graduate attributes to a range of life experiences to facilitate life-long learning | The key focus of the Award is to develop caring, knowledgeable and skilled paramedics who can adapt to the changing and dynamic nature of healthcare | |
| | | |
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Appendix E – Feedback on assessments

Our principles - good feedback should:

1. Be an interactive process involving student-tutor and student-student dialogue

There should be an agreed point of reference and common starting point between students and staff as to what constitutes the purpose and use of feedback as part of a learning process. The content of this originates from the knowledge and professional expectations of the subject discipline. Determining the common starting point is an iterative process emerging out of interactive dialogue between staff, students and their peers, where all participants challenge and are open to each other's views.

2. Facilitate the development of self assessment and reflection

The feedback should generate a series of questions for the student which makes them think about their learning now, and what they need to do to develop their learning in the future. This will enable them to understand the purpose of the feedback in each specific context; create the capacity to developing evaluative judgement; the ability to review their own performance against professional and academic criteria; and to think about learning strategies they need to develop in the future;

Because of the principles, you; the student; can expect:

- To work with a set of agreed assessment rules
 - To agree with staff and other students on why you will get feedback
 - To debate with other students
 - To learn from other students
 - To see other students learn from you
 - To debate with lecturers and other staff
 - To learn from lecturers and other staff
 - University staff to learn from you
 - Every conversation about your studies to be a type of feedback you can learn from (we are an Academic Community)
 - To get feedback throughout your course
 - To also get specific and timely formal written feedback from lecturers on your marked assessments
-
- To ask yourself new questions about your learning
 - To ask yourself new questions about your subject
 - To improve your understanding of your own thoughts
 - To improve your ability to see the worth of other people's work and thoughts
 - To improve your ability to evaluate your own work and the work of others
 - To become better at working in order to meet specific goals or targets
 - To get better at working out what types of feedback you need and working out when you need feedback

3. **Clarify for students and staff, through dialogue, what good or bad performance actually is in the assignment or task. [1]**

This involves identifying and justifying the strengths and achievements of the assignment, artefact or task under discussion. This should also then lead to outlining how changes and improvements may be made, through reference to discussion around what constitutes the criteria for good performance and how the outcomes of the task have been met. Students need to be aware that feedback is a process that can take place at any time or place, and isn't restricted to formal learning situations.

4. **Be developmental, progressive and transferable to new learning contexts**

The dialogue and understanding that emerges from the feedback should be applicable both to the current debate and also contain elements that are able to be translated to a range of current and future learning situations. As the student progresses through their learning journey they should be developing a more sustained and sophisticated approach to their learning, culminating in the expression of the graduate attributes appropriate to their level and subject specialism

5. **Be ongoing and embedded in the learning process**

Feedback isn't simply an activity that takes place after assessment – it isn't something that is simply done to students! Feedback that is effective and timely occurs when students know when they need it, recognise what they want it for, and know how to ask for it in a way that is appropriate to their needs.. It is multi faceted both in terms of content and format.

6. **Motivate, build esteem and confidence to support sustainable lifelong learning**

Feedback needs to point out what has been done well, both in

- To get better at seeing where your work is good and where it needs improvement
- To get better at seeing where other people's work is good and where it needs improvement
- To get better at giving people help to improve their work
- To get better at accepting and using help from other people to improve your own work
- To discuss how ideas like "good" and "bad" relate to marking criteria
- To get and give feedback wherever you can: not just in tutorials or seminars

- Your feedback to be relevant to your course
- Your feedback to be relevant to the way your wider subject area is developing
- Your feedback to give you useful ideas for ways of doing future learning
- Your feedback to help you get a deeper understanding of your subject
- Your feedback to help you develop your overall thinking

- To give and receive feedback frequently
- To learn to recognise when it would be useful for you to get feedback
- To learn to recognise what type of feedback it would be useful for you to get
- To learn how to ask for appropriate feedback
- To recognise that there are many appropriate ways of giving feedback

- To get, and give, praise for things that have been done well
- To get ideas that will help you improve your future learning and work

terms of the task process and the product. Feedback needs to offer 'do-able' actions for future learning/work, so that students are able to improve. Modules/awards need to engage students with multiple feedback opportunities,

7. Support the development of learning groups and communities

Good feedback – as outlined in Points 1- 6 - should create the environment whereby effective and productive learning is taking place, leading to the emergence of a flourishing learning community.

- To give ideas that will help other people to improve their future learning and work
- To get a lot of chances to receive and give feedback in a variety of ways
- To be part of an improving learning community
- To be personally responsible for helping that community get even better
- To see other people also taking personal responsibility for helping the community to get even better